

LEADERSHIP STYLES AND THEIR EFFECTIVENESS
IN MANAGEMENT OF UNIVERSITY LIBRARIES
IN INDIA

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I certify that the thesis entitled "LEADERSHIP STYLES AND THEIR EFFECTIVENESS IN MANAGEMENT OF UNIVERSITY LIBRARIES IN INDIA" submitted by Mrs. Veena Saraf for the Degree of Doctor of Philosophy of the North-Eastern Hill University, Shillong, embodies the record of original investigations carried out by her under my supervision. She has been duly registered and the thesis presented is worthy of being considered for the award of the Degree of Doctor of Philosophy.

Further, it is certified that this work has not been submitted for any Degree of any other University or Institution.

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THE 19th MAY 1995

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CHAPTER 1

INTRODUCTION

In the present study, an attempt has been made to determine the leadership styles of librarians working in academic institutions of India. Before initiating the study as such, concepts under study which still are not unequivocal are discussed and defined for the purpose of this study. There are different concepts related to the study such as leadership, leadership styles, leadership effectiveness, organisational climate and librarian as a leader which have been discussed below:

Leadership

The concept of leadership has received wide attention. There are thousands of books, articles and issues of journals related to subject but still 'leadership is one of the most observed and least understood phenomenon' (Burns, 1978). There are as many definitions as people trying to define it. Bennis and Nanus (1985, p. 4) wrote, "Decades of academic analysis has given us more than 350 definitions of leadership, thousands of empirical investigations of leaders have been conducted in the last seventy five years alone, but no clear and unequivocal understanding exists as to what distinguishes leaders from non leaders, and perhaps more important, what distinguishes effective leaders from ineffective leaders and effective organisations from ineffective organisations."

Bass (1990) reviewed 7,500 studies relating to various aspects of leadership. According to him, there is a rough scheme of classification among the various definitions and leadership has been conceived as the focus of group processes, as a matter of personality, as a matter of inducing compliance, as the exercise of influence, as particular behavior, as a form of persuasion, as a power relation, as an instrument to achieve goals, as an effect of interaction, as a differentiated role, as initiating of structure and as many combination of these definitions.

It is not possible to review all definitions, therefore, some related definitions are given below:

Leadership may be defined as leader behaviour of an individual which he is involved in directing group activities (Hempill, 1949). Leadership may be considered as the process of influencing the activities of an organized group in its efforts towards goal setting and goal achievement (Stodgill, 1950, p. 3).

Leadership is a complex and social phenomenon that cannot be treated meaningfully apart from related situational factors (Halpin, 1956).

Leadership is ^a kind of interaction between or among people. Any attempt on the part of a group member to change the behaviour of one or more members of a group is an attempt at leadership (Bass, 1960).

The act organising and directing the interests and activities of a group of persons who develop the cooperation through securing and maintaining their more or less voluntary approval of the ends methods proposed and adopted in their association (Fairchild, 1967).

By leader behavior we generally mean the particular acts in which a leader engages in the course of directing and coordinating the work of his group members. They may involve such acts as structuring the work relations, praising or criticizing group members and showing consideration for their welfare and feeling (Fiedler, 1967).

Relationships in which one person or leader influences other to work together willingly on related tasks to attain that which the leader desires (Terry, 1972).

Leadership is a process of influence between a leader and those who are followers (Hollander, 1978).

Leadership is defined as the process of influencing the activities of an organized group towards goal achievements (Ranch and Behling, 1984).

Leadership is a reciprocal process in that it occurs between people. It is not done by person to another. Successful leadership depends for more upon the follower's perception of the leader's abilities than upon the leader's own perceptions" (Kouzes and Posner, 1990).

Thus, on the basis of above definitions we can conclude that leadership is a process of influence, a particular behaviour, and complex social phenomenon, reciprocal process, ability

of leaders as perceived by others and many more dimensions which are not included in this study. The search for the one and only one proper and true definition of leadership seems to be fruitless, since the appropriate choice of definition should depend upon on the methodological and substantive aspects of leadership in which one is interested (Bass, 1990).

Therefore, for the purpose of this study leadership is defined as the ability of the leader to influence and persuade his subordinates so that they willingly contribute to achieve organisational goals or objectives. Further, for the purpose of this study, leadership will be studied as leader's own perception as well as subordinate's perception of leader's abilities.

Leadership Styles

Leadership styles and behavior are usually treated as synonyms, both pointing to what leaders do . Based on extensive literature search of leadership styles, Bass (1990) arrived at following conclusions:

1. Leadership styles vary considerably from leader to leader (Stodgill and Coons, 1957)
2. Some leader's behavior primarily involves initiating structure to accomplish task, other leaders behave to build and maintain good personal relationships, and still others do both or do neither (Halpin, 1956).
3. The most effective behavioral style of leaders is one that varies with the situation (Fiedler, 1967; Korman, 1966).

4. The best attitudinal style is high task and high relations orientations (Blake and Mouton, 1964).

5. The job and psychological maturity of the followers is the most crucial in determining which behavioral style of leaders will result in the most effectiveness (Argyris, 1962).

The above conclusions and literature shows that most of the leadership theories have dichotomy of Task versus people oriented styles of leadership.

Research has also shown that it is the various combinations of task and people oriented styles which are combined to give effectiveness of leadership styles. These types of leadership styles are viewed as multidimensional continuum having authoritarian style on one extreme and the participative style on the other. For the purpose of this study, following types of leadership styles are identified:

(a) Authoritarian Style

Authoritarian superior is the one who, among other things, uses his power to be strict rather than lenient, to supervise closely, and to ensure adherence to procedure (Blau and Scott, 1962). Thus, components of authoritarian personality are rigidity, self centeredness, suspicion, insecurity and anxiety. Thus tasks are accomplished but subordinates are dissatisfied.

(b) Bureaucratic Style

Bureaucratic leaders operate with a staff of deputized officials and are supported by legal authority based on rationale grounds. Their authority rests on belief in the legality of normative rules and in the light of those who are elevated to authority under such rules to issue commands (Weber, 1947). Bureaucratic style makes people cautious, conservative, unwilling to take risks, impersonal in their thinking. Their authority breeds arrogance. Further more, the selection and socialization processes induce a bureaucratic personality without a sense of personal identity, little intrinsic interest in work and uncompromising adherence to rules (Bensman and Rosenberge, 1960).

(c) Task Oriented Style

The people with strong concern to achieve goals are considered task oriented. This style is also conceived as performances oriented style. Successful task oriented leaders are instrumental in contributing to their group's effectiveness by setting goals, allocating labour and enforcing sanctions (Bales, 1958). They fall in the middle, being neither too sensitive nor too aggressive.

(d) Participative Style

Much of the interest in participative leadership derives from the apparently encouraging evidence from research about the introduction of participative systems in organisation. Participation in all its forms has generally been found to generate greater satisfaction among

subordinates. Participative style is synonyms with democratic, considerate, permissive and non directive styles. Here leader shares his decision making policy with his subordinates, with the result, subordinates are highly motivated and willing to take more responsibilities. When participative leadership is practiced in a group, each member has the opportunity to gain recognition and sense of self worth (Likert, 1961)

(e) Nurturant Style

Nurturant behavior was derived as one of factors by Crannell and Mollenkopf as early as in 1946 in their 'Combat leadership.' Bass (1990) lists four studies upto 1970 where nurturant behavior was one of the factors. In India Kaker (1971) was first to introduce the concept of nurturance. He identified nurturant style as a preferred style in India. Sinha (1980) was able to establish the term nurturance by operationalising the term. A nurturant leader cares for his subordinates, shows affection, takes personal interest in their well being, his personal warmth helps create a climate of trust and understanding where subordinates grow up and acquire maturity.

Leader Effectiveness

What determines the effectiveness of a leader? Literature does not throw light on the conclusiveness of leader effectiveness. However, it is proved beyond doubt that leader effectiveness depends on number of factors taken together. Bass (1960) has proposed that group effectiveness be defined in terms of (1) the group's output, (2) its morale, and (3) its satisfaction of its members. Tsui (1984) pointed that manager's reputation for effectiveness

depends on satisfying his superior, peers and subordinates.

However, the leader who performs well in one group, or under one set of conditions may or may not perform well in other groups, in other tasks or under other conditions (Fiedler, 1966). Even the appropriate measure of effectiveness varies with the nature of the group. For some groups, the proper measure of effectiveness is productivity. For the other group, effectiveness is measured by how much satisfaction is engendered (Krench et al, 1962).

Likert (1958) identified 12 indicators besides output and satisfaction for effectiveness of leaders. These are:

- (i) Extent of loyalty to and identification with the institutions and its objectives.
- (ii) Extent to which all members feel that organisational goals are consistent with there's.
- (iii) Extent to which these goals enable the organisation achieve its objectives.
- (iv) Level of concern regarding quality, output, elimination of waste, reduction of cost, improvement of product and process.
- (v) Degree of confidence and trust among the members.
- vi) Amount of quality of team work.
- (vii) Extent of delegation of responsibility.
- (viii) Extent of use of members in decision making process.
- (ix) Level of competence & skills available which are encouraged to interact effectively to solve the problem.
- (x) Efficiency of communication upward, downward & sideways.

- (xi) Level of leadership skill and ability, basic philosophy & orientation towards the process of leadership.
- (xii) Aptitude scores of the members in the organisation.

Further to achieve these indicators, Morse and Wagner (1978) modified list of nine Mintzberg's (1973) managerial roles and after refinements by factor analysis extracted six activities as follows:

- (a) Managing the organisation's environment and its resources: Effective managers are proactive and stay ahead of changes in their environment.
- (b) Organising and coordinating: Effective managers suit the rules and regulations to the abilities of persons doing them.
- (c) Information handling: Effective managers use information to the maximum so that is usable, current and provides rapid feedback.
- (d) Provide for growth and development: Effective managers ensure growth for their subordinates by caring and developing their skills for performing work.
- (e) Motivating and conflict handling: Effective managers transmit their own enthusiasm for attaining organisational goal to others.
- (f) Strategic problems solving: Effective managers periodically schedule strategy and review sessions involving the design of projects to improve organisational performance and solve organisational performance.

Thus, effectiveness of leader can be measured by the groups output, satisfying superiors and subordinates, managing resources, handling information effectively, providing for growth and development of subordinates, strategic problem solving etc. This seems to be a idealistic state of leader effectiveness. However, more the above mentioned activities are fulfilled, the more effective the leader is.

What should determine the effectiveness of a librarian as a leader? Librarian's effectiveness cannot be determined in terms of productivity, however, effectiveness of ^alibrarian can be measured as how his subordinates and library patrons are satisfied. The library profession has long claimed that it is a service profession. Library leaders have responsibility primarily for serving the need of entire staff so that they, in turn can provide the best possible service to library patrons. Thus leader's role is to nurture cooperative relationship among the subordinates while making sure they have what they need to enable them to do their jobs effectively.

Effective leadership of librarians may require personal charisma, vision, special knowledge, strength and energy. Excellent leadership, however, begins with the notion that enabling everyone who works in the library to grow in knowledge, ability and commitment to library service is the primary task (Bechtel, 1993).

For the purpose of this study, it is not possible to take into consideration all variables for determining librarian's effectiveness. For example, assessing the satisfaction of library patrons is one of the variables for determination of librarian's effectiveness which is outside the purview of this study.

Effectiveness of librarians is determined in relation to his subordinates and situational factors namely organisational climate and background factors for the purpose of this study.

Organisational Climate

Organisational climate is defined as a set of characteristics that describe an organisation and distinguish it from other organisations. These set of characteristics are organisation's philosophy, purpose, functions and structure of organisation. Organisation's philosophy includes its assumptions, values, foci of attention, priorities and goals. These affect and are affected by organisations' purpose and functions. Further, leadership in organisations are effected by the organisation's size, structure, complexity and stability.

Besides these, Litwin and Stringer (1968) included more characteristics to constitute organisational climate. These are the one's feeling regarding the structure of organisation i.e. its rules and regulations, procedure, red tape, loose-strict and formal-informal atmosphere, one's perception of responsibility, reward, risk, warmth, support, standards of performances, conflict resolutions and one's identification with the organisation.

Leadership researchers have further addressed the impact of organisational factors on leader behaviour as well as their role in mediating leadership studies/outcome relationship. Organisational climate was investigated as a possible determinant of the four leadership dimensions developed by the later Michigan researchers (Taylor and Bowler, 1972). Bass (1960) concluded:

"The surrounding organisation and its policies, size, structure and culture are of particular consequence to leader subordinate interactions. Although the organisation and its culture influence what is expected of the leader and what

they will do, the leaders in turn, shape their organisation and culture to fit their needs. The leader's discretionary and nondiscretionary behaviour depends on organisational and administration consideration."

Therefore, Schneider (1975) contends that individuals interact with their organisation and develop a global or summary perception' of the organisation which is termed as the climate.

The variable required to describe organisational climate are numerous. They can be broadly classified into extraneous and intrinsic variables. Cultural norms and social structure are extraneous factor of organisational climate whereas intrinsic factors can be further subclassified into four types. These are inputs, structure, function and outputs. Inputs are defined by characteristics of environment and resources available to the organisation and include environment, organisational history, resource technology and other constraints. Structure is defined by the relationship among the key elements which include type, sociometric, status, organisation structure and group characteristics. Functions will include functions of leader as well as employees. Output is measure of organisational effectiveness meaning objectives, attitudes, satisfaction of job, employee, supervision, job security, financial security and pride in organisation (Triandis, 1966).

This shows that leadership researchers have not been insensitive to the impact of organisational attributes on their domain of study. What has been lacking in the bulk of literature has been a systematic theoretical treatment of the interrelationship between leadership and organisational factors. In many instances there is little rationale for the

inclusion of a particular attribute other than a hunch that it might be important. Such an approach is too arbitrary (Bryman, 1986).

Thus, with so many possible variables of organisational climate, it is unlikely that organisational climate and its effectiveness could be reduced to a single large measure or indicator.

One of the important variable of organisational climate is how clear its leaders make the organisation's goals to the members and convey a sense that the climate is one in which there is high degree of trust among its members. Farrow et al (1980) found that consultation was most frequent when organisational goals were clear and levels of trust were high. Again Child and Ellis (1973) concluded that more delegation by the superior was seen if work roles were clear and much discretion was perceived in the organisation's climate. Ansari (1990) found that favourable and unfavourable climate affected the leader's efforts to influence.

For the purpose of this study, organisational climate is conceived as attributes of organisation as perceived by its members.

Librarian as Leader

Except for few biographical studies, study of librarian as leader is a recent phenomenon. However, it is undisputable that librarians have been, since their inception leading scholars and students to source of knowledge. The librarians lead and guide others so that they can pursue paths of inquiry towards understanding knowledge. Two main general developments

are putting lot of pressure and challenge for the librarians and their leadership qualities. One is ever increasing ocean of information and other is rapidly changing technological changes. Futurists are already predicting, 'infomania' as one of the four phobias of the future (Gelatt, 1993). Because of access to unmanageable information, Gelatt further says, "idolizing information and craving for more is a disability in a society generating more information than the human mind can process, thereby creating the new laws of information. These laws are:

- (a) "The information you have is not what you want.
- (b) The information you want is not what you need.
- (c) The information you need is not available."

Others have named this disease as 'information anxiety' (Wurman, 1989). Added to this, ever changing technological changes put a great amount of pressure for future librarians to be effective and remain major role players. Therefore, study of effectiveness of library leadership is not only desirable but necessary also. Various aspects of library leadership namely qualities of library leaders (Price, 1973) learning styles of library leaders (Choi, 1989) and decision styles of librarians (Mech, 1993) have been studied. Some of the studies emphasis use of behavioral methodologies (Awaritefe, 1984) and some have tried using methods applied in library & information science e.g. citation analysis (Bandalin, 1991).

Except for few small samples studied (Sparks, 1976; Dragon, 1979 and Scamell and Stead, 1984), literature does not through much light on the leadership behaviour of librarians to arrive at certain conclusion. In the present study, an attempt is made to study the leadership styles of librarians working in academic libraries of India. The above mentioned studies of library and information science have been discussed in detail in next chapter.

CHAPTER 2



REVIEW AND DEVELOPMENT OF RELATED LITERATURE

An important and critical aspect of a research project is the survey of related literature which helps in acquiring and locating comprehensive information about the subject and comparable data useful in the interpretations of results. Literature on leadership is so vast that it is not humanly possible to review whole literature in leadership. However, an attempt is made to review the core literature on leadership which is directly relevant for the present study. Review has been divided into following three broad categories:

- (a) Review and development of Leadership Behaviour;
- (b) Leadership studies in India ;and
- (c) Leadership Studies in Library and Information Science.

Review and Development of Leadership Behaviour

Reviewing of literature in leadership began in 1940's. Out of three reviews, (Bird, 1940; Jenkin, 1947; Stodgill, 1948) Stodgill's was most influential. Stodgill carried a subsequent review and published 'Handbook of leadership' in 1974. This has been further revised, and updated and expanded by Bass (1981, 1990) after Stodgill's death. There have been other useful assessments such as Gibb's (1947; 1969), Mann (1959), Hollander (1985), Bryman (1986), House and Singh (1987) etc. providing a comprehensive account of study of

leadership. Approach to leadership studies can be broadly classified into following three categories:

- (a) Traits approach;
- (b) Behavioural approach; and
- (c) Contingency approach.

Traits Approach

Leadership studies started with kind of traits or personal features which distinguish leaders from non leaders. These were broadly classified into three types namely physical factors such as height, weight, physique, appearance and age, Secondly, ability characteristics such as intelligence, fluency of speech, Scholarship and knowledge and thirdly a wide range of personality characteristics like; conservatism, introversion-extroversion, dominance, personal adjustment, self confidence, interpersonal sensitivity and emotional control. Mann (1959) in his survey found positive relation between personal personality traits and leadership in eighty percent of the studies. Stogdill (1948) concluded, "qualities, characteristics and skills required in a leader are determined to a large extent by the demands of a situation in which he is to function as a leader". Stogdill's and other reviews of Bird (1940) and Jenkin (1947) during this period are cited as major reasons which shifted the trend of study of leadership from traits approach to-wards behavioural approach. However, this did not stop the studies on trait approach. 162 studies on traits of leadership were reported by Stogdill (1974) published during 1948-1970. Table 2.1 gives the summary of traits researched upto 1970 (Bass, 1990, table 5.2)

Table 2.1. Personality Traits Associated with Leadership

Sl.No.	Characteristics	No of position finding (Survey 1970)
1.	Physical characteristics	34
2.	Social background	39
3.	Intelligence and ability	58
4.	Personality	162
5.	Task related characteristics	67
6.	Social characteristics	81

Source: Bass and Stogdill's handbook of leadership, 1990, p. 80

Thus it becomes quite evident that maximum studies during that period were conducted on personality traits followed by social characteristics and task related characteristics. Personality characteristics included adaptability, adjustment, assertiveness, alertness, emotional balance, enthusiasm, extroversion, independence, objectivity, originality, ethical conduct, resourcefulness, self confidence, strength of conviction and tolerance of stress. Task related characteristics included derive to achieve and excel, drive for responsibility, enterprise, persistence against obstacles, responsibility in the pursuit of objectives and task orientation. Social characteristics include ability to enlist cooperation, administrative ability, attractiveness, cooperativeness, nurturance, popularity, prestige, interpersonal skills, social participation and tact and diplomacy. Social background included education, social status and mobility.

But what mixture of traits constitute a effective leader. Korman (1968) concluded, that bulk of trait research situated in formal organisations did not really permit the prediction of leadership ability. So what cluster of characteristics will make a effective leader? Opinions

differ and there is no overall comprehensive theory of personality of leaders. Individuals differ from each other and differences may be on the basis of age, sex, family background, physique so on. Thus it "should be emphasised that some of the variance in who emerges as a leader and who is successful and effective is due to traits of consequence in the situation, some is due to situational effects, and some is due to the interaction of traits and situation." (Bass, 1990). Thus some individuals will attempt to lead in some situations in which they find themselves, but others will avoid doing so whenever possible and some individuals will lead in only certain situations.

Behavioural Approach

These developments led to a shift from traits of the leaders towards their style of leadership during the 1950s onwards. Leadership styles or behaviour is treated as synonyms in literature. Stogdill (1974) surveyed 52 factorial studies and listed 26 factors based on frequency of their citations. Most frequently occurring factors were description of skills of leader but the next most frequent set of factors concerned with how leaders relate to their group. The behaviours included maintaining the cohesiveness of the group, coordination, task motivation, task performance, and high quality of output. A concern for the group's performance was softened by nurturant behaviour and the use of informal controls. These factors were as follows: maintaining a cohesive work group, maintaining coordination and teamwork, maintaining standards of performance, maintaining informal control of the group and nurturant behaviour. List of factors with number of studies as reported by Bass (1990) are reproduced here for better understanding.

Table 2.2 Factors in 52 Studies Survey by Stogdill

Sl.No.	Factors	Number of Studies
1.	Technical skills	18
2.	Social nearness, friendliness	18
3.	Task motivation and application	17
4.	Supportive of the group task	17
5.	Social and interpersonal skills	16
6.	Emotional balance and control	15
7.	Leadership effectiveness and achievement	15
8.	Administrative skills	12
9.	General impression (halo)	12
10.	Intellectual skills	11
11.	Ascendence, dominance and decisiveness	11
12.	Willingness to assume responsibility	10
13.	Ethical conduct, personal integrity	10
14.	Maintaining a cohesive work, group	9
15.	Maintaining coordination and teamwork	7
16.	Ability to communicate, articulateness	6
17.	Physical energy	6
18.	Maintaining standards of performance	5
19.	Creative independence	5
20.	Conforming	5
21.	Courageous, daring	4
22.	Experience and activity	4
23.	Nurturant behaviour	4
24.	Maintaining informal control of the group	3
25.	Mature, cultured	3
26.	Aloof and distant	

Note (source: Bass and Stogdill's Handbook of Leadership. New York, the Free Press, 1990, p. 85)

Most of the research during this period led to mainly dichotomy of leadership styles. One on side authoritarian or task oriented leadership style and on other side people oriented styles or participative styles. However, there have been other approaches also. Some of the representative approaches of leadership behaviour are discussed below:

The Lewin, Lippitt and White Study (1939)

One of the earliest and influential attempt to study leadership behaviour was made by K Lewin, R. Lipitt and R. White. They identified three basic styles of leadership. Authoritarian where the leader has all the power and influence in decision making; democratic where the leader shares power and influence in decision making with his group and Laissez-faire where all the power and influence in decision making is given to the group members. They experimented with ten years old boys who were exposed to above mentioned styles. They arrived at some conclusions, namely: (a) best leadership style in terms of group satisfaction is democratic style (b) groups with authoritarian leaders tended to display hostility and aggression towards the leader (c) the least productive was laissez-faire. The study obviously emphasised democratic style as the most effective.

The Ohio State Leadership Studies (1945)

The Bureau of Business Research at Ohio State University started series of leadership studies in 1945 under the leadership of Shartle. An interdisciplinary team developed 1,800 statements describing different aspects of the behaviour of leaders. Out of which only 150 statements on the basis of exclusiveness on subscale were selected. Thus Leader Behaviour Description Questionnaire (LBDQ) was developed LBDQ was administered to wide variety of situations and after factor analyzing, the results were amazingly consistent. The two dimensions of leadership emerged viz., consideration and initiating structure which accounted to 83 percent of the variance of matrix (Halpin and Winer, 1952; Fleishman, 1957). These two factors are separate and independent dimensions of leader behaviour and emerged in successive factor

studies (Fleishman, 1973). Consideration factor describes the extent to which a leader exhibit concern for the welfare of the other members while initiating structure shows extent to which a leader initiates activity in the group. Therefore, shows orientation towards task.

Ohio studies were first to emphasize the importance of both task and human dimensions in assessing leadership. These studies generated a lot of research about its psychometric properties reliability and validity (Schriesheim and Ker, 1974), relation between consideration and initiating dimensions, relation with other leadership styles etc. However, ohio research studies were not without shortcomings. They faced a lot of criticism over the years. Shortcomings have been summarized by Alan Bryman (1986) as follow:

(a) Discrepant Findings

Studies are based on statistical correlational approach. Every study in which consideration and initiating structure figure prominently revealed that magnitude and direction of correlation between each of them was highly variable (Korman, 1966).

(b) Absence of Situational Analysis

Ohio studies failed to take situational variable which moderates the relation between leader behaviour and various out comes into accounts (Korman, 1966).

(c) Problem of the Group

Most of the leadership theories are in relation to group and ohio studies are no exception. This involves averaging individual subordinates description of their leader to form a group level description. It has been observed that leaders behave in different ways to different group members. Therefore, it is the leader in relation to the subordinate, not to a work group or unit, which is the focus of their attention.

(d) The Non-observation of Leader Behaviour

A major problem with the Ohio scales and many other measures of leadership behaviour is that they rely predominantly on subordinate account of what particular leader do.

The Michigan Leadership Studies

At the same time that the Ohio State studies were being conducted, a group of researchers from the survey Research Centre at the University of Michigan began their studies of leadership under the general directorship of Rensis Likert. The Michigan group also developed two distinct dimensions of leadership behaviour which they labelled as job-centered leadership and employee centered leadership similar to consideration and initiating structure of Ohio studies. However, later Michigan studies (Bowers and Seashore, 1966) summarized and synthesized earlier available concepts and arrived at four factor approach. These factors are:

- (a) Support-Behaviour that enhances the subordinates sense of personal worth.
- (b) Interaction facilitation - the engendering of close, mutually satisfying group relationships
- (c) Goal emphasis - the stimulation of enthusiasm, without pressure, for the achievement of high performance level.
- (d) Work facilitation providing the technical and organisational means for goal accomplishment; Scheduling, coordinating and planning.

Criticism against the Michigan studies focused on same lines as on Ohio State studies due to conceptual symmetry between the two.

Blake and Mouton's the Managerial Grid (1964)

Very popular approach of identifying leadership style is Robert R Black and S. Mouton's managerial grid. The managerial grid's approach is a contrast between two approaches- concern for production and Concern for people - which are essential ingredients of effective management. Each concern is conceptualised as a nine point scale, thus having eighty one possible combinations of managerial behaviour. Some of the important combinations are:

- (a) 1,1 'Impoverished management' - having low score on both dimensions
- (b) 1,9 'Country club management' - high on concern for people
- (c) 9,1 'Task Management - high on task
- (d) 5,5 'Middle approach' some concern for people and some concern for task
- (e) 9,9 'Team Management' - ideal situation high on both task and people orientation

Grid style is based on assumptions about how to achieve production with and through others. This leads to clearly recognisable patterns of behaviour. It is this behaviour that impacts others and leads to identifiable consequences. Evidence available clearly points in the direction of 9,9 grid style as being the most effective from the standpoint of achieving production by whatever criterion: volume, quality, speed, safety, customer service, return to investment etc. Furthermore, 9,9 seems to be the most capable of producing creativity that promotes individual satisfaction (Blake and McCauley, 1991).

Response to this managerial grid was mixed. The study suffers from methodological weaknesses which arise fundamentally because of absence of control groups. One is left with the

possibility that the observed effects could have occurred anyway or that some other form of managerial training would have had the same or even a greater effect (Bryman, 1986).

Likert's "System 4" (1961, 1967)

Likert's System 4 is a systematic development of the ideas and research generated by the Michigan leadership studies. Likert's approach is based on 'principle of supportive relationship' which Likert says is, "The leadership and other processes in the organisation must be such as to ensure a maximum probability that in cell interactions and in all relationships within the organisation, each member, in the light of his background, Values, desires, and expectations, will view the experiences as supportive and one which builds and maintains his sense of personal worth and importance." (Likert, 1961 p 103). On the basis of above theoretical structure, Likert distinguished four kinds of management which are as follows:

- (a) System 1 - an 'Exploitive authoritative' (systems confidence or trust in subordinates).
- (b) System 2 - 'benevolent authoritative' (Manager has condescending confidence and trust such as master and servant)
- (c) System 3 - 'Consultative' (Manager has substantial but not complete Confidence and trust. Still wishes to keep control of decisions).
- (d) System 4 - 'participative Management' (Manager has complete confidence and trust in subordinates in all matters).

One of the major criticism of Likert's system 4 has been the implication of universality of the system approach. Although Likert's points out that, "difference in the kind of work --- in the skills and values of the employees will require quite different procedure and ways, yet system 4 will be always effective than system 1". However, proponents of contingency leadership theories do not agree with his generalisation.

Participative Leadership

It has been now widely accepted that when participative climate is created, there is greater satisfaction in the groups, less aggression, and they are more productive (Lewin, et al, 1939; Black and Mouton's, 1964 and Likert, 1961,67). Yukl (1971) has argued for the examination of participativeness of leader behaviour distinct from consideration and initiating structure. Participative leadership, then involves a shift-away from authoritarian, highly directive forms of leadership to-wards a broader range of individuals being allowed and encouraged to play a part in decision making. The idea that greater participation must be encouraged in contemporary organisation is widespread in the literature (Bryman, 1986). Thus participative style gives increased autonomy to people, shares power, and still leader remains a active member among the group in decision making. Tannenbaum and Schmidt (1958) in 'How to choose a leadership pattern' focussed exclusively on participative leadership. They discussed effectively about degree of participation ought to be allowed to subordinates and under what circumstances. Yukl (1981) review of the field experimental literature dealing with the leadership between participation and satisfaction tends to be supportive towards positive relationship. Stogdill (1974) examined the relationship between participative management and cohesiveness and productivity in 26 organisations. He found out that out of 26, 22 correlations were negative and 10 of them were statistically significant. Thus, indicating that use of participative leadership is limited. Experimental research relating to effects of participation in formal organisational settings is inconclusive. There is more evidence to suggest that it enhances satisfaction than performance (Bryman, 1986). Therefore, he suggests that participative leadership have an effect on job satisfaction but not others.

Moreover, these studies do not take into account situational factors like organisational climate into account which can affect participative leadership/outcome relationships.

Contingency Approach

Trait and behavioural approaches to leadership did not study situational factors like organisational factors, nature of task, group structure etc in a systematic order. Underlying assumption in a contingency approach is that a particular leadership style moderates a leadership style-outcome relationship. Thus, not only leader behaviour but also other variables related to organisational climate etc will determine the effectiveness of a particular style. Various contingency approaches are discussed as follows:

Fiedler's Contingency Model (1967)

Fiedler's contingency model is one of the most widely researched model of leadership. Therefore, indicating one of the most important contribution to the theory of leadership. Fiedler administered a scale to people in leadership position to rate a person whom he or she least liked working with, which he termed as 'LPC' least preferred coworker. They were asked to rate his/her LPC in terms of eight points, 13 bipolar adjectives. These adjectives were tense-relaxed, cold-warm, supportive-hostile, boring-interesting, quarrelsome-harmonious, gloomy-cheerful, open-guarded, back biting-loyal, untrustworthy-trustworthy, considerate-inconsiderate; nasty-nice, agreeable-disagreeable, insincere-sincere, and kind-unkind. Those who rated favourable were high LPC and those unfavourable were low LPC but later on Fiedler introduced third category which was termed as middle LPC (Fiedler and

Chemers, 1984). However, major literature deals with high LPC and low LPC. High LPC is people oriented leadership style and low LPC is task oriented style. This along with situational factors will determine the effectiveness of leadership style. The theory postulates that the leadership style is determined by the needs the individual seeks to satisfy in the leadership situation and the increasingly less favorable leadership situation represents a corresponding increase of threat to the leaders' need gratification. Individuals with different leadership styles seek to satisfy different needs and thus respond differently to the threat which the unfavourable situation presents. The performance of interacting groups and organisations is therefore, contingent upon the favourableness of the leadership situation as well as upon the executives' leadership style. Situational favourableness comprised of three factors which are as follows:

(a) Leader-member Relations

This is also called group atmosphere i.e. relation between leader and groups members. It is assumed that good relations will likely make it easier for leader to lead.

(b) Task structure

Structured task will facilitate leader's position to monitor group performance. Structured task is where tasks are clear, well-defined and every group member knows exactly what he has to do.

(c) Position Power

This refers to formal authority of leader and to which extent leader has the ability to administer reward and punishments to subordinates and to enforce compliance.

Some of the major conclusions of Fiedler's contingency model are summered by (Ansari 1990, p 27) as follows:

- (a) Persons who are unsuccessful in one leadership situation may be quite successful in another.
- (b) No one set of personality traits or leadership characteristics will determine an effective leader for every situation. Both the situation and the leader's personality must be evaluated in order to select a successful leader.
- (c) There is no such thing as an ideal leader.
- (d) Task motivated as well as relationship motivated leaders excel in some situations and not in others.
- (e) The model offers some guidelines to help management to predict the appropriate situation for a specific leadership style.
- (f) The model suggests some possibilities for changing the behaviour of leaders to fit situational requirements. If that is not possible, then perhaps the situation can be changed to fit the behaviour of the existing leaders."

A lot of field studies, field experiments and laboratory experiments and octant analysis were conducted to validate the contingency model. But "Despite a vast array of publications on the reliability, validity and meaning of LPC and situational favourableness and despite supportive tests of the model, the validity of the model continues to be disputed" (Bass, 1990). The main contribution of the contingency model has been that situational factors were taken into account for leadership effectiveness. "While the Fiedler approach has attracted a good deal of controversy, the essence of the model has been enormously influential. The suggestion that

a leader's effectiveness is contingent upon the situation has found much more favour than the specific model with which Fiedler has been associated with (Bryman, 1986).

Hersey and Blanchard's Situational Leadership Theory - 1977

This theory draws heavily from Ohio leadership studies and contingency model of leadership.

They identified mainly two types of leadership styles which are:

1. Task style: The leader defines roles and explains what and how each subordinate has to do.
2. Relationship style: The leader has close personal relationship with the members of the group.

Besides these they added situational factor in the form of "follower's maturity". This refers to 'willingness and ability of a person to take responsibility for directing his/her own behaviour --- in relation to the specific task to be performed." (Hersey, et al, 1980 P 100).

Maturity has psychological and job maturity components into it. Therefore this model suggests that leader can change his behaviour with his subordinates keeping in view their maturity level. Therefore, leader behaviour may change at two different times with the same subordinate. However, this model suffers from number of conceptual confusions and deficiencies in the general approach (Graeff, 1983).

House's Path-goal Theory of Leadership

Robert House (1971)'s path-goal theory is closely related with motivational factors.

According to House and Dessler (1974, p 31) who further revised it, "the motivational

functions of the leader consist of increasing personal payoffs to subordinates for work goal attainment, and making the path to these payoffs easier to travel by clarifying it, reducing roadblocks and pitfalls, and increasing the opportunities for personal satisfaction enroute." Further formulation of this approach (House and Mitchell, 1974; Filley et al, (1976) examines four kinds of leadership behaviour which are:

- (a) Directive leadership,
- (b) Supportive leadership,
- (c) Participative leadership, *and*
- (d) Achievement oriented leadership.

These types of leadership behaviour is contingent upon mainly two variables namely - personal characteristics of subordinates and environmental factors.

Literature search shows that only one of ^{the} two hypothesis received consistent empirical support. Hypothesis that the higher the task structure of the job performed by subordinates, the higher the relationship between supportive leader behaviour and subordinate's satisfaction is substantiated. However, hypothesis that higher the task structure of the job, lower the correlation between directive leader behaviour and subordinate's satisfaction has mixed research support.

The Vroom-Yetton Contingency Model (1973)

The Vroom \rightarrow Yetton contingency model (1973) is based on the approach to help the leader

in decision making process. The model contains 5 leadership styles, seven situational discussions, fourteen problem types and seven decision rules. Starting point of the model is a problem for which a leader must seek out a solution. Leader should share his decision making with his subordinates to a greater or lesser extent. Five levels of participation are proposed with follow code, such as A= an autocratic process, C= a consultative process and G=group decision making. Thus five types of leadership style or decision styles identified are:

- AI Leader solves the problem himself with whatever information is available to him.
- AII He obtains information from subordinates without disclosing the purpose of seeking information and decides on the solution of problem himself.
- CI He shares problem with relevant subordinates individually and makes a decision without bringing them together as a group.
- CII Leader shares the problem with subordinates as a group and obtains their ideas and suggestions together. Leader's decision may or may not reflect subordinates' influence.
- GII Here leader acts as a coordinator of the group. Problem is discussed and alternatives are evaluated and generated together and a solution or decision acceptable to whole group is taken.

The effectiveness of the five decision making styles is contingent on seven critical conditions stated in the form of 'yes' or 'no' conditions. These are the leader information rule, the goal congruence rule, the unstructured problem rule, the acceptance rule, the conflict rule, the fairness rule and the acceptance priority rule.

There seems a fair amount of support for the Vroom-Yetton model but not without problems too. Model is too complex to be used in actual practice (Field 1979) as it is viewed as a programme to be used, rather as a stimulus for people to examine their own behaviour.

Conclusion

Leadership research has proliferated over the past few decades with numerous competing theories and models that attempted to explain leader behaviour and their effectiveness.

Trait approach has been one of the earliest approach to leadership studies. The dissatisfaction with trait approach during 1940's led to the shift of interest in behavioural style. Important among them are Ohio State Leadership studies which gave impetus to further development in behavioural approach. Table 2.3 presents the summary of findings of various leadership model.

Table 2 3 Summary of Findings of Different Leadership Models

Sl.NO	Author	Year	Leadership Style	
			People oriented	Task oriented
1	Lewin, Lippit and white	1939	Democratic	Authoritarian
2	Ohio state leadership studies	1945	People oriented	Job oriented
3	Michigan leadership studies	1945	People centred	Job centred
4	Blake and Moutons' managerial grid	1964	1,9 Style	9,1 Style
5	Likerts' System	1961, 1967, 1979	Participative	Exploitative
6	Fiedlers' contingency model	1967	High LPC	Low LPC
7	Houses' path-goal theory of leadership	1971	Achievement oriented	Direction oriented
8	Hersey and Blanchards' life cycle or situational model	1977	Relationship behaviour	Task behaviour
9	Vroom-Yetton contingency model	1973	GII	AI

It is clear from table 2.3 that most of leadership studies have dichotomy of task/directive/initiation/job centered on one side and people oriented/supportive/considerate/participate on other sides. Most of the criticism of behaviour approach is based on methodological issues and inconsistent results. One of the important drawback of behavioural approach is its failure to take situational variables into consideration while determining the effectiveness of leadership style. This led us to the contingency behaviour or situational model of leadership. Fiedler was first to bring situational favourableness variable in consideration in determining leader effectiveness. His contingency model generated a stream of research for over two decades.

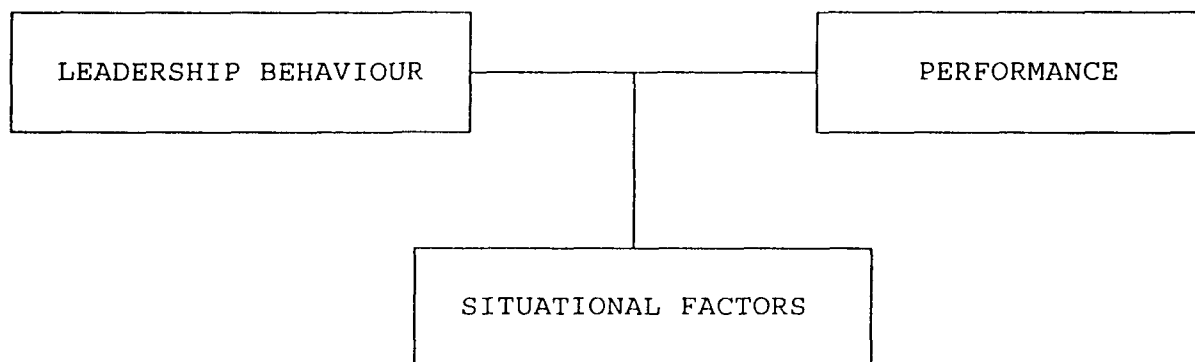


Fig. 2 1 Contingency Approach to Leadership

The main contribution of the contingency model has been to provide an approach to the study of leadership in which situational factors are not merely residual phenomenon but central ingredients of an account of leadership effectiveness. Another main contribution of contingency model is that it suggests that leaders need to be flexible in their behaviour (Yukl,

1981, Graeff, 1983) i.e. leadership styles will differ depending on the situation it demands.

Recent trend has been to return to personal characteristics and special qualities in our emerging fascination with charismatic and inspirational leaders (e.g., Nadler and Tushmaw, 1989). Even in hardened bureaucracies, there are leaders with knowledge of system, good connections and the ability to mobilise resources and take risks required for creative administrations. "We are likely to see more of theory and research about inspirational process (Bass, 1990). Further he concludes, "An enormous amount of original creative research coupled with wasteful repetition of tests and general disregard for negative results, Nevertheless the much has been accomplished in spite of all."

Leadership Studies in India

Studies concerning various aspects of leadership in India have been previously reviewed. D.Sinha (1972) reviewed the Indian literature on Industrial psychology from 1926-70. Out of 500 studies, 25 pertained to leadership. Jai B.P. Sinha (1981) reviewed 39 studies on organisational leadership for the period 1971-76. Majority of these studies were on style of effective leadership. Pradip N. Khandwalla (1988) reviewed post 1976 literature on Indian organisation effectiveness in "Psychology in India". Several other reviews on Indian organisational behaviour (Chaturvedi, 1977; Ganesh, 1981) indicate that almost thirty percent of total studies reviewed were on Motivation, Job satisfaction and leadership. These reviews suggest that focus of bulk of research in organisational behaviour in India is at microlevel. Khandwalla (1988) in his review arrived at thirteen conclusions. Some of the related conclusions are as follows:

- (a) "There is considerable evidence that strategic top management behaviour strongly influences organisational effectiveness. A proper orchestration of the organisation's goals, structure and influence processes vis-a-vis employees and clients by the top management, keeping in view the environment of the organisation, seems to make for organisational success (Paul, 1982; Prahalad and Thomas, 1977).
- (b) There is evidence that synergistic modes of top management contribute to organisational effectiveness. (Anand Ram, 1980; Khandwalla, 1981, Maheswari, 1978) e.g; professional and participative modes may be effective in complex environment.
- (c) Vigorous, participative and progressive paternalistic modes of top management seem to contribute to organisational effectiveness. (Khandwalla, 1983; Maheswari, 1978).
- (b) Managers tend to believe that different management characteristics and organisational processes contribute to organisational effectiveness and ineffectiveness (FORE, 1984). They believe that leadership, team spirit, innovation, the organisation's coping ability, consideration for the staff, the identification of employees with organisational goals, effective control, and career advancement potential contribute to organisational effectiveness. Inadequate resources, low social legitimacy, poor management, poor planning, a bureaucratic system, lack of coordination, and lack of identification of employees with organisational goals as well as contextual factors such as government practices and union behaviour are perceived to be the major factors contributing to organisational ineffectiveness.
- (e) Evidence indicate that a certain type of leadership process namely Nurturant Task (NT) followed by participative is conducive to greater effectiveness of work groups (Sinha, 1984)".

Areas which remain under researched are institution building process, impact of technological changes on organisational behaviour and how do configurations of context, management goals, style, strategy, structure, systems and organisational culture and processes affect different indications of organisational effectiveness.

Thus, it can be safely said that it is people oriented leadership styles namely democratic, considerate or participative which are more effective (Daftuar and Krishnan, 1971; Kakar,

1971; Pandey 1976 etc) rather than authoritarian or bureaucratic style emphasised in earlier studies. But, are real participative style of leadership truly effective in Indian conditions? There seems to be conflicting results. Sinha and Sinha (1974) identified certain Indian societal values namely - Lack of commitment, preference for personalised relationship, dependence proneness, lack of team orientation, aram (Relaxation or rest) and preference for showing off which are not conducive to participative management. Keeping these values in view, it was felt that participative management was not conducive to Indian environment and if introduced will be grossly misunderstood (Sinha, 1973).

Therefore, the leadership style which was formulated to meet the requirements was named nurturant task style (NT) (Sinha 1980). The NT style obviously has some components for task and some for nurturance. It indicates that NT style emphasises task to be completed and subordinates understand and accept the goals of organisations. Further, Sinha says "NT Reader structures his and his subordinates roles clearly so that communications are explicit, structured and task-relevant. He initiates, guides and directs his subordinates to work hard and maintains a high level of productivity. He, thus creates a climate of purposiveness and goal orientation. This task orientation, however, has the mix of nurturance. He cares for his subordinates, shows affection, takes a personal interest in their well being and above all, is committed to their growth. He wants them to grow up and mature so that they can assume greater and greater responsibilities and spare the leader for other tasks". Thus it is effective for those subordinates who want to maintain dependency, a personalised relationship and status differential and not ready for participative situations. NT style is supposed to be forerunner of participative style as once the subordinates achieve maturity, they generate pressure on leader to shift to participative style of management.

The NT style has been supported by various studies (Ansari, 1981, 1986, 1990; Hinger, 1982; Hassan, 1986; Singhal, 1981; Verma; 1986). Further Sinha (1983) presented twelve studies with evidence in support of the model. In a recent study by Ansari (1990), he has shown that NT style is highly endorsed style of leadership in subordinates rating of superior's behaviour, but however whether or not work group effectiveness translates into organisational effectiveness has not been demonstrated. Much more work is needed on effective ways of institutionalizing the ethics of diagnosing organisational health, growth, development, innovation, professionalism etc. in a culture in which growth and innovations are crucial but the work ethic, the capacity for fearless self diagnoses, and the capacity for collaborative collective action are weak (Khandwalla, 1988). Further, he concludes, "exhortations to leaders to be NT or participative in disregard of macro-organisational realities would be nonsensical." Moreover, there is no evidence regarding the shift in leadership from nurturant to participative style (Ansari, 1986). Literature survey does not throw light on effectiveness of leadership styles of librarians working in India. None of the studies have been so far reported testing the NT model of leadership in library organisations of India.

The present study proposes to test the effectiveness of NT model in academic libraries of India.

Leadership Studies in Library&Information Science Field

Modern librarians are facing leadership crisis. The age of traditional librarianship has been immensely influenced by information age and impact of technology. There is so much

turbulence in the profession that it has become challenging to cope with changes which requires dynamic leadership. However, librarians always played a very crucial role in leading and guiding to the sources of knowledge. Irving J. Spitzberg (1992) sums up rightly, when he says;

"Librarians who question critically and reflect upon their own leadership are those, most likely to contribute to our understanding and create more effective knowledge resource, that can improve leadership in libraries and through libraries for the larger society. Those who have thought reflectively about leadership will be able to understand their experiences of leadership and followership and use that insight to serve their constituents. That reflection will help choose the best sources among the plethora of writings about leadership. This service through contemplative leadership is indeed the essence of leadership and a profound contributions to be made by leading librarians".

Besides this, rapidly changing technological changes have accelerated the development of information centers. Librarians are under lot of pressure to implement new technologies in their organisations for effective and quick dissemination of information. To manage these changes and to better position libraries so that they remain major players in the campus information infrastructure, the next generation of librarians will require not only competent managers, but professionals who exhibit a full range of leadership qualities (Dougherty, 1989). But very little is known about leadership qualities of librarians.

Academic librarians paid a great deal of attention to improve the quality of management during 1970's in their libraries but 1980's saw the attention being shifted to more specific

areas like leadership behaviour of librarians. It was during this period some important books on leadership were published (Riggs, 1982; Riggs and Isabine, 1988; Woodsworth and Von Wahlde, 1988). Important issues like " Director - Management activities and effectiveness" (Euster, 1987). 'Relation between leadership behaviour and goal attainment in selected academic librarians" (Cones, 1979) and 'Leadership, organisational dynamics and rate of change in selected public libraries in the northeastern USA' (Boyd, 1980) and "Leaders and managers: literature review, synthesis and a new conceptual framework "(Euster,1984) were discussed. Even American Library Association's annual conference chose 'Developing leadership in human resources for Library and information Science' as its theme during 1987-88 (Berry et al. 1988).

Library Leaders- Qualities

What type of qualities a library leader should possess to be the effective in his organisation ?
? Literature does not throw much light on this aspect. However, it was in 1973 when Arthur M. McAnally and Robert B Downs in their classic article "The changing role of Director of University Libraries" identified various difficulties like pressures from various sources, lack of cohesive library planning and institutional inability to accommodate which contributed to the declining status of library directors. In the circumstances, he suggested flexibility, adaptability, ability to keep emotional balance and extreme persuasiveness as quality of library directors. Reprinting of this classic article after a gap of fifteen years (College and Research Libraries, 1989) indicates that qualities of a model director suggested by the authors are relevant even these days. Cheryl A. Price (1987) listed thirteen job related factors that librarians should expect to find in a position. These qualities are: stability; responsibility,

job description, meaning in a position, leadership flexibility, support by administration, clear administrative lines, professional salary, support service, growth opportunities and a healthful and comfortable environment. Although these qualities seem idealistic but they are supposed to be milestone that librarian should pursue to achieve.

Price's article generated a debate about what professional librarians (followers) expect from administrations (Librarians) (Fink, 1987; Alley, 1987). Effective administration is described in terms of leadership, clarity and the actualisation of values (Fink, 1987). Numerous opportunities exist for improving the lot of administrations and librarians through changes in library organisation, that allow for greater participation in the management process on the part of librarians, with increased opportunities to build trust and understanding (Alley, 1987).

Moore (1983) also described several traits that are essential for success as an academic library director. He administered the Jackson Personality inventory and Ghiselli self description inventory to library directors and concluded that flexibility, adaptability, willingness to change, stable and equatable temperament, emotional balance and endurance as qualities librarian should possess.

Besides, qualities of a librarian, other leadership issues which were discussed during this period are status (Creth, 1989). Traditional versus modern managerial practices including model of leadership (Martell, 1972) and impact of new technologies on library leadership (Sager, 1982). Sager discussed how the new technologies enhance the quality of service which is the main goal of libraries, are in conflict with budgetary constraints, acquisition of books and political considerations.

Leadership Styles of Librarians

During 1980's some survey studies were conducted in order to ascertain the leadership style of librarians using behavioural Science methodologies. Cognitive styles of persons helps in understanding the learning styles of persons. Learning styles, in turn throws light on decision styles which are part of the whole leadership styles. Some of tests available in Psychology have been used on librarians also to assess their learning styles and decision styles. The assumption here is that learning styles and decision styles of librarians will not differ significantly from others. David A Kolb's 'learning style inventory' was used to assess the cognitive styles of librarians (Varlejs, 1985; Choi, 1989). Kolb identified four learning styles viz; converger, diverger, assimilator and accommodator. These styles are based on four stages-cycle of concrete experience, reflective observation abstract conceptualisation and active experimentation. Varley's found librarians more likely to be divergers (33.30%) and have weak abstract conceptualization skills. However, Jim M Choi found librarians to be assimilators (38.6%) followed by the converger (27.1%), the diverger (19.3.%) and the accommodator (15%). Assimilators tend to prefer reflective and abstract modes of learning and converger prefer active and abstract modes of learning. Thus, one can safely state that a majority of academic librarians tend to prefer or have strength in abstract conceptualization. Learning styles had significant differences among some background variables like sex, concrete experience etc. Results of both studies are conflicting.

Mintzberg's managerial's role typology has been used to examine the managerial profile of library directors (Moskowitz, 1986; Meeh, 1990). Managerial effectiveness is significantly influenced by manager's insight into their work holds true for librarians also. It was found

that academic library directors are involved with more internal managerial roles. However significant difference among the managerial role profile of directors at different institutions was reported.

Terrence F. Mech identified two types of roles for library directors viz., internal and external. It was reported that 45% of the directors spent 'much and more' of their time on internal roles as compared to 22% of external roles. Internal roles include leadership which is elaborated as supervising subordinates' work, including placement, training, motivation, and evaluation of employees.

In order to ascertain the decision styles of librarians, 'Decision style inventory' developed by Rowe and Boulgarides in 1983 was used to assess the decision style of 370 academic library directors by T.E. Mech in 1993. The four decision styles identified were directive, analytical, conceptual and behavioural. The directive style has low tolerance for ambiguity and is focussed on task and technical concerns, analytical style has a high tolerance for ambiguity and is also oriented towards task and technical concerns. The conceptual style has a high tolerance for ambiguity and is interested in people and social concerns. They are generally future oriented thinkers. Behavioural style has a low tolerance for ambiguity and is also oriented towards people and social concerns. Behaviourals are supportive, good listeners, receptive to suggestion and communicate easily. Study reveals high significant difference in preferred decision styles among library directors of various institutions. Behavioural decision style was the predominate decision mode of style followed by directive style. There was significant negative correlation ($r = -.13$) between behavioural style and years of administration and significant positive correlation ($r = .12$) between age and

directive style. Thus it can be concluded that leaders or library directors behave differently in different institutions and background variables do influence their behaviour.

Do librarians differ from corporate leaders? Sixty one librarians were interviewed during 1987-90 in order to compare the characteristics of library leaders with those of corporate leaders (Sheldon, 1992). Research methodology of Bennis and Nanus (1985) was replicated in order to find the differences, if any, between corporate leaders and library leaders. Interviewers were asked the same question as asked by Bennis and Nanus. It was observed in the study that qualities Bennis and Nanus identified viz., attention through vision, meaning through communication, trust through positioning and positive self regard were also possessed by library leaders. Besides, librarians added the "societal value" to their work as a key motivating factor, a belief that they are doing more deep and satisfying work than translating outcomes into profits. However, this study had serious limitations as identified by author herself. Firstly, that one's behaviour as perceived by others is not measured and secondly, there is an assumption that one is able to articulate one's strength and weakness.

The Ohio State Leadership Model and Librarians

The Ohio state research group developed an instrument to measure behaviour exhibited by supervisors as described by subordinates. This was outcome of serious shortcomings of other models as discussed above. This instrument "The Leader Behaviour Description Questionnaire (LBQD) form - XII" measures leaders on two dimensions viz., consideration and initiating structure as perceived by subordinates. This instrument was administered to three large public libraries (Dragon, 1979) and one academic library (Sparks, 1976) and

sample of professional librarians (Scamell and Stead,1984). Results of these studies are consistent with results of other empirical studies conducted. A.C. Dragon shows that library superiors were described by their subordinates as higher in behaviour associated with initiating structure than in behaviour associated with consideration. In Spark's study, replies from the subordinates show a close correlation with the leader's perception of himself on considerate dimension than on initiating structure.Scamell and Stead(1984) studied the relationship between subordinates assertiveness, leader behaviour, and subordinates role stress for a sample of professional librarians. Findings reveal a significant correlation between initiating structure and consideration for the low assertive subordinates,assertiveness did not otherwise moderate the relationship between either consideration or structure and subordinates, role ambiguity, role conflict and need for clarity. These studies are not without some shortcomings. Dragon used the instrument only on subordinates and did not correlate it with leader's perception of himself. Sparks used very small sample of 15 subordinates out of which only 11 subordinates participated in the study. Thus, in spite of the fact, that results are consistent with already available findings, it becomes difficult to draw conclusions

Consistent with these findings, Hall (1979) noted that students who were graduating from library school preferred consultation to more directive style of leadership. In the same way, R.J. Solomon (1976) demonstrated that those directors of university departments who earned higher leadership scores (according to their subordinates) led university library departments which were more effective in serving other departments according to the directors of the other departments.

There have been other attempts also to study leadership behaviour of librarians which would throw light on understanding it. Various methods and techniques have been used namely; citation analysis technique employed to understand the nature of publication records of 115 library leaders (Bandelin, 1991); Librarianship of last century was reviewed in order to explore entrepreneurial leadership among the leaders of librarianship (Kilgour, 1992). F.G. Kilgour described the innovations of nine entrepreneurial librarians including himself. Even though, some stalwarts like Antonio Panizzi (1797-1879), Charles Ammi Cutter (1876), Charles Coffin Jewett (1816-1868), Melvil Dewey (1851-1931) etc, are included yet, the list does not seem exhaustive. Alice Gertz (1992) administered two surveys to 1208 randomly selected group in order to develop a list of perceived library leaders. The list was used to learn the subfield of leadership and the degree of fieldwide integration as evidenced by the extent of shared perception by respondents. Study revealed that leaders tend to be associated most strongly with category "other" whose members may serve as professional's professional; that is, high status field members and directing professional associations.

Conclusion

By the above review, it is quite evident that ~~need~~ to study the leadership behaviour of librarians was also realised in order to improve the existing situations of libraries and adapt to the changing conditions. Various aspects of library leadership namely - qualities of library leaders, learning styles and decision styles of librarians etc ~~have~~ been studied using either behavioural science methodologies or other methodologies like citation analysis etc.

In spite of all these efforts, a clear picture of effective model of library leadership has not emerged so far. Moreover, no serious attempt has been made to study leadership behaviour of Indian librarians. With the background of the studies reviewed, this study aims at studying leadership styles of librarians and their effectiveness in university libraries of India. The underlying assumption was that socio-economic conditions of librarians will influence and determine his/her leadership style.

CHAPTER 3

PURPOSE OF THE STUDY

Literature review in the previous chapters has suggested a framework for identification of various leadership styles and their effectiveness. A number of studies has been conducted previously to examine the issues regarding effectiveness of nurturant-Task (NT) style besides other styles of leadership in Indian setting. But so far, no study has been conducted to identify the leadership styles of librarians working in academic libraries in India.

Objectives of the Study

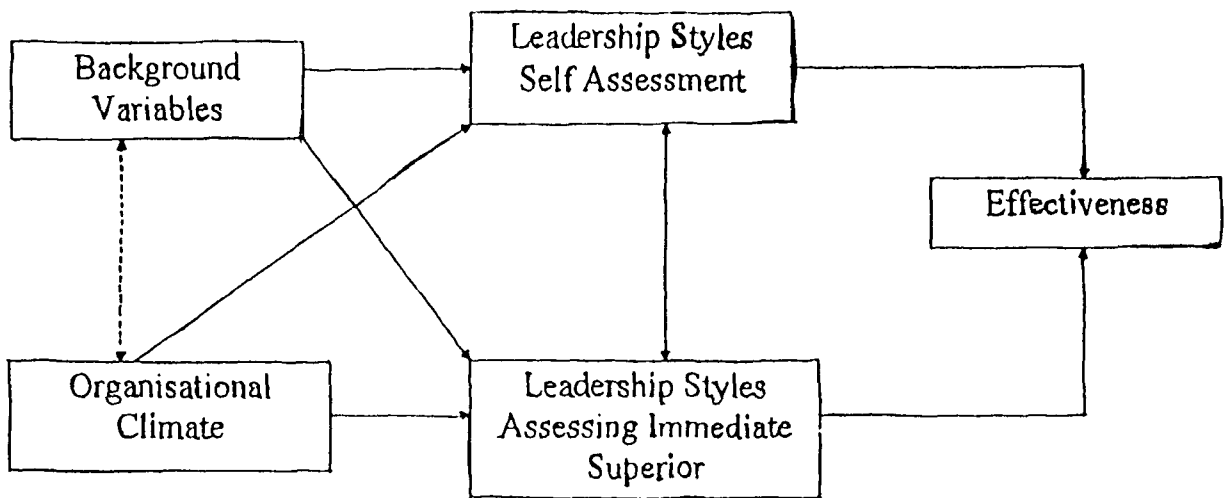
The qualities that librarians are expected to possess revolve around direction, security and environment (Fink, 1987). Direction means leadership, clear administrative lines and flexibility; Security means stability and proper job satisfaction and finally environment indicates responsibility, prestige, growth, support or in total favourable working conditions. Presence of these factors makes it possible for librarians to be effective.

The main variable to be investigated in the present study is leadership styles of librarians which is thought to be influenced by environment or organisational climate. The relation between background variables namely age, sex, educational qualifications, tenure in present position and organisations, number of subordinates etc. and leadership styles of librarians is also under investigation. The underlying assumption is that background variables will

determine and influence the choice of leadership style of librarians.

The nature and direction of relationships between the variables is illustrated in Figure No.

3.1



..... indicates combined effect

Fig. 3.1. A model to study Leadership Styles and their effectiveness

It is clear from the above figure that the main variables to be studied are leadership styles, organisational climate and background variables. Leadership style will be measured as self-assessed as well as assessed by subordinates. The purpose of the present study is mainly as follows:

- 1) to identify the leadership styles of Librarians working in academic Institutions.
- 2) How does the organisational climate affect the leadership style or behaviour of Librarians?
- 3) How does the background variables effect the leadership style?
- 4) How does the leadership style vary with respect to organisational climate.

The underlying assumptions are that leadership styles of librarians will not differ significantly from leadership style of persons working in other organisations of India and the participative behaviour of a leader will be higher in a favourable Organisational climate whereas the autocratic behaviour of a leader will be higher in an unfavourable climate. Further the socio-economic conditions of a librarian will influence and determine his/her choice of leadership style. It is reasonable to expect here that choice of a particular style is affected by designation, age, length of service, educational qualifications etc. Keeping in view the above assumptions main hypotheses to be tested are as follows:

1. Socio-cultural considerations being the same, leadership styles of librarians working in India will not differ significantly from leadership styles of managers working in other organisations in India.
2. The favourable the organisational climate is, the more people oriented leadership style the leader is having whereas, the less favourable the organisational climate is, the authoritarian style the leader is having.
3. Socio-economic factors, namely age, sex, qualifications, promotions, tenure in present position and tenure in present organisation, designation and number of subordinates will determine and influence the choice of leadership style.

The method adopted for investigation is discussed in ^{the} next chapter.

CHAPTER 4

METHODOLOGY

The present study aims at studying the leadership behaviour of librarians of academic institutions. For the purpose of this study, ^a librarian is defined as an individual who manages or is having independent charge of a section or division and where two or more subordinates are directly working under him. In academic spheres, this will include Chief Librarian, Deputy Librarian, Assistant Librarians, Documentation Officers and Senior Professional Assistants. The study also attempts to identify the relationship between leadership styles, organisational climates and background variables. The following procedure has been adopted to conduct the present study:

The Research Site

There are different types of academic institutions in India. In the present study, four types of academic institutions have been identified. They are Central Universities (CU), Indian Institutes of Management (IIM), Indian Institutes of Technology (IIT), and State Universities (SU). These institutions vary from one another on the basis of organisational setup, size, working environment etc. The purposive sampling of these institutions was done so that they are able to represent ^{the} whole country. Therefore, ⁱnstitutions representing four regional areas viz; North, East, West and South have been taken into account. In addition to this, three institutions representing North-Eastern region were included to ascertain the difference, if

any, between the leadership styles among librarians working in North-Eastern region and rest of the country. In total nineteen academic institutions were selected. The summary of the institutions included in the study are given in table 4.1 (Details of institutions are given in Appendix I).

Table 4.1 Data Summary Regarding Institutions Under Study

Name of the Institutions	Number of the Institutions
Central Universities (CU)	4
Indian Institutes of Management (IIM)	4
Indian Institutes of Technology (IIT)	4
State Universities (SU)	4
Universities representing North Eastern region	3
TOTAL =	19

The Sample

The sample comprised of total population of librarians. Librarians include chief librarians, deputy librarians, assistant librarians and documentation officers as defined earlier. All the librarians in the sample had more than two subordinates working directly under him/her. Besides, professional Assistants, who had independent charge of a section and having pay scale of Rs. 2200-4000 were also included in the sample. They were treated at par with Assistant librarians. The librarian, Indian Institute of Technology, Madras was not included in the sample as professor of Physics was holding Temporary charge of the post. Altogether there were 131 persons, out of which 118 (90.07%) participated in the study. Rest, when

approached were either on long leave or not available due to other reasons. Details of the sample are given in the table 4.2.(the details of the institutions-wise sample are given in Appendix II)

Table 4.2 Details of the Sample

Sl. No.	Name of Institution	LEVELS				TOTAL		SEX		
		L	DL	AL	DO	Number	%	M	F	Total
1.	CU	3	18	28	2	51	43.22	40	11	51
2.	IIM	4	1	6	-	11	9.32	10	1	11
3.	IIT	2	8	13	1	24	20.33	21	3	24
4.	SU	3	1	6	-	10	8.47	7	3	10
5.	NE	3	4	12	3	22	18.64	13	9	22
Total		15	32	65	6	118		91	27	118
%		12.71	27.11	55.08	5.08		100	77.11	22.88	100

Note: CU = Central Universities, IIM = Indian Institutes of Management, IIT = Indian Institutes of Technology, SU = State Universities, NE = North Eastern Universities, L = Librarian, DL = Deputy Librarian, AL = Assistant Librarian and DO = Documentation Officer

As seen from the table 4.2, of 118 participants, majority (60.16%) represented lower level namely Assistant librarians and Documentation Officers, while only 12.71% represented top level of chief librarians. Since documentation officers constitute only 5.08%, and in all universities, they are treated at par with Assistant librarians, they have been clubbed together with Assistant librarians for the final analysis. Majority 77.11% of the participants were males.

The Survey Questionnaire

A questionnaire booklet (Appendix -III) based on various studies and scales available in current literature was prepared. There were total of 152 items which were divided into four sections. A summary of the measures employed is given in Table 4.3.

Table 4.3 Survey Questionnaire Employed in the Study

Section	Measures	No. of items	Scales
1.	Leadership style(self Assessment)	50	5 point Likert type
2.	Leadership style (Assessing Immediate Superior)	50	5 point Likert type
3.	Organisational climate (OC)	30	5 point Likert type
4.	Background Variables	12	*

Note: * Scale varies from single item measure to 9 items

Description of the measures used in the study is given below:

a) Leadership Style Scale (LSS)

Leadership Style Scale (LSS) developed by Sinha (1980) and further tested by Hassan (1986) and Ansari (1986) was used. LSS is used to measure self assessing of a leader as well as assessing the immediate superior. Altogether there are 50 items which are evenly distributed among five types of leadership styles, namely, authoritarian (F), bureaucratic (B), nurturant (N), tasks oriented (T) and participative (P). In each style, there are ten items. The scale items were averaged on five point Likert type rating scale ranging from Quite True = 5, True = 4, Doubtful = 3, False = 2, Quite False = 1. In the self assessment of a leadership

behaviour, items **are** in first person, i.e.; the ‘‘I’’ format for example:

- IP I often consult my subordinates.
- 2F I keep important information to myself
- 3N I help my subordinates grow up in the organisation
- 4T I tell subordinates what I expect from them what they can expect from me.
- 5B I let my boss take major decisions

In section II leadership styles for assessing immediate Superior, items were arranged in third person or ‘‘He’’ format for example:

- 40B He/She confines himself/herself to his/her jurisdiction
- 41T He/She tells his/her subordinates how well they are doing their jobs.
- 42N He/She feels responsible for the well being of his/her subordinates.
- 43F He/She makes it clear that personal loyalty is an important virtue
- 44P He/She is a friendly type

Both these formats were administered to 118 participants for their self assessment as well as for the assessment of immediate superior, they are working with.

(b) Organisational Climate

In the third section, 30 statements concerning about perception and observation about the organisation in which they are working were prepared on modified version of Litwin and Stringer’s (1968) organisational climate questionnaire. The Organisational climate (OC)

questionnaire was modified by Schnake (1983) and further tested by Ansari (1990) in organisations of different type and size in Northern India. The scale items are arranged on 5 point Likert type Scale ranging from very great extent = 5, to a great extent = 4, to some extent = 3, to a small extent = 2 to almost no extent = 1.

(c) Background Variables

Last section of questionnaire consisted of 12 items on background variables. Background variables taken into consideration are present age, age at the time of joining the library profession, sex, marital status, designation, academic and professional qualifications, number of persons directly reporting, number of years in the present organisation, number of years in the present position, number of promotions received since first job, and number of other organisations worked for. Single item measure was used for background variables having scales ranging from 1 to 9.

The underlying assumption for including background variables is that socio-economic conditions of a librarian will influence and determine his/her choice of leadership style. It is reasonable to expect here that choice of a particular style is affected by the designation, age, length of service, educational qualifications etc. The purpose is to explore relationship between background variables, leadership styles and organisational climate. In the final analysis, one item namely marital status was dropped as it was found that more than 95% of participants were married.

The Statistical Analysis

The following statistical techniques were employed:

- a) Factor analysis with varimax rotation;
- b) Inter-correlation among the inferred variables;
- c) Analysis of variance (ANOVA); and
- d) Multiple regression analysis.

Factor analysis is a data reduction process but it differs from principal component analysis (PCA). In PCA, variance is the element leading to inclusion of an entity within a component, whereas, in factor analysis, co-variance is the critical element. The consequence is that an entity need not to be included within one factor only. According to its co-variance, an entity may be partially in one factor and partially within one or more others. Factor analysis is frequently used in where there is need to see a relatively large number of measures reduced to fewer, more basic underlying variables. It is used as a means of detecting underlying structure or order among variables. These new composite variables or factors derive their identity from the context of the variables with which they are strongly correlated. These correlations are called factor loadings.

To reveal the multiple dimensions produced by factor analysis, factor loadings are rotated according to various criteria, the most common of which is a varimax rotation. The rotation procedure groups variables that tend to correlate highly with some factors and considers them together. This allows factors to be defined in terms of the variables with which they are highly correlated.

Factor analysis was initially developed in the context of psychology, but this technique have been used by few studies in Library Science field also. McGrath et al. (1969) applied factor analysis to a formula for determining library collection allocations of academic departments. Data on Twenty two variables used for developing an allocation formula was analysed using multiple correlation and factor analysis. The data were reduced to three groups or factors. Phillips and Lyons (1990) chose factor analysis as a relevant technique to identify relationship among nineteen of the questions they asked faculty regarding library policy. The criterion used by SPSS PC package employed selected six factors (Eigenvalue = 1) out of which only four were retained for final analysis.

Fifty items each of section I (self assessment) and section II (assessing the immediate superior) and 30 items of organisational climate were subjected to factor analysis with varimax rotation separately and inferred factors were named appropriately. Analysis of variance (ANOVA) and regression analysis were applied to identify the relationship among the variable of self assessment, assessing immediate superior, organisational climate and background variables.

Factor analysis with varimax rotation were performed using Systat 4.0 Version and all other Statistical techniques were performed using SPSS PC 4.0.1 (1990) Version.

CHAPTER 5

LEADERSHIP STYLES OF LIBRARIANS

The proposed relationships between the leadership style, organisational climate and background variables are tested and examined in this and next chapter. Results and data based on various statistical analyses are discussed in the following sections:

Leadership Style - Self Assessment

Fifty items of section I 'Assessing yourself' of questionnaire were used to examine the self reporting leadership style of librarians. Fifty single statement items identified in the scale developed by Sinha (1980), Hassan (1986) and Ansari (1986) were used for self assessment of leadership style. These items represented five types of style. These are authoritarian (F), bureaucratic (B) nurturant (N), participative (P) and task oriented (T). Scores of these 50 items were submitted to factor analysis with varimax rotation. After using the criteria of eigenvalue greater than one, measures constrained to 12 factors with last factor having eigenvalue of 1.031. Out of these, 4 factors were retained for final analysis based on following principles:

- (a) factor loading of each item was not less than 0.35;
- (b) more than 3 items with above mentioned loadings were on one factor; and
- (c) items having significant loadings on more than two factors were credited to the factor on which loading was highest.

The factor loadings obtained in these 4 factors is reported in the following table:

Table 5.1 Leadership Styles - Self Assessment: Factor Analysis Results

Sl.No.	Items	Factors			
		1	2	3	4
4T	I tell subordinates what I expect from them	0.591	0.009	0.228	-0.105
8N	I help my subordinates even in family matters	0.143	0.075	0.641	0.090
9P	I mix freely with my subordinates	0.040	0.587	0.135	0.114
11T	I take special care that work gets top priority	0.735	0.131	0.049	0.141
12P	I treat my subordinates as equal	0.033	0.689	0.078	0.069
14T	I maintain high standards of performance	0.687	0.041	0.006	0.037
17T	I work hard even in adverse situations	0.682	0.046	0.190	0.011
20T	I keep my job knowledge up-to-date	0.615	0.059	0.009	0.036
24N	I go out of my way to help my subordinates	0.145	0.041	0.712	0.033
25P	I feel concerned about the feeling of my subordinates	0.041	0.597	0.216	-0.222
27P	I allow free and frank discussions when situation arises	0.060	0.361	0.007	-0.118
28T	I drive myself real hard	0.585	0.105	0.221	0.053
30T	I am very punctual	0.773	0.166	0.053	0.142
34N	I feel concerned about the well being of my subordinates	0.277	0.059	0.659	-0.071
36B	I prefer detailed procedure for doing things	0.126	0.132	0.285	0.356
39B	I go by precedence in making decisions	0.202	-0.149	0.033	0.668

Table 5.1 Contd.

Sl.No.	Items	Factors			
		1	2	3	4
40N	I arrange medical assistance whenever they are sick	0.055	0.059	0.582	0.117
43P	I make them feel free even to disagree with me	0.014	0.666	0.007	-0.139
44B	I avoid giving or receiving verbal instructions	-0.003	0.019	0.127	0.462
46P	I am informal with my subordinates	0.043	0.771	0.035	-0.068
47F	I have strong likes and dislikes for my subordinates	-0.095	-0.097	-0.055	0.442
48N	I treat my subordinates as younger brothers	0.219	0.091	0.568	0.017
50B	I consider seniority as the best criterion for promotion	-0.171	-0.102	0.102	0.503
	Eigenvalue	7.324	4.083	2.304	1.618
	Percentage	17.649	12.837	11.166	9.881

Note: (n=118) Factor 1 = Task oriented, Factor 2 = Participative, Factor 3 = Nurturant, Factor 4 = Bureaucratic

It is clear from table 5.1 that factors loaded rather neatly with total 24 items out of 50 accounting for 50.53% of variance. Factors are named as follows:

Factor 1: Task Oriented (T)

Eight items loaded on this factor. Loadings range from 0.773 to 0.545. Highest loaded items are 'I am very punctual' and 'I take special care that work gets top priority' with loadings of 0.773 and 0.735 respectively. Eigenvalue of factor is 7.324 and % of variance 17.649. Emphasis in this factor is on performance, hard work and punctuality.e.g., 'I maintain high standards of performance' (0.687) and 'I work hard in adverse situation'(0.682).

Factor 2: Participative (P)

Six items loaded on this factor. The loadings of the items range from 0.771 to 0.361. This factor revealed strong personalised relationship between the leader and subordinates. Highest loading of 0.771 is of item 'I am informal with my subordinates' and item with lowest loading is 'I allow free and frank discussion when situation arises'. Eigenvalue of factor is 4.083 and percentage of variance is 12.837. Characteristics of this factor are considerate, sharing and equality. Some important items on the factor are:

'I treat my subordinates equal'(0.689).

'I make them feel free to disagree with me'(0.656).

'I mix freely with my subordinates'(0.587).

Factor 3: Nurturant (N)

Five out of ten items of nurturant style with loadings range of 0.712 to 0.582 formed the third factor named nurturant. The stress of the factor is on helping attitude of the leader towards his subordinates e.g; 'I go out of my way to help my subordinates (0.712), 'I arrange medical assistance whenever they are sick' (0.582). Eigenvalue of factor is 2.304 and percent of variance 11.66. Some of other items on the factor are:

'I help subordinates even in family matters'(0.641).

'I feel concerned about the well being of subordinates'(0.659).

'I treat my subordinates as younger brother'(0.568).

Factor 4: Bureaucratic (B)

Out of five items on this factor, one item of authoritarian style namely 'I have strong likes and dislikes for my subordinates' loaded on this factor with loading of 0.442. Loading range

from 0.356 to 0.668. Highest loading item was 'I go by precedence in making decisions'. This factor with lowest eigenvalue of 1.18 presented the picture of bureaucratic leader who lays emphasis on rules and procedure. Other items on the factor are :

'I go by laid down rules only'(0.514).

'I expect my subordinates to confine to their jobs'(0.764).

'I confine to my jurisdiction'(0.538).

The intercorrelations, mean scores, standard deviations and ranks of leadership styles are presented in the table 5.2

Table 5.2 Inter Correlation and Mean Scores Among Leadership Styles (Self Assessment)

SL.NO.	Leadership style	T	P	N	B
1.	Task oriented (T)	X			
2.	Participative (P)	.47**	X		
3.	Nurturant (N)	.44**	.55**	X	
	Bureaucratic (B)	.07	.04	.21*	X
	No of items =	8	6	5	5
	Mean =	34.05	27.10	18.37	15.65
	SD =	4.2	4.7	3.6	3.3
	RANK	1	2	3	4

Note: n=118, * P= < .01 and ** P= < .001

Table 5.2 presents intercorrelations, Mean and Standard Deviations of four factors. It is clear from the table that Task Oriented, participation Style and nurturant Style are intercorrelated. Highly correlated are nurturant and Task Oriented. Task oriented style is having highly significant relation with participative (r= .47) and nurturant style(r= .44). Strongest relation was between nurturant and participative styles(r= .55). Bureaucratic style showed no relation

with task oriented and participative style. However, it showed significant relation ($r=21$ $p<.01$ $n=118$) with nurturant style. This finding is related to nurturant-task (NT) style model of Sinha (1980). The NT style has two main components: concern for task and nurturant orientation. NT style requires that the task must be completed, and that the subordinates understand and accept the goals. He initiates, directs subordinates towards goal orientation and maintains high level of productivity, but he has mix of nurturance by caring, showing affection and being committed to subordinates growth. Further, mean scores and SD in the table indicate that task oriented style ranks first followed by participative, nurturant and bureaucratic style respectively. Authoritative style did not emerge as distinctive style of leadership among self reporting scale which is not surprising. These results are supported by studies conducted by Verma (1980) and Ansari (1990). These studies also reported task oriented followed by participative style predominant in Indian organisations while the authoritarian style was least endorsed by the executives.

Leadership Style - Assessing Immediate Superior

Responses to the fifty items of section II of questionnaire were used to assess the leadership style of immediate superior. Five types of leadership styles have been identified viz., authoritarian (F) bureaucratic (B), nurturant (N), participative (P) and task oriented (T). Scores of these fifty items were submitted to factor analysis with varimax rotation using criteria of eigenvalue greater than one. Measures constrained to eight factors with eigenvalue of last factor is equal 1.076. Out of 8 factors only 4 meaningful and interpretable factors were retained in the final analysis. Following criterion was used for retaining factors:

- (a) factor loading of each item was not less than 0.35;
- (b) more than 3 items with above mentioned loadings were in one factor; and

- (c) items having significant loadings on more than two factors were credited to the factor on which loading was highest.

The factor loadings obtained in these factors are reported in table 5.3. It is clear from the table that 40 items out of 50 loaded accounting for 46.56 percent of variance. All the items have more than .350 loading except item no 30 F having .333 loading on factor 3 which was credited to this factor being only .02 less than .35 limit. Details of factors are given below:

Table 5.3 Leadership Style - Assessing Immediate Superior: Factor Analysis Results

Sl.No.	Items	1	2	3	4
1P	He maintains partnership in group	0.554	0.053	0.095	0.013
2N	He helps his subordinates in career	0.740	0.064	-0.040	0.013
4N	He helps his sub. to grow up and assume responsibilities	0.696	0.022	-0.121	-0.048
5T	He explains what he expects from them	0.136	0.801	0.110	0.083
6P	He makes his sub. even feel free even to disagree	0.473	0.126	-0.047	0.106
8P	He provides information and let them solve a problem	0.477	0.148	-0.163	0.017
10N	He helps sub. in family matters	0.535	0.001	0.023	0.091
11P	He interacts with them as if they are equal	0.439	-0.049	-0.080	0.121
13P	He goes by the joint decision of the group	0.406	0.057	-0.125	-0.054
14T	He takes special care that work gets priority	0.075	0.828	0.038	0.102
15P	He treats all members as equal	0.429	0.012	-0.014	0.058
17T	He maintains high standard of performance	0.079	0.794	0.022	0.002
18N	He believes that they acquire a sense of responsibility under a good leader	0.800	-0.022	0.008	0.88
19B	He thinks clear job description are necessary for effective functioning	-0.391	0.309	-0.114	0.567

Table 5.3 Contd.

Sl.No.	Items	1	2	3	4
20T	He expects them to increase their knowledge on the job	0.84	0.841	0.078	0.088
22N	He openly shows affection to those who work hard	0.701	-0.063	0.114	0.039
23F	He thinks that he is always right	-0.052	-0.041	0.476	-0.265
24N	He gives as much responsibility to them as they can handle	0.830	-0.002	0.152	0.008
25T	He believes that one can grow up by learning to do job	-0.016	0.777	0.065	0.061
27T	He see to it that they work to their capacity	0.220	0.781	-0.124	0.026
28B	He always follows standard rules and regulations	0.078	0.197	0.031	0.787
29P	He grants full freedom to them so that they can work	0.687	0.183	0.159	0.140
30F	He rules with an iron hand to get work done	0.030	0.060	0.333	-0.222
31F	He wants to have full power and control over them	-0.093	0.049	0.644	-0.098
32P	He encourages free and frank interaction among them	0.599	0.120	0.008	0.234
33P	He believes that all of us have equal potential	0.398	0.165	0.130	0.269
34T	He drives himself really hard	0.021	0.584	0.076	-0.039
36N	If the subordinates need help, he helps them	0.839	0.073	0.022	0.138
37T	He gives specific direction to them	0.071	0.755	-0.102	0.176

Table 5.3 Contd.

Sl.No.	Items	1	2	3	4
38B	He favours area of responsibility demarcated according to ranks	0.229	0.453	-0.001	0.579
39T	He keep track of the progress of work	-0.016	0.780	-0.053	0.092
41T	He tells them how well they are doing their job	0.022	0.827	-0.009	0.195
42N	He feels responsible for their well being	0.606	0.106	0.036	0.353
43F	He makes it clear that personnel loyalty is important virtue	-0.269	-0.078	0.367	0.301
44P	He is friendly type	0.492	0.121	0.126	0.284
45B	He always goes by rules and regulations	0.057	0.134	-0.108	0.654
46B	He maintains a strict division of labour	0.167	0.033	-0.108	0.444
47N	He finds time to listen to personal problems	0.779	-0.029	0.014	-0.003
49N	He has affection for them	0.778	0.130	-0.111	-0.073
50F	He believes that if he does not watch out, there are many people who may pull him down	-110	0.098	0.714	0.044
	Eigenvalue	11.131	6.238	2.468	1.076
	Percentage of variance	22.262	17.215	4.936	2.152

Note: n=118, Factor 1= Nurturant-Participative, Factor 2= Task oriented, Factor 3= Authoritarian and Factor 4= Bureaucratic

Factor I: Nurturant Participative (N-P)

All twenty items of nurturant and participative style on factor 1 had more than 0.350 loading. Highest loadings were of nurturant style as compared to participative. Highest loading of 0.839 was of item 'If subordinates need help, he helps them.' and lowest loading of 0.429 was of item 'He treats all members as equal.' Loadings of nurturant style are all more than

0.690 while loadings of participative style are in the range of 0.429-0.604 suggesting emphasis more on nurturant style. A nurturant leader cares for his subordinates by showing caring, affection and takes keen interest in the personal as well as official well being of subordinates. Eigenvalue of factor is 11.131 and percent of variance is 22.262.

Factor 2: Task oriented (T)

All the ten items of task oriented style loaded on this factor. Highest loading of 0.841 was of item 'He expects them to increase their knowledge on the job'. Range of loadings was 0.584-0.841. Task oriented leader emphasizes task performance and drives his subordinates towards organisational goals. Some of the other items on the factor are:

‘He drives himself very hard’(0.584).

‘He sees to it that they work to their capacity’(0.781).

‘He takes special care that work gets priority’(0.828).

Eigenvalue of factor is 6.238 and percentage of variance is 17.215.

Factor 3: Authoritarian (F)

This factor is named authoritarian with five items of authoritarian style loading on it. Factor loadings range from 0.333 to 0.714. Item 'He rules with an iron hand to get work done' with loading of 0.333 was treated significant being only .02 less than lowest limit of 0.350 and therefore credited to this factor. Some of the other items on the factor *are* :

'He thinks that he is always right'(0.476).

'He wants to have full power and control over them'(0.644).

'He makes it clear that personal loyalty is a important virtue'(0.367).

'He believes that if he does not watch out,there are many people who may pull him down'(0.714).

Characteristics of authoritarian style is anxiety, insecurity, self centeredness and suspicion.

Eigenvalue of factor is 2.468 4 percentage of variance 2.152.

Factor 4: Bureaucratic (B)

Again 5 items of bureaucratic style loaded on this factor. Factor loadings range from 0.444 to 0.787. Highest loadings is of item. 'He always follows standard rules and procedures' and lowest loading was of item. 'He maintains strict division of labour'. A bureaucratic leader follows standard rules and regulations, maintains hierarchical structure and believes in specialisation of labour Eigenvalue of this factor is 1.076 and percentage of variance is 2.152. Other items on the factor are:

'He thinks clear job description are necessary for effective functioning'(0.567).

'He favours area of responsibility demarcated to ranks'(0.579).

'He maintains a strict division of labour'(0.654).

Inter correlations and mean score among leadership style of immediate superiors in table 5.4 shows that there is high correlation ($r = .50$ and above) among nurturant-participative, task

oriented and bureaucratic style. Authoritative style seems independent of other styles, therefore having no relation. Mean scores further indicate that highest mean score of 67.56 of nurturant-participative followed by task oriented, bureaucratic and authoritarian with 36.85, 17.96 and 16.73 means respectively. Therefore, in dictating nurturant-participative as highly endorsed style followed closely by task oriented while least endorsed are bureaucratic and authoritarian styles. Further percentage of variance in table 5.3 shows nurturant-participative and tasks strong factors whereas bureaucratic and authoritarian were weak factors.

Table 5.4 Inter Correlations and Mean Score Among Leadership Style - Assessing Immediate Superior

SL.NO.	Leadership Styles	1	2	3	4
1	Nurturant-participative	x			
2.	Task oriented	.55*	x		
3.	Authoritative	-.11	.06	x	
4.	Bureaucratic	.66*	.54*	-.03	x
	No of items	20	10	5	5
	Mean	67.56	36.85	16.73	17.96
	SD	14.97	7.49	3.3	3.7
	RANK	1	2	4	3

Note: n=118 and * P < .001

Leadership Styles: Relation Between Self Assessment and Immediate Superior

It will be of interest to find out how perception of leadership style of immediate superior will be related with one's own leadership style. Sinha (1980) showed that there was a trend that

the styles of immediate bosses affect the style of subordinates. The mean scores in his study indicated that when the top boss was participative, the subordinates also reported themselves to be more participative. When immediate boss was authoritarian, the subordinates judged themselves to be authoritarian. Thus concluded that there are strong similarities between the subordinates and their bosses style of leadership.

Table 5.5 Leadership style of Self Assessment and Assessing Immediate Superior: A Comparative Study

Leadership styles	Self Assessment			Assessing Immediate Superior		
	Mean	SD	Rank	Mean	SD	Rank
T	34.05	4.2	1	36.85	7.89	2
P	27.10	4.7	2	-	-	-
N	18.37	3.6	3	-	-	-
N-P	-	-	-	67.56	14.47	1
B	15.65	3.3	4	17.96	3.7	3
F	-	-	-	16.73	3.3	4

Note: T=Task orient, P=Participative, N=Nurturant, N-P=Nurturant-Participative, B = Bureaucratic and F = Authoritarian

The above comparative table of mean scores of leadership styles of self assessment and immediate superior shows that while nurturant and participative styles emerge as two distinctive styles in self assessment ^{whereas} in immediate superior style nurturant and participative style emerge as single style suggesting nurturant and participative styles are not ^{to be} seen separate styles. This style has highest mean value (x=67.56) indicating that it was highly endorsed. Task oriented style is next highly endorsed style in both self reporting and assessing superior with mean value of 34.05 and 36.85 respectively. Authoritarian style does not emerge as

distinctive style in self assessment which is not surprising as it is not socially desirable style of leadership to be accepted. whereas immediate superior is endorsed of having authoritarian style. Further, highly endorsed styles in both are nurturant-participative (NP), participative (P) and nurturant (N) whereas bureaucratic (B) and authoritarian (F) styles are least endorsed. Intercorrelations between the factors of self assessment and assessing immediate superior is presented in the following table 5.6:

Table 5.6 Inter Correlation Between the Factors of Self Assessment and Assessing Immediate Superiors

Leadership Styles		Assessing Immediate Superior			
Factor Nos.	Self assessment		Factor Nos		
	↓	↓	2	3	4
		N-P	T	B	F
1.	Task Oriented (T)	-.14	.02	.15	.05
2.	Participative (P)	-.1	-.09	-.07	-0.00
3.	Nurturant (N)	-.11	-.05	0.00	.21*
4.	Bureaucratic (B)	-.19*	.20*	.17	.18*

Note: N-P=Nurturant-Participative, B=Bureaucratic and * $p < .05$
 F = Authoritarian.

Table 5.6 shows that intercorrelation among self assessment and assessing immediate superior are not very encouraging. Nurturant and bureaucratic style of self assessment are having significant positive correlation with authoritarian style of assessing immediate superior, While participative style of assessing immediate superior is having negative correlation with all styles of self assessment.

Comparison of Leadership Styles between Librarians and Others

Now the question arises: Do librarians working in academic libraries in India vary from managers working in other organisations in India? Sinha (1980) argues on the basis of literature that "effectiveness of a leadership is contingent on two factors-task and social system. The nature of task, the available technology and the relevant organisational structure make certain demands on a leader. Equally, if not more, crucial is the social system of work place which a leader must carry with him". The values, belief, norms and ideals that are embedded in a culture affect the leadership behaviour, and goals of organisations (Negandhi and Reimann, 1972). Attributes which are likely to differ across countries and cultures are competitiveness, the preference for taking risk, a sense of duty, interpersonal competencies, communication skills and needs such as for achievement, affiliation and power. Sinha and Sinha (1974) listed several values and behavioural dispositions that Indians manifest and are relevant for their organisational behaviour based on literature survey. These are preference for personalised relationship, dependence proneness, a need for power, status orientation and loyalty and thus these needs and values account for showing off, values for *aram* and lack of commitment.

Therefore, taking an assumption that socio-cultural values penetrate an organisational structures, and keep percolating in its functioning, a general hypothesis is forwarded:

Socio-cultural conditions being the same, leadership styles of librarians will not differ significantly from the leadership styles of managers working in other organisations of India.

In order to test the hypothesis, comparative study was done with various studies conducted previously. Leadership styles as reported by Hassan (1986), Verma (1986) and Ansari (1990) are listed in Table 5.7 and 5.8

Table 5.7 Leadership Styles of Self Assessment: A Comparison of three Studies

Endorsement	Hassan (1986)	Verma (1986)	Ansari (1990)
Most Prominent	Task oriented	Bureaucratic	Task oriented
to	Equality oriented	Task oriented	Participative
	Participative	Nurturant	Bureaucratic
	Authoritarian	Participative	Autocratic
Least Prominent	Bureaucratic	Authoritarian	

Table 5.7 explains data on self rating as reported by Hassan (1986), Verma (1986) and Ansari (1990). They are listed in order of most prominent to least prominent styles. It is evident from the table that all studies report task oriented and participative styles as most frequently endorsed by managers while bureaucratic and authoritarian styles are the least preferred ones. Only exception being in Verma (1986) while bureaucratic style is the most prominent followed by Task oriented style: Hassan has reported eleven factors in his study. These are factor 1: Task master, Factor 2: close minded, Factor 3: structured task orientation, Factor 4: equality oriented, Factor 5: limited participation, Factor 6 Mischievous, Factor 7: participative, Factor 8: authoritarian, Factor 9: bureaucratic, Factor 10: supportive and Factor 11 power oriented. But these eleven factors are components of leadership styles as reported in table 5.7. Similarly Verma (1986) reported 10 factors in a similar study which are more or less components of five styles of leadership. Factors reported are Factor 1: Subordinate supervision, Factor 2: participative, Factor 3: Restricted role playing, Factor 4: Directive leadership, Factor 5: Caring type, Factor 6: supportive

supervision, Factor 7 power oriented, Factor 8 value excellence, Factor 9: performance orientation and Factor 10: impersonal orientation.

Almost similar ordering of styles of this study are reported in table 5.5 which shows task oriented highly endorsed style followed by participative style. bureaucratic style is least endorsed while authoritarian style does not emerge as a distinctive configuration as its items did not cluster on any particular factor. In the study conducted by Ansari (1990), authoritarian style did not emerge as distinctive style in self reporting leadership. However, he generated this factor by having its original items which were not loaded on other factors.

Table 5.8 explains order of leadership styles of superiors as rated by subordinate in above mentioned studies. Again most highly endorsed styles are task oriented, nurturant and nurturant-task and least endorsed are again bureaucratic and authoritarian style. In this study nurturant-participative and Task oriented have emerged as highly endorsed styles in assessing immediate superior while as bureaucratic and authoritarian are least endorsed style as is evident in table 5.5. Factor structure of subordinate rating of superior behaviour in Ansari (1990) is nurturant-task, followed by participative, bureaucratic and autocratic respectively. A Hassan reported seven factors while N. Verma reported nine factors on ratings of a hypothetical leader, Factor structure of Hassan are as follows: Factor 1: Task oriented, Factor 2: Authoritarian, Factor 3: Bureaucratic, Factor 4: Restricted role, Factor 5: Martinet, Factor 6: Participative and Factor 7: Supportive Verma (1986) reported nine factors which are Factor 1: People orientation, Factor 2: Task oriented, Factor 3: Self orientation, Factor 4: Equality orientation, Factor 5: Status orientation, Factor 6: Power orientation, Factor 7: Close supervision, Factor 8: Supportive job orientation and Factor 9: Restricted role playing.

These factors are more or less components of five styles of leadership identified earlier. The above discussion proves that there are more similarities than differences between these studies and results of present study. Therefore we can safely conclude that leadership styles of librarians do not differ significantly from leadership styles of managers working in other organisations of India.

Table 5.8 Leadership Styles Rating Superior: A Comparison of three Studies

Endorsement	Hassan (1986)	Verma (1986)	Ansari (1990)
Most Prominent	Task oriented	Task oriented	Nurturant-Task
to	Nurturant	Nurturant	Participative
	Authoritarian	Participative	Bureaucratic
Least Prominent	Bureaucratic	Authoritarian	Autocratic
	Participative	Bureaucratic	

Leadership Styles and Institutions

In order to ascertain whether different academic libraries identified for the purpose of the study differ in leadership styles, ANOVA was computed between leadership styles and types of academic institutions in both self assessment and assessing immediate superior. Summary of the results are reported in table 5.9 and 5.10.

Table 5.9 Leadership Styles: Self Assessment Versus Institutions (ANOVA)

Leadership styles	Institutions						F Ratios
	I ₁ (n=11)	I ₂ (n=24)	I ₃ (n=10)	I ₄ (n=51)	I ₅ (n=22)	Total (n=118)	df 4/113
Task oriented (8)*	34.45	35.00	33.76	34.30	33.45	34.07	49
RANK	2	1	4	3	5		
Participative (6)*	29.00	28.21	26.76	26.90	25.82	27.10	2.22**
RANK	1	2	5	3	4		
Nurturant (5)*	20.45	18.33	17.00	18.13	18.27	18.37	2.26**
RANK	1	2	5	4	3		
Bureaucratic (5)*	15.36	15.00	15.60	15.84	16.09	15.65	
RANK	4	5	3	2	1		37

Note * Numbers in parenthesis are number of items constituting a factor ** Significant at < .05 level, I₁ = Indian Institutes of Management, I₂ = Indian Institutes of Technology, I₃ = State Universities, I₄ = Central universities, I₅ = North Eastern Universities

It is clear from above table that in task oriented style, Indian Institutes of Technology (IIT) ranks first followed by Indian Institute of Management (IIM) and Central Universities (CU) respectively in 'Self assessment leadership styles'. Task oriented is endorsed least by State Universities (SU) and North Eastern Universities (NEU). Participative style and nurturant styles show similar results. IIM and IIT rank first and second in Both participative and nurturant styles. Central Universities rank third and fourth in participative and nurturant styles respectively. In bureaucratic style, North Eastern Universities ranked first followed closely by CU and SU. F Ratio are highly significant for participative and nurturant only ($p < .05$).

Table 5.10

Leadership Styles: Assessing Immediate Superior versus Institutions (ANOVA)

Leadership Styles	Institutions						F Ratio
	I ₁ (n=11)	I ₂ (n=24)	I ₃ (n=10)	I ₄ (n=51)	I ₅ (n=22)	Total(n=118)	df 4/113
Nurturant- Participative (20)*	63.00	73.90	65.79	71.45	66.47	67.57	2.4**
RANK	5	1	4	2	3		
Task Oriented (10)*	34.82	38.18	36.54	40.50	36.16	36.86	2.3**
RANK	5	2	3	1	4		
Bureaucratic (5)*	17.91	17.08	20.50	17.65	18.55	17.97	2.3**
RANK	3	5	1	4	2		
Authoritarian (5)*	18.91	16.31	17.38	16.18	16.20	16.74	1.5
RANK	1	5	2	4	3		

Note * Number in parenthesis indicate number of items constituting a factor, ** Significant at $p < 05$ level I₁ = Indian Institutes of Management, I₂ = Indian Institutes of Technology, I₃ = State Universities, I₄ = Central Universities, I₅ = North Eastern Universities

The above Table gives summary and ranking of leadership styles of assessing immediate superior in different academic institutions. Nurturant-participative (N-P) and task oriented styles (T) are highly endorsed by IIT and CU and bureaucratic (B) and authoritarian styles (F) are least endorsed by IIT and CU. Surprisingly authoritarian style is shown highly endorsed by IIM followed by SU and NEU. Again SU and NEU rank highest in bureaucratic styles and IIT and CU rank lowest.

It can be concluded safely that Task oriented (T), participative style (P) and nurturant style (N) are highly endorsed style by IIT, SU and IIM in self assessment while in assessing immediate superior, nurturant-participative style (N-P) and task oriented (T) styles are highly endorsed by IIT and SU and least endorsed by IIM. Results are almost similar with earlier studies because N, P, T and N-P styles are conceptually close and related styles of leadership. SU and NEU highly endorsed bureaucratic style in self assessment and bureaucratic and authoritarian styles in assessing immediate superior. F Ratios are significant (df 4/113 $P < .01$ level) for participative, task oriented and bureaucratic styles.

Therefore, it is concluded that IIT and SU are high on T, P N and N-P styles and low on B and F style while SU and NEU are high on B and F styles and low on P N, T and N-P styles. Only IIM ^{show} surprisingly different results. In self assessment, IIM are high on P N and T styles while in assessing immediate superior they are low on N-P, and T styles and high on F and B styles.

Results are similar to the findings drawn from other sources like observations and interviewing the respondents. F ratio at (df 4/113 $P < .01$) are also significant.

Leadership Styles Versus Designations of Libraries

In order to ascertain the leadership styles of librarian, deputy librarians and assistant librarians, ANOVA was computed between leadership styles and designation of libraries in both self assessment and assessing your immediate superior. Results are reported in table 5.11 and 5.12.

Table 5.11 Leadership Styles: Self Assessment Versus Designation (ANOVA)

Leadership styles	Designation				
	L (N=15)	DL (N=32)	AL (n=71)	Total (n=118)	F Ratio dF 2/115
Task oriented (T)	34.92	34.48	33.72	34.07	.66
RANK	1	3	2	-	
Participative (P)	28.92	28.06	26.33	27.10	3.92*
RANK	1	2	3	-	-
Nurturant (N)	19.69	19.09	17.79	18.36	3.40*
RANK	1	2	3	-	-
Bureaucratic (B)	14.15	15.91	15.81	15.65	1.46
RANK	3	1	2	-	-

Note: L = Chief Librarians; DL = Deputy Librarians AL = Assistant Librarians and * $P < .05$.

Above table clearly indicates that librarians endorse highly three styles namely - Task, participative and nurturant while assessing themselves and least endorsed style by librarians is bureaucratic style. Deputy librarians endorse highly bureaucratic style followed by participative and nurturant style. Least endorsed style by deputy librarians was task oriented style. Assistant librarians rank second on task oriented and bureaucratic style while third on two styles namely participative and nurturant style.

Table 5.12 Leadership Styles: Assessing Immediate Superior Versus Designation (ANOVA)

Leadership style	Designation				
	L (N=15)	DL (N=32)	AL (n=71)	Total (n=118)	F Ratio dF 2/115
Participative (N-P)	66.23	66.45	69.24	67.57	1.2
RANK	3	2	1	-	-
Task oriented (T)	36.54	35.67	37.46	36.86	.65
RANK	2	3	1	-	-
Bureaucratic (B)	19.08	16.82	18.29	17.97	3.41*
RANK	1	3	2	-	-
Authoritarian F	17.46	17.45	16.28	16.74	1.8
RANK	2	3	1	-	-

Note = L = Chief Librarians; DL = Deputy Librarian AL = Assistant Librarian and * $p < .05$

The above table indicates that librarians are shown highest on bureaucratic style when assessed by their subordinates followed by task and authoritarian style. Nurturant-participative gets the least endorsement. Deputy librarians are shown highest on nurturant-participative style followed by task oriented, authoritarian and bureaucratic styles. However, F ratios shows significance only for bureaucratic style.

Conclusion

Four leadership styles which are identified in self assessment are named as task oriented, participated, nurturant and bureaucratic. Task oriented style ranks first followed by participative, nurturant and bureaucratic style in that order. Authoritarian style did not emerge as a factor in self assessment.

Four leadership style were also identified in assessing your immediate superior. However, these leadership styles are nurturant-participative, task oriented, bureaucratic and authoritarian styles. Nurturant-participative style was highly endorsed to be used by immediate superiors followed by task oriented and bureaucratic style. Authoritarian styles was least endorsed.

The difference between self reporting and reporting by subordinates is effect of social desirability. In self reporting, authoritarian style did not emerge as a distinctive factor while authoritarian style did emerge when assessed by subordinates. These results are consistent with already reported results of various studies conducted in India. Thus, suggesting that leadership style of librarians did not differ significantly with leadership style of others in India.

Further results show that Indian Institutes of Technology and Indian Institutes of Management and Central Universities rank high on task oriented, participative and nurturant style and low on bureaucratic style in self assessment where as central universities and Indian Institutes of Technology rank high on nurturant -participative, and task oriented style and low on

bureaucratic and authoritarian style when assessed by subordinates. Surprisingly Indian Institutes of Management rank high on authoritarian style. State universities and North Eastern universities rank high on bureaucratic style and low on nurturant-participative and task oriented style. There is consistency in self reporting and reporting by subordinates except in Indian Institutes of Management.

In order to assess difference in leadership style of librarian, deputy librarian, assistant librarian, ANOVA was computed. Results show that librarians highly endorse task oriented, participative and nurturant style when self reporting. However they are shown high on bureaucratic styles followed by task oriented and authoritarian style when assessed by subordinates. Deputy librarians rank themselves high on bureaucratic style followed by participative and nurturant style but they are shown high on nurturant-participative style when assessed by subordinates. Assistant librarians are lowest on participative and nurturant style and rank second highest on task oriented and bureaucratic style.

CHAPTER 6

ORGANISATIONAL CLIMATE AND LEADERSHIP STYLES

Here the relationship between leadership styles and organisational climate is explored. Leadership in an organisation is determined by the organisation's legitimating principles, cultural norms and by the social structure within which it occurs (Bass, 1990). As the organisation matures, so will the strategies of its leadership change. Cultural norms and social structure are extraneous factors which influence organisation while legitimating principles are determined by intrinsic factors namely organisational structure and climate. Organisational structure and climate have been distinguished by Payne and Pugh (1976) and Schneider (1975). According to Schneider, "structure refers to properties and processes of organisation that exists without regard to the human components of the system while climate is the perception of the organisation as a whole. Thus organisational structure and processes are determinants of climate which in turn determines organisational effectiveness. Thus organisational effectiveness is the outcome of the organisational contextual, structure, strategic and process variables' (Khandwalla, 1988). Further, organisational effectiveness is a systematic variable affected and in turn affecting other variables namely-leadership. Literature cite various studies which reported massive changes in strategy, structure, style of management etc while turning around or changing sick organisations (Bibeault, 1982; Khandwalla, 1984, Schendel et al, 1976 and Slatter, 1984).

Organisational Climate

Now the question arises what constitutes organisational climate. Bass (1990) in his review lists four main elements namely size, structure, complexity and stability. These are further

elaborated into structural clarity versus structural complexity, Tall versus flat structure, centralisation versus decentralisation etc. as elements of organisational climate. Thornton (1969) adds high pressure, supervision, challenging environment, distant versus close working relationship, pleasant versus crowded working conditions etc. Litwin and stringer (1968) included following elements: the one's feeling regarding the structure of organisation i.e. its rules and regulations, procedures, red tape, loose/strict, formal/informal atmosphere, one's perception of responsibility, reward, risk, warmth, support, standard of performance, conflict resolution and one's identification with the organisation.

With so many possible facets of organisational climate, it is unlikely that organisational effectiveness could be reduced to a single large measure or indicator but there is consensus that organisational climate are general feelings or opinions of a group of people at a particular time.

It is postulated here that organisational climate will be determined among other things by leadership style. (Friedlander and Marguiles, 1969; Litwin and Stringer 1968; Sinha, 1980). In order to test the organisational climate of different institutions section III 'Organisational climate' of questionnaire is used. Organisational climate questionnaire consists of 30 statements on various aspects of organisational climate (Appendix II) which are based on Litwin and Stringer (1968)'s organisational climate questionnaire which have been further modified by Schnake (1983). This scale have been already tested in various Indian organisation by Ansari (1990). The scale items are arranged on 5 point Likert type scale, ranging from to a very great extent = 5 to almost no extent = 1.

The set of items with appropriate measures were submitted to factor analysis with varimax rotation. Scores of negatively keyed items (items no 3, 10, 11, 14, 17, 23, 24) were reversed before analysis. Measures constrained to four factors after varimax rotation having eigenvalue > 1 and accounting for a total of 52.85 percent variance. All the four factors were retained for the final analysis based on following criteria:

- (a) Factor loadings of each item was not less than 0.35;
- (b) more than 3 items with above mentioned loadings were on one factor; and
- (c) items having significant loadings on more than two factors were credited to the factor on which loadings was highest.

Four factors with significant items and their loadings are reported in table 6.1.

Table 6.1 Organisational Climate: Factor Analysis Results

Sl.No.	Items	1	2	3	4
1.	The assignments to this organisation are clearly defined	0.580	0.337	-0.134	0.095
2.	In this organisation, we set very high standards for performance	0.650	0.354	-0.110	0.147
3.	We do not rely too heavily on individual judgement, almost everything is double checked	0.438	0.535	0.191	-0.109
4.	If you make a mistake in this organisation, you will be definitely criticised	0.274	0.220	0.397	0.234
5.	People are proud of belonging to this organisation	0.690	0.238	-0.223	0.133
6.	The policies and objectives of this organisation are clearly understood	0.748	0.297	-0.040	0.027
7.	The goals I am supposed to achieve in my area are realistic	0.651	0.001	0.264	-0.008
8.	There is a feeling of pressure to continually improve our group performance	0.476	0.277	-0.029	0.200
10.	There is not enough reward and recognition given in this organisation for doing work	-0.026	-0.075	0.551	0.350
11.	People in this organisation don't really trust each other very much	-0.107	-0.093	0.650	0.121
12.	Things often seem to be pretty disorganised around here	-0.005	-0.358	0.597	0.257

Table 6.1 Contd.

SI No	Items	1	2	3	4
14	In this organisation, people don't seem to take much pride in the excellence of their performance	0.072	0.70	0.070	0.495
15	Management frowns upon your checking everything with them, if you think you have got right approach, you just go ahead	0.354	0.071	0.397	0.000
16	We have promotion system that helps the best person rise to top	0.125	0.687	0.200	0.057
17	People in this organisation tend to be cool and aloof towards each other	0.069	0.049	0.428	0.047
18	Our productivity some times suffer from lack of organisation and planning	-0.109	-0.224	0.495	-0.281
20	Management sets challenging goals	0.311	0.705	0.106	0.113
21	In this organisation, people are rewarded in proportion to the excellence of their job performance	0.197	0.753	0.150	0.106
22	In this organisation performance is evaluated regularly against agree upon goals and standards	0.392	0.541	0.185	0.029
23	The goals and standards in this organisation do not usually demand the maximum effort of every individual	0.054	0.158	0.191	0.603
24	There is not much to encourage to take an increased responsibility in this organisation	0.093	-0.235	0.205	0.623
25	The rewards and encouragements that you get usually outweigh the criticism	0.057	0.121	0.042	0.439
26	There is a lot warmth in the relationship between management and other personnel in this organisations	0.184	0.600	0.316	0.0242
27	I have very little opportunity to say what I think about the goals and standards that are set for my work	0.071	-0.032	0.266	0.590
28	In this organisation people are encouraged initiate projects that they think are important	0.275	0.554	0.145	0.245
29	Good performance is recognised fairly quickly in this organisation	0.244	0.673	0.287	0.080
	Eigenvalue	6.693	3.522	1.249	1.624
	Percent of variance	22.311	14.419	8.777	7.344

Note Factor 1 = Structure Factor 2 = Reward and Warmth, Factor 3 = Interpersonnel relation, Factor 4 = Working conditions

The Table 6.1 indicates that total of 26 items out of 30 items loaded on factors with significant loadings. All items except items nos 10, 12, 15, 18, and 22 are loading rather

neatly. These are having overlapping of $> .35$ but they have been credited to factor having higher loading. Factors are named as follows:

Factor 1 : Structure

Altogether seven items (items nos. 1, 2, 3, 5, 6, 7 and 8) loaded on this factor. Loadings range from 0.748 to 0.438. Eigenvalue of the factor is 6.69 with 22.31 percent variance. Some of the important items on the factor are 'In this organisation, we set very high standards of performance' (0.650), 'The policies and objectives of this organisation are clearly understood' (0.748), 'people are proud of belonging to this organisation' (0.690), 'The goals I am supposed to achieve are realistic' (0.651). Structure factor favours more or less a bureaucratic style with specialised jobs, rules and regulations and centralised decision making. Structure was strongest factor as there was no overlapping amongst its items with other factors.

Factor 2: Reward and Warmth

Here also seven items (item nos. 16, 20, 21, 22, 26, 28 and 29) loaded on this factor. Loadings range from 0.541 to 0.753. Highest loading was of the item 'In this organisation, people are rewarded in proportion to the excellence of their job performance'. Other important items on the factor are 'we have promotion system that helps best person rise to the top' (0.687), 'There is a lot of warmth in the relationship between management and other personnel in this organisation' (0.600) and 'In this organisation, people are encouraged to initiate projects that they think are important' (0.554). Eigenvalue of factor is 3.52 and

percent of variance 14.419. Only one item (item no 22) had overlapping with factor 1 and therefore, was another strong factor. Rewards can be of two types; tangible benefits like pay increase, promotion, more desirable assignments, a better work schedule and more time off. Another type namely contingent reward takes two main forms: Praise for work well done and recommendations for pay increase, bonuses and promotions and honours for outstanding service.

Factor 3: Interpersonnel Relations

Seven items (items nos 4, 10, 11, 12, 15, 17 and 18) loaded on this factor. This factor was weakest with 4 items 10, 12, 15, 18 having overlapping with other factors. Eigenvalue of factor is 1.24 amounting to 8.77% of variance. Factor loading range from 0.397 to 0.650. Highest loading was of item 'People in this organisation don't really trust each other very much' Other significant items on the factor are 'people in this organisation tend to be cool and aloof towards each other' (0.428). 'Our productivity some times suffers from lack of organisation and planning' (0.495) and 'If you make a mistake in this organisation, you will be definitely criticised' (0.397).

It is assumed that higher the interpersonal relations in the organisation, better the organisational climate is. There are two ways of seeing interpersonal relations. One is traditional view which emphasises the ability to socialise, to fit with group norms, to comply with authority to avoid conflict and to be polite and mannerly. Second view propounded by human relations movement conceived interpersonal relations as involving empathy, insight, heightened awareness and the ability to give and receive feedback (Bass, 1990).

Factor 4: Working Conditions

5 items (item nos. 14, 23, 24, 25 and 27) constitute this factor with eigenvalue of 1.624 amounting to 7.34 of variance. There was no overlapping item on this factor and loadings range from 0.439-0.623. Significant items on the factor are 'goals and standards in this organisation do not usually demand the maximum effort of every individual' (0.603). 'There is not much to encourage to take an increased responsibility in this organisation' (0.623) and 'I have very little opportunity to say what I think about the goals and standards that are set for my work (0.590).

Intercorrelations, mean scores and other statistical information about these 4 factors are entered in table 6.2.

Table 6.2 Intercorrelations and Mean Scores Among Organisational Climate Factors

Sl.No.	Organisational Climate	1	2	3	4
1.	Structure	X			
2.	Reward and warmth	.61**	X		
3.	Interpersonnel Relations	.21*	.11	X	
4.	Working conditions	-.14*	.48**	.43**	X
	No of items	7	7	7	5
	Mean	25.64	20.01	21.56	15.32
	RANK	1	3	2	4

Note (n=118) *p<.01 ** p<.001

It is clear from table 6.2 that four factors are significantly correlated. Structure is highly and positively correlated with reward and warmth ($r = .61$ $p < .001$) and negatively with working conditions ($r = -.14$). Working conditions have significantly positive correlation with reward

and warmth and interpersonal relations. Mean scores suggest that structure ranks first followed by interpersonal relations, reward and warmth respectively. Working conditions has lowest rank. There are some overlap in the climate factors due to the belief that there might be some spread over effects from one climate area to another and partly because the measure was a perceptual one with items located in close spatial proximity. Therefore, no doubt it is some spread over effects, yet the results can be discarded on the ground of response set. Therefore, factors can not be taken as orthogonal (Sinha, 1980).

Organisational Climate and Libraries

It was important to ascertain whether organisational climate has significant differences among the libraries of different institutions. One way ANOVA was computed to check the significant difference among the five types of libraries identified for the purpose of this study. Mean scores, F Ratios and ranks of various institutions are entered in table 6.3.

Table 6.3 Organisational Climate Versus Institutions (ANOVA)

Organisational Climate	Institutions						F Ratios
	I ₁ (n=11)	I ₂ (n=24)	I ₃ (n=10)	I ₄ (n=51)	I ₅ (n=22)	Total (n=118)	df 4/113
Structure (7)*	26.27	27.33	25.73	28.30	25.41	25.64	2.91*
RANK	3	2	4	1	5	-	
Reward and Warmth (7)	19.15	20.11	18.63	20.57	20.20	20.01	48
RANK	4	2	5	1	3	-	
Interpersonal relations (7)	22.45	22.21	18.00	19.90	19.95	21.56	2.19*
RANK	1	2	5	4	3		47
Working conditions (5)	14.73	14.08	14.50	14.06	13.33	15.32	
RANK	2	4	3	1	5		

Note I₁ = Indian Institutes of Management I₂ = Indian Institutes of Technology I₃ = State Universities I₄ = Central Universities I₅ = North Eastern Universities and * p < 0.05

Mean scores given in table 6.3 indicate that central universities (CU) rank first in three factors namely structure, Reward and warmth, and working conditions and rank fourth in one factor namely, interpersonal relations. Indian Institutes of Technology (IIT) rank second in structure, Reward and warmth and interpersonal relations and fourth in working conditions. State Universities (SU) rank fifth in two factors reward and warmth and interpersonal relations while fourth and third on structure and working conditions respectively. Similarly North Eastern universities (NEU) also rank fifth on two factors namely structure and working conditions and third in two factors namely, reward, warmth and interpersonal relation. Indian Institutes of Management (IIM) rank first, second, third and fourth in interpersonal relations, working conditions, structure and reward and warmth respectively. F Ratio are significant for factors, structure and interpersonal relations.

In order to simplify the presentation of mean scores of different institutions, institutions are ranked from highest scores to lowest score on each organisational climate factor. Ratings are entered in table 6.4.

Table 6.4 Ratings of Institutions on Organisational Climatic Factors

Organisational Climate	Institutions				
	High to low				
1. Structure	4	2	1	3	5
2. Reward and Warmth	4	2	5	1	3
3. Interpersonal Relations	1	2	5	4	3
4. Working Conditions	4	1	3	2	5

Note 1 = Indian Institutes of Management; 2 = Indian Institutes of Technology; 3 = State Universities; 4 = Central Universities; 5 = North Eastern Universities. Favourable Climate 1, 2, 4 and unfavourable Climate 3, 5.

It is clear from the table 6.4 that institutions Central Universities and Indian Institutes of

Technology (IIT) are having more favourable organisational climate as three out of four factors have first or second ranking. None of them have fifth rank. This is followed closely by Indian Institutes of Management which has fifth rank on two factors and first and second on two other factors. Whereas State universities and North Eastern Universities are having lowest rankings. State Universities rank fifth in two factors and third and fourth in other two factors whereas North Eastern Universities rank third and fifth in two factors each. Therefore, table 6.3 and 6.4 indicate that on the favourable side are Central Universities and Indian Institutes of Technology whereas State Universities and North Eastern Universities are on unfavourable side while Indian Institutes of Management falls in the middle.

Result shows consistency with the information drawn from other sources. It has been observed personally that Central Universities, Indian Institutes of Technology and Indian Institutes of Management have better organisational climate as compared to state Universities and Universities in North Eastern part of India. Central universities and Indian Institutes of Technology are having better working conditions and interpersonal relations. These organisations are standardised, follow rules and regulations consistently and have specialised jobs.

Organisational Climate and Leadership Styles

It will of interest to know the relationship between organisational climate and leadership styles. Intercorrelations between organisational climate and leadership style of (a) self assessment and (b) Assessing immediate superior are contained in table 6.5.

Table 6.5 Inter Correlations Between Organisational Climate Factor and Leadership Styles

Leadership Styles	Structure	Reward Warmth	Interpersonnel Relations	Working Conditions
Self Assessment				
Task oriented	36**	.08	.27*	.11
Participative	27**	-.11*	.33**	.01
Nurturant	21*	.15*	.22*	-.09
Bureaucratic	24*	.26*	.15*	.17*
Assessing Immediate Superior				
Nurturant-Participative	30**	.31**	.24*	.04
Task oriented	33**	.26*	.10	.01
Bureaucratic	.48**	.33**	-.11*	.11*
Authoritarian	.06	-.01	.35**	.21*

Note * $P < .01$ ** $P < .001$

The above table 6.5 indicates that factors of organisational climate and leadership styles are significantly correlated. Only 7 out of 32 coefficients were not significant, rest of them are significantly correlated ($P < .01$).

Organisational climatic factor, structure is highly correlated with all leadership styles except authoritarian style. Strongest relationship is between bureaucratic style (assessing immediate superior) and structure. Reward and warmth factor is significantly correlated with all except task oriented (self assessment) and authoritarian style. Surprisingly it has negative relation with participative style of leadership. Strongest relationship of reward and warmth is again

with bureaucratic style (assessing immediate superior). Interpersonal relations have significant correlation with all leadership style except task oriented (assessing immediate superior). It is negatively related with bureaucratic structure. On the basis of the above findings a general hypothesis is forwarded.

The favourable the organisational climate is, the more people oriented leadership style the leader is having (for example, participative, nurturant, Task oriented and nurturant-participative), the less favourable the organisational climate is, the more bureaucratic and authoritarian style the leader is having.

From the above discussion it is clear that Indian Institutes of Technology and Central Universities are having favourable organisational climate whereas State Universities and North Eastern Universities are having unfavourable climate. Indian Institutes of Management falls in the middle. Further details of leadership styles in different institutions are given in Table 5.9 and Table 5.10.

Mean scores on different leadership styles of different institutions ^{are} given in table 5.9 and 5.10. Simplified version of ranking of institutions on leadership style in both self assessment and assessing immediate superior are presented in Table 6.6 and Table 6.7 below:

Table 6.6 Rating of Institutions on Leadership Style: Self Assessment

Leadership style	Institutions				
	High to Low				
Task oriented (T)	2	1	4	3	5
Participative (P)	1	2	4	5	3
Nurturant (N)	1	2	5	4	3
Bureaucratic (B)	5	4	3	1	2

Note: 1 = IIM, 2 = IIT, 3 = SU, 4 = CU and 5 = NEU

Table 6.7 Rating of Institutions on Leadership Style: Assessing Immediate Superior

Leadership styles	Institutions				
	High to Low				
Nurturant-Participative (N-P)	2	4	5	3	1
Task oriented (T)	4	2	3	5	1
Bureaucratic (B)	3	5	1	4	2
Authoritarian (F)	1	3	5	4	2

Note: 1 = IIM; 2 = IIT; 3 = SU; 4 = CU; 5 = NEU

It does not need close scrutiny in Table 6.6 to see that institutions namely Indian Institutes of Management (IIM), Indian Institutes of Technology (IIT) and Central Universities (CU) are having high scores on task oriented, participative and nurturant styles in self assessment leadership style. Again in assessing immediate superior IIM, IIT and CU have highest ranks on nurturant-participative and task oriented. These institutions are having favourable climate as shown in Table 6.3 and 6.4. State Universities (SU) are highest in bureaucratic style in assessing immediate superior and second highest on authoritarian style and third rank in

bureaucratic style. North Eastern Universities are having highest rank in bureaucratic style in self assessment whereas in assessing immediate superior they rank second and third respectively. Therefore, it is clear that SU and NEU are high on B and F styles and these have unfavourable climates.

Therefore, we can safely conclude that the favourable the organisational climate is, the more people oriented leadership style is, whereas the less favourable organisational climate is, the more bureaucratic and authoritarian style the leader is having.

Background Variables

Socio-economic or background conditions differ in each environment and effects systematically leader follower relations. They may differ from each other in language, religion, values, attitudes, beliefs, education, social organisation, technology, wealth, politics and law (Terpstra, 1978). Many studies have been conducted which have shown the impact of culture, socio-economic and background on leadership styles. The values, beliefs, norms and ideals that are embedded in a culture, effect the leadership behaviour, goals and strategies of organisations (Dill, 1958; Negandhi and Reimann, 1972). In India, Chowdhury and Pal (1960) warned against an overall pattern of values among people within one country such as India, which could obscure the differences between subgroups in that country. Thus Gopal and Hafeez (1964) reported that higher educational qualifications were associated with favourable orientation towards employees while the lack of education was associated with a production orientation. Singh et. al. (1965) reported that patterns of leadership behaviour in Indian villages systematically differed with the leaders socio- economic status, caste and

occupation. In the light of above discussion, it is reasonable to expect here that the choice of a particular leadership style is affected by the place one lives in, the designation, age, sex, length of service etc. In order to find out whether background variables effect the leadership style of librarians.

In the present study, twelve variables in section III 'Personnel data' of questionnaire were taken into consideration. These variables are present age, joining age, sex, marital status, academic and professional qualifications, number of persons reporting, number of years in present organisation and present position, number of promotions and number of other organisations worked in. These variables were measured on different scale points depending upon the type of variable. Out of 12 variables, one marital status was dropped from the final analysis as it was found that more than 95% of respondents were married. Details regarding background variables are presented in the following tables: (Institution-wise information about background variables are entered in Appendix IV).

Age

Present age group and age at the time of joining profession is entered in table Nos. 6.8, 6.9 and 6.10

Table 6.8 Age Group of Respondents (Frequency Count into %) (n=118)

Age Group in years	Joining Age		Present Age	
	%	Cumulative	%	Cumulative
20-25	48.30	48.30	0.0	0.0
26-30	44.91	93.21	02.54	2.54
31-35	05.08	98.29	5.08	7.62
36-40	01.60	99.89	11.01	10.63
41-45	-	-	25.42	44.05
46-50	-	-	17.79	61.84
51-55	-	-	16.94	78.78
56-60	-	-	16.94	95.72
60 4 more	-	-	4.23	99.95

Table 6.9 Joining Age Group (Level wise) Frequency Count into%

Age Group in years	L (n=15)	DL (n=32)	AL (n=71)
20-25	53.33	46.87	45.07
26-30	33.33	37.50	50.70
31-35	20.00	06.25	04.22
26-40	-	09.37	-

Table 6.10 Present Age Group (Level wise) (Frequency Count into %)

Age Group in years	L (n=15)	DL (n=32)	AL (n=71)
26-30	-	-	4.22
31-35	-	03.12	8.45
36-40	06.66	15.62	9.85
41-45	-	12.5	32.39
46-50	-	15.62	23.53
51-55	06.66	34.37	12.67
56-60	73.33	06.25	9.85
61	13.33	12.5	-

Note: L=Chief Librarian, DL=Deputy Librarian and AL=Assistant Librarian

It is clear from the above tables that majority of respondents joined profession below the age of 30 (93.21%) and only 6.68% of them joined between the age of 30-40 years. The tables also indicate that those who rise to the position of librarian joined earlier than others. 53.33% librarians joined profession between age group of 20-25 years as compared to 46.87% and 45.07% of Deputy librarians and Assistant Librarians respectively. Further only 9.37% of respondents who joined profession between 36-40 years rose to the position of Deputy Librarians.

Regarding present age group, majority (55.90%) of the respondents are 46 years or above while only 10.16% respondents were between 26-35 years of age. It is interesting to note that none of the respondents was in the age group of 20-25 presently whereas 48.30% them joined the profession between the age of 20-25. 79.99% of librarians were in the age of 51-60 whereas 13.33% of them were about 61 years of age. Majority of the deputy librarians and assistant librarians are middle aged between 41-55 years with 12.5% deputy librarian's age was 61 or above. Only 22.52% assistant librarians were in the age group of 26-40 years. It can be concluded that present joining age at assistant librarians starts from 26 years. Further tables also indicate that respondents were oldest between 46-60 years in state universities (see Appendix IV).

Qualifications

Academic and professional qualifications of respondents are entered into following table 6.11 and 6.12.

Table 6.11 **Qualifications of Respondents (Frequency Count into %) (n=118)**

Academic Qualification	%	Cumulative %	Professional Qualifications	%	Cumulative %
B.A/B.Sc/ B.Com	35.59	35.59	Diploma in Lib.Sci.	11.86	11.86
M.A/M.Sc/ M.Com	58.47	94.42	B.L.I.Sc	36.44	48.3
M.Phil	01.69	96.11	M.L.I.Sc	51.69	99.99
Ph.d	03.38	99.49	M. Phil	-	-
Any other	00.84	100	Ph.d	-	-

Table 6.12 **Background Facts About Respondents Qualifications (Level wise) (Frequency Count into %) (n=118)**

Academic qualifications	Librarians (n=15)	Deputy Librarians (n=32)	Assistant Librarians (n=71)
B.A/B.Sc/B.com	26.66	18.75	45.07
M.A/M.Sc./ M.Com	73.33	65.62	52.11
Ph.D.	-	06.25	-
Any other	-	03.12	-
Professional Qualifications			
Diploma in Lib. Sci.	13.33	18.75	8.45
B.L.I.Sc.	13.33	37.50	40.84
M.L.I.Sc.	73.33	43.75	50.7
M. Phil	-	-	-
Ph.D	-	-	-

Tables indicate that 94.42% of respondents had either Bachelor's or Master's degree in any

subject and 51.69% of them were having Master's degree in library and information Science. These data indicate that some of them were having master's degree in both academic as well as in professional subjects. Approximately 5% of total population had either M. Phil, Ph.D or any other degree in ^{some} academic discipline. Surprisingly none of them had higher qualifications namely M. Phil or Ph.D in library and information Science. Further, librarians had no higher degree whereas 15.62% of Deputy Librarians were having either M. Phil, Ph.D or any other academic degree. 2.81% assistant librarians were M.Phil. Majority of Diploma holders in Library Science were holding Deputy Librarians post. People with qualifications of M.Phil or Ph.D were working either in central universities or Indian institutes of technology (Appendix IV). None of the respondents working in other three types of institutions namely state universities, Indian Institutes of Management and North Eastern Universities had higher qualifications.

Subordinates Reporting to Respondents

Number of subordinates reporting to subordinates are entered in following two tables 6.13 and 6.14.

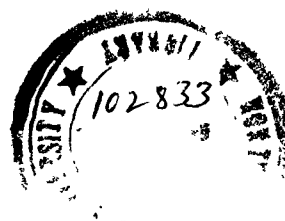
Table 6.13 Number of Subordinates Reporting to Respondents (Frequency Count into %) (n=118)

Number of Subordinates	%	Cumulative%
1-4	23.72	23.72
5-9	25.42	49.14
10-14	12.71	61.85
15-19	11.86	73.71
20-24	06.77	80.48
25-29	03.38	83.86
30-34	01.69	85.55
35-39	02.54	88.09
40 or more	11.86	99.95

Table 6.14 Number of Subordinates Reporting to Respondents (Level wise)

Number of Subordinates	Librarians (n=15)	Deputy Librarians (n=32)	Assistant Librarians (n=71)
1-4	-	15.62	32.39
5-9	13.33	25.0	28.16
10-14	13.33	18.75	09.85
15-19	13.33	-	16.90
20-24	-	06.25	08.45
25-29	-	12.5	-
30-34	-	06.25	-
35-39	20.00	-	-
40 or more	40.00	15.62	4.22

From the above tables, it is clear that majority (73.71%) of respondents reported upto 19 subordinates reporting to them. 11.86% reported that 40 or more subordinates ^{were} reporting to them. Sixty percent of librarians reported more than 35 subordinates reporting to them.



Whereas 15.62 of Deputy Librarians and only 4.22% assistant librarians reported more than forty subordinates reporting to them. It can be safely concluded here that approximately 50% of respondents reported between 9 or less subordinates reporting to them. Further appendix IV makes it clear that state universities rank highest in number of subordinates reporting. Almost 50% respondents indicate that more than 40 subordinates report to them, thereby indicating centralisation of authority.

Tenure in Present Position and Organisation

The respondents were asked to indicate the number of years they have been in present position as well as in present organisation. Details of tenure in present position and organisation are presented in following table 6.15, 6.16 and 6.17:

Table 6.15 Tenure in Position and Organisation of Respondents (Frequency Count into%) (n=118)

Number of years	Present Position		Present organisation	
	%	Cumulative%	%	Cumulative%
4 or less	41.52	41.52	11.86	11.86
5-9	26.27	67.79	09.32	21.18
10-14	18.64	86.43	13.55	34.73
15-19	08.47	94.9	13.55	48.28
20-24	04.23	99.13	31.35	79.63
25-29	00.84	99.97	05.93	85.56
30-34	-	-	10.16	95.72
36-39	-	-	04.23	99.95

Table 6.16 Tenure in Present Position (Levelwise) (Frequency Count into %) (n=118)

Number of years	Librarians (n=15)	Deputy Librarians (n=32)	Assistant Librarians (n=71)
4 or less	33.33	40.62	43.66
5-9	26.66	31.25	23.94
10-14	20.0	06.25	32.94
15-19	13.33	15.62	4.22
20-24	06.66	03.12	4.22
25-29	-	03.12	-

Table 6.17 Tenure in Present Organisation (Level wise) (Frequency Count into %) (n=118)

Number of years	Librarians (n=15)	Deputy Librarians (n=32)	Assistant Librarians (n=71)
4 or less	06.66	18.75	9.85
5-9	13.33	06.25	9.85
10-14	06.66	12.50	15.49
15-19	06.66	25.00	8.45
20-24	26.66	06.25	43.66
25-29	06.66	18.75	-
30-34	20.00	12.5	7.04
35-39	06.66	-	5.63
40 or more			

The above tables reveal that majority (67.79%) of respondents were in the present position for 9 years, out of which 41.52% were in present position for 4 or less years. Only 5.07% of them were in present position between 20-29 years. Further tables indicate that deputy librarians stay longer in present position as compared to assistant librarians and librarians.

Only 8.44% of assistant librarians stay longer than 14 years in the present position. While 43.66% of them are in present position for 4 or less years.

Regarding the tenure in present organisation, 48.28 respondents have been in present organisation upto 19 years. While rest have been in the present organisation from 20-39 years. Further, librarians and assistant librarians stay longer in present organisation as compared to deputy librarians. Respondents in central universities and Indian Institutes of Technology stay longer in present position as compared to state universities and Indian Institutes of Management.

Promotions and Other Organisations Worked in

It was of interest to know whether number of promotions respondents receive and number of other organisations worked in will have any effect on leadership style. Data collected from respondents are entered in the following tables 6.18, 6.19 and 6.20.

Table 6.18 Number of Promotions Received and Other Organisations Respondents Worked in His/Her Career (Frequency Count into%) (n=118)

Number of years	Promotions		Other Organisations worked	
	%	Cumulative %	%	Cumulative %
2 or less	74.57	74.57	72.03	72.03
3-4	20.33	94.9	18.64	90.67
5-6	01.69	96.59	6.14	96.81
7 or more	3.38	99.97	3.38	100.00

Table 6.19 Number of Promotions Respondents Received in His/Her Career (Level wise)

Number of Times	Librarians (n=15)	Deputy Librarians (n=32)	Assistant Librarians (n=71)
2 or less	40.00	81.25	78.87
3-4	40.00	15.62	18.56
5-6	00.0	03.12	10.40
7 or more	20.00	00.00	01.40

Table 6.20 Number of Other Organisations Respondent Worked in His/Her Career (Level wise)

Number of Times	Librarians (n=15)	Deputy Librarians (n=32)	Assistant Librarians (n=71)
2 or less	33.33	56.25	87.32
3-4	40.00	31.25	08.45
5-6	13.33	12.50	01.40
7 or more	13.33	00.00	02.81

The above tables indicate that 94.9% of respondents received four or less promotions while 74.57% of them received less than two promotions. Only 5.07% of them received more than five promotions. Further 96.87% of deputy librarians have received less than four promotions as compared to 80% of chief librarians. 20% of librarians report receiving more than seven promotions.

Regarding institutions, it is clear that respondents in Indian Institutes of Management and Indian Institutes of Technology have received more than seven promotions (Appendix-IV) whereas none has received more than four promotions in other organisations.

How many other organisations respondents have worked in? The tables revealed that 72.03% of respondents have worked in two or less other organisations. While only 9.52% report working in more than five other organisations. Thereby, indicating that majority of respondents are less mobile. Further 26.66% of librarians report^{ed} working in more than five other organisations as compared to 12.50% and 4.21% of deputy librarians and assistant librarians respectively.

Further, respondents working in Indian Institutes of Management and Indian Institutes of Technology reported working in more than seven other organisations whereas in State Universities nobody had worked in more than four other organisations.

Conclusion

With the help of above data it can be concluded that majority of respondents (55.90%) are 46 years and above. Nobody among respondents is below 26 years of age. Older respondents are working in State Universities. Majority of chief librarians (86.66%) are above 56 years of age as compared to deputy librarians (18.75%) and assistant librarians (9.85%).

93.4% of respondents joined the profession below the age of 30 years. None of the respondents joined after 40 years. The higher they reach, lower is the joining age. 53.33% of the librarians joined below 25.

51.69% of respondents hold M.L.I.Sc degree and none of them is having M.Phil or Ph.D in library and information science. Only 5% of total respondents hold M.Phil, Ph.D or any other academic degree in other academic fields. Higher degree holders are deputy librarians working either in central universities or in Indian Institutes of Technology.

19 or less than 19 subordinates report to majority of respondents (73.71%). Librarians (60%) have more than 35 subordinates reporting to them as compared to deputy librarians (15.62%) and assistant librarians (4.22%). In State universities 5% of respondents report more than 40 subordinates reporting to them, thereby indicating centralisation of power.

Approximately half (41.52%) of respondents stay at present position form for four or less than four years. Deputy librarians stay longer in present position as compared to chief librarians and assistant librarians. Similarly 48.28% of the respondents tenure in present organisation is 19 or less than 19 years. Tenure of the rest of the respondents range from 20-39 years. Librarians stay longer in present organisation as compared to deputy librarians.

All the respondents were promoted at least once. 74.57% of respondents receive two or less promotions. Librarians (20%) received more promotions as compared to deputy librarians and assistant librarians. They received more than seven promotions and were working either in Indian Institutes of Management or Indian Institutes of Technology.

Regarding working in other organisations, 90.67% worked in four or less than four other organisations. The librarians working in Indian Institute of Technology and Indian Institutes

of Management worked in more organisations as compared to librarians working in other institutions.

Intercorrelations among various background variables are contained in Table 6.21.

Table 6.21 Intercorrelations Among Background Variables

Sl. No.	Background Variables	1	2	3	4	5	6	7	8	9	10	11
1	Present age	X										
2	Joining age	.14	X									
3	Sex	.01	-.02	X								
4	Designation	-.17*	-.18*	.13	X							
5	Education (Academic)	.10	.03	-.11	-.11	X						
6	Education (Professional)	.02	.10	.00	.14	.15	X					
7	Number of subordinates	.11	-.02	.00	.37**	.00	.02	X				
8	Tenure in present organisation	.24**	-.10	.06	-.23**	.13	.04	.33**	X			
9	Tenure in present position	.15	.09	.21*	-.24**	.13	.10	.09	.38**	X		
10	Number of promotions	-.18*	.20*	-.05	-.04	-.08	-.03	.20*	-.07	-.08	X	
11	Number of other organisation worked	-.05	.19*	-.07	-.10	.02	.01	.20*	-.11	.14	.27**	X

Note: n = 118, * P < .05, ** P < .01

The Table 6.21 indicates that age, designation, tenure in present position, number of promotions and number of other organisations worked for are correlated among each other. Age, whether present or joining, is negatively correlated with designation. Joining age is positively correlated with number of promotions ($r = .20$) and number of other organisations worked for ($r = .19$). This means less the joining age more the number of promotions and other organisations worked for. However, present age is negatively correlated with number

of promotions. Designation of the librarians have positive and significant correlation with number of subordinates ($r=.37$). However, designations have negative correlation with tenure in present position and organisation. Here it indicates, higher the position, more the number of subordinates working and less the tenure in present position in organisation. Tenure in present position and organisation are positively correlated ($r=.38$). Finally number of promotions have significant positive correlation with number of other organisations worked for. This shows that the more mobile the librarians are, the higher the position he holds. Surprisingly academic qualifications show no significance correlation with other background variables. Thus, all background variables except academic qualifications show significant ($P < .05$ and beyond) relation with one or more than one other background variables.

Background Variables and Leadership Styles

In order to see the pattern of relationship between leadership styles and background variables. Coefficients of correlations between background variables and four styles of leadership each of self assessed and assessing immediate superior was computed. Results are presents in Table 6.22 below:

Table 6.22 Intercorrelations Among Leadership Styles and Background Variables

SL.NO.	Background Variables	Self Assessment				Assessing immediate superior			
		T	P	N	B	N-P	T	B	A
1	Present age	-.17*	-.04	-.14	.02	.07	-.01	.17*	.03
2	Joining age	.05	.11	-.22	.01	.02	-.02	.04	.03
3	Sex	-.03	-.02	-.12	.08	.17*	.07	.19*	-.16
4	Designation	.08	-.17*	-.17*	.07	.04	.07	-.01	-.14
5	Education (Academic)	-.06	-.02	.02	.07	-.04	-.05	.04	-.11
6	Education (Professional)	.00	-.02	-.04	-.12	-.19*	-.17*	-.13	-.08
7	Number of Subordinates	-.02	-.01	-.12	.03	.19*	.15	.21*	.03
8	Tenure in present organisation	.12	.09	.06	-.07	.02	.05	.08	-.09
9	Tenure in present position	-.00	.05	.03	-.08	-.19*	-.23*	-.11	.06
10	Number of promotions	-.19*	.10	-.00	-.04	-.13	.05	-.02	.09
11	Number of other organisations worked	.21*	.00	.07	-.10	-.06	.09	.04	.09

Note: * P < .05, T=Task oriented, P=Participative, N=Nurturant, N-P=Nurturant-participative, B=Bureaucratic and A=Authoritarian

It is very clear from the above Table that intercorrelation between background variables and leadership styles are not very encouraging. In self assessment style, task oriented style is positively correlated with number of promotions and number of other organisations worked for but is negatively correlated with present age. Thus suggesting more the age of librarian less task oriented he is. Designation of librarians is also negatively correlated with nurturant

style of leadership. Bureaucratic style is not having significant correlation with any of background variables.

In assessing immediate superior, task oriented style is negatively correlated with professional qualifications and tenure in present position. Nurturant-participative style is positively correlated with sex and number of subordinates and negatively correlated with professional education and tenure in present position. Bureaucratic style is positively correlated with present age, sex and number of subordinates working. None of the background variables is having any significant correlation with authoritarian style.

Therefore, it can be summarised that background variables ^{do} influence leadership styles. Joining age, academic qualifications and tenure in present organisation shows no significant relation with any leadership style. In self reporting leadership style bureaucratic style shows no relation with any of the background variables whereas in assessing immediate superiors leadership styles, authoritarian style does not seem to be influenced by any of the background variables.

Stepwise Multiple Regression Analysis Results

In order to assess the impact of organisational climate and background variables on leadership styles, stepwise multiple regression analysis was computed. Multiple regression analysis helps in better prediction of a dependent variable (leadership styles) than would be possible by any single independent variables (organisational climate and background

variables). It is used as a method of describing the relative degree of contribution of a series of independent variables in the multiple prediction of a dependent variables.

Stepwise multiple regression involves the re-examination at every stage of regression of the variables incorporated into the model in previous stage. A variable which may have been the best single variable to enter at an early stage may, at a later stage, be superfluous because of the relationship between it and other variables now in the regression. This provides a judgement on the contribution made by each variable as though it had been the most recent variable entered, irrespective of its actual point of entry into the model. Any variable which provides a nonsignificant contribution is removed from the model. This process is continued until no more variables will be admitted to the equation and no more are rejected.

Following stepwise multiple regression analysis were computed.

- (a) Stepwise multiple regression analysis of leadership styles with organisational climate
- (b) Stepwise multiple regression analysis of leadership styles with background variables
- (c) Stepwise multiple regression analysis of leadership styles with organisational climate and background variables.

Summary of the results are reported in Tables 6.23, 6.24 and 6.25 (Intercorrelations among background variables and organisational climate with leadership styles are given in Tables 6.5 and 6.22 respectively)

Table 6 23 Stepwise Multiple Regression Analysis: Leadership Styles and Organisational Climate (Value = Beta)

Sl No	Predictors	Self Assessment				Assessing immediate superior			
		T	P	N	B	N-P	T	B	A
1	Structure	36**	33**	21**	10	13	14	40**	*
2	Reward and warmth	- 11	27**	06	26**	31**	26**	17	*
3	Interpersonnel relations	05	- 11**	- 08	02	03	00	02	*
4	Working conditions	09	04	04	14	04	09	02	*
	F Ratios	17 76	10 37	5 53	8 44	13 01	8 70	23 34	*

Note * Tolerance level insufficient for computation ** Variables retained in the equation
T=Task oriented, P=Participative, N=Nurturant, N P=Nurturant participative, B=Bureaucratic and A=Authoritarian

The above table shows stepwise multiple regression analysis results between the variables of leadership styles and organisational climate. Variables with single asterisk marks have been retained in the equation. F ratios are significant for all the variables retained in the equation. Double asterisk mark indicates that tolerance level was insufficient for computation e.g. in authoritarian style. Table further shows that task oriented style is influenced by structure in self assessment and by reward and warmth in subordinates' reporting style. Participative style is positively influenced by structure and reward and warmth and negatively by interpersonal relations. Nurturant style is having influence of structure. Nurturant-participative style is influenced by reward ^{and} warmth. Reward and warmth influence bureaucratic style of self assessment. However, it is influenced by structure in subordinates' reporting leadership style.

Step wise multiple regression analysis results between leadership styles and background variables are presented in Table 6 24

Table 6.24 Stepwise Multiple Regression Analysis: Leadership Styles and Background Variables

Sl.No.	Predictors	Self Assessment				Assessing immediate superior			
		T	P	N	B	N-P	T	B	A
1	Present age	.17	*	-.11	*	.05	.00	.15	*
2	Joining age	.01	*	-.22**	*	.11	.00	.05	*
3	Sex	-.02	*	.12	*	.11	.01	.19**	*
4	Designation	-.06	*	-.16	*	.12	.08	.03	*
5	Education (Academic)	.07	*	.03	*	-.00	-.02	.06	*
6	Education (Professional)	.00	*	-.03	*	-.17**	-.14	-.12	*
7	Number of Subordinates	-.07	*	-.12	*	.21**	.18**	.21**	*
8	Tenure in present organisation	-.14	*	.04	*	.00	.11	-.00	*
9	Tenure in present position	.03	*	.05	*	-.19**	-.23**	-.10	*
10	Number of promotions	.14	*	.04	*	-.20**	.00	-.05	*
11	Number of other organisation worked	.21**	*	.12	*		.09	.01	*
	F Ratios	5.66	*	6.19	*	5.29	5.49	5.33	*

Note * Tolerance level insufficient for computation ** Variables retained in the equation
T=Task oriented, P=Participative N=Nurturant, N P=Nurturant participative, B=Bureaucratic and
A=Authoritarian

The above table shows Beta Values of leadership styles of self assessment and assessing your immediate superior with background variables. Asterisk marks indicate that variables have been retained in the equation for that particular style. F ratios are highly significant for all variables retained in the equation.

In self assessment styles, results are not very encouraging. Participative style and bureaucratic style show tolerance level insufficient for computation. Therefore, participative style and bureaucratic style are not influenced by background variables. Task oriented style is influenced by number of other organisations worked for where as nurturant style is negatively influenced by joining age.

In nurturant-participative style of assessing your immediate superior, four background variables are having influence. These are tenure in present position, number of subordinates, number of promotions and professional qualifications in that order. Except number of subordinates, rest are having negative influence. Task oriented style is negatively influenced by tenure in present positions and positively by number of subordinates. Bureaucratic style is negatively influenced by number of subordinates and positively by sex. No background variable influences authoritarian style of leadership.

Table 6.25 Stepwise Multiple Regression Analysis: Leadership Styles Versus Organisational Climate and Background Variables (Value = Beta)

SL NO	Predictors	Self Assessment				Assessing immediate superior			
		T	P	N	B	N-P	T	B	A
1	Structure	36**	35**	23**	10	12	16	42**	*
2	Reward and warmth	09	28**	09	26**	27**	26**	14	*
3	Interpersonnel relations	05	26**	02	14	04	01	05	*
4	Working conditions	07	04	15	02	01	08	- 03	*
5	Present age	12	02	- 11	00	02	00	20**	*
6	Joining age	03	12	21**	00	07	- 01	03	*
7	Sex	02	00	16	08	12	03	19**	*
8	Designation	03	06	22**	06	07	01	05	*
9	Education (Academic)	10	06	02	05	- 05	04	- 01	*
10	Education (Professional)	06	00	03	09	- 14	- 12	- 07	*
11	Number of Subordinates	15	10	26**	01	24**	16	09	*
12	Tenure in present organisation	08	12	05	09	- 01	13	- 05	*
13	Tenure in present position	01	00	01	- 07	- 29**	- 21**	- 14	*
14	Number of promotions	17**	0 5	07	02	- 18**	04	04	*
15	Number of other organisation worked	10	09	10	- 11	- 05	10	- 02	*
	F Ratios	11 11	10 37	8 44	5 83	13 58	7 57	12 76	*

Note * Tolerance level insufficient for computation ** Variables retained in the equation, T=Task oriented, P=Participative N=Nurturant N P=Nurturant participative B=Bureaucratic and A=Authoritarian

Table 6.25 shows the regression analysis of leadership styles with organisational climate and background variables together. It is clear from the table that nurturant style is having positive influence of structure and number of subordinates and negative influence by joining age and designations. Bureaucratic style is influenced by reward and warmth. Task oriented style is influenced by structure and number of subordinates. Participative style seems to be influenced by all organisational climatic variables except working conditions.

In leadership styles of subordinate's assessment, nurturant-participative style is have positive influence of reward and warmth, and number of subordinates and negative influence of no of promotion and tenure in present position. Task oriented style shows almost similar results. Bureaucratic style is having very highly influenced by structure of organisational climate age and sex.

Conclusion

Four factors derived from factor analysis of 30 items of organisational climate were named as structure, reward and warmth, interpersonal relations and working conditions. Mean scores show that structure rank highest followed by interpersonal relations, reward and warmth, and working conditions .

ANOVA results of different institutions show Indian Institute of Technology, Central Universities and Indian Institute of Management having favourable climate where as State Universities and North Eastern Universities are having unfavourable climate. Further, participative, nurturant and task oriented styles of leadership were predominant styles in

favourable climates whereas bureaucratic and authoritarian styles was followed by institutions having unfavourable climate.

Regarding background variables, majority of respondents were middle aged (46 and more) oldest were working as librarians. Nearly half of them had master's degree in library and information science. 75% of them received one or more promotions. Higher the qualifications, more organisations they worked in highest qualified were deputy librarians with Ph.D degrees working in Central Universities. Further, deputy librarians stay longer in present position whereas librarian stay longer in present organisation.

Stepwise multiple regression analysis show that except for authoritarian style, all leadership styles are influenced by variables of organisational climate and background variables. Structure variable of organisational climate is positively influencing all leadership styles followed by reward and warmth. Summary of the relations between leadership styles and organisational climate, background variables, and organisational climate and background together are shown Figures 6.1, 6.2 and 6.3

Figure

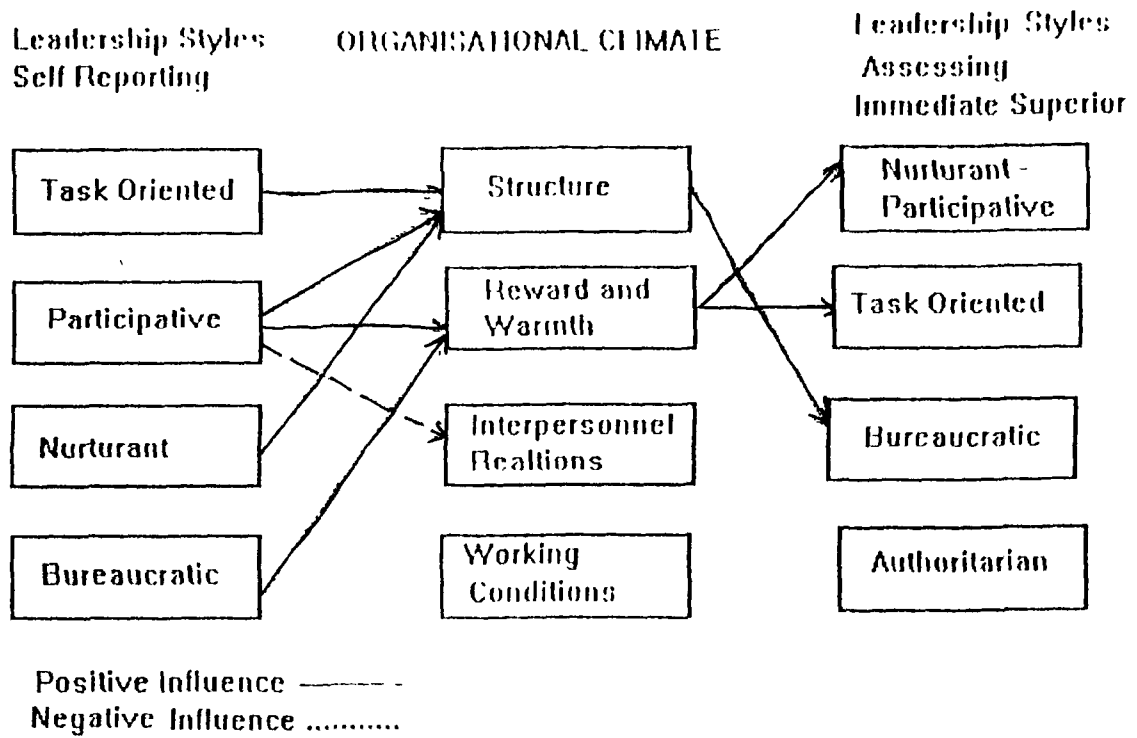


FIGURE 6.1 Summary of the relationships between Leadership Styles and organisational climate.

Figure

Leadership Styles
Self reporting

Background
Variables

Leadership Styles
Assessing Immediate
Superiors

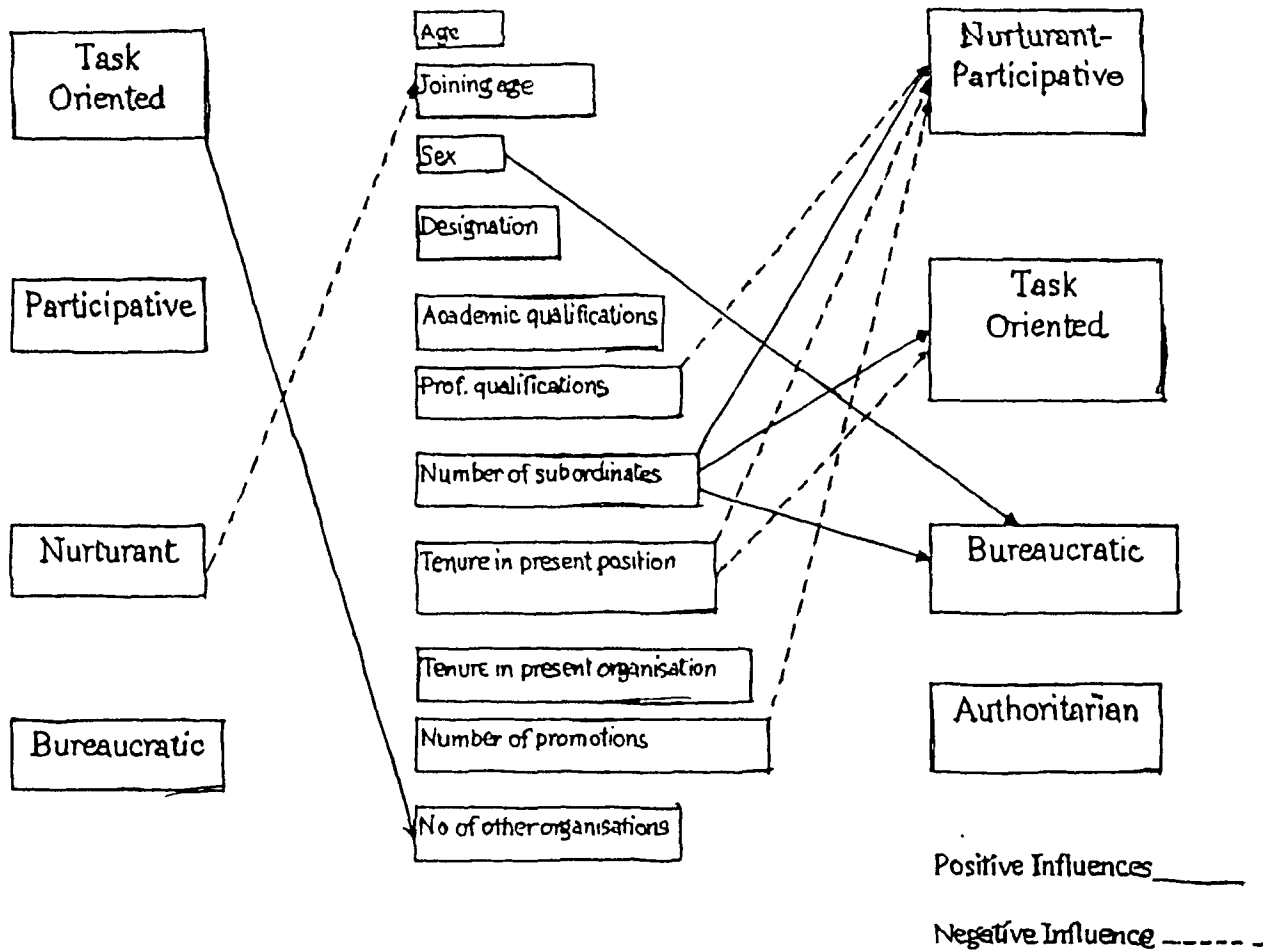


Fig. 6.2. Summary of the relationships between Leadership Styles and background variables

Figure

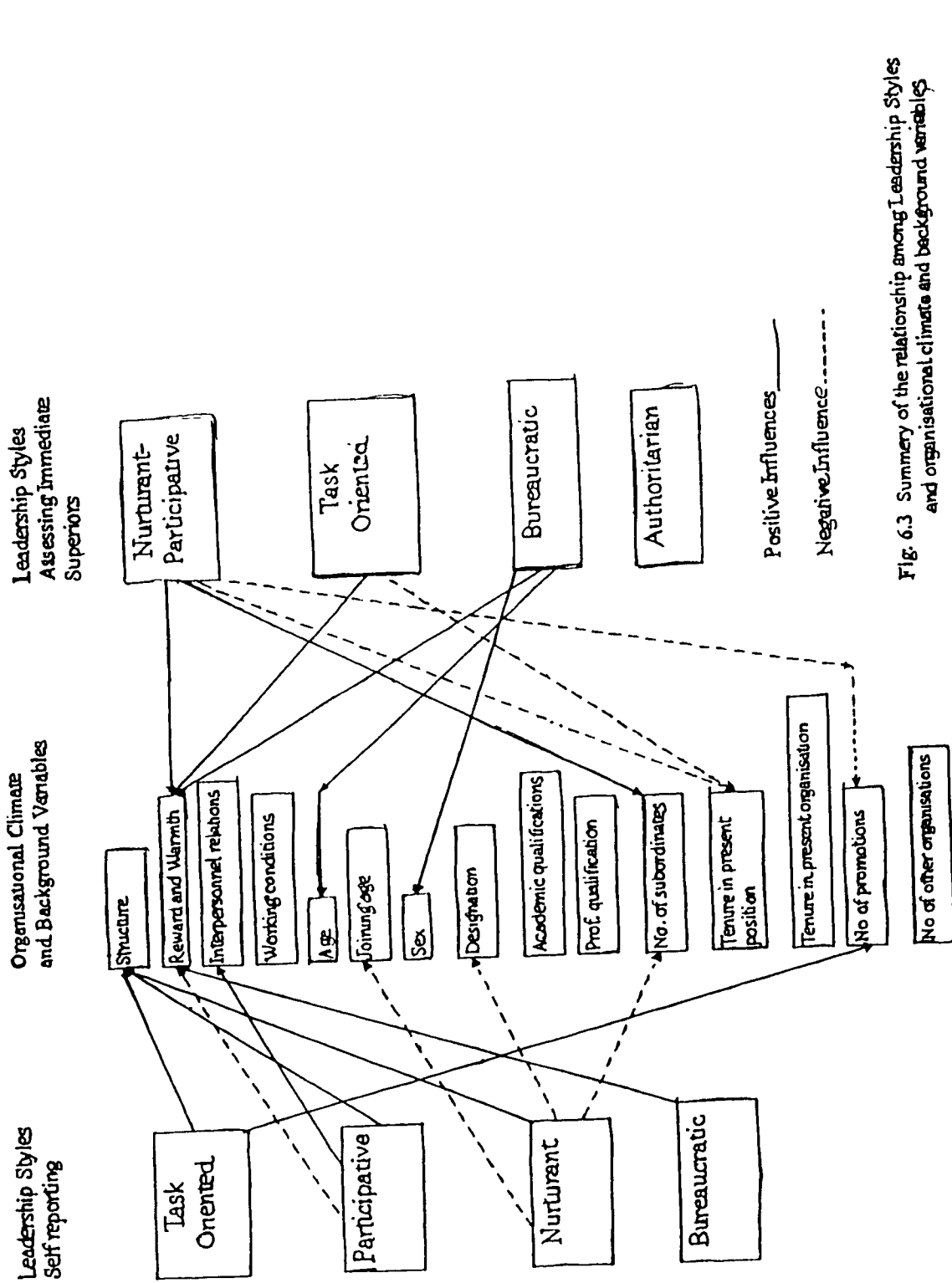


Fig. 6.3 Summary of the relationship among Leadership Styles and organisational climate and background variables

CHAPTER 7

DISCUSSION AND CONCLUSION

Findings which are discussed in detail in the previous two chapters are integrated and presented in this chapter as follows:

Leadership Styles

Leadership styles are determined on the basis of self reporting as well as rating of subordinates. It has been proved that there is a relationship between self ratings and subordinate's rating and leadership effectiveness. (Velsor et al., 1993). Behavioural feedback which compares self rating to subordinate's ratings on various leadership competencies is often used to enhance manager's awareness of their strength and weakness. Such development assessment activities are usually based on two key assumptions; (1) that awareness of any discrepancy between how we see ourselves and how others see us enhances self awareness and (2) that enhanced self awareness is a key to maximum performance as a leader (Tornow, 1992). Further, it is argued that "self aware individual will have more accurate self assessment because self awareness stems from the individuals' ability to assess evaluation of the self and to incorporate those assessments into ones' self evaluation" (Atwater and Yammarino, 1992). It has been proved that accurate self reports are associated with leadership.

In leadership style of self assessment, four meaningful factors were retained. These factors are task oriented, participative, nurturant and bureaucratic styles. Mean scores indicate that

task oriented is highly endorsed in self reporting assessment followed closely by participative and nurturant style. Bureaucratic style is least endorsed in self reporting assessment. Further, task oriented, participative and nurturant styles are having high positive correlation among each other. Bureaucratic style has positive correlation with nurturant style and no significant relation with other styles.

Four meaningful and interpretable factors were again retained in assessing your immediate superior. These were named as nurturant-participative, Task oriented, bureaucratic and authoritarian styles. Mean scores suggest that nurturant-participative style is highly endorsed by subordinates to be used by superiors followed by task oriented style. Bureaucratic style and authoritarian are least endorsed style of leadership. Summary of leadership styles is provided in table 7.1.

Table 7.1 Summary of Leadership Styles

Endorsement	Self Assessment	Assessing immediate superior
Most prominent to least prominent	Task oriented Participative Nurturant Bureaucratic	Nurturant-participative Task oriented Bureaucratic Authoritarian

These results show consistency with already available results of various studies conducted in India (Hassan, 1986; Verma, 1986; Ansari, 1990). Thus it can be concluded that leadership styles of librarians do not differ significantly from leadership styles of other managers working in India.

Inter correlations among leadership styles of assessing immediate superior suggest that nurturant-participative style is positively related with task oriented ($r = .55$) and bureaucratic style ($r = .66$). However nurturant-participative style is having negative ($r = -.11$) correlation with authoritarian style. Thus indicating that higher the leader is on authoritarian style, lower he will be having nurturant-participative style.

Inter correlations between leadership styles of self assessment and assessed by subordinates are not very encouraging. However, authoritarian style has significant positive correlation with nurturant style ($r = .21$) and bureaucratic style ($r = .18$) of self reporting. Thus, it shows that nurturant style and bureaucratic style of self reported styles are positively related with authoritarian styles of subordinates reporting. Thus librarians report themselves to be highly task oriented, participative and having nurturant behaviour whereas subordinates report that boss is also authoritarian. Non emergence of authoritarian style in self reporting is effect of social desirability. Social desirability is a tendency to give responses which are socially desirable and acceptable. (Wiggins, 1962; Edwards, 1957).

In order to ascertain types of leadership styles practised in various institutions, ANOVA was computed among leadership styles of both self assessment and assessing your immediate boss with institutions. Results show that Indian Institutes of Technology and Central Universities rank high on task oriented, participative and nurturant styles and low on bureaucratic styles. Results show consistency in self reporting and reporting by subordinates except in Indian Institutes of Management which ranks high on authoritarian style and low on nurturant-participative, and Task oriented style in assessing superior's style. Thus Indian Institutes of Technology, and Central Universities are high on task oriented, participative, nurturant and

nurturant-participative styles and low on bureaucratic and authoritarian styles. State universities of North East are high on bureaucratic and authoritarian styles. Table 7.2 gives the summary of leadership styles in various institutions.

Table 7.2 Summary of Leadership Styles in Various Institutions

Endorsement	Self Assessment				Assessing Immediate superior			
	T	P	M	B	N-P	T	B	A
High	IIT	IIM	IIM	NE	IIT	CU	SU	IIM
	IIM	IIT	IIT	CU	CU	IIT	NE	SU
to	CU	CU	NE	SU	NE	NE	IIM	NE
	SU	NE	CU	IIM	SU	SU	CU	CU
Low	NE	SU	SU	IIT	IIM	IIM	IIT	IIT

Note: T=Taskoriented, P=Participative, N=Nurturant, B=Bureaucratic, N-P=Nurturant-Participative, A=Authoritarian, IIT= Indian Institute of Technology, IIM=Indian Institute of Management, CU=Central Universities, SU=State Universities, NE=North East Universities.

Further, to test the leadership styles of librarians, deputy librarians and assistant librarians, again ANOVA was computed. Results show that librarians highly endorse task oriented, participative and nurturant styles when self reporting but they are shown high on bureaucratic style followed by task and authoritarian style when endorsed by subordinates. Deputy librarians rank themselves high on bureaucratic style followed by participative and nurturant

Table 7.3 Summary of Leadership Styles of Librarians

Endorsement	Self Assessment				Assessing immediate superior			
	T	P	N	B	N-P	T	B	A
High	L	L	L	DL	AL	AL	L	AL
to	AL	DL	DL	AL	DL	L	AL	L
Low	DL	AL	AL	L	L	DL	DL	DL

Note: Task oriented, P=participative, N=Nurturant, B=Bureaucratic, N-P=Nurturant-participative, A=Authoritarian, L=Librarian, DL=Deputy Librarian, AL=Assistant librarian.

styles. Surprisingly, subordinates ranks deputy librarians highest on nurturant-participative styles. Assistant librarians are third on participative and nurturant style and second on bureaucratic styles when self reporting . Summary of the findings are contained in table 7.3.

Organisational Climate

Four factors were retained after factor analysing the scores of thirty items of organisational climate. These factors were named as structure, reward and warmth, interpersonnel relations and working conditions Mean scores suggest that structure ranks highest followed by interpersonnel relations, reward and warmth and working conditions respectively. All inter correlations among variables of organisational climate were significantly high ($P < .01$) except for one case. Reward and Warmth are positively correlated with structure ($r = .61$, $P < .001$) and with working conditions ($r = .48$). Working conditions has negative correlation with structure ($r = -.14$) and positive correlation with interpersonnel relations ($r = .43$).

In order to ascertain organisational climate of various institutions, ANOVA was computed with organisational climatic factors and types of institutions. Results show that Central universities ranked highest on three factors viz: structure, reward and warmth, and working conditions. Further Indian Institutes of Technology rank second highest on three factors viz: structure, reward and warmth and inter personnel relations. State Universities rank fifth on two factors viz Reward and warmth and interpersonnel relations whereas universities of North east also ranked fifth on structure and working conditions factors. Lower the rank on a factor, unfavourable the organisational climate of institution is. Therefore, it is Indian Institutes of Technology, and Central Universities which are having favourable climate and

State Universities and Universities of North east are having unfavourable climate. Indian Institutes of Management fall in ^{the} middle.

It is reported earlier that Central Universities and Indian Institutes of Technology are high on task oriented, participative, nurturant-participative and nurturant styles and low on bureaucratic and authoritarian styles. Therefore, it is concluded that the favourable the organisational climate is, the more people oriented leadership style the leader is having, whereas the less favourable the organisational climate is, the more authoritarian style the leader is having. Summary of organisational climate of various institution is given in Table 7.4

Table 7.4 Summary of Organisational Climate of Institutions

Endorsement	Organisational climate			
	Structure	Reward and warmth	Interpersonnel relations	Working conditions
High	CU	CU	IIM	CU
	IIT	IIT	IIT	IIM
to	IIM	NE	NE	SU
	SU	IIM	CU	IIT
Low	NE	SU	SU	NE

Note: CU= Central Universities ,IIT= Indian Institute of Technology, IIM= Indian Institute of Management, SU = State Universities, NE = North East Universities

Intercorrelations of organisational climate factors is very high with all leadership styles. Out of 32 correlations only 9 are non significant. This suggests that there is a strong relationship between leadership styles and organisational climate factors. Strongest organisational climate factor is structure and weakest is working conditions. Structure factor is related with all styles except authoritarian style Therefore, it is concluded that structured organisational climate leads to leadership effectiveness i.e organisations where goals, standards and policies

are clearly defined and understood and where good performance is fairly recognised are favourable situations and leads to effectiveness. Results show that Indian Institutes of Technology and Central Universities are having favourable organisational climate as compared to State Universities. These results are consistent with information drawn from other sources. Further, authoritarian style has negative correlation with reward and warmth even though non-significant (table 6.5). Participative, nurturant, bureaucratic (self reporting) and nurturant-participative has positive correlation with structure, reward and warmth and interpersonal relations.

Background Variables

There were total 12 background variables, out of which marital status was dropped for final analysis as it is found out that 95% of respondents are married. Regarding age, 55.90% of respondents are middle aged being 46 and above. Nobody was below 26 years of age. 86-66% of librarians were above 56 years of age as compared to 18.75% and 9.85% of deputy librarians and assistant librarians. It was in State universities where respondents were older.

Majority of respondents (93.40%) joined below the age of 30 years. Joining age ranged between 30-40 years. Joining age is related with promotions - 53.33% of librarians joined below 25 years of age.

Approximately half of the respondents hold master's degree in library and information science. Higher degree holders are deputy librarian working in Central universities or Indian Institutes of Technology.

Further, 50% of respondents report more than 40 subordinates reporting directly to them - an indication of centralization of power. It seems almost everybody get promotion at least once in life time. Promotions are related with number of organisation worked for. The higher the number of organisations worked for, the more promotions the person has got. It seems deputy librarian's tenure is longest in present position as compared to librarians and assistant librarians. Intercorrelations among the background variables show ^{that} present age negatively correlated with present position and designation and positively with tenure in present position. Tenure in present position is having high positive correlation with tenure in present position ($r = .30$).

Background Variables and Leadership Styles

Correlation of background variables with leadership styles is not very encouraging. Task oriented style of self assessment has positive correlation with number of promotions and number of other organisations worked and negative correlation with present age. Participative and nurturant styles are having negative correlation with designation. Bureaucratic style has no impact of background variables. Regarding assessment by subordinates, nurturant-participative style is influenced positively by sex and number of subordinates and negatively by professional education and tenure in present position. Bureaucratic style of subordinates reporting show positive correlation with present age, sex and number of subordinates working. Background variable do not seem to influence authoritarian style.

Stepwise Multiple Regression Analysis Results

Stepwise multiple regression analysis was computed for leadership styles with organisational climate, background variables and with organisational climate and background variables taken together.

In self assessment style it is structure and number of promotions influencing positively task oriented style. Participative style is influenced by structure and interpersonal relations and negatively by reward and warmth. Nurturant style is influenced negatively by joining age and designation and positively by structure and number of subordinates. Reward and warmth influence bureaucratic style. In subordinate's reported leadership styles, nurturant-participant style is positively influenced by reward and warmth, number of subordinates working and negatively by tenure in present position and number of promotions. Reward and warmth seems to have positive influence on task oriented style too. Bureaucratic style is also influenced positively by structure, age, and sex variables.

SUMMARY

Major findings of the study are summarised as follows:

Four leadership styles emerged in self reporting leadership styles. Mean scores suggest that task oriented, participative and nurturant styles are predominant where as bureaucratic style is least endorsed style. Authoritarian style did not emerge as distinctive style in self reporting. As regards subordinates rating of the immediate superior's leadership style, nurturant-participative and task oriented styles are endorsed highly by librarians where as bureaucratic and authoritarian styles are least endorsed styles. Regarding institutions, Indian Institutes of technology and central universities rank high on task oriented, participative, Nurturant and Nurturant-participative style and low on bureaucratic and authoritarian styles. State universities and universities of North East rank high on bureaucratic and authoritarian styles and low on other styles of leadership. Indian institutes of Management show a high ranking on task and participative style while self reporting and high on bureaucratic and authoritarian when assessed by subordinates.

Identification of leadership styles of librarians, indicate that librarians endorse themselves to be high on task, participative and nurturant styles where as they are shown high on bureaucratic and authoritarian style when reported by subordinates. Deputy librarians endorsed bureaucratic style followed by participative and nurturant when self reporting whereas they are endorsed as having nurturant-participative in subordinates rating. Assistant librarians are endorsing bureaucratic style followed by task oriented style in self reporting whereas they endorse least participative and nurturant styles for their boss.

Four factors retained in the organisational climate show that structure is ^{the} strongest factor followed by interpersonal relations and reward and warmth. Weakest factor is working conditions. Regarding institutions, mean scores show that Indian institutes of technology and Central Universities are high on almost all organisational climate factors. Thus, they are having favourable situations. ~~Whereas~~ state universities and universities of North East are low on all factors and thereby, have unfavourable situations. Indian Institutes of Management ~~are~~ high on two factors and low on two factors and is classified in the middle. Since Indian Institutes of Technology and Central Universities are high on task oriented, participative nurturant and nurturant-participative styles and having favourable organisational climate. Therefore, it is concluded that favourable the organisational climate, higher the leader is on task oriented participative and nurturant styles. Further, State universities are having unfavourable organisational climate and are high on bureaucratic and authoritarian styles. Therefore, it is concluded that unfavourable the organisational climate is, higher the leader is on bureaucratic and authoritarian styles. Analysis of background variables show that majority of them are middle aged (>46) and majority of them joined profession before 26 years. Half of them ^{are} having master's degrees but very less (~~5~~%) of them have high degrees. Everybody gets promotions, worked in more than ~~an~~ one organisations and stayed less than 9 years in present position. Intercorrelations show that except academic qualifications and tenure in present organisation, all background variables are related with leadership styles. Stepwise multiple regression analysis shows that task oriented style of self reporting is influenced by structure and number of promotions, whereas participative style is positively influenced ~~by~~ structure and interpersonal relations and negatively by reward and warmth. Nurturant style is positively influenced by structure and number of subordinates and negatively by joining age and designation. Bureaucratic style shows no influence of

background variables. In leadership styles of subordinates reporting, nurturant-participative style is positively influenced by reward and warmth and negatively influenced by number of subordinates, tenure in present position and number of promotions. Task oriented style is positively influenced by reward and warmth and negatively by tenure in present positions. Bureaucratic style is positively influenced by structure, age and sex.

SUGGESTIONS FOR FUTURE RESEARCH

Satisfaction of library patrons is the most important concern of all librarians. So far, no study has been conducted to see impact of leadership effectiveness on users satisfaction. Therefore, it is suggested for future researchers to include satisfaction of library patrons as one of the variables for assessing effectiveness of leadership style of librarians.

The way the present period is witnessing information explosion and librarians are being put under pressure to meet this phenomenon by adopting newer and newer changes in information technology, it is suggested that some future researcher to study the response of technological changes as one of the variables to assess the effectiveness of leadership styles.

Leadership styles and organisational climate scales used here are borrowed from other disciplines. Eventhough, these scales adopted here have universal applications, however, these need to be modified keeping in view the special circumstances of librarians to achieve better results.

The study is confined to academic environment, it is suggested that similar studies can be conducted in other types of libraries to confirm the findings of this study for conclusiveness so that theoretical framework could be built up.

NEHU, LIBRARY

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Appendix I: **List of Academic Institutions Included in the Study**

SN. Name of the Academic Institution	<u>Year of Establishment</u>
1. Aligarh Muslim University, Aligarh	1921
2. Assam Agricultural University, Jorhat	1969
3. Calcutta University, Calcutta	1857
4. Guwahati University, Guwahati	1948
5. Indian Institute of Management, Ahmedabad	1962
6. Indian Institute of Management, Bangalore	
7. Indian Institute of Management, Calcutta	1961
8. Indian Institute of Management, Lucknow	1984
9. Indian Institute of Technology, Bombay	1958
10. Indian Institute of Technology, Delhi	1961
11. Indian Institute of Technology, Kharagpur	1950
12. Indian Institute of Technology, Madras	1959
13. Jawaharlal Nehru University, New Delhi	1969
14. Manipur University, Imphal	1980
15. North Eastern Hill University, Shillong	1973
16. University of Allahabad	1887
17. University of Bombay	1857
18. University of Delhi	1922
19. University of Madras	1857

Appendix II: **Details Regarding Universities Under study**

Note: L=Librarian, DL=Deputy Librarian, AL=Assistant Librarian, and DO=Documentation Officer

Central Universities (CU)

Institutions	Respondents		Designations					Sex	
	Total	Responses	L	DL	AL	DO	Total	M	F
1. Aligarh Muslim University	15	12	1	5	5	1	12	11	1
2. University of Delhi	16	13	1	6	6	-	13	12	1
3. JNU	17	17	1	6	10	-	17	12	5
Total	57	51	3	18	28	2	51	40	11

Indian Institutes of Management (IIM)

Institution	Respondents		Designation					Sex	
	Total	Responses	L	DL	AL	DO	Total	M	F
1. IIM, Ahmedabad	4	3	1	1	1	-	3	3	-
2. IIM, Bangalore	3	2	1	-	1	-	2	3	-
3. IIM, Calcutta	4	4	1	-	3	-	4	2	1
4. IIM, Lucknow	2	2	1	-	1	-	2	2	-
Total	13	11	4	1	6	-	11	10	1

Indian Institutes of Technology (IIT)

Institutions	Respondents		Designation					Sex	
	Total	Responses	L	DL	AL	DO	Total	M	F
1. IIT, Bombay	6	5	1	-	4	-	5	4	1
2. IIT, Delhi	8	6	1	3	2	-	6	6	-
3. IIT, Kharagpur	8	8	-	3	4	1	8	6	2
4. IIT, Madras	5	5	-	2	3	-	5	5	-
Total	27	24	2	8	13	1	24	21	3

State Universities (SU)

Institutions	Respondents		Designation					Sex	
	Total	Responses	L	DL	AL	DO	Total	M	F
1. University of Allahabad	3	3	1	-	2	-	3	2	1
2. University of Bombay	3	2	-	1	1	-	2	1	1
3. University of Calcutta	2	2	1	-	2	-	3	2	1
4. University of Madras	3	3	1	-	2	-	3	2	1
Total	11	10	3	1	6		10	7	3

North Eastern University (NEU)

Institutions	Respondents		Designation					Sex	
	Total	Responses	L	DL	AL	DO	Total	M	F
1. Assam Agricultural University	7	7	1	1	3	2	7	4	3
2. Guwahati University	5	4	1	2	1	-	4	2	2
3. Manipur University	2	2	1	-	1	-	2	2	0
4. NEHU	9	9	-	1	7	1	9	5	4
Total	23	22	3	4	12	3	22	13	9

Appendix III: Leadership Styles and Their Effectiveness in Management of University Libraries in India

LEADER BEHAVIOUR SCALE

Section I (Yourself)

The following statements describe various things people do or try to do (or think) on their job. Please read each of them carefully and decide whether it is true or false in your case.

Select the number of your choice as given below and encircle the number against each item:

Quite true 5

True 4

Doubtful 3

False 2

Quite false 1

IP	I often consult my subordinates	5	4	3	2	1
2F	I keep important information to myself	5	4	3	2	1
3N	I help my subordinates grow up in the organisation	5	4	3	2	1
4T	I tell subordinates what I expect from them and what they can expect from me	5	4	3	2	1
5B	I let my boss make major decisions	5	4	3	2	1
6P	I let my subordinates solve a problem jointly	5	4	3	2	1
7F	I behave as if power and prestige are necessary for getting compliance from my subordinates	5	4	3	2	1

8N	I help my subordinates even in their family matters	5	4	3	2	1
9P	I mix freely with my subordinates	5	4	3	2	1
10B	I maintain impersonal relationship with my subordinates	5	4	3	2	1
11T	I take special care that work gets top priority	5	4	3	2	1
12P	I treat my subordinates as equal	5	4	3	2	1
13B	I go by laid down rules only	5	4	3	2	1
14T	I maintain high standards of performance	5	4	3	2	1
15N	I guide and encourage my subordinates	5	4	3	2	1
16P	I go by the joint decision of my group	5	4	3	2	1
17T	I work hard even in adverse situations	5	4	3	2	1
18F	I think that not all employees are capable of being an executive	5	4	3	2	1
19N	I train my subordinates with care and affection	5	4	3	2	1
20T	I keep my job knowledge up-to-date	5	4	3	2	1
21F	I am always confident of being right in making decisions	5	4	3	2	1
22B	I do not hurry up in taking decision and actions	5	4	3	2	1
23T	I see to it that subordinates work to their capacity	5	4	3	2	1
24N	I go out of my way to help my subordinates	5	4	3	2	1

25P	I fell concerned about the feeling of my subordinates	5	4	3	2	1
26F	I keep an eye on what my subordinates do	5	4	3	2	1
27P	I allow free and frank discussions whenever situation arises	5	4	3	2	1
28T	I drive myself real hard	5	4	3	2	1
29P	I often take tea with my subordinates	5	4	3	2	1
30T	I am very punctual	5	4	3	2	1
31B	I expect my subordinates to confine themselves to their prescribed jobs only	5	4	3	2	1
32B	I confine myself to my own jurisdiction	5	4	3	2	1
33T	I strongly resent my subordinates coming late to work	5	4	3	2	1
34N	I feel concerned about the well being of my subordinates	5	4	3	2	1
35F	I make it clear to my subordinates that personal loyalty is an important virtue	5	4	3	2	1
36B	I prefer detailed procedure for doing things	5	4	3	2	1
37F	I do not tolerate nay interference from my subordinates	5	4	3	2	1
38N	I protect my subordinates against outside criticism	5	4	3	2	1
39B	I go by precedence in making decisions	5	4	3	2	1

40N	I arrange medical assistance to my subordinates whenever they are sick	5	4	3	2	1
41F	I behave that if I am not always alert, there are always people around who may pull me down if I am not careful	5	4	3	2	1
42F	I demand my subordinates to do what I want them to do	5	4	3	2	1
43P	I make my subordinates feel free even to disagree with me	5	4	3	2	1
44B	I avoid giving or receiving verbal instructions	5	4	3	2	1
45N	I advise my subordinates in their career problems	5	4	3	2	1
46P	I am informal with my subordinates	5	4	3	2	1
47F	I have strong likes and dislikes for my subordinates	5	4	3	2	1
48N	I treat my subordinates as younger brothers	5	4	3	2	1
49T	I keep track of the progress of their work	5	4	3	2	1
50B	I consider seniority as the best criterion for promotion	5	4	3	2	1

Assessing Your immediate Boss

Section II (Your immediate Superior)

The following statements are about the behaviour of your immediate superior. Please read carefully and decide whether it is true or false in his/her case. Please select the number of your choice as given below and encircle the number given against each item:

	Quite true	5				
	True	4				
	Doubtful	3				
	False	2				
	Quite false	1				
1P	He/she maintains partnership in the group	5	4	3	2	1
2N	He/she helps his/her subordinates in their career planning	5	4	3	2	1
3F	He/she keeps crucial information to himself/herself	5	4	3	2	1
4N	He/she helps his/her subordinates to grow up and assume greater responsibility	5	4	3	2	1
5T	He/she explains to his/her subordinates what he/she expects from them and what they can expect from him/her	5	4	3	2	1
6P	He/she makes his/her subordinates feel free even to disagree with him/her	5	4	3	2	1
7B	He/she avoids taking decisions by forwarding the files above	5	4	3	2	1
8P	He/she provides all information to his/her subordinates and lets them jointly find the solution of a problem	5	4	3	2	1
9F	He/she behaves as if power and prestige are necessary for getting compliance from the subordinates	5	4	3	2	1
10N	He/she helps his/her subordinates even in family matters	5	4	3	2	1

11P	He/she interacts with his/her subordinates as if they are equal	5	4	3	2	1
12B	He/she maintains an impersonal relationship in the group	5	4	3	2	1
13P	He/she goes by the joint decision of his/her group	5	4	3	2	1
14T	He/she takes special care that work gets top priority	5	4	3	2	1
15P	He/she treats all group members as his/her equal	5	4	3	2	1
16B	He/she believes that most of the interpersonal troubles start because people try to be overfriendly and informal on the job	5	4	3	2	1
17T	He/she maintains high standard of performance	5	4	3	2	1
18N	He/she believes that subordinates acquire a sense of responsibility under the care and guidance of a good leader	5	4	3	2	1
19B	He/she thinks that clear job description are necessary for the effective functioning of the employee	5	4	3	2	1
20T	He/she expects his/her subordinates to increase their knowledge on the job	5	4	3	2	1
21F	He/she does not think that his/her subordinates deserve to be officers	5	4	3	2	1
22N	He/she openly shows affection to those subordinates who work hard	5	4	3	2	1

23F	He/she thinks that he/she is always right	5	4	3	2	1
24F	He/she gives as much responsibility as his/her subordinates can handle	5	4	3	2	1
25T	He/she believes that one can really group up by leaving to do a job well	5	4	3	2	1
26B	He/she considers seniority as a time listed criterion for promotion	5	4	3	2	1
27T	He/she see to it that subordinates work to their capacity	5	4	3	2	1
28B	He/she always follows standard rules and regulations	5	4	3	2	1
29P	He/she grants full freedom and autonomy to his/her subordinates so that they can work best	5	4	3	2	1
30F	He/she rules with an iron hand in order to get the work done	5	4	3	2	1
31F	He/she wants to have full power and control over his/her subordinates	5	4	3	2	1
32P	He/she encourages free and frank interaction among members	5	4	3	2	1
33P	He/she believes that all of us have more or lets equal potentialities	5	4	3	2	1
34T	He/she drives himself really hard	5	4	3	2	1
35F	He/she easily categorises his/her subordinates as good and bad	5	4	3	2	1
36N	If the subordinates need help, he/she helps as he/she can	5	4	3	2	1

37T	As and when necessary, he/she gives specific direction to his/her subordinates	5	4	3	2	1
38B	He/she favours that the area of responsibility should be clearly demarcated according to ranks and positions	5	4	3	2	1
39T	He/she always keep track of the progress of work	5	4	3	2	1
40B	He/she confines himself/herself to his/her own jurisdiction	5	4	3	2	1
41T	He/she tells his/her subordinates how well are they doing their job	5	4	3	2	1
42N	He/she feels responsible for the well being of his/her subordinates	5	4	3	2	1
43F	He/she makes it clear that personnel loyalty is an important virtue	5	4	3	2	1
44P	He/she is a friendly type	5	4	3	2	1
45B	He/she always goes by rules and regulations	5	4	3	2	1
46B	He/she maintains a strict division of labour even in his/her own group	5	4	3	2	1
47N	He/she finds time to listen to the personnel problems of the subordinates	5	4	3	2	1
48F	He/she does not tolerate any interference from his/her subordinates	5	4	3	2	1
49N	He/she has affection for his/her subordinates	5	4	3	2	1

50F He/she believes that if he/she does not watch out, there are many people who may pull him/her down

5 4 3 2 1

Section III (Organisational Climate)

The following set of statements are concerned with your perceptions and observations about the organisation in which you are working. Please read each of them carefully and judge to what extent each item is true of your organisation and encircle the number of your choice against each statement:

- To a very great extent 5
- To a great extent 4
- To some extent 3
- To a small extent 2
- Almost no extent 1

- | | | | | | |
|--|---|---|---|---|---|
| 01. The assignments to this organisation are clearly defined | 5 | 4 | 3 | 2 | 1 |
| 02. In this organisation, we set very high standards for performance | 5 | 4 | 3 | 2 | 1 |
| 03. We do not rely too heavily on individual judgment, almost everything is double checked | 5 | 4 | 3 | 2 | 1 |
| 04. If you make a mistake in this organisation, you will definitely be criticised | 5 | 4 | 3 | 2 | 1 |
| 05. People are proud of belonging to this organisation | 5 | 4 | 3 | 2 | 1 |

06.	The policies and goals objectives of this organisations are clearly understood	5	4	3	2	1
07.	The goals I am supposed to achieve in my area are realistic	5	4	3	2	1
08.	There is a feeling of pressure to continually improve our personal and group performance	5	4	3	2	1
09.	Our philosophy emphasises that people should solve some problems by themselves	5	4	3	2	1
10.	There is not enough reward and recognition given in this organisation for doing work	5	4	3	2	1
11.	People in this organisation don't really trust each other very much	5	4	3	2	1
12.	Things often seem to be pretty disorganised around here	5	4	3	2	1
13.	In this organisation, I am given a chance to participate in setting the performance standards for my job	5	4	3	2	1
14.	In this organisation, People don't seem to take much pride in the excellence of their performance	5	4	3	2	1
15.	Management downs upon your checking everything with them; if you think you have got the right approach, you just go ahead	5	4	3	2	1
16.	We have a promotion system that helps the best person rise to the top	5	4	3	2	1
17.	People in this organisation tend to be cool and aloof towards each other	5	4	3	2	1

18.	Our productivity sometimes suffer from lack of organisation and planning	5	4	3	2	1
19.	I very seldom sit down with my immediate boss to review my overall performance and effectiveness	5	4	3	2	1
20.	Management sets challenging goals	5	4	3	2	1
21.	In this organisation, people are rewarded in proportion to the excellence of their job performance	5	4	3	2	1
22.	In this organisation, performance is evaluated regularly against agreed upon goals and standards	5	4	3	2	1
23.	The goals and standards in the organisation do not usually demand the maximum effort of every individual	5	4	3	2	1
24.	There is not much to encourage to take on increased responsibility in this organisation	5	4	3	2	1
25.	The rewards and encouragement that you get usually outweigh the treats and criticism	5	4	3	2	1
26.	There is a lot of warmth in the relationships between management and other personnel in this organisation	5	4	3	2	1
27.	I have had very little opportunity to say what I think about the goals and standards that are set for my work	5	4	3	2	1
28.	In this organisation, people are encouraged to initiate projects that they think are important	5	4	3	2	1

8. How many persons directly report to you (no. of your immediate subordinates)? -----
9. How many years have you been with your present organisation? -----
10. How many years have you been working in your present position? -----
11. How many promotions have you received since your first job? -----
12. How many other organisations have you worked for in your career? -----

**Background Facts about Respondents (Institution wise -
Frequency Count into %)**

Present Age group

Age Group	CU	IIM	IIT	SU into%	NEU	Total
	n=51	n=11	n=24	n=10	n=22	n=118
26-30	01.96	09.09	04.16	00.0	00.0	2.54
31-35	01.96	18.18	08.33	00.0	13.63	5.08
36-40	07.84	18.18	20.83	00.0	18.18	11.01
41-45	19.60	18.18	25.00	00.0	36.36	25.42
46-50	17.64	09.09	16.66	30.00	18.18	17.79
51-55	27.45	09.09	04.16	30.00	13.63	16.94
56-60	13.72	18.18	20.83	40.00	00.0	16.94
60 -	09.80	00.00	00.0	00.0	00.0	04.23

Joining Age Group

Age Group	(n=51) CU	(n=11) IIM	IIT (n=24)	SU n=10)	NEU n=22	Total n=118
20-25	52.94	45.45	58.33	60.00	22.72	48.30
26-30	37.25	54.54	33.33	40.00	72.72	41.91
31-35	07.84	0.00	04.16	00.00	04.54	05.08
36-40	01.96	00.00	04.16	00.0	00.0	07.69
41-45	00.0	00.00	00.0	00.0	00.0	00.00
46-50	00.0	00.00	00.0	00.0	00.0	00.00
51-55	00.0	00.00	00.0	00.0	00.0	00.00
56-60	00.00	00.00	00.0	00.0	00.0	00.00
60-00	60.00	00.00	00.00	00.0	00.0	00.00

Qualification

Academic Qualification	CU	IIM	IIT	SU	NE	Total
	n=51	n=11	n=24	n=10	n=22	n=118
BA/B Sc /B Com	21 56	54 54	41 66	50 00	45.45	35.59
MA/M Sc/M Com	70 58	45 45	45 83	50 00	54.54	58.47
P. Phil	01 96	00 00	04 16	50 00	00 0	01.69
Ph D	03 92	00 00	08 33	00 00	00 00	63.38
Any Other	01 96	00 00	00.00	00 00	0 00	00.84
Professional Qualification						
Diploma in Lib Sc	16 68	18 18	12 50	00 00	04 54	11.86
B Lib Sc	41 17	45 45	20 83	30 00	40 90	36.44
M L I Sc	43 13	36 36	66 66	70 00	54 54	51.69
M Phil	00 00	00 00	00 00	00 00	00 00	00.00
Ph D	00 00	00 00	00 00	00 00	00 00	00.00

Number of Subordinates Reporting to Respondents

Number	CU	IIM	IIT	SU	NE	Total
	n=51	n=11	n=24	n=10	n=22	n=118
1-4	21 56	45 45	20 83	00 0	31 81	23.72
5-9	33 33	09 09	29 16	00.0	22.72	25.42
10-14	15 68	00 00	12 5	00 0	18 18	12.71
15-19	07 84	27 27	12 5	30 00	04 54	11.86
20-24	07 84	00 00	12 5	00 00	04 54	06.77
25-29	01.96	00 00	00 0	10.00	09.09	03.38
30-34	00 00	00 00	04 16	10 00	00 0	01.69
35-39	01 96	09 09	00.0	00 0	04 54	02.54
40 or more	09 80	09 09	08 33	50 00	04 54	11.86

Tenure in Present Organisation

No of years	CU	IIM	IIT	SU	NE	Total
	n=51	n=11	n=24	n=10	n=22	n=118
4 or less	3 92	9 09	33 33	10 00	09 09	11.86
5-9	5 88	45 45	08 33	00 0	04 54	09.32
10-14	7 84	00 00	25 00			

Tenure in Present Position

	CU	IIM	IIT	SU	NE	Total
No of years	n=51	n=11	n=24	n=10	n=22	n=118
4 or less	33.33	09.09	54.16	60.00	54.54	41.52
5-9	27.45	72.72	08.33	20.00	22.72	26.27
10-14	17.64	09.09	25.0	20.00	18.18	18.64
15-19	17.64	09.09	00.0	00.0	00.0	08.47
20-24	01.96	00.0	12.5	00.0	04.54	04.23
25-29	01.96	00.0	00.0	00.0	00.0	00.84
30-34	00.0	00.0	00.0	00.0	00.0	00.0
35-39	00.0	00.0	00.0	00.0	00.0	00.0

Number of Promotions Respondents Received in His/Her Career

	CU	IIM	IIT	SU	NE	Total
No of Times	n=51	n=11	n=24	n=10	n=22	n=118
2 or less	76.47	81.81	70.83	60.0	77.27	74.57
3-4	23.52	0.0	12.5	40.00	22.72	20.33
5-6	0.0	0.0	8.33	0.0	0.0	1.69
7 or more	0.0	18.18	8.33	0.0	0.0	3.38

Number of Other Organisations Respondents Worked in His/Her Career

	CU	IIM	IIT	SU	NE	Total
No of other organisation	n=51	n=11	n=24	n=10	n=22	n=118
2 or less	80.39	54.54	45.83	90.00	81.81	72.03
3-4	15.68	27.27	33.33	10.00	9.09	18.64
5-6	3.93	9.09	08.33	0.0	9.09	6.14
7 - more	0.0	9.09	12.5	0.0	0.0	3.38