



A readiness assessment survey of the adoption of transformational leadership
for South African academic libraries in the Gauteng province.

by

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KNNNOK009

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DEDICATION

This dissertation is dedicated in loving memory of my parents, Mr Timothy Zungu and Mrs Bella Zungu. This dissertation would not have been possible if it were not for you. As mama liked to say in my language, “Ukwenza akufani nokucabanga”. Loosely translated it means doing is not the same as thinking.

I also dedicate this dissertation to my beautiful children, Zama, Sazi Jnr. and Makheni. This is for you!

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ABSTRACT

The study assessed the readiness of the adoption of transformational leadership for South African academic libraries in the Gauteng province. Available literature shows no evidence that assessment has been conducted by academic libraries before the adoption of this leadership style.

Academic libraries nationally and internationally are faced with generic challenges like evolutionary technological changes, reduced budget allocations, leadership challenges, and human resources challenges. They are pressured to prove their value to the university due to changing user needs and most academic libraries are faced with a challenge of having to continuously redefine themselves to survive the changing environment. Academic libraries are constantly challenged and must ensure that they have strong leadership that is equipped to face and deal with never-ending challenges.

The study surveyed the leadership of the academic libraries in Gauteng. It mainly adopted a descriptive research design. The survey took an exploratory approach to get quality information. The study used a transformative theoretical framework because of its immediate applicability and its focus on the tensions that arise due to unequal power relations. The study is primarily a quantitative study with some qualitative elements as a follow-up to the issues raised in the questionnaire. Quantitative data were analysed with the Statistical Package of Social Sciences (SPSS v25) statistical tool, and descriptive data were coded by assigning labels to codes and using Atlas.ti 8.

The study results found that history, politics, and different dynamics related to academic universities influence the leadership style adopted at academic libraries. Several leadership characteristics influence and guide the leadership preference of academic libraries. Two academic libraries indicated that they adopted a participative and transformational leadership style. The libraries have clearly-defined communication channels between the management and staff. However, the creativity and innovation of the staff were affected by other issues. The results also showed that academic libraries must focus more on empowerment, skills development, delegating, and mentoring of their staff to prepare staff for managerial and leadership positions.

LIST OF ABBREVIATIONS AND ACRONYMS

AAU	Addis Ababa University
ACRL	Association of College and Research Libraries
ALA	American Library Association
CALL	Centre for African Library Leadership
CCNY	Carnegie Corporation of New York
CMED	China Medical Technologies
CV	Coefficient of Variation
DAC	Department of Arts and Culture
GAELIC	Gauteng and Environs Library Consortium
KPI	Key performance indicators
ICT	Information and communications technology
IFLA	International Federation of Library Associations
LLAMA	Library Leadership & Management Association
LIASA	Library and Information Association of South Africa
LIBER	Association of European Research Libraries
LIS	Library and Information Services
LMX	The Leader-Member Exchange
NCHE	National Commission on Higher Education
NCLIS	National Council for Library and Information Services
ODeL	Open distance e-learning
ODL	Open distance learning
SD	Standard Deviation
SMU	Sefako Makgatho Health Sciences University
SPSS	Statistical Package for the Social Sciences
TUT	Tshwane University of Technology
UJ	University of Johannesburg
UNISA	University of South Africa
UP	University of Pretoria
VUT	Vaal University of Technology
WITS	University of the Witwatersrand Johannesburg
ZSR	Z Smith Reynolds

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CHAPTER 1

INTRODUCTION

1.1 Introduction to the study

Evolutionary changes in libraries have been driven by technological developments, different formats of information resources, and new ways of providing access to information. The main objective of academic libraries is to provide unrestricted access to information resources anytime and anywhere, for instance, not having to physically visit the library. Another objective is the integration of the different services they provide. Düren (2013) emphasises that the main influences of change in libraries are driven by emerging user needs, policies, and changing personnel behaviour. Successful implementation of changes depends on the support of the library leadership.

Leadership is one of the core critical components in the running of any organisation. A lack of proper leadership and management poses a serious threat to the success of any organisation. This has been proven by the collapse of big multinational organisations due to improper leadership. Examples of collapsed organisations include China Medical Technologies (CMED), which collapsed in 2012 due to illegal and fraudulent activities by management. Enron is another multinational organisation whose collapse in 2001 was widely publicised due to leadership woes (Dolmetsch, 2017:1).

A leader's role is to drive the vision, mission, and objectives of an organisation. A leader must inspire and motivate staff to accept the vision and mission of the organisation to fulfil the objectives of the organisation, as set out in its strategy. Globally, the above statements also apply to the leadership of academic libraries. Maciel, Kaspar and vanDuinkerken (2018) maintain that the leadership crisis in libraries is caused by the lack of development of transformational leaders. They further argue that the pursuit of leadership compromises service leadership ethics in academic libraries because the emphasis is more on experience and management skills.

A transformational leadership style is the most suitable style to address the leadership challenges facing academic libraries because it focuses on organisational changes and on developing new leaders. Mavodza (2014) conducted a study in Zimbabwe on the

development of academic libraries and the role of leadership. Okere and Olorunfemi (2018) focused on the need to adopt transformational leadership in Southwest Nigeria. In South Africa, a research by Darch and De Jager (2012) identified transformational leadership as critical in the development of modern libraries in Africa. In their findings, Okere and Olorunfemi (2018:7) concluded that the transformational leadership style is effective in encouraging growth, commitment to adapting to change, and increased productivity. Mavodza (2014) concluded that there is a need for librarians in Zimbabwe to adapt to transformation and change. The study further highlighted the need for enhancement of librarian training and development.

Mwambazambi and Banza (2014) investigated how Africans can develop leadership that contributes to effective transformation on the continent. These scholars view church leaders as prominent contributors to transformed leadership and reliable transformation. Mossop (2013:11) defines transformational leadership as the ability of a leader to inspire followers and rise above their interests and work towards the benefit of all. Tedford, Corbett and Lock (2013) define transformational leadership as a leadership style that involves designing a vision for the organisation and inspiring followers to meet the goals and objectives. Transformational leadership inspires feelings of loyalty and trust and it involves peer mentoring. The primary element of transformational leadership is focused on change. Henry and Slutzky (2016) point out that there should be a cordial relationship between a leader and a follower.

Several studies suggest that transformational leaders set high standards for staff to achieve. They also develop and empower future leaders who can work independently. It is with a leadership style that management needs to gain staff confidence. Such studies include a study by Henry and Slutzky (2016) on mindful library leadership; Düren (2013b) on change management in libraries; Jantz (2012) on the relationship of research library's vision, as well as several other studies on the topic.

Stone, Russell and Patterson (2004) highlight four characteristics of a transformational leader as:

- *Idealised influence.* This means that followers regard the leader as a respected role model.
- *Inspirational motivation.* This means that the leader inspires and motivates the followers through building relationships.

- *Intellectual stimulation.* Leaders motivate and encourage followers to be innovative and creative.
- *Individualised consideration.* Leaders give attention to follower's needs for achievement and growth through mentoring and coaching.

Leadership problems or a lack of proper leadership in library and information services (LIS) is not a new phenomenon. Therefore, identifying the role of transformational leadership qualities in academic libraries in the Gauteng province of South Africa is important for this study.

Martin (2016:266) maintains that little research has been done on transformational leadership in academic libraries. Instead, it is said that library leaders with more experience are more prone to transactional leadership. Martin (2017) describes transformational leaders as leaders who use idealised influence, individualised consideration, intellectual stimulation, and inspirational motivation to build relationships, model values, and a shared vision.

Martin also points out that all academic libraries undergo episodes of strategic change. Transformational change brings about the need to re-align and re-focus against the pressures of external influences. Shan and Iqbal (2017) conducted a study on the impact of transformational leadership on performance during the process of change in academic libraries in Pakistan. The results of their study revealed that transformational leadership leads to employee commitment and job performance.

1.2 Background to the study

Wikipedia (2018) asserts that Gauteng is the smallest of the nine provinces in South Africa in terms of land area, accounting for only 18 176 square kilometres. According to Statistics South Africa's statistical release for the mid-year population estimate of July 2017, Gauteng is the most populous province in South Africa with a population of 14.3 million people (StatsSA, 2017).

There are seven public universities in Gauteng, namely Sefako Makgatho Health Sciences University (SMU), Tshwane University of Technology (TUT), University of Johannesburg (UJ), University of Pretoria (UP), University of South Africa (UNISA), Vaal University of Technology (VUT) and the University of the Witwatersrand Johannesburg (Wits). In total, these universities have fifty-seven campuses and faculty libraries. These academic libraries

used to be members of the defunct Gauteng and Environs Library Consortium (GAELIC) whose focus was to collaborate on the purchase of a common library system, skills development, capacity building, resource sharing, and cooperative purchasing.

In all of the universities studied, the social background of the student population includes poor backgrounds, middle-income households, and high-income households. Some students come from rural areas with less exposure and access to information technology, while others come from urban or semi-urban areas with fair exposure and access to information technology.

In South Africa, universities are faced with several challenges after the post-apartheid era. Academic libraries globally manage to exist during critical and turbulent times of reduced budget allocations and economic instability. They are obligated to face their organisational and financial constraints (Stewart, 2007). The reality of the South African history is that most South Africans were excluded and marginalised by the previous dispensation and all these factors have a negative bearing on the current dispensation.

Behari-Leak (2019) discusses in detail the issue that academics and students are contending with the meaning of decolonising the curriculum and the university in the South African context. It is because of the South African history that there is a strong movement on decolonising the university curriculum. This movement is not only focused on the curriculum; libraries are also not spared from the call for changes. In line with the call for the decolonisation of the curriculum, there is a call to decolonise libraries. Rosenblum (2015) writes extensively on the decolonising of libraries because they are viewed as institutions that support the generation of knowledge that perpetuates the existing power structures. Hence, libraries have become targets of destruction when protests occur because academic libraries are viewed as strong support structures of colonial education (Rosenblum, 2015).

The forces of change are strong and consistent. Most academic libraries of the twenty-first century are constantly challenged and must ensure that they have strong leadership who is equipped to face and deal with never-ending challenges, who can prove their value and make their voices heard.

Challenges related to human resources are part of the issues that academic libraries are facing. Most leaders in South African academic libraries are near retirement and possible leadership vacuums are looming. The findings of a study commissioned by the National

Council for Library and Information Services (NCLIS) and the Department of Arts and Culture (DAC) confirmed that the aging workforce poses serious implications for the future (NCLIS and DAC, 2014). Staff complaints about a lack of opportunities, career development, and growth in most academic libraries in South Africa are widespread, which suggests staff dissatisfaction about leadership and management of libraries. Library staff feel there is a lack of communication between staff and library management. Library staff feel demoralised and demotivated.

Academic libraries in Gauteng operate under severe socio-political and economic conditions due to the legacy of the political history of colonial and apartheid regimes; academic libraries must do more with reduced budgets due to financial constraints experienced by universities. They are forced to be innovative to survive. They must operate within universities that are marred by student protests. Movements like *#FeesMustFall* and the decolonisation of the curriculum call into question information resources provided in libraries in support of academic objectives, namely teaching, learning, and research.

Creary (2012) discusses the African people's struggle to decolonise the mind in knowledge production and its representation. Decolonising the mind is the first major task to put African scholarship globally at the centre of academia. The role of academic libraries is critical in trying to resolve such national issues. How libraries respond to such challenges is important. Such changes require leaders that can adapt to change and forecast the future.

Faced with constant changes, library directors play a critical role in selling the vision of the library to staff, to the university, and external stakeholders, as well as ensuring the alignment of the library's objectives with the strategy of the university.

Harland, Stewart and Bruce (2017) identify the role of the library director as providing strategic direction, articulating the library's vision, and actively participating in the academic activities of the university. However, leadership in the profession cannot ignore the reality that human resources management is a library director's major responsibility. This reality challenges a library director to balance between the interests of the university and that of the library staff.

A study by Hart (2010) on job satisfaction at a South African academic library showed a negative relationship between staff and their work because of staff frustration due to stagnation, inadequate resources and poor remuneration, a lack of promotional prospects, and

poor leadership. The perception is that leadership in academic libraries is poor, lacking, and not well coordinated. These are common issues in academic libraries; not only in South Africa but also globally. Therefore, library managers have to face strategic challenges, especially on how to create a succession plan (Ortega, 2017). The negative effects of toxic leadership in the LIS have led to demoralisation and staff feeling undervalued. In most cases, staff in senior positions or staff who are earmarked to be the next managers do attend supervisory courses, but often they are not allowed to apply what they have learned. Staff in academic libraries in South Africa are complaining about a lack of communication, a lack of career development, a lack of opportunities, favouritism, and a perceived lack of leadership direction, which occur mostly during times of change.

The Carnegie Leadership Program, funded by the Mellon Foundation and which was offered at the Centre for African Library Leadership, in collaboration with the University of Pretoria, was an initiative aimed at training and empowering the next generation of leaders in order to bridge the leadership gap. It was aimed at addressing the library leadership development needs by building leadership expertise.

The current study on the readiness assessment of the adoption of transformational leadership style in academic libraries in the Gauteng province of South Africa is new. A survey was conducted at three of the seven university libraries in Gauteng to assess their readiness to adopt the transformational leadership style.

The criteria used for selecting the three university libraries to participate in the study were that one university is a research-intensive residential university, the second university is a long-distance public university with an international reach, and the last one is a university that was established as a result of a merger between a traditional university and a university of technology.

1.3 Research problem

Academic libraries in Gauteng operate under severe conditions resulting from issues like widespread student protests and human resources challenges, such as the neglect of developing leadership skills for potential managers and the shortage of potential leaders who are trained and mentored to assume leadership positions.

Several studies on leadership in libraries have highlighted the neglect of good leadership.

According to Sucozhañay et al. (2014), constant technological changes or new ways of delivering service to library users cause library managers to become important change agents who have to ensure that any project that would bring about changes in the workplace is implemented with caution and sensitivity. Good leadership is the key to the success of an organisational change programme and libraries coping with complex changes.

Library directors have a huge responsibility of defining the strategy of the library by designing a clear vision for the library, defining the achievable goals and objectives of the library, enabling communication and stakeholder liaison, and overseeing budgets and human resources. Harris-Keith (2016) highlights the development of academic library leaders as crucial for succession planning and the development of the necessary leadership skills for library directors.

According to a technical team of the NCLIS and DAC (2014), a challenge that is facing the LIS sector is the need to groom the next generation of leaders because the current leaders are nearing their retirement age.

Academic libraries need visionary leaders who can evolve along with their discipline and their universities. Such leaders can develop with proper training and exposure to relevant knowledge. The LIS discipline is constantly evolving. Technological developments and advances as well as changes in socio-political and economic challenges mainly drive the evolution.

Academic libraries in Gauteng have been called into question by student activists regarding their roles in supporting the decolonised curriculum.

The type of leader suitable to take the role of leading an academic library amidst all the challenges and confusion is a transformed leader and a visionary leader who has the confidence of their followers. Such a leader is also one who inspires staff to perform beyond their expectation; a leader who embraces change and who is ready to lead the library to the future.

1.4 Research objectives

The main aim of this study was to ascertain the readiness of the adoption of a transformational leadership style for South African academic libraries in the Gauteng

province. The specific objectives of this study were:

- a) To investigate the readiness of academic libraries in Gauteng to adopt a transformational leadership style.
- b) To determine to what extent the current leaders in academic libraries in Gauteng are ready to transform from a traditional management style to a transformational leadership style.
- c) To highlight the extent of the problem for the next generation of leaders in academic libraries in South Africa.
- d) To determine procedures to identify talented staff to be groomed for managerial positions (succession plan).
- e) To highlight the importance of a relevant leadership style for improved leadership of academic libraries.

1.5 Research questions

- a) What are the prevailing leadership styles in academic libraries in Gauteng?
- b) How prepared are the leaders in academic libraries in Gauteng to adopt transformational leadership?
- c) What are the challenges and opportunities for the next generation of leaders in academic libraries in Gauteng?
- d) What staff development programmes exist to prepare staff for senior positions?

1.6 Significance of the study

The significance of the study is to ascertain the readiness of the adoption of the transformational leadership style for South African academic libraries in Gauteng. Proponents of transformational leadership view it as an effective tool to use when an organisation is going through constant change.

This research wanted to add to the call for transformational leadership in academic libraries in Gauteng. The study contributes to existing studies on transformational leadership in

academic libraries in South Africa. Most importantly, the study was done at academic libraries in Gauteng and therefore it is more relevant to South Africa and the African continent because leadership of academic libraries on the African continent has been neglected and needs improvement.

The study wanted to provide a guide for the LIS sector through its professional body (the Library and Information Association of South Africa – LIASA) whose mission is to unite and represent universities and staff working in libraries and information services.

The study contributes to initiatives that strive to influence the curriculum to become more relevant and that responds to the challenges that libraries face in the twenty-first century. The study provokes the necessary dialogue within the discipline for the benefit of the entire LIS sector in South Africa.

1.7 Theoretical framework and research methodology

The research used a transformative theoretical framework because of its immediate applicability and its focus on the tensions that arise because of unequal power relations (Brown, 2004:84). A transformative paradigm focuses on the strength of the marginalised group. The study adopted a transformative leadership model. It mainly adopted a quantitative design with some qualitative elements as a follow-up to the issues raised from the quantitative data. The survey adopted an exploratory approach. The intention was to ascertain whether the adoption of transformational leadership results in visionary leaders that could predict the future, deal effectively with organisational change, and inspire their followers. Data were collected through interviews and questionnaires. Quantitative data were analysed quantitatively by using SPSS v.25. Descriptive data were arranged and coded with Atlas.ti 8 software.

1.8 Limitations/delimitations of the study

The limitations of the study are that the study only focused on academic libraries in the Gauteng province. Gauteng is the smallest of the nine provinces in South Africa, which is a limitation of the study. An appropriate study would have engaged bigger provinces such as the Northern Cape, the Eastern Cape, and the Western Cape. To counter the limitation, Gauteng has more public universities than all the other provinces. Gauteng also has more than fifty-seven academic libraries that cater for various backgrounds and socio-economic

profiles.

Other limitations that affected the current research study were insufficient time and inadequate resources. The generalisation of the unit of analysis, based on Gauteng alone, might have added to the limitations of the study. Efforts, such as the triangulation of data sources, were made to limit any problem that might negatively affect the findings of the study.

1.9 Chapter outline

Chapter 1 is an introduction; it highlights the study context and provides background information, the statement of the problem, research objectives, and questions. Chapter 2 focuses on a literature review that gives the context of the study and evaluates sources relevant to this study. Chapter 3 focuses on the research methodology and provides the theoretical framework and model for the study. Chapter 4 presents the quantitative findings, while Chapter 5 presents the qualitative data. Chapter 6 interprets and discusses the results based on the findings presented in Chapters 4 and 5, together with insights gleaned from the literature review. Chapter 6 also provides conclusions and recommendations, based on the main findings and a discussion thereof and provides a general conclusion of the study.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

Leadership is a well-researched and developed subject that cuts across all fields and disciplines. Consequently, leadership has been one of the most-studied subjects because of its significance in giving direction in any organisation and its success. Tracy (2014:15) disputes the notion that leaders are born and not made, and opines that great leaders are made by studying other great leaders, studying their qualities, emulating them, internalising their values and behaviours, and changing the way one thinks about themselves. Good leaders constantly and consistently upskill and reskill themselves; they improve their skills and knowledge and remain relevant and effective. Leaders inspire and motivate their followers and are often good communicators. Effective leaders put together a team of champions.

2.2 Theoretical framework

Ocholla and Le Roux (2011:1) argue that there is no strong history of a theoretical framework that informs LIS research; instead, LIS research borrows frameworks from other fields. It is for this reason that LIS research practice has been influenced by other disciplines. This view is also supported by Wong (2017:1) who opines that the substantial library literature has not come to a cohesive body or framework for understanding leadership in academic libraries.

The theoretical framework on which this study is based is the transformative paradigm. According to Mathison (2005:2), the transformative paradigm emerged from the writings of scholars from diverse ethnic and racial groups, including people with disabilities and feminists. Advocates of the transformative paradigm believe that knowledge is influenced by human interests and all knowledge reflects the power and social relationships within society. The transformative ontological assumption is that there are diverse viewpoints to social realities to be placed within the political, cultural, historical, and economic value systems. The transformative paradigm epistemologically assumes that knowledge is created by the depth of the understanding achieved by sustained and meaningful involvement with

the affected community. The transformative paradigm's methodological assumption involves various approaches with the participants involved to some degree in the methodological and programmatic decision.

The transformative paradigm is suitable for research and addresses societal issues like inequality and injustice. Mertens (2007) describes the basis for the transformative paradigm from the position that reality is subjective. The researcher's reality is influenced by the social, political, cultural, economic, racial, or ethnic values indicating power and privilege. Researchers that adopt the transformative paradigm recognise the inequalities and injustices in the society and strive to challenge the status quo. Within the context of the transformative paradigm, this study challenges leadership inequalities in the running of academic libraries in South Africa.

Dvir, Avolio and Shamir (2002:736), in their research study on the impact of transformational leadership enhanced by training, focused on training for follower development and performance. The main objective of transformational leadership is follower development and follower performance by exerting the influence of organisational objectives and goals to perform beyond expectations. The results of the study showed that leaders had a more positive impact and they directed followers' development. Transformational leadership evaluates the potential of all followers, and not only certain favoured followers, to fulfil their responsibilities while envisioning future responsibilities.

The main objective of the study on the readiness assessment of the adoption of transformational leadership for South African academic libraries in Gauteng, was to address leadership issues and advocate for leadership style change in academic libraries. Through a transformative paradigm, the researcher addressed power issues in academic libraries. The transformative paradigm was a suitable theoretical framework for this study. It could enlighten academic libraries that participated in the study about the necessary changes that transformative leadership style could bring about.

Section 2.2.1 provides an overview of the literature on the topic of transformational leadership in academic libraries.

2.2.1 The transformative paradigm

According to Creswell (2014:9), the transformative paradigm was developed between the

1980s and 1990s. The transformative paradigm's position or stance is that a research study has to reflect current politics and the political change agenda through the recommendation of a different leadership style.

Mertens (2007) maintains that the transformative paradigm's ontological assumption is that reality is socially constructed by class or position and that the focus of a library director should not be to only develop and give attention to their preferred staff.

The transformative paradigm's epistemological assumption is that the relationship between a researcher and the participant is a cyclical process. Building trust and understanding of the culture is key to the success of the research process. The relationship becomes a partnership between the researcher and participants, including the recognition of power differences and the use of culturally competent practices. Therefore, the participation of stakeholders is needed throughout the entire process of the study to contribute to sustainable change.

Jackson et al. (2018:111) hailed the transformative paradigm as a paradigm that influences research by giving attention to views that have been marginalised and compel the researcher to assess asymmetrical power relations, link results and action, and wider inquiry. The paradigm acknowledges different cultural norms as a guide to ethical behaviour. However, research should strive to examine aspects of power and privilege for the promotion of justice. The transformative paradigm emphasises the building of relationships with communities, conducting of needs assessment to investigate gaps between the current situation and the desired results, and methodologies to document results.

2.3 Theoretical approaches to leadership

In their systematic analysis of leadership theories, Meuser et al. (2016) suggest that sixty-six theories have been identified in published works between 2000 and 2013 (Mango, 2018:57). It is important to note that Meuser et al. (2016) also highlight the downside of the maturity of leadership research to a lack of integration of these leadership theories, which complicates any effort to integrate the topic. For the current study, four theoretical approaches to leadership were discussed in sections 2.3.1 to 2.3.4.

2.3.1 Trait theoretical approach to leadership

The trait approach to leadership is the oldest theoretical approach to leadership. It emerged in the 1940s and maintains that people with certain hereditary character and personality traits, namely self-confidence, intelligence, dominance, and being insight-driven, make great leaders.

Fleener (2006:830) adds competencies and values to the list of attributes of the trait approach, with the assumption that these traits produce patterns of behaviour that are consistent across situations and that they can be reliably measured. Another assumption was that individuals in higher-level positions possess more leadership traits than those in lower-level positions. Fleener (2011) further adds that trait-approach researchers have underestimated the impact of situational variables on effective leadership. Leadership traits identified were said to include aspects of behaviour and skills and male-dominated attributes.

In a counter review of the trait approach, Stogdill (1948) disputed the trait approach as a predictor of great leadership, saying that the approach failed to produce a consistent set of traits to predict leadership effectiveness.

2.3.2 The leadership-contingency theory

The leadership-contingency theory was developed by psychologist Fred Fielder in the 1960s. Hoffman-Miller (2013) explains that the basis of this theory is that there is no one best way to lead an organisation and that leadership style is dependent on different management situations. This theory is said to have similarities with the situational theory. The theory emphasises the leader's personality and the situation in which the leader operates. Friedler is said to have outlined two leadership styles: task motivated and relationship motivated styles. The contingency theory influenced transformational leadership because of its emphasis on task and relationship motivation.

2.3.3 The leader-member exchange theory

The leader-member exchange (LMX) theory emerged in the 1970s and was developed by George B. Graen, Mary Uhl-Bien, and other researchers (Graen & Uhl-Bien, 1995:226). These researchers focused on work socialisation and vertical dyad linkage. The theory

focuses on group dynamics as a basis for effective leadership. The theory also focuses on a relationship between leaders and followers. Campbell (2017) says that the theory is based on the observation that leaders behave differently with different people with whom they work. Campbell, in a study conducted at Ohio State University, found that effective leadership requires consideration, a supportive approach to subordinates, and the development of structure and definition of roles of the leader and subordinates.

The model is said to be a reflection on the interactions between the leader and the followers. The LMX theory looks at how relationships develop and how they affect performance. The theory further explains that leaders at times categorise subordinates into groups: the in-group (favoured) and out-group (not favoured). The leader often relies on the in-group at the expense or neglect of the out-group. The theory maintains that leaders should try to also build good relations with the out-group to boost their morale and improve productivity.

Yu, Matta and Cornfield (2018) found that LMX differentiation disturbs collective harmony and solidarity. It provides an understanding of workplace dynamics and how they are influenced by leader-follower relationships. Fundamental underpinnings of the LMX theory are that differentiation is necessary for effective workgroups; however, on the other hand, such differences can create relational boundaries between groups and hinder the effectiveness of workgroups.

2.3.4 The transformative leadership theory

Transformational leadership emerged in the 1980s and has since been the most popular leadership theory. No organisation is stagnant; all organisations or universities, irrespective of their nature, must thrive and survive constant organisational changes. So are academic libraries; they are constantly evolving, and as such the leadership of academic libraries also must evolve with the changes of the day. In an organisation, leadership is responsible for overseeing and managing any transformational change. The organisational culture, rooted in the employees' values, beliefs, and assumptions, makes, or breaks an organisation, as rightly put by Denison (1996:654).

Leadership in the LIS sector has been receiving needed attention. The lack of proper leadership in academic and public libraries has been cited as a major shortcoming.

Transformational change, as defined by Mossop (2013), is the actual moment of change

from the former to the current state, whether intended or as a by-product of a wider programme. Furthermore, transformation comes unnoticed as a result of operational and organisational changes. In a stifling organisation, innovation is inhibited, crippling the organisation from meeting its new challenges or taking advantage of newly available opportunities. Such situations need visionary leaders who can first change the organisational culture and then create an environment suitable for change to take effect and prosper.

Tal and Gordon (2016: 260) argue that transformational leadership is the most-studied style, based on the number of publications. Mwambazambi and Banza (2014) argue that transformational leaders observe principles of human dignity and worth, human rights, good social values, and individual and socio-political transformation.

2.4 Transformative leadership theory

The pillars of transformational leadership include motivation, morality, and empowerment of followers. Burns (1978) further states that leadership should be about mobilising or motivating and developing other leaders. Burns (1978) proposed that transformational leadership motivates followers to satisfy self-actualisation needs in Maslow's hierarchy of needs, developed in 1954. These needs are said to arouse dormant needs. A transformational leader has a positive impact on the development of the followers' morality in their internationalisation of the organisation's moral values and collective orientation. Staff empowerment puts emphasis on the development of work-specific independence rather than on automatic or blind followership. Staff employment also focuses on the development of self-empowerment, self-development, and confidence. Transformational leadership has a positive impact on the development of follower empowerment in relation to a critical independent approach, active engagement in the task, and specific self-efficacy. Sections 2.5.1 to 2.5.2 discuss transformation leadership in detail.

2.4.1 Burns's transformational leadership theory

One of the transformative leadership theories was developed by James Burns in 1978 (Turner & Barling, 2002: 305). Burns's transformational leadership theory believes that a person goes beyond self-interest, with the focus on motivation, morale, and values and how the leader approaches to power.

Nemanich and Keller (2007:50) define transformative leadership as a neo-charismatic

leadership theory that offers dynamic leadership. Research done on transformational leadership theory shows that it improves staff satisfaction with the leader as well as staff perception of leader effectiveness. Transformational leadership uses an idealised influence to empower staff and raise their tolerance for uncertainty and the ability to adapt to changing conditions.

Powerful communication skills are the most important assets of a transformational leader. Nemanich and Keller (2007: 51) further explain that such leaders encourage subordinates to challenge themselves by questioning their current cognitive frames and to be open to new frames through intellectual stimulation.

Transformational leadership is influenced by the ethics of being people-centred. It acknowledges that the interests of employees are important. Burns believed in building leaders among all levels of staff. Burns believed that leaders are created among followers. Burns also believed in the empowerment of followers to become leaders.

Transformational leaders are said to develop committed staff, and through appropriate training, coaching, and mentoring, staff could develop transformational leadership behaviours. Burns's transformative leadership theory constitutes the following traits: power, purpose, relationships, motives, values, and leadership (Bass, 1985; Bennis & Nanus, 1985; Tichy & Devanna, 1986), as discoursed by Bass (1990:21). Avolio et al. (1991:9) established four primary behaviours of transformational leadership, namely idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. According to Martin (2017:108), transformational leaders use the four primary behaviours to build relationships, model values for staff to follow, and share a vision, and they challenge followers to be creative.

2.4.2 The Bass transformative leadership theory

Bass (1985a) streamlined and formalised the transformative leadership theory developed by Burns in 1978. Bass maintains that transformational leaders transform personal values of followers to support the vision and goals of the organisation by fostering an environment where relationships can be formed and by establishing a climate of trust in which a vision is shared. According to Bass (1978), transformative leadership occurs when leaders go “beyond their own self-interest by increasing and enriching the interests of their employees by displaying awareness and guiding their employees to look beyond their self-interests”

and align their interests, follower's interests for the good of the group, the organisation, and society.

Yukl (1999) simplified the main objective of transformative leadership as a process, not only of building follower commitment to organisational objectives but also of empowering followers to accomplish those organisational objectives for enhanced follower performance. According to Mertens (2007), the transformative paradigm provides a suitable tool for addressing power issues. Transformative leadership provides the structure for addressing real-life issues that affect staff in an organisation.

2.5 Literature review

Only a few studies have been conducted on the readiness of the adoption of a transformational leadership style in academic libraries in Africa. However, most of the literature deals with leadership in academic libraries.

This study focused mostly on the literature on transformational leadership style as adopted in academic libraries and academic university departments. The researcher also reviewed the literature of general leadership studies. Due to the nature of the topic, some reference was made to literature as old as 1984, mainly concerning the definition of concepts. The literature reviewed was based on Burns's foundational themes of power and purpose, which implies that leadership is a relationship of power, follower motives, and leader values.

2.5.1 Leadership as a relationship of power

The theme of leadership as a relationship of power is reflected in a study by Tahir et al. (2014). Tahir conducted a study on leadership behaviour in academic departments at Malaysian public universities. The study was based on the transformational leadership model as it was considered the most effective model. The results showed strong transformational leadership behaviour in the Malaysian public universities. There was a strong relationship between department heads and their staff. There were also much positive encouragement, high organisational commitment, and career growth for staff.

A related study by Cawthorne (2010) on shared leadership theory recognised the leader's influence throughout the organisation. Shared leadership is based on the distribution of leadership between middle and top managers, which assists in improving communication

and accountability.

Kessler (2010:528) thinks that there is no leadership without power and calls for a reflection on power to lay a firm foundation for effective and responsible leadership. It is important to understand how power is perceived in different cultures. Power is the ability to influence others to do things they would normally not do. In an organisation, a leader has the power to influence the subordinates to perform and reach the objectives of the organisation. The subordinates have the power to negotiate for better remuneration. Leadership and power are closely linked. However, leaders with too much power tend to abuse that power to achieve their goals.

2.5.2 Power and purpose

The results of a study by Flanigan et al. (2017) on leadership and performance of small financial firms showed that branch leaders exhibiting transformational leadership characteristics had better results and their branches had higher sales and higher margins. Khalil and DeCuir (2018) highlighted the plight of Islamic women leaders against resistance to discrimination at American Islamic schools. Religion, gender activism, and the need to lead for transformational resistance were found to be of great influence for Islamic women leaders.

Wellington (2011:23) describes leadership as a mission to get followers to move to the future by providing purpose, direction, and motivation while working to accomplish the mission and improve the organisation. A leader directs and guides the definition of the inspiring vision and mission statements that convey the organisation's direction. This communicates clear organisational objectives that inspire followers to achieve.

2.5.3 Organisational values

Gobaw (2015:32) conducted a study to determine the leadership styles and level of participation of women in academic leadership at the Addis Ababa University (AAU). The results showed low levels of women participation in AAU leadership. However, women in leadership positions at the AAU displayed high transformational leadership characteristics due to the leadership training provided. On the topic of organisational values, Wellington (2011:26) writes that the pursuit of the vision and values of the organisation assists leaders in shaping their ideas and guides their daily action. Values are guiding beliefs about how

things should be done; they also help subordinates to prioritise and make the right decisions. Organisational values are driven by the external and internal environment.

2.5.4 Leadership as social identities

Funge et al. (2017) highlight a list of competencies such as communication skills, problem-solving, team building, and conflict resolution. These competencies were identified by the Library Leadership Management Association (LLAMA) in 2016. In addition to this list was the need for cultural competence and the need to encourage librarians of colour to take on leadership positions. However, the call to increase diversity at American libraries has not yielded positive results. The study was an exploration of the relationship between the social identities of library managers and staff satisfaction. The results of the study showed that African Americans pointed out some racial bias in relation to professional development. The link between this study and the history of librarianship in South Africa is that the majority of South Africans were marginalised and there were no opportunities for growth and professional development. This study is significant because it is consistent with the transformative paradigm.

Jones (2016) stresses the importance of leaders being aware of their social identities and understand that their own social identity helps others to understand the views of other people. Social identities include race, class, and gender. These identities shape the individual's experiences and opportunities and how they are perceived.

2.5.5 Leadership in academic libraries

Studies on library leadership have been steadily gaining momentum over the years because of the evolving nature of the discipline. Academic libraries are faced with several challenges such as underfunding.

Studies that focus on the empowerment of the next generation of leaders in academic libraries have been conducted internationally. Riggs (2001) challenges library leaders to learn to lead change as libraries continue to change. Riggs maintains that the world needs consistent leaders. Mossop (2013:12) postulates that transformational leaders can be developed. With relevant training, mentoring, and exposure, exceptional leaders are developed.

Maciel et al. (2018) highlight the plight of a leadership vacuum in academic libraries and the despondency of staff with their current leadership. The authors also identified high expectations when the new generation of leaders are hired; however, if no changes occur, it creates a feeling of entrapment.

Lo et al. (2020) studied twelve academic library directors of highly-ranked academic universities. The purpose of the study was to investigate these library directors' approaches to the leadership in their libraries in relation to available opportunities and challenges as experienced throughout the university. The findings showed that directors who implemented transformational leadership indicated improved communication, substantial trust, and respect amongst staff. It also caused sustained organisational performance and a positive working environment.

Aslam (2019) conducted a study on leadership challenges and issues facing academic libraries. The main purpose of the study was to ascertain leadership challenges with which academic libraries are faced, and opportunities and skills needed to fulfil leadership positions. The study participants highlighted technical, communication, and management skills as critical developmental areas that libraries should address by providing training programmes. The study results also showed that in preparation for organisational change, it is important for a leader to instil a shared vision for staff to get buy-in or cooperation from staff and to minimise resistance to change.

Harris-Keith (2016) conducted a study on leadership skills development for aspiring library directors and the identification of skills needed for this position. The author encourages libraries to develop library leaders for succession planning. Galbraith, Walker and Smith (2012) highlight the need for succession planning when considering the retirement of library leaders. These authors caution library leaders about promoting their favourite staff members for leadership opportunities, which may lead to a situation where quality and talented employees, who have the potential to be great leaders, are not recognised.

Le (2015:303) conducted a study that focused on academic library leadership in the digital age by identifying leadership skills required for effective leadership and how to develop those skills. A study by Mandre (2015:107) on top leaders and middle management and their training for Estonian academic library leaders emphasised that leaders need to understand another team member's role.

Allner (2008) mentions problems within the library profession caused by ineffective leadership. Micromanagement and insufficient knowledge are examples given that lead to the abuse of power by some library leaders, which hinders career growth. Some challenges faced by libraries are caused by contradictory and competing demands.

Mwambazambi and Banza (2014) regard the need for transformational leadership training for African leaders as crucial for effective leadership.

According to Tsheola and Nembambula (2015:32), the merging of academic universities in South Africa occurred in 2004 as a result of a report in 1996 by the National Commission on Higher Education (NCHE). The NCHE was mandated and driven by the South African government. The report posed huge leadership challenges that affected all the departments in academic universities. University leadership was exposed and so was the leadership of academic libraries. An article by Tsheola and Nembambula (2015) highlighted the negative effects of merging academic universities on academic freedom and governance.

Kwanza and Stillwell (2018:2) performed a study on leadership styles adopted in academic libraries in Kenya and Southern Africa and the effectiveness of those leadership styles in reaching organisational goals. The authors highlight the role of a leader in improved productivity, efficiency, and creativity in organisations with leaders. The study confirmed that there is some degree of agreement that groups prefer to be led rather than to be without a leader because a leader provides direction. However, academic and research library leaders continue to survive while experimenting with different leadership styles. The results of that study showed that leaders in those libraries adopted democratic leadership styles.

Düren (2013) writes about the need for change management in academic and public libraries in the light of constant changes that libraries have to face. Leaders are encouraged to develop skills in managing staff fears and expectations. Düren acknowledges positives with any change, hence the author encourages leaders to seize opportunities presented by the change process.

2.5.6 Transformational leadership for academic libraries

Lombard (2018) conducted a study on leadership and gender discrimination in academic libraries. The study found that female leaders were more likely to use transformational leadership than their male counterparts. Nemanich and Kellar (2017) highlighted the impact

of communicated goals on staff and found that an environment whereby creativity is encouraged results in job satisfaction. Marcum (2016) refers to current leaders as digital leaders as they are leading in the digital age and he believes that such leaders are challenged with choosing the next generation leaders.

Martin (2017:110) believes that there are not enough studies on transformational leaders in academic libraries. However, academic libraries need leaders who are people-centred, who have a vision that are grounded in morals, ethics, and principles, and who are comfortable to lead during times of change. Such leaders have the characteristics of transformational leaders. As changes in the profession are placing emphasis on library leadership, those in leadership positions are expected to mentor, be role models, and share their vision of the library.

Camille and Westbrook (2013) reported on annual training initiatives designed by the University of Houston Libraries to develop and assist library leaders because of their different responsibilities like managing staff and heading different teams and projects. The leadership training programme was necessitated by budget cuts and the fact that current, experienced leaders were at an age close to retirement.

Ortega (2017) discusses toxic leadership in terms of unethical leadership, abusive supervision, negligent or laissez-faire leadership, and narcissistic behaviour. Abused subordinates feel unappreciated, demoralised, and undervalued under an ineffective leader.

Huynh (2016) shared a succession planning model for public and academic libraries in Vietnam, based on the transformational leadership theory. The model used a six-step approach that involved the identification of potential leaders, their assessment, authority approval by the Communist Party, the provision of training to selected candidates, review, and selection.

Pearson (2012) highlights the qualities of the would-be transforming leader as the ability to analyse situations, and a high level of consciousness to evoke trust to develop relationship-building and communication skills. Such leaders should be able to re-focus problems to vision. A key task for a transformational leader is to share narratives that provide a clear direction of what to do in any situation.

The problem of declining upward mobility for librarians is not only prevalent in academic

libraries. Davis, Miller and Karmes-Jesonis (2018:7) address leadership and organisational development through enhanced graduate training and continuing education for public libraries. A lack of visionary leaders in libraries and a lack of relevant training to develop management skills were identified as factors hampering public librarians from getting leadership positions. Wong (2017) highlights the importance of awareness and appreciation of leadership concepts in librarianship as relevant to all library professionals for a meaningful and rewarding career for staff. In this article, mention is made of two types of leaders in the LIS sector, namely those who become leaders because of their position in an organisation and those who are leaders because of how others respond to them. Although there are formal programmes aimed at developing leadership skills, there are also those who developed leadership skills through on-the-job tasks and continuous development.

2.6 Conclusion

Leadership is a widely researched topic because it cuts across all fields and socio-political and economic sectors of humanity. The link between leadership and the success of an organisation is inseparable. The extent to which libraries have evolved and are still evolving gives a clear indication of the type of leadership academic libraries need. It is for that reason that the researcher decided on doing some preparatory work by investigating how academic libraries can adopt transformational leadership as the most relevant leadership style. Not much research has been done on transformational leadership, especially in relation to assessing the readiness for adopting transformational leadership. There is no evidence that such an assessment has been done before the adoption of this type of leadership style by academic libraries. This leadership style is seen as relevant, given the leadership challenges faced by academic libraries in Africa and South Africa. The theoretical framework on which the study was based is the transformative paradigm. The foundation of this study was based on theories of Burns; themes like power and purpose; leadership is a relationship of power between the leader and the follower; as well as organisational and leader values. The LMX theory was also one of the theories that were considered relevant to this study because it gives a useful understanding of workplace dynamics, as experienced and influenced by leader-follower relationships. It is such dynamics that provoked this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a procedure or technique used to identify, select, process, and analyse data about a research topic. It gives direction in evaluating the validity and reliability of the study and shows how data were collected and analysed. In this chapter, the research paradigm, research approach, research design, the study population, sampling techniques, data collection methods and tools, data analysis, and ethical considerations are discussed.

3.2 Research paradigm or worldview

According to Creswell (2014:5), a philosophical worldview, which other researchers (Lincoln, Lynham & Guba, 2011:91) refer to as a research paradigm, is the researcher's philosophical influence that the researcher brings to the study. It is a set of beliefs that guide action in a study. Christensen, Johnson and Turner (2015:29) define a paradigm as a framework of thoughts and beliefs by which people interpret their reality. For the current study, the researcher used the transformative research paradigm. The philosophical assumptions for the current study were based on the transformative research paradigm.

This study on the adoption of transformational leadership style for the academic libraries in Gauteng is based on a transformative worldview. The foundation of the transformative paradigm is the need for social justice and human rights. It provides an alternative to assist us in addressing the complexities of the world and the workplace. According to Plano Clark and Ivankova (2015:150), transformative theories challenge existing social power structures that oppress and marginalise certain groups.

The reason the researcher decided on the transformative worldview is because of leadership challenges and politics experienced in academic libraries. Therefore, to effect change, the researcher studied whether academic libraries are ready to adopt transformational leadership as a leadership style for the next generation leaders. The transformative paradigm is suitable for researching and addressing societal issues like inequality in the library and information sector. As such, the researcher was interested in giving attention to the views of the marginalised library staff and the need to assess power relations in academic libraries in the

Gauteng province. The transformative paradigm asserts that knowledge is not neutral; rather, it is influenced by human interests. This is also how the researcher views the current study.

The transformative epistemological assumption raises questions about the relationship between the researcher and the participants. It also raises questions about the nature of knowledge in terms of power and privileges. The researcher maintained a neutral and cordial relationship with different levels of participants, based on the practicality of what works to address the research question.

The transformative ontological assumption rejects cultural relativism and brings the discussion closer to the study. Therefore, it is assumed that the ontological assumption of the transformative paradigm rejects the notion that leaders are born. The researcher showed the reality by interrogating different versions of realities as they unravel between marginalised staff and privileged staff.

3.3 Research approach

Creswell (2014:3) defines a research approach as plans and procedures that provide a framework for the research process. It includes broad assumptions or hypotheses upon which the study is based, as well as the detailed methods of data collection, analysis, and interpretation. The plan involves both decisions to be taken in sequential order and the presentation of the plan. Decisions are also informed by the philosophical assumption that informs the researcher. This chapter addresses the research approach that was used for the current study.

There are three main research approaches available: quantitative, qualitative, and a mixed-methods approach. In trying to differentiate between these research approaches, it is necessary to identify their focus, the type of data that they collect, their research design, and their research approach – with one method being inductive and another method being deductive. This study followed a quantitative research approach, which was descriptive in nature. It also followed a descriptive survey design. Christensen et al. (2015:61) suggest that descriptive research seeks to provide an accurate description of a situation or phenomenon or describe the relationship among variables. The study also collected some elements of qualitative data from library directors.

3.4 Research design

A research design is a procedure for collecting, analysing, and interpreting data in a research study. Creswell (2014:12) defines a research design as types of inquiry within the qualitative, quantitative, and mixed research approaches that give direction to procedures in the design. Plano Clark and Ivankova (2015:137) define a research design as a formal and defined research procedure for collecting, analysing, and interpreting data to address the research study. Creswell and Plano Clark (2011:53) also indicate that the research design guides the decisions about research methods that researchers must make during their study, which set the logic by which they make interpretations of the study.

This study adopted a descriptive research design. There are three main types of descriptive research designs: observational design, case study design, and survey design (Jackson, 2009). This study adopted the survey design. A survey was chosen because of several advantages (Jackson, 2009). Firstly, a survey has high representativeness. A survey provides a high level of general capability in representing the population for the study and the data gives a better description of the relative characteristics of the population. Secondly, low costs are involved when using questionnaires, compared to interviews and focus group discussions. Thirdly, a survey is convenient for data collection as it can be administered through a questionnaire, email, or the Internet.

3.5 Study population

Goddard and Melville (2001:34) define a population as any group that is the subject of research interest. The study population in this research included academic library leaders, middle management staff, professional librarians, and library assistants in public academic libraries in the Gauteng region. Gauteng has seven public academic universities; each university has main libraries and campus libraries or branch libraries. Due to time constraints, only three academic libraries formed part of the sample population. The views of all in the targeted population were essential for the success of this study. It is for that reason that the study population included all staff categories in the academic libraries because it was important to ensure the inclusivity of the population under study to be able to generalise the findings of the study results. Table 1 shows the study population.

Table 1: Study population

University	Total number of staff	Relative Frequency
1. University X	121	23.05%
2. University Y	164	31.24%
3. University Z	240	45.71%
Total population	525	100%

3.6 Sampling techniques

When conducting a research study, it is not possible to study the entire study population. Therefore, researchers have to select a sample from the population under study. A sample is a subset of the population. It is a representation of the population being studied (Goddard & Melville, 2001:35). From the sample results, the researcher generalised or drew inferences to the population. The sample used in this study was limited to library staff working in the academic library environment in the Gauteng province and from public universities. The staff of three academic libraries were selected as a sample population. The three academic libraries that were part of the sample population are listed in Table 2 below.

Table 2: Sample population

University	Population size	Margin of error	Confidence level	Sample size
University X	121	5%	95%	93
University Y	164	5%	95%	116
University Z	240	5%	95%	148
Total	525	-	-	357

Different levels of staff, from management level to the lowest levels, represented the population. The reason why the researcher selected the sample population from these

academic libraries is that two of the universities are residential research-intensive universities, while the third is an academic library of a distance learning university. The researcher also chose the sample population from academic libraries that have executive directors or directors because they determine the strategic direction of the academic libraries in their universities. Another reason was to get critical information from that staff category. The sample was representative of the universities, and because of that, the researcher hoped to ascertain whether different types of academic libraries are managed the same way, following the same management principles.

For this study, the researcher used stratified sampling, which is a probability sampling method and a form of random sampling whereby the population is divided into groups according to one or more common attributes. The reason why the researcher chose this sampling method is that it guarantees that the sample represents specific sub-groups of the population, and that the sub-groups would be adequately represented.

In this study, the population was divided into the following sub-groups: the leadership, middle managers, professional staff or librarians, and library assistants. A proportionate stratified random sampling technique was applied in the following way: the sample size in each sub-group was determined proportionately to the entire population. The sample comprised participants selected from each sub-group to ensure representation. The sub-groups were composed of the library leadership, middle managers, professional librarians, and library assistants from each academic library studied. The researcher anticipated a bigger sample for the middle management, professional librarians, and the library assistant categories. Purposive sampling was used to interview the three library managers or leaders.

Christensen et al. (2015:171) define purposive sampling as a sampling method whereby the researcher specifies the characteristics of the population of interest and then select individuals who have those characteristics. This was also the case in this study.

3.7 Data collection methods

According to Moyo (2017), data collection instruments or tools are an important component of the research study. Most research studies use surveys, questionnaires, interviews, and observations as data collection methods. Moyo (2017) advises that the choice of a data collection tool should be informed by the epistemological and ontological foundation for the conceptualisation, construction, validation, and application of collection tool decisions. Data

collection tools assist the researcher to collect comprehensive and relevant data. They form the basis of new knowledge creation.

Data collection informs how we know what we know, the epistemology, ontology, and the nature of reality. Moyo (2017) emphasises that there should be a strong, inseparable link between epistemology and the data collection tool to be used for a specific study. Moyo also points out the importance of the data collection tool in terms of scope, data content, and depth, which has a bearing on the quality of the data collected and the analysis of the data. Creswell and Plano Clark (2011:179) maintain that the purpose of data collection in a mixed-methods study is to develop answers to the research questions.

The data collection methods used in this study were online questionnaires and structured, face-to-face interviews. The type of qualitative data that was collected included a detailed discussion of each library's structure, its strategy concerning talent acquisition, its leadership mentoring programs (if any), its training initiatives, and any other career development opportunities available.

The researcher also used a survey to collect descriptive data to gain insight into current leadership issues or problems and report on group dynamics. The data that were collected and analysed were used to design a framework for the adoption of a transformational leadership style in academic libraries in Gauteng.

The descriptive survey was used to gather information on the attitudes of participants; it was used to describe certain aspects or characteristics of the population. A descriptive survey was used to gauge the impact of transformational leadership in the development of visionary leaders, to assess the relationship between the leaders and followers, and to determine the type of leaders needed in an ever-changing environment.

The data collected were mainly quantitative as the majority of the survey participants were part of managers and librarians, with only a few leaders that shared rich qualitative data.

Qualitative data were collected through face-to-face interviews and quantitative data were collected through questionnaires and surveys. The researcher regarded quantitative and qualitative data as equally important.

3.8 Data collecting tools

This study used online questionnaires and face-to-face interviews as tools to collect data. The tools were designed to ascertain whether academic libraries in Gauteng were ready to adopt transformational leadership. It was critical to get the views and perspectives of the leadership about the mentoring of potential leaders in academic libraries, toxic leadership, the relationship between leaders and followers, and how academic library leaders respond to evolutionary changes in their environment. Such data assisted in gauging whether academic libraries in Gauteng were ready to adopt transformational leadership.

3.8.1 Questionnaires

This study used an online questionnaire as an instrument for collecting primary data because it is designed for collecting numeric data. Christensen et al. (2015:71) define a questionnaire as a self-report data collection tool that is filled in by a research participant, which measures the participants' opinions and perceptions and demographic information. The questionnaire used in this study targeted academic middle managers and professional librarians because the aim was to collect numeric data that would give insight into the staff complement and how staff development issues have been handled. Questionnaires with closed-ended questions were sent by email to managers and librarians. Often, the views of these groups are not heard, and these groups are often in the dark about decision-making processes in libraries because they are not part of such structures. Decisions affecting their working conditions are made without their input. This study provided them with the opportunity to make their voices heard as well as to contribute to building better relationships with their leaders and introduce a more open and inclusive leadership style. The questionnaire had 25 questions. Email was the preferred method of sending the questionnaire because of its convenience and participants receive the emails immediately after being sent. The researcher was able to keep track of emails that were read and responded to.

3.8.2 Interviews

An interview is another data collection tool. Alison (2017) informs that interviews are used to collect qualitative, in-depth data specific to the individual; it is an interaction between the interviewer and the research study participant. This study administered a structured, open-ended interview with the managers of three libraries. Twenty-one questions were administered. The reason why structured, open-ended interviews were used for this category

is because the same questions could be asked to all the participants. However, they could respond in a way appropriate for them and decide what information to share.

3.9 Data analysis

Denscombe (2010) defines data analysis in a research study as a process to describe, explain, or interpret the collected data. Quantitative data were analysed separately by using quantitative methods, and qualitative data were analysed separately by using qualitative methods.

Both quantitative and qualitative data were prepared for analysis. In the case of quantitative data analysis, the collected data were analysed with the Statistical Package for Social Sciences (SPSS), version 25. The data were presented in the form of tables and figures.

Qualitative data were prepared by organising documents, transcribing the text, and preparing data with Atlas.ti 8 – a data analysis program. Data were explored by reading data, writing memos, and developing a codebook. The data were analysed by assigning labels to codes, group codes into themes, and using a qualitative data analysis. Data were presented by discussing themes and categories and in the form of visual models.

3.10 Ethical considerations

The main ethical considerations that this study had to abide by were getting informed consent, ensuring participant confidentiality, and maintaining participant anonymity. The study was conducted ethically. The researcher was ethically bound to disclose the purposes of the research. The researcher also disclosed the purpose of the research and any risks that might exist. The researcher was also mindful of the fact that participants have a right not to participate in the research study, and to respect that right. The researcher also obtained ethical clearance to conduct the research.

3.10.1 Informed consent

Informed consent means “the knowing consent of an individual or their legally authorized representative without undue inducement or any element of force, fraud, duress or any other form of constraint or coercion” (Research & Economic Development, 2018). Bezuidenhout, Davis and Du Plooy-Cilliers (2014:264) maintain that informed consent is concerned with measures to enable all participants to know that they are taking part in a research study. They

should all be informed of this and should give their consent. They should all clearly understand what will be required of them during their participation, whether and how their identities will be protected, and how results will be used. The participants' informed consent is a vital ethical consideration as participants have a right to object to participating in a research study. Informed consent was appended on the questionnaire emailed to participants. Interview participants were requested to give their consent to participate in the study.

3.10.2 Confidentiality

Leedy and Ormrod (2005:184) mention that interviews “have the distinct advantage of enabling the researcher to establish rapport with potential participants and to gain their cooperation; and therefore, interviews yield the highest response rate”.

It is also important to inform participants on who will have access to the transcripts and recordings because participants share information in confidentiality. Since the researcher was the main interviewer and observer of the research, the confidentiality issues were explained well before the interview started. To maintain the confidentiality of the study participants, the researcher did not reveal information obtained from the participants to anyone outside the research group.

3.10.3 Anonymity

Christensen et al. (2015:134) refer to anonymity as keeping the identity of the research participants unknown. No names were used in the reporting of the findings. Anonymity was ensured by informing the participants not to disclose their names or identification. Participants chose to remain anonymous to protect their identity. When they were initially contacted, participants were informed that their names would not be mentioned in the research report. Library staff that were not part of the leadership or managerial category might share sensitive information that might implicate their leaders negatively. Library staff were therefore protected by ensuring that their anonymity was guaranteed.

3.11 Conclusion

This chapter dealt mainly with the research methodology that the researcher followed when assessing the readiness for the adoption of transformational leadership in the academic libraries in Gauteng.

This chapter also addressed the research approach that was used in this study. The researcher adopted a transformative paradigm or worldview. The researcher used a quantitative approach and decided on a survey design. The data collection tools included a questionnaire and interview schedule.

The study population was the leadership, middle management, professional librarians, library assistants, and general library staff of all public academic libraries in Gauteng. The sample was selected from different library staff categories of the population.

The data analysis involved the analysis of both sets of quantitative and qualitative data. Both quantitative and qualitative data were prepared for analysis. The quantitative data were coded and analysed with SPSS v.25, and the qualitative data were prepared and analysed with a computer software analysis program called Atlas.ti 8. The researcher complied with all ethical considerations required for this study.

CHAPTER 4

QUANTITATIVE RESULTS

4.1 Introduction

The previous chapter dealt with the relevant methodology that provided support to the current research study, which was aimed to ascertain the readiness of the adoption of a transformational leadership style for South African academic libraries in Gauteng. The data analysis process gave a concise description of techniques that were relevant for the achievement of the main aims of the study.

This chapter presents the quantitative results of the study on the readiness of the adoption of a transformational leadership style for South African academic libraries in Gauteng. The results were based on data that were gathered by using a questionnaire that targeted managers, librarians, and subject developers. This chapter covers the response rate, background information of participants, reliability of the instrument, normality tests (to decide if parametric or non-parametric statistics were applicable for the study), descriptive statistical analysis, and the appropriate inferential statistics.

4.2 Response rate

Table 3 shows the response rate of the study. A total of 54 questionnaires were distributed online to the target audience, of which 29 questionnaires were completed in full and returned. The response rate was 54.0% and was considered satisfactory, given that a minimum response rate of 35.0% is acceptable for survey questionnaires (Nazarian, 2013).

Table 3: Response rate of the study

Designation	No. of questionnaires distributed	No. of responses	% Response rate
Senior Librarian	5	4	80.0
Manager	15	10	66.7
Senior Library Assistant	9	4	44.4
Systems Librarian	5	1	20.0
Information Librarian	8	6	75.0
Subject Developer	4	1	25.0
Circulation Librarian	4	2	53.7
Repository Librarian	4	1	25.0
Total	54	29	54.0

4.3 Background information of participants

Table 4 shows the profile of participants according to designation, qualification, experience, and years in the current position. It can be observed that out of 29 participants, 10 (34.5%) were managers, 6 (20.7%) were Information Librarians while 4 (13.8%) were Senior Librarians and Senior Library Assistants in each case. The remaining designations contributed less than 10.0% each to the total.

The majority, namely 12 (41.4%) of the participants, confirmed that they were holding honours degrees, while 9 (31.0%) and 6 (20.7%) declared that they were holding postgraduate degrees and first degrees, respectively. Only 2 (6.9%) of the participants confirmed that they had diplomas.

A total of 14 (48.3%) participants confirmed that they have been in the industry between 11 years and 20 years, while 8 (27.6%) confirmed that they have been in the industry between 21 years and 30 years. Only 5 (17.2%) confirmed that they have been in the industry for less than 10 years, while 2 (6.9%) declared that they have been in the industry for more than 30 years.

A total of 19 (65.5%) participants confirmed that they have been in their current positions for less than 10 years, while 8 (27.6%) participants confirmed that they have been in their current positions between 11 years and 20 years. Only 2 (6.8%) of the participants confirmed that they have been in their current positions for more than 20 years.

Table 4: Background information of participants

Designation	Frequency	Percent
Senior Librarian	4	13.8
Manager	10	34.5
Senior Library Assistant	4	13.8
Systems Librarian	1	3.4
Information Librarian	6	20.7
Subject Developer	1	3.4
Circulation Librarian	2	6.9
Repository Librarian	1	3.4
Total	29	100.0
Qualification		
Diploma	2	6.9
Degree	6	20.7
Honours	12	41.4
Postgraduate degree	9	31.0
Total	29	100.0
Experience		
1 to 10 years	5	17.2
11 to 20 years	14	48.3
21 to 30 years	8	27.6
More than 30 years	2	6.9
Total	29	100.0
Years in current position		
1 to 10 years	19	65.5
11 to 20 years	8	27.6
21 to 30 years	1	3.4

More than 30 years	1	3.4
Total	29	100.0

4.4 Reliability of the instrument

Table 5 shows the reliability of the instrument that was measured with Cronbach's alpha. A total of five constructs were used in this study to measure the readiness of the adoption of a transformational leadership style. These constructs included transformative leadership, transformation versus traditional management style, next-generation leadership, talent identification, and succession planning, and awareness of leadership responsibilities.

It can be observed in Table 5 that each of the constructs had Cronbach's alpha values that were greater than the standard threshold of 70.0%. In particular, the scale for transformation versus traditional management style, and talent identification and succession planning had high Cronbach's alpha values of 95.3% and 94.0%, respectively, indicating an excellent level of internal consistency. The remaining constructs had a very good level of internal consistency and had high reliability with high Cronbach's alpha values of at least 85.0%. An overall Cronbach's alpha of 95.2% was achieved in this study, as shown in Table 5. This is an excellent overall level of internal consistency, which is way above the minimum theoretical requirement of 70.0%.

Table 5: Reliability of the instrument using Cronbach's alpha

Construct	No. of items	% of Cronbach's alpha
Transformative leadership	12	87.0
Transformation versus traditional management style	12	95.3
Next generation leadership	12	92.5
Talent identification and succession planning	18	94.0
Awareness of leadership responsibilities	20	92.6
Overall reliability	74	95.2

4.5 Normality tests

Before data can be analysed, it is prudent to first test for normality so that it is clear if parametric or non-parametric tests are relevant. Parametric statistics assume that data are normally distributed and both descriptive and inferential statistics are appropriate for use. The Shapiro-Wilk test (see results in Table 6) was used to test for the normality of the data. The Shapiro-Wilk test was preferred over the Kolmogorov-Smirnova test as it is stable for sample sizes that are less than 50 (Creswell, 2018).

Table 6 shows that the p values are greater than 0.05 ($p > 0.05$). Therefore, it can be concluded that the data for the study is approximately normal. This means that parametric statistics such as mean, standard deviations, skewness and kurtosis, and inferential statistics such as regression, t-tests, Pearson correlation analysis, analysis of variance, to name just a few, were relevant in this study.

Table 6: Testing normality of data using the Shapiro-Wilk test

Shapiro-Wilk Test			
Attribute	Statistic	df	Sig.
Qn6A1	0.897	12	0.146
Qn6A2	0.847	12	0.332
Qn6A3	0.699	12	0.082
Qn6A4	0.857	12	0.446
Qn7A1	0.824	12	0.180
Qn7A2	0.870	12	0.066
Qn7A3	0.920	12	0.286
Qn7A4	0.935	12	0.440
Qn8A1	0.901	12	0.162
Qn8A2	0.919	12	0.276
Qn8A3	0.866	12	0.059
Qn8A4	0.887	12	0.109
Qn9A1	0.837	12	0.055
Qn9A2	0.866	12	0.059
Qn9A3	0.771	12	0.444

Qn9A4	0.872	12	0.070
Qn10A1	0.862	12	0.051
Qn10A2	0.818	12	0.152
Qn10A3	0.783	12	0.006
Qn10A4	0.827	12	0.192
Qn10A5	0.866	12	0.059
Qn11A1	0.865	12	0.056
Qn11A2	0.896	12	0.143
Qn11A3	0.936	12	0.449
Qn12A1	0.884	12	0.100
Qn12A2	0.939	12	0.487
Qn12A3	0.830	12	0.211
Qn12A4	0.906	12	0.187
Qn12A5	0.866	12	0.059
Qn13A1	0.729	12	0.164
Qn13A2	0.807	12	0.113
Qn13A3	0.894	12	0.133
Qn13A4	0.903	12	0.172
Qn14A1	0.862	12	0.051
Qn14A2	0.802	12	0.060
Qn14A3	0.891	12	0.123
Qn15A1	0.784	12	0.063
Qn15A2	0.914	12	0.243
Qn15A3	0.774	12	0.487
Qn15A4	0.713	12	0.112
Qn16A1	0.841	12	0.287
Qn16A2	0.886	12	0.106
Qn16A3	0.753	12	0.290
Qn16A4	0.818	12	0.153
Qn16A5	0.780	12	0.056
Qn17A1	0.864	12	0.055
Qn17A2	0.778	12	0.053

Qn17A3	0.867	12	0.060
Qn17A4	0.895	12	0.137
Qn18A1	0.753	12	0.290
Qn18A2	0.640	12	0.234
Qn18A3	0.784	12	0.063
Qn18A4	0.809	12	0.119
Qn18A5	0.818	12	0.153
Qn19A1	0.583	12	0.077
Qn19A2	0.583	12	0.077
Qn19A3	0.874	12	0.074
Qn19A4	0.623	12	0.169
Qn20A1	0.777	12	0.052
Qn20A2	0.774	12	0.487
Qn20A3	0.640	12	0.234
Qn20A4	0.608	12	0.125
Qn20A5	0.784	12	0.626
Qn20A6	0.640	12	0.234
Qn20A7	0.608	12	0.125
Qn21A1	0.818	12	0.153
Qn21A2	0.774	12	0.487
Qn21A3	0.784	12	0.626
Qn21A4	0.706	12	0.958
Qn22A1	0.608	12	0.125
Qn22A2	0.608	12	0.125
Qn22A3	0.753	12	0.290
Qn22A4	0.552	12	0.054
Qn22A5	0.608	12	0.125

4.6 Analysis of data using descriptive statistics

This subsection presents the analysis of data that were collected. For that purpose, descriptive statistics such as mean, standard deviation, skewness, and kurtosis were used. Descriptive statistics were also used to describe the characteristics of the data of the study and to provide

summaries that make it easier to understand the dataset, sample, and measures of the study. The data were gathered using a questionnaire survey and the survey targeted personnel working in academic libraries in Gauteng.

Perceptions of transformative leadership, transformation versus traditional management style, next-generation leaders, talent identification and succession planning, and awareness of leadership responsibilities were measured on a 5-point Likert scale. The scale ranged from seldom (1), rarely (2), sometimes (3), often (4) to frequently (5). Based on this scale, a mean score of less than 2.5 stands for either seldom or rare occurrence and represents adverse perceptions. A mean score between 2.5 and 3.5 (exclusive) stands for sometimes, which represents moderate perceptions, while a mean score of at least 3.5 stands for often or frequent occurrence, representing favourable perceptions on the attribute under consideration. A detailed analysis of the data (which provides answers to the main research questions of the study) follows in the subsequent subsections.

4.7 RQ1: What leadership styles are prevailing in academic libraries in the Gauteng province?

The questions in the questionnaire on transformative leadership and transformation versus traditional management style were formulated to provide answers to research question 1 (RQ1). Sections 4.7.1 to 4.7.2 provide detailed statistical analyses of the perceptions of participants on transformative leadership.

4.7.1 Perceptions on transformative leadership in academic libraries

Table 7 shows the perceptions of participants on the level of transformative leadership in academic libraries in Gauteng. It can be observed that, overall, there is a perceived moderate level of transformative leadership in academic libraries in Gauteng. The overall transformative leadership level recorded a modest mean score of 3.4 compared to a maximum possible score of 5. However, participants expressed favourable opinions on the ability of academic libraries to learn from the best practices of others in the profession (Qn6A2), monitor work processes to identify ways to improve them (Qn6A3), monitor trends and developments to identify changes needed (Qn7A1) and build commitment to change by informing and involving others (Qn7A2). The above attributes recorded favourable mean scores that were greater than 3.5. All remaining attributes were moderate with mean scores that were between 2.5 and 3.4 when compared to a maximum possible

score of 5.

The variation of the opinions of participants on the level of transformative leadership in academic libraries was measured using the coefficient of variation. Based on Table 7, an overall moderate coefficient of variation (CV) of 21.5% was achieved. This means that there was a moderate degree of agreement among participants on the level of transformative leadership in academic libraries. Skewness and Kurtosis were within the ranges of -1 to +1 and -3 to +3 respectively. This is indicative that the data were normally distributed.

Table 7: Perceptions on the level of transformative leadership in academic libraries

Attribute	N	Mean	SD	% CV	Skewness	Kurtosis
Qn6A1	29	3.3	1.344	40.2	-0.593	-0.618
Qn6A2	28	3.7	1.084	29.2	-0.882	0.998
Qn6A3	29	4.0	0.906	22.8	-0.168	2.684
Qn6A4	29	3.4	0.983	28.8	0.016	0.198
Qn7A1	29	3.9	0.9	23.1	-0.101	-1.143
Qn7A2	26	3.6	1.027	28.7	0.016	-1.081
Qn7A3	28	3.4	1.069	31.2	0.004	-0.359
Qn7A4	27	3.3	1.177	35.3	-0.255	-0.549
Qn8A1	29	3.0	1.165	38.8	-0.291	-0.707
Qn8A2	29	3.0	1.18	38.9	-0.071	-0.81
Qn8A3	28	2.8	1.258	45.1	-0.045	-1.031
Qn8A4	29	2.8	1.227	43.4	0.227	-0.399
Transformative leadership	29	3.4	0.7239	21.5	-0.151	-0.569

4.7.2 Perceptions on transformative versus traditional management style

Perceptions of participants on transformative versus traditional management styles are shown in Table 8. It can be observed that the overall transformative versus traditional management style recorded a moderate mean score of 3.0 compared to a maximum possible score of 5.0. This means that the leadership in South African academic libraries applies transformative as well as traditional management styles. All the attributes in Table 8

recorded moderate mean scores of between 2.8 and 3.3.

The variation of the opinions of participants on a transformative versus a traditional management style in academic libraries was measured using the coefficient of variation as shown in Table 8. An overall moderate to high coefficient of variation (CV) of 27.9% was achieved. This means that there was a moderate to a high degree of disagreement among participants on the above issue in academic libraries. Skewness and Kurtosis were within the normal ranges of -1 to +1 and -3 to +3, respectively.

Table 8: Perceptions on transformation versus traditional management style

Attribute	N	Mean	SD	% CV	Skewness	Kurtosis
Qn9A1	29	3.3	1.072	32.4	-0.493	-0.146
Qn9A2	27	2.8	1.111	39.5	0.03	-0.988
Qn9A3	29	3.2	1.037	32.7	-0.369	-0.256
Qn9A4	28	2.8	1.278	45.3	0.244	-0.7
Qn10A1	29	3.0	0.964	32.1	-0.772	-0.168
Qn10A2	27	3.3	0.993	30.1	-0.403	0.886
Qn10A3	28	3.1	1.031	33.2	-0.102	0.244
Qn10A4	29	2.9	1.132	38.6	-0.015	-0.145
Qn10A5	28	2.9	1.066	36.9	-0.366	-0.35
Qn11A1	29	3.2	0.902	28.1	-0.9067	0.6
Qn11A2	28	3.0	1.29	43.6	-0.04	-0.823
Qn11A3	29	2.9	1.193	40.7	0.006	-0.666
Transformative versus traditional leadership	29	3.0	0.8485	27.9	-0.316	-0.09

4.8 RQ2: How prepared is the leadership in academic libraries in Gauteng to adopt transformational leadership?

The questions (in the questionnaire) on talent identification and succession planning and awareness of leadership responsibilities in academic libraries were formulated to provide answers to research question 2 (RQ2). The detailed statistical analyses of the perceptions of participants on talent identification and succession planning and awareness of leadership

responsibilities in South African academic libraries in Gauteng are provided in sections 4.8.1 and 4.8.2.

4.8.1 Perceptions of participants on talent identification and succession planning

Perceptions on talent identification and succession planning in academic libraries are shown in Table 9. It can be observed that the drive for talent identification and succession planning in academic libraries is perceived as favourable due to a high and satisfactory mean score of 3.5. Most of the identification and succession planning attributes in Table 9 were high and favourable (at least 3.5), except for a perceived moderate level that was demonstrated by leadership in academic libraries on over-supervising (Qn15A2), giving minimum supervision to others (Qn15A3), delegating responsibilities to others (Qn16A1) and building commitment for the decisions others make (Qn16A1). The abovementioned attributes recorded moderate mean scores between 2.8 and 3.3 compared to a maximum possible score of 5.0.

The variation of the opinions of participants on talent identification and succession planning in academic libraries was measured by using the coefficient of variation as shown in Table 9. An overall moderate coefficient of variation (CV) of 17.9% was achieved. This means that there was a moderate level of disagreement among participants on the above issue in academic libraries. Skewness and Kurtosis were within the normal ranges of -1 to +1 and -3 to +3, respectively.

Table 9: Perceptions on talent identification and succession planning in academic libraries

Attribute	N	Mean	SD	% CV	Skewness	Kurtosis
Qn15A1	29	3.3	1.168	35.3	-0.805	0.077
Qn15A2	25	2.8	1.443	51.5	0.199	-1.324
Qn15A3	29	3.0	1.069	35.6	0	0.174
Qn15A4	29	3.6	1.121	31.6	-0.793	0.163
Qn16A1	29	2.9	0.953	33.3	0.558	0.188
Qn16A2	26	3.2	1.096	34.4	-0.609	0.075
Qn16A3	29	3.7	0.702	18.9	0.446	-0.802
Qn16A4	27	3.8	0.751	19.9	0.399	-1.064

Qn16A5	28	3.5	0.882	25.2	-0.174	-0.554
Qn17A1	29	3.7	0.897	24.5	-0.822	1.572
Qn17A2	28	3.6	0.997	27.9	-0.453	0.29
Qn17A3	26	3.8	0.951	25.2	-0.404	-0.581
Qn17A4	29	3.5	1.056	30.0	-0.439	-0.268
Qn18A1	29	3.8	0.889	23.2	-0.622	-0.011
Qn18A2	29	3.3	0.967	29.2	-0.181	0.029
Qn18A3	29	3.5	0.91	26.4	0.164	-0.629
Qn18A4	27	3.8	0.879	23.1	-0.348	-0.402
Qn18A5	29	3.7	0.857	23.4	0.027	-0.594
Talent identification and succession planning	29	3.5	0.61926	17.9	-0.006	-0.034

4.8.2 Perceptions on awareness of leadership responsibilities

Perceptions on awareness of leadership responsibilities in academic libraries in Gauteng are shown in Table 10. It appears that all management personnel in academic libraries in Gauteng are aware of their leadership responsibilities. The overall high and favourable mean score of 4.1, when compared to a maximum possible score of 5.0, was recorded on the awareness of leadership responsibilities in academic libraries in Gauteng and is shown in Table 10. All the attributes on leadership responsibilities in Table 10 recorded high and favourable mean scores of at least 3.5 compared to a maximum possible score of 5.0. This means that personnel in leadership positions in academic libraries in Gauteng are aware of their responsibilities in the various organisations where they are employed.

The variation in the opinions of participants on awareness of leadership responsibilities in academic libraries in Gauteng was measured using the coefficient of variation, as shown in Table 10. An overall moderate to low coefficient of variation (CV) of 11.5% was achieved. This means that there was a high level of agreement among participants on the fact that management personnel in academic libraries in Gauteng are aware of their leadership responsibilities. Skewness and Kurtosis were within the normal ranges of -1 to +1 and -3 to +3, respectively.

Table 10: Perceptions on awareness of leadership responsibilities

Attribute	N	Mean	SD	% CV	Skewness	Kurtosis
Qn19A1	29	4.0	0.906	22.8	-0.168	2.684
Qn19A2	29	4.0	0.886	22.2	-0.322	3.389
Qn19A3	29	3.8	0.951	25.3	-0.547	0.886
Qn19A4	29	3.7	0.882	23.7	-0.746	1.848
Qn20A1	29	4.3	0.769	17.7	-0.702	-0.913
Qn20A2	29	4.0	0.845	21.1	-0.763	0.467
Qn20A3	29	4.6	0.506	11.1	-0.22	-2.102
Qn20A4	27	4.2	0.602	14.5	-0.051	-0.083
Qn20A5	28	4.3	0.67	15.5	-0.479	-0.642
Qn20A6	28	4.3	0.612	14.2	-0.292	-0.528
Qn20A7	29	4.4	0.561	12.8	-0.136	-0.798
Qn21A1	29	3.7	0.891	24.1	-0.622	1.552
Qn21A2	29	4.1	0.704	17.3	-0.097	-0.85
Qn21A3	29	3.8	0.726	19.2	-0.259	0.157
Qn21A4	27	4.1	0.958	23.5	-0.575	3.362
Qn22A1	29	4.3	0.614	14.1	-0.349	-0.556
Qn22A2	29	4.2	0.739	17.4	-0.996	1.636
Qn22A3	29	4.2	0.675	16.0	-0.271	-0.692
Qn22A4	28	4.4	0.621	14.2	-0.407	-0.554
Qn22A5	29	4.3	0.702	16.4	-0.446	-0.802
Awareness of leadership responsibilities	29	4.1	0.47496	11.5	-0.193	0.227

4.9 RQ3: What are the challenges and problems for the next generation of leaders in academic libraries in Gauteng?

The perceptions on the problems for the next generation of leaders in academic libraries are shown in Table 11. It shows that on the whole next-generation leaders in academic libraries were perceived as moderate because a modest mean score of 3.2 was recorded, compared to a maximum possible score of 5.0. This means that the next-generation leaders in South African academic libraries are perceived as not very aggressive in terms of team building, coaching, and motivating others. However, next-generation leaders in academic libraries were perceived as demonstrating patience and concern for others (Qn13A2), striving to improve and achieve excellence (Qn14A1), acting on opportunities available from others (Qn14A2), and were seen as pursuing goals and removing obstacles and setbacks (Qn14A3). The abovementioned attributes recorded high and favourable mean scores of at least 3.5, compared to a maximum possible score of 5.0. The remaining attributes in Table 11 recorded moderate mean scores of between 2.8 and 3.3.

The variation of the opinions of participants on next-generation leaders in academic libraries was measured using the coefficient of variation as shown in Table 11. An overall moderate coefficient of variation (CV) of 24.8% was achieved. This means that there was a moderate degree of disagreement among participants on the above issue in academic libraries. Skewness and Kurtosis were within the normal ranges of -1 to +1 and -3 to +3 respectively.

Table 11: Perceptions of next-generation leaders in academic libraries

Attribute	N	Mean	SD	% CV	Skewness	Kurtosis
Qn12A1	29	3.0	1.322	44.5	-0.231	-1.111
Qn12A2	28	3.0	1.071	35.2	-0.27	-0.13
Qn12A3	28	2.9	1.1	38.1	-0.493	-1.1
Qn12A4	29	2.8	1.091	39.5	-0.369	-1.123
Qn12A5	29	2.8	1.123	40.7	-0.461	-1.121
Qn13A1	29	3.3	1.078	32.3	-0.394	-0.007
Qn13A2	29	3.6	0.903	24.9	-0.075	-0.653

Qn13A3	27	3.2	1.155	35.9	-0.47	-0.296
Qn13A4	29	3.0	1.225	40.8	-0.376	-0.872
Qn14A1	29	3.7	0.936	25.6	-0.066	-0.81
Qn14A2	28	3.5	0.793	22.9	0.366	-0.168
Qn14A3	29	3.5	0.871	25.0	0.231	-0.501
Next-generation leaders	29	3.2	0.79011	24.8	-0.352	-0.468

4.9.1 The relationship between transformative leadership, next-generation leaders, and talent identification

The relationship between transformative leadership, next-generation leaders, and talent identification were measured by means of the Pearson correlation analysis. Correlation analysis provides the size of the association as well as its significance. Association between two variables ranges from -1 to +1. According to Saunders, Saunders, Lewis and Thornhill (2011), a correlation coefficient of 0 between two variables implies that there is no relationship between the variables in question. However, correlation values between 0 and 0.1 indicate weak relationship, 0.1 – 0.3 modest, 0.3 – 0.5 moderate, 0.5 – 0.8 strong, 0.8 -0.9 very strong, while a correlation value of 1 between the variables concerned represents a perfect correlation.

Pairwise associations between transformative leadership, awareness of leadership responsibilities, next-generation leaders, and talent identification are demonstrated in Table 12. The correlation analysis shows that transformative leadership and next-generation leadership demonstrated a strong, positive, and highly significant ($r = 0.517$; $p < 0.01$) association, while transformative leadership and talent identification and succession planning demonstrated a moderate, positive and highly significant ($r = 0.389$; $p < 0.05$) association. Transformative leadership and awareness of leadership responsibilities also showed a moderate, positive, and highly significant ($r = 0.407$; $p < 0.05$) association. The significant and high correlations demonstrated by transformative leadership highlight its importance in academic libraries in Gauteng.

On the other hand, next-generation leadership and talent identification and succession planning

demonstrated a strong, positive, and highly significant ($r = 0.606$; $p < 0.01$) association, while next-generation leadership and awareness of leadership responsibilities demonstrated a moderate and positive association, which was not significant ($r = 0.345$; $p > 0.05$). However, talent identification and succession planning, and awareness of leadership responsibilities demonstrated a strong, positive, and highly significant ($r = 0.515$; $p < 0.01$) association. The significant and high correlations demonstrated by talent identification and succession planning highlight its importance in academic libraries in Gauteng.

Table 12: The relationship among transformative leadership, next-generation leaders and talent identification using correlation analysis

		A	B	C	D	E
Transformative leadership, A	Pearson Correlation	1	.621**	.517**	.389*	.407*
	Sig. (2-tailed)		.000	.004	.037	.028
	N	29	29	29	29	29
Transformative vs traditional leadership, B	Pearson Correlation	.621**	1	.546**	.447*	.152
	Sig. (2-tailed)	.000		.002	.015	.430
	N	29	29	29	29	29
Next-generation leaders, C	Pearson Correlation	.517**	.546**	1	.606**	.345
	Sig. (2-tailed)	.004	.002		.000	.066
	N	29	29	29	29	29
	Pearson Correlation	.389*	.447*	.606**	1	.515**

Talent identification, D	Sig. (2-tailed)	.037	.015	.000		.004
	N	29	29	29	29	29
Awareness of leadership responsibilities, E	Pearson Correlation	.407*	.152	.345	.515**	1
	Sig. (2-tailed)	.028	.430	.066	.004	
	N	29	29	29	29	29

* = $p < 0.05$; ** = $p < 0.01$

4.9.2 Testing differences in opinion across various groups using ANOVA

The difference in opinions across designation, qualification, and experience was analysed using the statistical method analysis of variance (ANOVA). The details of the analyses follow in the subsequent subsections.

4.9.3 Testing differences in opinion across designations using ANOVA

The difference in opinions across designation was tested using ANOVA, as shown in Table 13. It can be observed that there were no significant ($p > 0.05$) differences in opinion on the next generation of leaders across designations. Participants across designations were generally of the idea that next-generation leaders in academic libraries were of moderate level. However, systems librarians, circulation librarians, and repository librarians expressed favourable opinions on next-generation leaders in academic libraries. The abovementioned designations recorded high and favourable mean scores of at least 3.5.

There were no significant ($p > 0.05$) differences in opinion on talent identification and succession planning across designations in academic libraries. Participants across designations were generally of the idea that talent identification and succession planning in academic libraries were favourable. However, managers and subject developers expressed moderate opinions on the drive for talent identification and succession planning in academic libraries. Managers and subject developers recorded moderate mean scores of 3.4 and 3.3 respectively,

compared to a maximum possible score of 5.0.

Table 13 shows that there were no significant ($p > 0.05$) differences in opinion on the awareness of leadership responsibilities across designation in academic libraries. Participants across designations were generally of the idea that the awareness of leadership responsibilities in academic libraries was favourable. However, senior library assistants expressed moderate opinions on the awareness of leadership responsibilities in academic libraries.

Table 13 also shows that there were no significant ($p > 0.05$) differences in opinion on transformative leadership across designation in academic libraries. Participants across designations were generally of the idea that transformative leadership in academic libraries was of moderate level. However, circulation librarians and repository librarians expressed favourable opinions (as these recorded high mean scores that were at least 3.5) on transformative leadership in academic libraries.

Table 13: Testing difference in opinions across designations using ANOVA

		N	Mean	SD	95% Confidence Interval for Mean		P-value
					Lower Bound	Upper Bound	
	Senior Librarian	4	2.9	.93398	1.3850	4.3574	
	Manager	10	3.2	.67752	2.6903	3.6597	
	Senior Library Assistant	4	2.4	.63495	1.3457	3.3664	
	Systems Librarian	1	3.9	.	.	.	

Next-generation leaders	Information Librarian	6	3.3	.69510	2.6001	4.0590	0.112
	Subject Developer	1	3.3	.	.	.	
	Circulation Librarian	2	4.3	.47140	.0979	8.5687	
	Repository Librarian	1	3.8	.	.	.	
	Total	29	3.2	.79011	2.8852	3.4863	
Talent identification	Senior Librarian	4	3.8	.62906	2.7882	4.7902	0.113
	Manager	10	3.4	.66289	2.9576	3.9060	
	Senior Library Assistant	4	2.7	.20625	2.3596	3.0160	
	Systems Librarian	1	3.9	.	.	.	
	Information Librarian	6	3.5	.45167	3.0082	3.9562	
	Subject Developer	1	3.3	.	.	.	
	Circulation Librarian	2	4.2	.47140	-.0132	8.4576	
	Repository Librarian	1	3.6	.	.	.	
	Total	29	3.5	.61926	3.2250	3.6962	
Awareness of leadership responsibilities	Senior Librarian	4	4.2	.22451	3.8868	4.6013	
	Manager	10	4.2	.46525	3.8577	4.5233	
	Senior Library Assistant	4	3.4	.42770	2.7530	4.1141	

	Systems Librarian	1	4.0	.	.	.	0.073
	Information Librarian	6	4.3	.34948	3.9218	4.6554	
	Subject Developer	1	3.9	.	.	.	
	Circulation Librarian	2	4.4	.60104	-.9751	9.8251	
	Repository Librarian	1	4.7	.	.	.	
	Total	29	4.1	.47496	3.9484	4.3097	
Transformative leadership	Senior Librarian	4	3.5	.60477	2.5377	4.4623	0.920
	Manager	10	3.5	.84002	2.9408	4.1426	
	Senior Library Assistant	4	2.8	.53791	1.9357	3.6476	
	Systems Librarian	1	3.1	.	.	.	
	Information Librarian	6	3.1	.65397	2.4433	3.8159	
	Subject Developer	1	3.0	.	.	.	
	Circulation Librarian	2	4.0	.70711	-2.3531	10.3531	
Repository Librarian	1	4.2	.	.	.	3.6418	
Total	29	3.4	.72390	3.0911	3.6418		

4.9.4 Testing the differences in opinion across qualifications using ANOVA

The differences in opinion across qualifications were tested using ANOVA. Table 14 shows that there were no significant ($p > 0.05$) differences in opinion on the next generation of leaders across qualifications. Participants across designations were generally of the idea that next-generation leaders in academic libraries were of moderate level.

Table 14 also shows that there were no significant ($p > 0.05$) differences in opinion on talent identification and succession planning across qualifications in academic libraries. Participants across qualifications were generally of the idea that talent identification and succession planning in academic libraries were favourable. However, diploma holders and postgraduate degree holders expressed moderate opinions on the drive for talent identification and succession planning in academic libraries. Diploma and postgraduate degree holders recorded moderate mean scores of 2.7 and 3.4, respectively, compared to a maximum possible score of 5.0.

Table 14 shows that there were no significant ($p > 0.05$) differences in opinion on awareness of leadership responsibilities across qualifications in academic libraries. Participants across qualifications were generally of the idea that awareness of leadership responsibilities in academic libraries was favourable.

There were no significant ($p > 0.05$) differences in opinion on transformative leadership across qualifications in academic libraries. Participants across qualifications were generally of the idea that transformative leadership in academic libraries was of moderate level. However, diploma holders expressed adverse opinions on transformative leadership in academic libraries while honours degree holders expressed favourable opinions on the same.

Table 14: Testing difference in opinion across qualifications using ANOVA

		N	Mean	SD	95% Confidence Interval for Mean		P-value
					Lower Bound	Upper Bound	
Next-generation leaders	Diploma	2	2.5	.52497	-2.2546	7.1788	0.590
	Degree	6	3.1	.88454	2.2106	4.0672	
	Honours	12	3.2	.84530	2.6832	3.7574	
	Postgraduate	9	3.3	.72160	2.7770	3.8863	
	Total	29	3.2	.79011	2.8852	3.4863	
Talent identification	Diploma	2	2.7	.02773	2.4371	2.9354	0.255
	Degree	6	3.7	.58686	3.0940	4.3257	
	Honours	12	3.5	.61246	3.0917	3.8700	
	Postgraduate	9	3.4	.64303	2.9452	3.9338	
	Total	29	3.5	.61926	3.2250	3.6962	
Awareness of leadership responsibilities	Diploma	2	3.5	.53033	-1.2398	8.2898	0.267
	Degree	6	4.1	.60789	3.4809	4.7568	
	Honours	12	4.2	.40174	3.9939	4.5044	
	Postgraduate	9	4.1	.43380	3.7765	4.4434	
	Total	29	4.1	.47496	3.9484	4.3097	
Transformative leadership	Diploma	2	2.4	.29463	-.2721	5.0221	
	Degree	6	3.4	.52431	2.8294	3.9299	

	Honours	1 2	3.5	.64113	3.1147	3.9295	0.235
	Postgraduate	9	3.4	.89667	2.6811	4.0596	
	Total	2 9	3.4	.72390	3.0911	3.6418	

4.9.5 Testing the differences in opinion across experience using ANOVA

The differences in opinion across experience was tested using ANOVA, as shown in Table 15. There were no significant ($p > 0.05$) differences in opinion on the next generation of leaders across experience levels. Participants across experience levels were generally of the idea that next-generation leaders in academic libraries were of moderate level. The abovementioned experience levels recorded moderate mean scores that were less than 2.5, compared to a maximum possible score of 5.0.

There were no significant ($p > 0.05$) differences in opinion on talent identification and succession planning across experience levels in academic libraries. Participants across experience levels were generally of the idea that talent identification and succession planning in academic libraries were favourable. However, the 11–20-year experience cohort expressed moderate opinions on the drive for talent identification and succession planning in academic libraries.

Table 15 shows that there were no significant ($p > 0.05$) differences in opinion on awareness of leadership responsibilities across experience levels in academic libraries. Participants across various experience levels were generally of the idea that awareness of leadership responsibilities in academic libraries was favourable.

Table 15 also shows that there were significant ($p < 0.01$) differences in opinion on transformative leadership across experience levels in academic libraries. Participants across experience levels were generally of the idea that transformative leadership in academic libraries was of moderate level. However, the more than 30 years' experience cohort expressed favourable opinions (as these recorded high mean scores of 3.5) on the transformative leadership in academic libraries.

Table 15: Testing differences in opinion across experience levels using ANOVA

		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		P-value
						Lower Bound	Upper Bound	

Next-generation leaders	1-10 years	5	3.4	1.07957	.48280	2.0747	4.7556	0.326
	11-20 years	14	3.2	.79904	.21355	2.7589	3.6816	
	21-30 years	8	2.9	.69493	.24570	2.3537	3.5156	
	Over 30 years	2	3.4	.53033	.37500	-1.3898	8.1398	
	Total	29	3.2	.79011	.14672	2.8852	3.4863	
Talent identification	1-10 years	5	3.6	.88133	.39414	2.4866	4.6753	0.090
	11-20 years	14	3.3	.62435	.16687	2.9577	3.6787	
	21-30 years	8	3.6	.53504	.18916	3.1401	4.0347	
	Over 30 years	2	3.6	.05402	.03819	3.1640	4.1346	
	Total	29	3.5	.61926	.11499	3.2250	3.6962	
Awareness of leadership responsibilities	1-10 years	5	4.3	.49925	.22327	3.6401	4.8799	0.829
	11-20 years	14	4.0	.50783	.13572	3.7183	4.3047	
	21-30 years	8	4.1	.35846	.12674	3.8230	4.4224	
	Over 30 years	2	4.7	.49497	.35000	.2028	9.0972	
	Total	29	4.1	.47496	.08820	3.9484	4.3097	
	1-10 years	5	3.3	1.24722	.55777	1.7014	4.7986	
	11-20 years	14	3.4	.63824	.17058	2.9857	3.7228	

Transformative leadership	21-30 years	8	3.4	.654 65	.23146	2.8694	3.9640	0.009
	Over 30 years	2	3.5	.058 93	.04167	3.0122	4.0711	
	Total	29	3.4	.723 90	.13442	3.0911	3.6418	

CHAPTER 5

QUALITATIVE DATA RESULTS

5.1 Introduction

The previous chapter dealt with the analysis of quantitative data. However, quantitative data fall short of in-depth details pertaining to the subject matter under investigation. Therefore, to support the current study, this chapter provides a qualitative analysis of data based on interviews that were conducted in three separate academic libraries. The interviews were conducted with three respondents whose positions are executive director, director, and a research manager, on behalf of the university librarian in the Library and Information Services (LIS).

5.2 Profile of respondents

Table 16 indicates the profile of respondents. Two respondents were at a director level and one was a research manager who represented the University Librarian. For ethical reasons, the three universities have been given the pseudonyms of University X, University Y University Z. Respondent 1 is an executive director at University X. Respondent 2 is a research manager at University Y, and respondent 3 is an executive director at University Z. All three held a master’s degree, while one respondent also held a PhD degree in Sociology and Theology.

Table 16: Profile of respondents

Respondent	University	Position	Department	Highest qualification
Respondent 1	X	Executive Director	LIS	PhD in Sociology and Theology
Respondent 2	Y	Research Manager	LIS	Master’s degree
Respondent 3	Z	Director	LIS	Master’s degree

The subsections below present the qualitative results of the study on the readiness of the adoption of a transformational leadership style in South African academic libraries in Gauteng. The organisational structures of universities X, Y, and Z are analysed in the subsequent sections.

In this chapter, the researcher deals with the research questions one by one, and the respondents' views are categorised according to the research question that they addressed.

5.3 Results of the study

5.3.1 Organisational structures of university libraries X, Y and Z

5.3.1.1 Organisational structure of University Library X

Figure 1 presents the organisational structure of University X as perceived by Respondent 1. The respondent indicated that in the university, directors and managers are on the same level in terms of reporting. Respondent 1 further indicated that librarians report to managers directly and that they are the 'face' of the department as they interact with the clients daily.

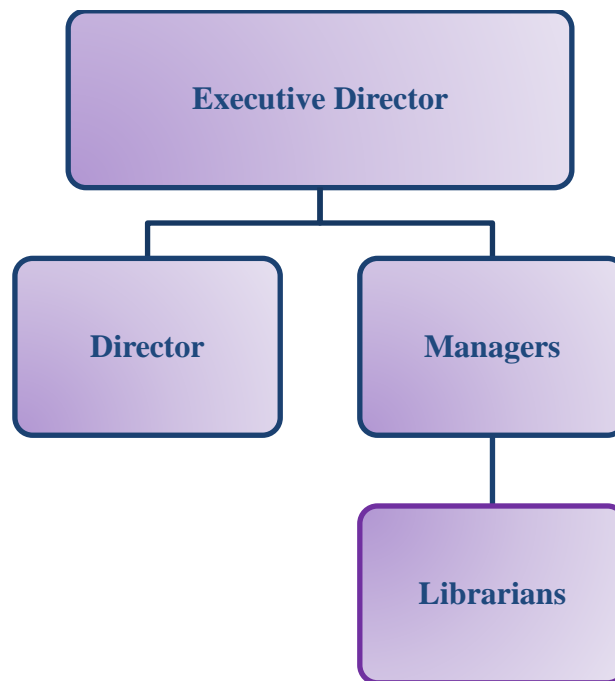


Figure 1: Organisational structure of University Library X

5.3.1.2 Organisational structure of University Library Y

Figure 2 presents the organisational structure of University Library Y as perceived by

Respondent 2. Respondent 2 mentioned that the Library and Information Services (LIS) at University Y adopted a decentralised library system. Respondent 2 indicated that the LIS reports to the Deputy Vice-Chancellor responsible for research. The senior management team of the LIS consists of the University Librarian, with all the managers reporting to the University Librarian. Respondent 2 further mentioned that the Client Services Manager oversees client services components of eleven libraries. Furthermore, each library has a manager. Librarians and other operational staff members report to their respective managers.

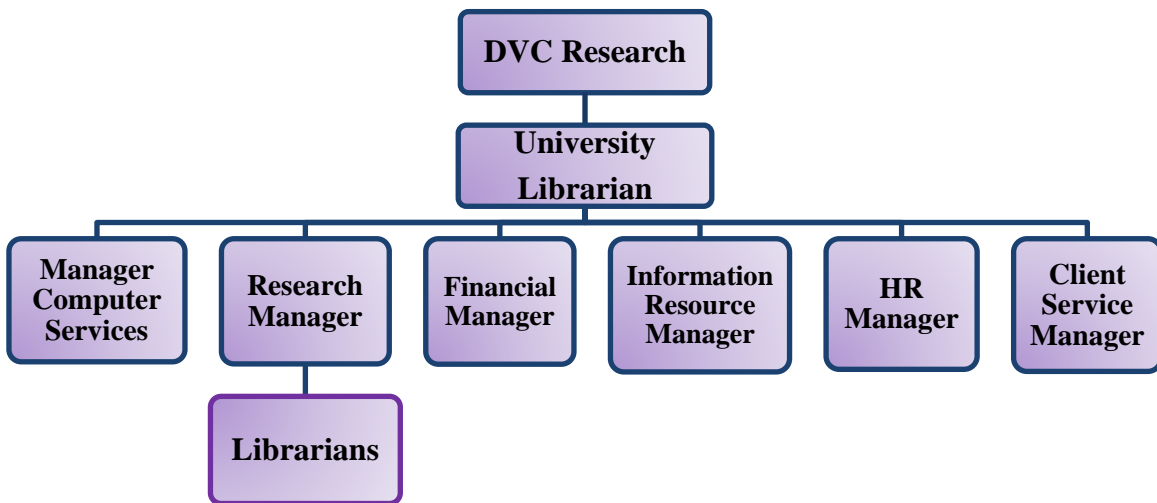


Figure 2: Organisational structure of University Library Y

5.3.1.3 Organisational structure of University Library Z

Figure 3 presents the organisational structure of University Z as perceived by Respondent 3. Respondent 3 mentioned that University Z is a huge open-distance e-learning university. Respondent 3 indicated that the LIS Department reports to the Vice-Chancellor. However, an Executive Director leads the LIS Department. Reporting to the Executive Director are four directors. Each director has four deputy directors reporting to them. Reporting to each deputy director is a manager. Respondent 3 further outlined that supervisors report to their respective managers, while librarians report to their respective supervisors. The organisational structure of the University Z library is shown in Figure 3.



Figure 3: Organisational structure for University Z Library

5.3.2 Leadership styles adopted by libraries at University X, Y, and Z

Figure 4 shows the network diagram (from Atlas.ti 8, indicating the perceptions of the respondents) of leadership styles adopted by libraries at University X, Y, and Z.

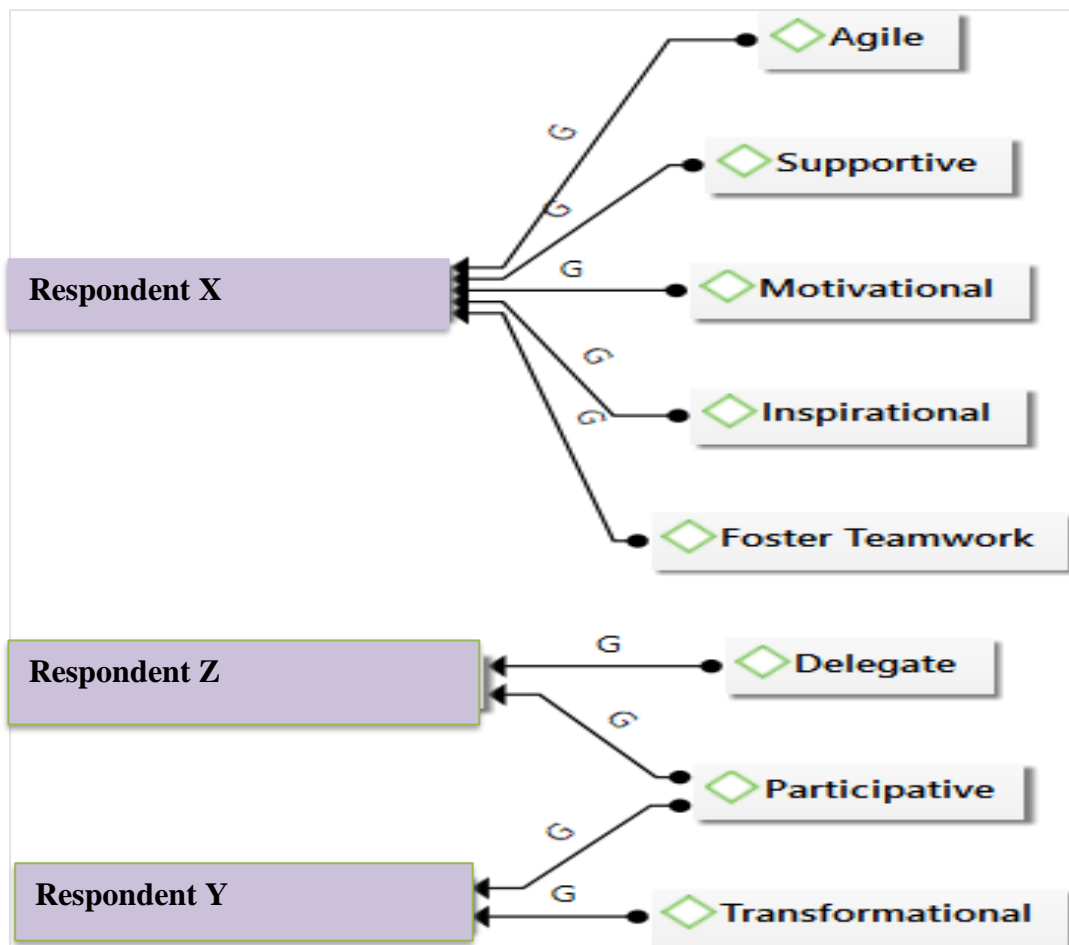


Figure 4: Leadership styles adopted for use in various university library departments

5.4 Leadership styles prevailing in academic libraries in Gauteng

In addressing the research question: *What leadership styles are prevailing in academic libraries in the Gauteng Province?* two themes were identified as relevant, namely, leadership styles adopted in academic libraries and communication as a tool. The research question seeks to ascertain leadership styles that are prevalent in academic libraries.

5.4.1 Leadership styles adopted in various university library departments

Respondent 1 indicated that she/he applies different leadership styles depending on the circumstances and that she/he fosters teamwork among the subordinates. She/he also

inspires, motivates, and supports them where necessary. She/he was of the idea that it is always important to be flexible towards the subordinates, but within limits, to achieve the common goals of the department.

Respondent 2 indicated that she/he has adopted a participative transformational leadership style in the university, as defined by characteristics such as leading with vision, adaptability, open to new ideas, inspirational, encourages creativity, and being proactive.

Respondent 3 indicated that she/he adopted a participative management style and indicated that she/he enforces the participation of the subordinates by delegating responsibilities. She/he indicated that at times she/he has to micromanage the operational staff and macro manage the more independent staff members.

5.4.2 Separation of roles and responsibilities between different structures in the library

Respondent 1 indicated that she/he tries very hard to make roles and responsibilities clear and that the structures of IT technical services are all distinct and separated, which indicates the separation of roles and responsibilities. Respondent 2 indicated that different units are represented in the senior management structure in the library; they focus on their distinct key performance indicators (KPIs) and report quarterly and annually. Respondent 3 indicated that they have different sections and that all members of the sectional staff are dedicated to their deliverables.

5.4.3 Setting goals and objectives for staff

Respondent 1 sets clear goals and objectives and anticipates that the new KPI structure would be less detailed, but clearer on peoples' roles and responsibilities, and also clearer about performance evaluation. Respondent 2 indicated that they have a 2018–2022 business plan that takes into account the budget, information technology, people, infrastructure of the different libraries' space to accommodate users as well as print and electronic resources. Respondent 3 indicated that they set clear goals and objectives for staff. They have strategic goals, an annual performance plan, and a departmental operation plan.

5.4.4 Relationship between library management and the entire staff

Respondent 1 indicated that they try to have a cordial relationship with staff and try to meet

with all the divisions once every term to listen to their concerns. Respondent 2 indicated that they have a problem with the decentralised library system because it creates an artificial distance between leadership and staff. Respondent 3 indicated that library staff do not give a true reflection of matters, because generally, University Z is controlled by labour unions and any small disagreement invokes labour protests. This puts pressure on management “to be always on the lookout”.

5.4.5 Mentoring programmes for potential library leaders

Respondent 1 indicated that their staff attend programmes, and they have meetings with staff to provide weekly mentoring. The University has a variety of different mentorship programmes that people can attend in order to be developed as leaders.

Respondent 2 indicated that there are no mentoring programmes in the University Library. The respondent further highlighted that critical posts are going vacant and as senior staff, they have considered the mentoring of staff, but they are mindful not to create expectations or a sense of favouritism.

Respondent 3 indicated that University Z libraries do have mentoring programmes. The University has a programme that runs for the whole year to build a succession plan for people that have been identified for leadership positions.

5.4.6 Criteria applied in the university libraries for identifying potential managers

Respondent 1 indicated that there are no criteria for identifying potential managers in their library. Respondent 2 indicated that there are no specific criteria, however, they always consider work experience, specialisation in expert areas, and potential when a candidate expresses an interest to become a leader. Respondent 3 indicated that each director identifies potential managers from his/her subordinates, as they deliver. The respondent explained that they discover potential managers in their own time management and reporting style.

5.4.7 Staff involvement in decision making

Respondent 1 gave insight into the marketing initiatives of the library and how that has been tied to involving staff in decision making. Respondent 2 alluded to a presentation of the task team and the challenges of not being able to satisfy all staff. Respondent 3 reiterated

consultation on issues that involve them, but on other issues, management decides and then they cascade the information down to other library staff.

5.4.8 Communication as a tool

Communication is at the heart of successful interaction among human beings. Communication between leadership and all employees is critical for synergy. Communication, or a lack of communication, is an important tool to evaluate leadership styles prevailing in academic libraries.

5.4.8.1 Communication of organisational values

Respondent 1 indicated that organisational values are communicated through their newsletter and quarterly staff meetings. Respondent 2 indicated that part of communicating organisational values is having a close linkage to the university's vision and mission. They also have a newsletter and sometimes management retreats. Respondent 3 indicated that organisational values are cascaded down from the vice-chancellor to the vice principals, directors, and staff on lower levels.

5.4.8.2 Communication of strategic decisions taken

Respondent 1 replied that strategic decisions start with input from staff, followed by consultation with managers and then they communicate their decisions through quarterly meetings with staff, and the university's newsletter. Respondent 2 alluded that strategic decisions are taken and communicated by the senior management team and are cascaded down by different managers to their staff. Respondent 3 stated that strategic decisions are taken by the executive director, together with the library management team, and each director is accompanied by the management team.

5.4.8.3 Open-door policy communication or communication through certain defined channels

Respondent 1 indicated that she/he has an open-door policy and holds quarterly staff meetings. Respondent 2 indicated that she/he uses email communication to managers for their actions. Respondent 3 indicated that it depends on the matter on the table but she/he prefers to use their supervisors to communicate with her/him.

5.5 Preparation of the leadership in academic libraries in Gauteng in adopting transformational leadership

In addressing the research question: *How prepared is the leadership in academic libraries in Gauteng to adopt transformational leadership?* the following themes were defined as suitable for addressing the research question: visionary leadership, technology as a driver of change, and skills development initiatives. Section 5.5.1 gives insight into their preparedness.

5.5.1 Visionary leadership

Library leaders are responsible for establishing a library vision in which staff must believe and must work towards to fulfil that vision. The respondents shared the following views on visionary leadership.

5.5.1.1 Inspiring staff to work towards fulfilling the library vision

Respondent 1 suggested that one of the key things is communication through quarterly staff meetings and the use of a weekly newsletter.

Respondent 2 stated that the library vision is communicated through general staff meetings, documents placed on the intranet, and a business plan. Respondent 2 also said that she/he encourages staff to understand the vision and the mission of the University and to see how critical their contributions could be. She/he also alluded to an open-door policy in which even the most junior member in the management team can come and engage with them.

5.5.1.2 Leadership qualities in an academic library environment of the 21st century

Respondent 1 subscribes to the view of understanding the academic project and how academics are changing. Furthermore, the respondent said that she/he thinks one must have a very clear vision. The respondent also said that a big step was to get librarians to become part of a faculty. Respondent 2 said that a visionary leader is required, despite being participative and consultative, and that a leader must consult, listen, and be open-minded. Respondent 3 highlighted the following leadership qualities: being innovative, flexible, embracing change while keeping abreast with governance, legislation, trends in the sector, and the professional body.

5.5.1.3 Innovation and creativity among library staff

Respondent 1 said that they have task teams, and everybody must belong to a task team. Respondent 2 said that innovation and creativity depend on the staff; it can never be managed. Respondent 3 indicated that every directorate focuses on its own key areas. When the development of projects is initiated, staff members are encouraged to participate.

5.5.2 Technology as a driver of change

Technology is an important variable in academic libraries. The researcher perceives a leader's response to technological changes and innovation as a major determinant of how a leader can deal with and handle constant changes.

5.5.2.1 Libraries and constant technological changes in the academic library environment

Respondent 1 indicated that she/he tries to deal with technological changes by moving human resources around; for instance, from the circulation department to departments like research data management. Respondent 2 indicated that they have specialised libraries working closely with faculties. The respondent further stated that they have their own information technology department in the main library that is responsible for maintaining the technologies in all the libraries.

Respondent 3 stated that the library has its own information technology team that has the support of the University's ICT Department. The move from open distance learning (ODL) to open distance e-learning (ODEL) compelled them to reinforce the electronic component of their services.

5.5.2.2 Formal structures in the library responsible for keeping track of environmental changes

Respondent 1 indicated that one of the library directors is responsible for research and innovation. She/he keeps up to date with trends and changes in higher education and every two weeks she/he reports interesting trends in the staff newsletter. Another director is responsible for library marketing and events marketing. Respondent 2 said that it is the Information Technology Manager who keeps track of environmental changes. Respondent 3 responded that they do have structures available at branch libraries that are well supported by the University.

5.5.2.3 Staff involvement in the implementation of major library changes

Respondent 1 said that the staff is invited to attend meetings and to participate. Respondent 2 did not address this question. Respondent 3 said that training starts with the IT staff.

5.5.2.4 Ideas and technological advances that impact positively on library clients and the university

Respondent 1 indicated that the library intends to use open-source software. Respondent 2 said that they conduct information literacy sessions and tests for first-year students on their e-learning platform. Respondent 3 said that they consider technological advances that impact students. The university's ICT Department makes changes when they review programmes used by their students.

5.5.3 Skills development initiatives

Skills development and training are the two most important elements when preparing future leaders for academic libraries. A leader that makes it a priority to develop other leaders shows his or her preparedness to adopt transformational leadership. On the theme of skills development initiatives available at academic libraries, the respondents gave the following insights into how they deal with skills development.

5.5.3.1 Librarians' re-skilling initiatives in academic libraries in Gauteng

Respondent 1 said that their strategy is to re-skill. Respondent 2 said that they have a budget for attending conferences and everyone is required to present a paper if they attend a conference, and publish it. Respondent 3 said that they encourage staff to plan their own personal development plans because it is not a routine function of the University. All the library directors must ensure that they address re-skilling.

5.5.3.2 How important is it for you to understand and accept the responsibility to coach and empower your staff?

Respondent 1 said that the responsibility to coach and empower staff is the biggest challenge as many of their library staff are not equipped for the modern library of today. Respondent 2 agreed with coaching and empowering staff and said that they have a centre for teaching and learning for the benefit of the staff. Respondent 3 affirmed the importance of coaching

and mentoring staff and that their university is working on a standard qualification for the LIS sector.

5.6 Existing challenges and opportunities for next-generation leaders in academic libraries in Gauteng

Academic universities of higher learning have been marred by student protests because of several issues. Academic libraries have become easy targets when such disruptions on campuses occur and they must always act promptly and decisively.

5.6.1 Existing challenges for next-generation leaders in academic libraries in Gauteng

In an attempt to address the research question “*What are the challenges and opportunities for next-generation leaders in academic libraries in Gauteng?*”, respondents were asked to reflect on questions concerning the following themes: rampant student protests and the call for decolonisation of the curriculum.

5.6.1.1 Rampant student protests

Respondent 1 gave an affirming answer that the library was affected in 2015, 2016, and 2018 and that the protesters wanted the library to be open 24 hours a day. Respondent 2 also affirmed that the first student protest occurred in 2015 and the University was not prepared for it. The library also had to be closed for a week. Respondent 3 confirmed that they have been seriously affected; the library happened to be the target because they knew it matters most for the University and the solidarity of the students.

5.6.1.2 Call for the decolonisation of academic libraries

Respondent 1 affirmed that she/he is addressing some of these issues through open-access textbooks.

Respondent 2 said that it is up to the various faculties on how to respond to the call to decolonise the library because faculties decide on what material to acquire for the library. The respondent added that the library is indeed much affected, especially the Africana Library and the museum library, where some of the paintings had to be removed.

Respondent 3 affirmed that they have embraced the decolonising of the library because the

University had robust discussions on the matter. They also give attention to the selection of relevant material, hold workshops with academic counterparts, and raise awareness about dedicated collections.

5.6.2 Existing opportunities for next-generation leaders in academic libraries in Gauteng

It is expected that several of the current library directors will soon reach retirement and that there will be opportunities for leadership positions. However, the preparedness of the next generation of leaders in academic libraries in the province is a concern. It is for that reason that directors were asked to share their opinions on the issue.

5.6.2.1 Leadership needed in an academic library environment in the 21st century

Directors were asked to share their opinions of the type of leader required in an academic library environment in the twenty-first century. Figure 5 shows some of the leadership qualities raised by the respondents and analysed with Atlas.ti 8 software.

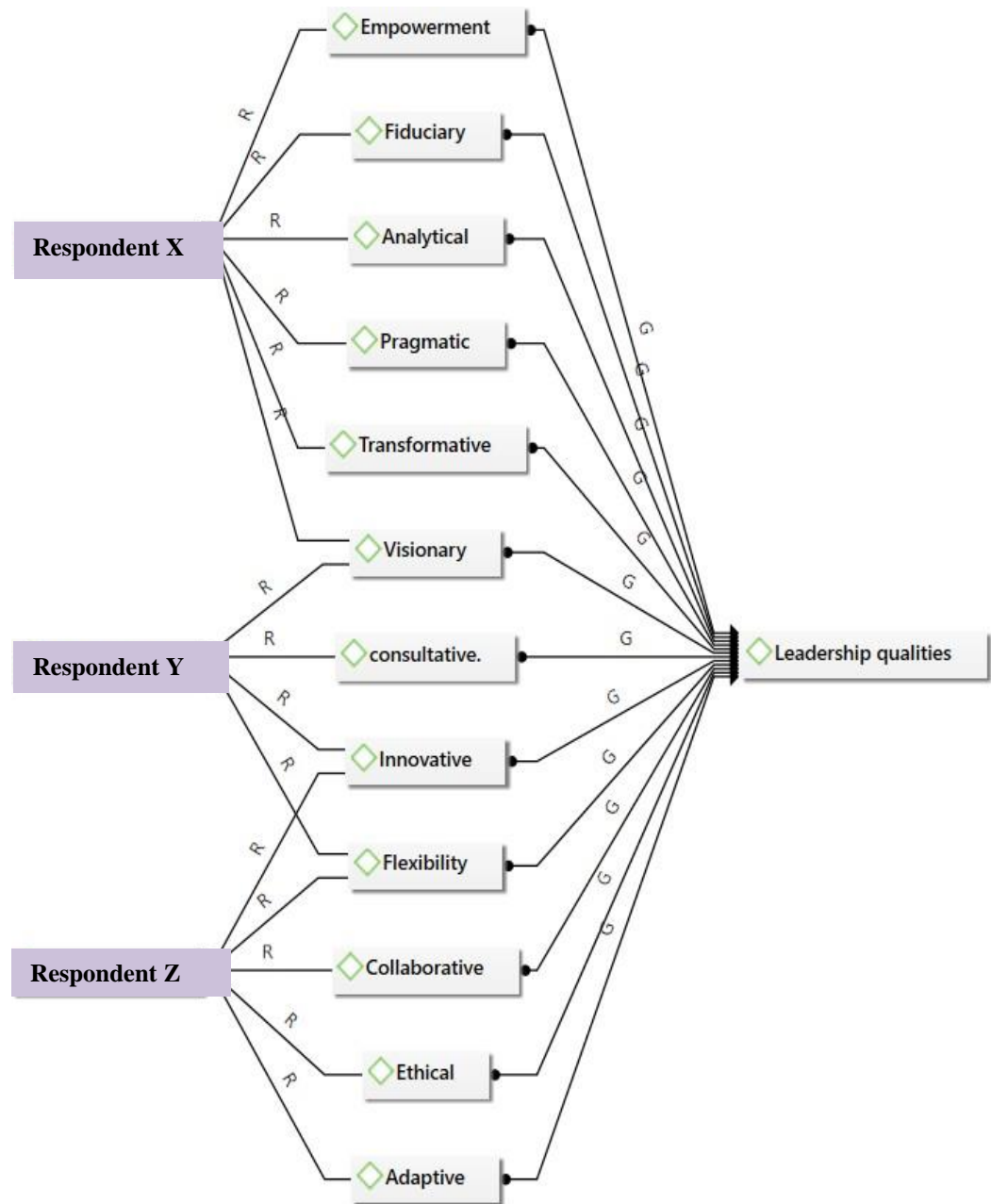


Figure 5: Leadership qualities raised by the respondents

5.6.2.2 Organisational values communicated by academic libraries in Gauteng

Figure 6 shows a representation of the communication channels used in different academic libraries.

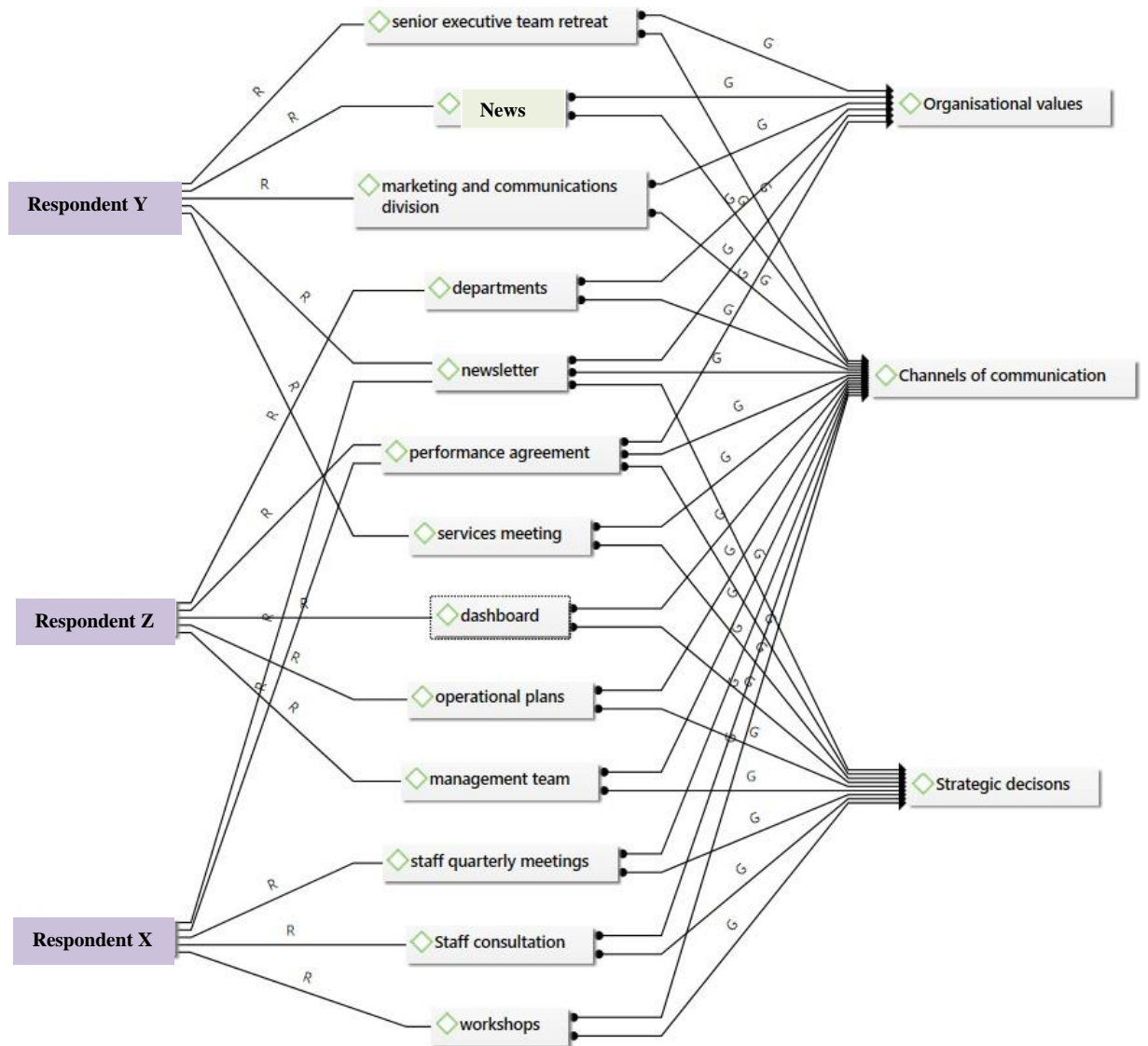


Figure 6: Communication channels used in different academic libraries

5.6.2.3 Innovation and creativity encouraged among library staff in Gauteng

Leaders of academic libraries should encourage innovation and creativity to survive in the current change environment. Figure 7 shows that the respondents said that innovation and creativity are part of different objectives in their respective libraries.

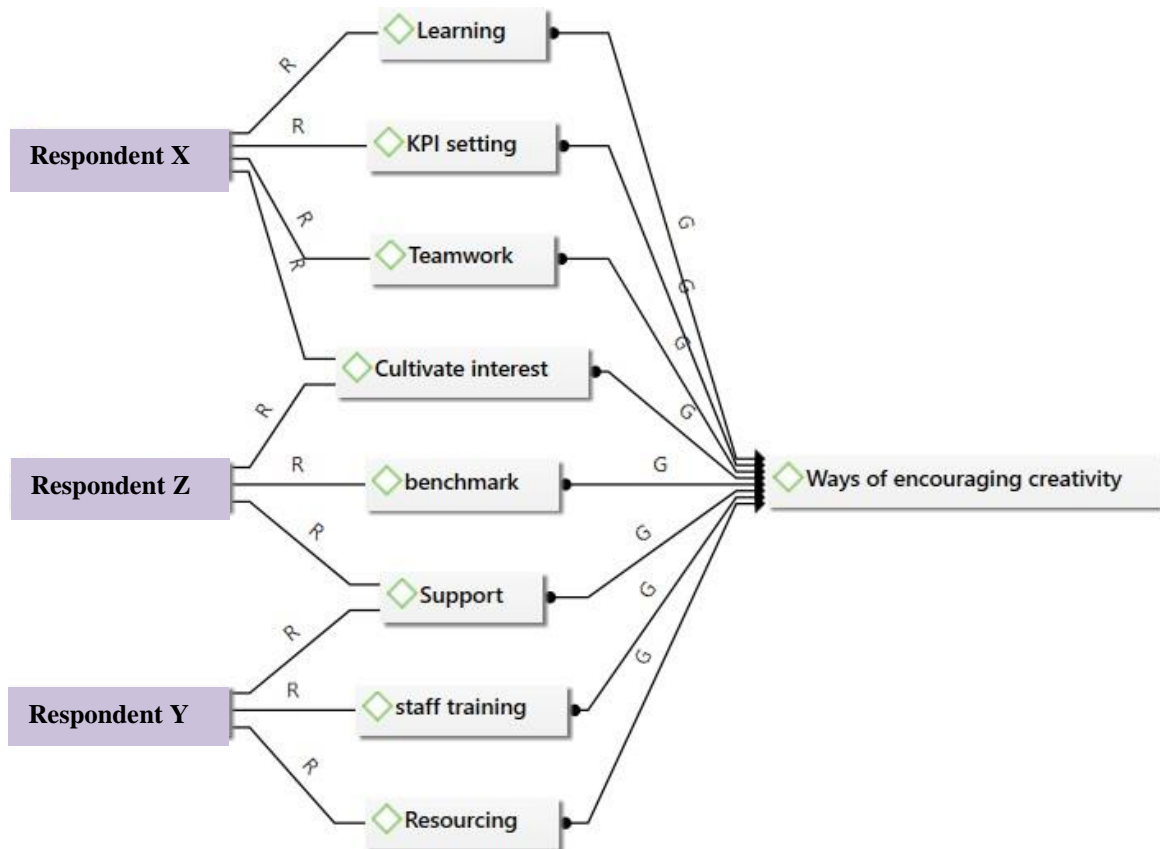


Figure 7: Respondents' views on innovation and creativity

5.7 Conclusion

In this chapter, the researcher assessed the readiness of academic libraries in Gauteng in adopting a transformational leadership style. Interviews were held at the academic libraries of the three universities where the respondents are employed.

On the most important issue, namely leadership styles prevailing in academic libraries in Gauteng, it appears that different universities adopted different styles. The researcher noted that history and dynamics in the university influenced the leadership style adopted in a specific academic library. Academic libraries of University Y and University Z adopted almost similar leadership styles, whereas the respondent from University X mentioned that she/he does not have only one specific leadership style. Instead, she/he listed several leadership characteristics that influence and guide their leadership preference.

The three academic libraries that were studied have clearly defined communication channels between the management and staff, and staff are also encouraged to communicate with

management directly on issues that might be sensitive or personal. Direct communication with management is controlled, which is commendable. However, it was evident from the respondents' responses at all the academic libraries that there is minimal staff involvement when major changes have to be implemented.

On the important issue of encouraging innovation and creativity among library staff at the academic libraries studied, it appears that they were all on different levels. The creativity and innovation of staff members are always affected by several issues in their environment and therefore there are underlying issues that need attention for this objective to be fully realized.

When the respondents were asked about the type of a leader needed in an academic library in the twenty-first century, all three leaders mentioned most of the required qualities of a transformational leader. The researcher, however, feels academic libraries can focus more on empowerment, skills development, delegating, and mentoring of their staff, as it seems that these issues need more attention.

CHAPTER 6

DATA INTERPRETATION, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

According to Bengue et al. (2015), data interpretation is the third of three interactive and recursive stages of the research process. Le Compe and Schensul (2013:16) define data interpretation as the process (informed by the theories offered by the relevant discipline) that explains the meaning of the research results, which is grounded in the experience of the researcher and the study participants, embedded in empirical evidence.

This chapter focuses on the interpretation of the results, based on the collected and analysed data, as reported in previous chapters. In this study, the process involves the interpretation of results from both the quantitative and qualitative data sets. This process is aimed to align the analysed data and the research questions and to put it into context. It also aims to provide meanings to these results to enable participants, the researcher, and the community to have a better understanding thereof. The results of the quantitative data have been categorised into six sections and subsections, whereas the results of the qualitative data were also categorised into six themes. This chapter also addresses the limitations of the study, following by recommendations for future research and conclusions.

In Chapters 4 and 5, the researcher presented an analysis of both the quantitative and qualitative data and the results thereof, respectively, to get an in-depth understanding of the research problem. Quantitative data were analysed by using statistical analysis software SPSS, v. 25. The results were based on data that were gathered with a questionnaire that was sent by email to library managers and librarians. The researcher analysed the qualitative data by categorising the data into themes and coding such themes.

6.2 Overview of the study

Leadership is one of the core critical components in the running of any university, irrespective of its nature. The leader's role is to drive the vision, mission, and objectives of an

organisation, and to inspire and motivate staff to achieve the objectives of the organisation, as set out in the strategy of the organisation. Globally, the leadership crisis in academic libraries is at a boiling point, as indicated by Maciel et al. (2018).

Bass and Avolio (1990:21) conceptualised the work of Burns (1978) on transformational leadership as the work that “occurs when leaders broaden and elevate interests of their employees when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their self-interest for the good of the group”. Yukl (2013) further postulates that transformational leadership motivates followers to go beyond their interests and move closer towards organisational interests. All these elements are what academic leaders ideally should possess. Riggs (2001) asserts that libraries have been over-managed and under-led. Emphasis has been placed on managing resources, including human resources, but with less emphasis on leadership.

The application of transformational leadership has been reasonably well studied in different organisational environments, but there are limited studies on transformational leadership in academic libraries. The latest studies on transformational leadership in academic libraries are studies by Jantz (2012), McGuigan (2012), Sucozhanay et al. (2014), Martin (2016), and Lo et al. (2020).

In South Africa, universities and academic libraries have functioned during critical and turbulent times of reduced budget allocations and widespread student protests, which are a result of socio-political and economic instability. Most academic libraries are constantly challenged and must ensure that they have strong leadership that is equipped to face and deal with never-ending challenges, prove their value, and make their voices heard. In addition, academic libraries have to face challenges related to human resources. Most leaders in South African academic libraries are close to retirement and a possible leadership vacuum may exist in most libraries (NCLIS & DAC, 2014). Okere and Olorunfemi (2018: 7) conducted a study that identified transformation leadership as a critical factor in the development of modern libraries in Africa. The study results indicated that libraries have a mix of transformational and transactional leadership.

It is for these reasons that the study focused on the transformational leadership style as the most suitable style to address the leadership challenges facing academic libraries. The researcher of this study wanted to ascertain the readiness of academic libraries in Gauteng

to adopt transformational leadership. The researcher sought to get answers to the following research questions:

- a) What are the prevailing leadership styles in academic libraries in Gauteng?
- b) How prepared are the leaders in academic libraries in Gauteng in adopting transformational leadership?
- c) What are the challenges and problems for the next generation of leaders in academic libraries in Gauteng?

6.3 Analysis of quantitative versus qualitative results

This study aimed to investigate the readiness of academic libraries in Gauteng to adopt transformational leadership. The specific objectives were:

- a) To highlight the extent to which current leaders are ready to change from the traditional management style to transformational leadership;
- b) To highlight the extent of problems for the next generation of leaders;
- c) To determine procedures to identify talented staff to be groomed for managerial positions.

The research questions were drafted to give answers to the research objectives. The interpretation of the results of both the quantitative and qualitative data concerning the study's research objectives are presented and discussed in sections 6.3.1 to 6.3.1.4

6.3.1 Leadership styles prevailing in academic libraries in Gauteng

The questions in the questionnaire dealing with leadership were formulated to provide answers to the research question about the prevailing leadership styles in academic libraries in Gauteng. It appears that there is a perceived moderate level of transformative leadership in academic libraries in Gauteng, as the mean score is 3.4. The participants showed some level of uncertainty when it comes to transformative leadership in their libraries.

In a similar study by Martin (2016:266), the researcher surveyed librarians at different academic libraries on their perceptions regarding their leadership styles; whether it is transformational or transactional. The results of the survey by Martin were similar to the

results of the current study because the respondents rated their leaders as transformational, but the mean score was 2.05, which shows a moderate perception. The results of both surveys indicate that it is essential for library leaders to embrace transformational leadership.

In a related study by Mufeed and Mir (2017) on the perceptions of library staff about transformational leadership in five academic libraries, the results showed a high staff perception of transformational practices in their libraries, with a mean score of 3.58.

In a study by Tal and Gordon (2016), purporting for different types of leadership, they maintained that, although transformational leadership is still popular in academic leadership research, more appropriate leadership approaches like shared and collective leadership are considered suitable for providing an alternative solution to leadership problems in academic libraries. Lembinen (2018) conducted a study with seven library directors who were members of the Association of European Research Libraries (LIBER). That study, on leadership styles adopted by the participating directors, concluded that their leadership styles were influenced by organisational culture and behaviour.

Overall, there was a moderate degree of agreement among participants in the current study on the level of uncertainty in adopting transformative leadership practices in academic libraries. It was not a resounding positive affirmation of the practice. However, it can also be noted that participants expressed their willingness to improve their work processes and by learning best practices from one another. To summarise: concerning the research question on prevailing leadership styles in Gauteng, based on the results of the collected data, it transpired that the more prevalent leadership styles are transactional and traditional management styles.

6.3.1.1 Transformational versus traditional management style

The questions in the questionnaire that dealt with transformational versus traditional management styles were formulated to provide answers to the research question on leadership styles prevailing in academic libraries in Gauteng. Based on the respondents' perceptions of transformative versus traditional management style, results showed that the leaders of South African academic libraries concurrently apply both a transformative as well as a traditional management style. It was evident from the results that there was a moderate to a high degree of disagreement among participants on the above issue in the participating academic libraries. The results further showed that there was no clear distinction between

whether leaders adopt transformative or traditional management styles, and this pointed to confusion among the respondents in different libraries, as reflected by the participants' responses.

Aslam (2017) stresses the need for academic leaders to maintain a balance between modern and traditional leadership by developing a new set of skills and effective leadership traits. Okere and Olorunfemi (2018) conducted a similar study at four academic libraries to determine prevalent leadership styles in academic libraries in South West Nigeria. The results of their study were different from the current study as respondents rated their leaders as more transformational and transactional.

According to Lo et al. (2020), a traditional management style may hinder good management practices because it is outdated for the current times. Traditional leaders do not handle change well; they believe in doing things the way they used to do it because they believe that there is no reason to change something that used to work. It is such perceptions that have to be changed because academic libraries globally are facing new challenges and they need leaders who are change champions.

6.3.1.2 Next-generation leadership

The participants' perceptions of the concept of empowerment of the next generation of leaders in academic libraries in Gauteng were moderate or reasonable. The overall results revealed a varied position or attitude on coaching and developing the next generation of leaders in academic libraries. This displayed an urgent need for academic libraries to focus on the development of the next generation of leaders to take over from the current leaders. More effort should be made to address this important component. Directors must realise that they should share their knowledge and start preparing for proper succession planning and slowly start sharing responsibilities as a way of growing new talent.

Transformational leaders must consider their followers' personal needs for growth and success. This is done by coaching and mentoring staff to stimulate them to reach their potential. Staff must be empowered to be the next generation of leaders by challenging them to think critically and allowing them to contribute meaningfully. This would enable them to achieve beyond their expectations.

Couture et al. (2020) conducted a similar survey study at different public universities in the

United States to determine the role of mentoring for mid-career librarians pursuing a promotion to leadership levels. The study results showed that only a few libraries offer structured mentoring programmes, indicating that a lack of structural support was a barrier to promotion. These results of both studies mentioned above are consistent with the results of the current study, when considering the perceptions of the respondents of this study.

Funge et al. (2017) conducted a survey at US academic libraries that focused on the relationship between supervisors and supervisees. The results showed that limited opportunities for personal development and a lack of career development opportunities were the cause of the supervisees' behaviour.

6.3.1.3 Talent identification and succession planning

The respondents' perceptions of talent identification and succession planning in academic libraries showed that there is a drive for talent identification and succession planning in academic libraries. Most of the identification and succession planning attributes were high and favourable, which displayed an effort by leaders in academic libraries to identify potential successors. However, a number of issues were raised, such as the perceived moderate level of over-supervision by management in academic libraries, because they do not give enough supervision and delegating responsibilities to others. In order to build commitment for decisions taken by others, they show a high level of macro-management.

There are clear differences of opinion by participants on talent identification and succession planning in academic libraries as the current results show a moderate level of disagreement among participants on the above issue. However, the results displayed a favourable or positive level of effort on talent identification and succession planning in the different libraries.

Galbraith and Smith (2012) surveyed 34 libraries, belonging to the Association of Research Libraries (ARL), on the importance of succession planning when considering anticipated retirements, and a need to identify and train their successors. The study results showed that, although many universities understand the importance of succession planning, it is not a priority; only a few libraries have established succession plans that are designed to prepare current staff for future leadership opportunities.

Onwubiko et al. (2010) surveyed four academic libraries in Nigeria to explore the existence

of succession plans in their libraries. The results showed that succession plans existed at only some libraries that were studied. Martin (2016) maintains that the focus of transformational leadership is on dealing with change, bringing about change, and developing new leaders. Such a focus is needed in today's academic libraries. Weare (2015), however, has a contrasting view about succession planning in academic libraries, namely that succession planning is wrong for academic libraries because the literature has not provided any strong explanation as to why succession planning is an appropriate method of filling vacant positions, and that there is no evidence that succession planning is successful.

Transformational leaders develop staff by delegating tasks and they do not interfere when the staff carry out those tasks. Transformational leaders also monitor properly to identify a need for support. Transformational leadership also provides an environment that supports creative thinking (Nemanich & Keller, 2007).

6.3.1.4 Awareness of leadership responsibilities.

Martin (2018:801) posits that "leadership happens when the leader, followers and the environment interact". This study was designed for academic librarians who were asked to list the positive traits of leaders of academic libraries. The respondents' answers were grouped into themes: emotional intelligence, empowering, visionary thinker, communicator, librarian/manager, trustworthy, and a catalyst for change. Their replies of the respondents indicated that they were aware of leadership responsibilities.

In a similar study, Odili (2019) conducted research at two Nigerian universities to investigate whether library staff understand and demonstrate their leadership responsibilities by motivating colleagues to work towards a shared vision. The findings showed that non-supervisory staff demonstrated leadership attributes whereas librarians in supervisory positions are most likely to suggest ideas that influence library services.

The perceptions of respondents in the current study regarding the awareness of leadership responsibilities in academic libraries in Gauteng indicated that managers in academic libraries in Gauteng are aware of their leadership responsibilities. The results demonstrated that personnel in managerial positions in academic libraries in Gauteng are aware of their responsibilities in the various organisations where they are employed. There was a high level of agreement among participants on the fact that management personnel in academic libraries in Gauteng are aware of their leadership responsibilities and that they indicate their

commitment.

The descriptive data results further signified a strong and high significance of the adoption of transformative leadership and the development of the next generation of leaders. When comparing transformative leadership, the following factors displayed reasonably positive significance: awareness of leadership responsibilities, talent identification, and succession planning. The high correlations of transformative leadership highlighted its importance in academic libraries in Gauteng.

6.4 Qualitative results interpretation

The interpretation of the qualitative results regarding the readiness to adopt a transformational leadership style in academic libraries in Gauteng was based on the opinions of the Executive Director (University X), Research Manager (University Y), and Director (University Z). These leaders shared their opinions on the following constructs: leadership styles in academic libraries, vision, technology and leadership in academic libraries, communication and leadership in academic libraries, student protests and leadership, and skills development and leadership in academic libraries.

6.4.1 Leadership styles adopted in various university library departments

A study by Kwanya and Stilwell (2018) was conducted at university libraries in Kenya and South Africa to determine leadership styles adopted, as perceived by librarians and directors. The results of the study showed that most of the academic libraries adopted a democratic leadership style. These results are consistent with other results that showed that academic libraries adopted different leadership styles.

The participating academic libraries in the current study have organisational structures with clear and distinct reporting lines. All three academic libraries have a hierarchical structure. The respondents indicated several leadership qualities that they apply in their respective libraries. The respondent of University X asserted that the leadership style adopted depends on circumstances. However, the respondent of University Y indicated that they adopted a participative transformational leadership style at their library, which is a combination of two leadership styles. The respondent of University Z indicated that they adopted a participative management style. However, it is important to mention that because University Z has a complex and sizeable library structure, directors might apply different leadership styles in

their respective sections. Both University Y and University Z adopted a participative leadership style.

Mandre (2015) performed a similar study at Estonian academic libraries. The objectives of that study were to investigate the leaders' understanding of their leadership roles. The results showed that the leaders highlighted different leadership activities and had not adopted any specific leadership style.

All the participants indicated that roles and responsibilities are separated into their libraries. All sections have different roles and responsibilities and none of them overlaps. The respondents further indicated that they have set goals and objectives for staff that are periodically reviewed.

A study by Aslam (2019) confirmed that library leaders set goals and objectives for staff. However, the results showed that potential leaders have insufficient leadership skills and abilities. According to Lo et al. (2020), the setting of clear goals and objectives earned the Z Smith Reynolds (ZSR) academic library in North Carolina the prestigious Excellence in Academic Libraries Award from the Association of College and Research Libraries (ACRL).

James et al. (2015) conducted a survey on librarians in Canadian libraries. The participants reported that, as their roles grew in scope and complexity, the lines of responsibility were blurred, and they perceived their roles and responsibilities to be changing. In the current study, University X indicated that library management has a cordial relationship, whereas University Y indicated that the decentralised model poses a challenge in terms of fostering a close relationship with staff. University Z also indicated challenges in the relationship between library management and the entire staff. The respondents indicated that staff attended mentorship programmes offered by the library. It was, however, clear that mentoring programmes should be prioritised.

Sheehy (2004) surveyed 60 librarians who participated in the Synergy: The Illinois Library Leadership Initiative programme developed to train academic library leaders. Mentors were assigned to programme participants. The participants' feedback was that the programme turned out to be of benefit not only to the academic synergists but also to their mentors and supervisors.

All the respondents indicated that there are no formal specific criteria regarding the identifying of potential managers in the library, which poses a threat of bias when opportunities become available. It is worth noting that the directors also express some frustration regarding their relationships with their staff, due to the decentralisation of services or the influence of stakeholders like labour unions in the universities. This affected the directors' leadership style in the sense that they must be cautious of every decision they make. Progress in such a situation is always affected.

The University of Houston Libraries deployed a proactive approach to prepare their staff for leadership positions. They decided to develop the leadership skills and expertise of all newly appointed graduates and mid-career librarians. In that manner, all staff were able to compete fairly when opportunities arose and the training also motivated staff to want to develop their skills further (Camille & Westbrook, 2013).

The results of the current study showed that the involvement of staff in decision making needs improvement at University X and University Y. Both respondents did not give a clear indication of staff involvement in decision making. However, University Z involves staff in decision making. Martin (2017) interviewed three participants from academic libraries on how inclusive decision making, building relationships with staff, mentoring, empowering, and modelling excellent behaviour had impacted them to excel. Such characteristics need to be nurtured to improve relationships with staff.

The library directors mentioned that a combination of leadership qualities is needed for a director of the twenty-first century. Such leadership qualities mean that directors have to be empowering, analytical, pragmatic, transformative, visionary, consultative, innovative, flexible, collaborative, ethical, and adaptive. Most of these leadership qualities listed by directors are qualities for a transformational leader and that indicates the director's readiness to adopt a transformational leadership style.

In addition to the leadership qualities mentioned above, Sucozhañay et al. (2014) conducted a survey that found library managers should be trained as change agents, with an emphasis on transformational leadership skills.

Harris-Keith (2016) conducted a similar survey (but with a different approach) at American Master's granting institutions. The purpose of the survey was to identify skills that academic library directors are least likely to develop. The survey results showed that skills on

compliance, facilities planning, fundraising, legal issues, and safety were least likely to be developed.

6.4.2 Visionary leadership

On the issue of inspiring library staff to work towards fulfilling the library vision as a critical component among their followers, all the directors maintained that they communicate the library vision in various ways: at general staff meetings, through weekly newsletters, through strategic documents made available to staff on the university's intranet, as well as at one-on-one meetings.

Martin (2016), in his survey study of academic librarians at four-year universities, maintains that leaders should provide and articulate a shared vision, direction, and motivation to create a culture of teamwork among members. As academic libraries continue to evolve, visionary leaders have to lead change.

In his classical document on transformative leadership, Bass (1985) emphasises the importance of communicating the vision of the organisation with followers. Transformational leaders influence the aspirations and values of their followers to support the vision and goals of the organisation by creating an environment of trust in which a common vision can be shared.

6.4.3 Technology as a driver of change

Constant and rapid changes in academic libraries are driven by changes in technology. Libraries deal differently with technological changes. At one university they improve the skills of staff to deal with technological changes based on their capabilities, whereas at the other two universities they maintain that the library's Information Technology Department is the custodian of technological changes and development and environmental changes in the library environment. However, there are staff members responsible for keeping track of environmental changes. Libraries mentioned that major changes are communicated to staff at meetings and by training staff on new developments.

Leong and Anderson (2012) conducted a case study at an academic library in Australia to ascertain the library's attempt to motivate innovation. Results showed no significant evidence that links to radical innovation initiatives.

Brundy (2015:22) reviewed different studies done on innovation. The review highlighted the challenges that academic libraries are faced with, including technology-driven changes. The review further asserted that the more hierarchical the organisational structure is, the less innovative a library is. The current study asserts the libraries' need for innovation to deal with the ever-increasing pace of technological innovation.

6.4.4 Communication as a tool

On the issue of sharing organisational values with staff, the participants of University X, Y, and Z indicated that organisational values are first and foremost communicated from high-level offices or the offices of the universities' Executive Management. The libraries then communicate the organisational values through newsletters, staff meetings, and workshops held by the libraries. At university libraries X, Y, and Z, values are also formalised through performance agreements signed between staff and the libraries. The way how strategic decisions taken are communicated to staff also ties in with organisational values. At University X, Y, and Z, communication of strategic decisions is a task of Executive Management. Decisions are then cascaded down to staff level through a top-down approach. Apart from the universities, academic libraries' leaders must also display their values.

Harland et al. (2017) conducted a survey among twelve library directors at universities in Australia and the United States of America. The focus of the study was that of emphasising the value of the library to the stakeholders and to ensure continuous stakeholder engagement. Mavrinac (2005:395) describes values as moral and intellectual standards that an organisation uses to guide its decision making, and therefore, the transformational change process includes the redefining of values.

Armenakis and Harris (2002:169) highlighted that staff's negative attitude towards organisational change is triggered by a leader's inability in terms of communicating consistent change messages, eliminating doubt that change is needed, introducing convincing appropriate change, and showing commitment for the change. Martin (2016:270) emphasises the importance of values as a driving force for transformational leaders whose action always demonstrate their values and beliefs.

Martin (2016) also observed that leaders must improve their relationship with staff by exhibiting and communicating organisational values. This observation correlates with the researcher's observation of communication.

6.4.5 Skills development initiatives

It is the responsibility of a leader to propose and plan for skills development programmes that empower staff. It is for that reason that a transformational leader is ideal for academic libraries because transformational leaders strive towards developing other leaders.

Harris-Keith (2016) confirms the study's viewpoint that skills required for future academic library leaders are better developed within the library as it is crucial for succession planning. However, staff in lower positions have few opportunities to develop skills needed for senior positions. It is therefore critical that skills development, coaching, and empowerment of staff form part of a library's strategic objectives.

In the current study, the lack of coordinated skills development programmes in one of the academic libraries became evident when the respondent mentioned that uncoordinated training programmes are not targeted specifically for preparing staff for leadership positions. Of the three academic library leaders who were interviewed, two of them indicated that their libraries have a formal skills development programme targeted at developing future leaders for succession planning purposes. It is also commendable that they informally expose staff who indicate an interest in working in sections other than their own.

At an annual conference of the American Library Association (ALA) held in 2017, the conference identified four strategic directions, of which professional and leadership development was one. Transformational leaders give attention to their followers' personal need for growth and success by acting as a coach and mentor to stimulate followers to reach their full potential.

Meier (2016) interviewed academic library leaders on how they develop the next generation of leaders. The results of the study showed that their libraries have professional development programmes in place and they also provide mentorship programmes. This shows a coordinated effort to develop the next generation of leaders because leaders consider preparing the next-generation leaders as a priority.

Cawthorne (2010) posits that effective leaders rely on the skills and abilities of others at all levels in making decisions, and that managers can influence their subordinates because of proximity to them. That is the reason why leaders need to empower their direct supports to make decisions and not enforce a top-down approach. Leaders do not know everything and

that is why there are specialists and experts in organisations. Leaders rely on them for the work to be done. However, they must be empowered to do their job and use their expertise in decision making.

6.5 Conclusion

Where there is a problem, there is an opportunity for a solution. Globally there is a general leadership problem in academic libraries, but transformational leadership provides a suitable solution for closing the leadership gap. If the current state of leadership in academic libraries does not become more transformational, it will be impossible for academic libraries to survive constant evolutionary changes in the profession. Academic libraries would forever be over-managed and under-led.

Change is inevitable. All academic libraries constantly go through episodes of strategic change. How academic leaders handle the change from the perspective of the university and its employees defines their leadership style. Transformational leadership brings about the need to re-align and re-focus on ways to avert the pressure of external influence. Communication is key among critical skills that an academic library leader must possess in preparation for espousing transformational leadership. Transformational leadership emphasises the importance of appreciating and valuing employees, as well as listening, mentoring, coaching, and empowering employees. Transformational leadership emphasises the importance of appreciating and valuing staff, listening, mentoring, coaching, empowering, building mutual trust and respect, and addressing change.

Efforts to develop and empower transformational leaders in academic libraries must be driven nationally. The Library and Information Association of South Africa (LIASA), as an organisation for information professionals in South Africa, is best suited to thrust this agenda. A decision must be made to develop and empower leaders who can facilitate and enforce a successful change in academic libraries and at the same time not leave their followers behind.

6.6 Recommendations

The results of this study showed that academic libraries need to work hard to implement transformative leadership. That can be done by first creating an awareness of the benefits of transformative leadership, followed by training library leaders and managers in

transformational leadership, as recommended in a study by Martin (2017) on personal relationships and professional results. According to Popper and Lipschitz (1993), the following issues are critical to developing leadership skills: enhancing awareness of leadership development and different models of leadership, as well as the functional and dysfunctional aspects of a chosen leadership style.

Leadership studies must already be incorporated at an undergraduate level in the curriculum of Library and Information Studies, instead of offering the subject only at the postgraduate level. Information professionals must be exposed to supervisory responsibilities at the earliest point of their careers so that library managers can determine who is suitable to become a manager. Thus, when opportunities become available, competing for such opportunities becomes a fair process because everyone will be empowered.

Ocholla (2000) conducted a survey study at LIS schools in the African region and the results of his survey confirmed the need for new thinking for LIS educators, to revise and review the curriculum regularly, and to introduce new content and programmes. This is in line with the recommendation above.

A study by Malik and Ameen (2017) compared LIS programmes in Pakistan with the guidelines of the International Federation of Library Associations (IFLA). The results showed some compliance with IFLA guidelines, however, some courses were outdated, while others had irrelevant content that do not reflect the needs of the changing environment.

There is a great need for leaders of academic libraries to delegate responsibilities equitably to empower and coach the next generation of leaders. The importance of skills development can never be over-emphasised if the sector is to survive the changing environment. Academic libraries need to develop mentoring and training programmes. The sector needs to urgently address the development of the next generation of leaders through training, coaching, and mentoring.

Arnold, Nickel and Williams (2008) presented the results of a survey that was conducted on librarians who had attended a leadership institute and the impact of the programme on their career development. The participants highlighted their readiness to move to a managerial or leadership role within their libraries, and further emphasised the importance of professional mentors. The researchers further recommended the development of more leadership institutes.

6.7 Future research

A further study to assess the readiness of the adoption of transformational leadership in all academic libraries in South Africa is recommended.

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Appendices

Appendix 1: Questionnaire for Librarians

Instructions

Kindly complete the questionnaires below. All responses will be treated with confidentiality during the reporting of findings and your participation in this is voluntary. Thank you in advance.

Tick or write in the appropriate spaces provided.

Section A: Demographic information

1. Profession: _____
2. Designation: _____
3. Qualification: _____
4. Experience: _____
5. Number of years in current position: _____

Section A: Transformative leadership in academic libraries

6. On entrepreneurship in your academic library, how often do you:

Seldom 1		Rarely 2	Sometimes 3	Often 4	Frequently 5		
a.	Seek innovative approaches to doing business	1	2	3	4	5	
b.	Actively seek to learn from the best practices of others in the profession	1	2	3	4	5	
c.	Monitor work processes to identify ways to improve them	1	2	3	4	5	
d.	Propose new programmes and activities for your libraries	1	2	3	4	5	

7. As regards leading change in your libraries, how often do you:

Seldom 1		Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Monitor trends and developments to identify changes needed				1	2	3	4	5
b.	Build commitment to change by informing and involving others				1	2	3	4	5
c.	Experiment and try new approaches and ideas				1	2	3	4	5
d.	Encourage others to experiment and try new approaches				1	2	3	4	5

8. On transformative leadership in your academic library, does your library management:

Seldom 1	Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Lead by example			1	2	3	4	5
b.	Is innovation and creativity encouraged amongst staff			1	2	3	4	5
c.	Instils trust in staff			1	2	3	4	5
d.	Provide an environment for staff to excel			1	2	3	4	5

Section B: Transformative versus traditional management style

9. Does your library management provide the following to staff?

Seldom 1	Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Vision			1	2	3	4	5
b.	Inspiration			1	2	3	4	5
c.	Strategic direction			1	2	3	4	5
d.	Motivation			1	2	3	4	5

10. On dealing effectively with constant changes in your academic library, does your library management:

Seldom 1	Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Seek innovative approaches to doing business			1	2	3	4	5
b.	Actively seek to learn from the best practices of others in the profession			1	2	3	4	5
c.	Monitor work processes to identify ways to improve Them			1	2	3	4	5
d.	Propose new programmes and activities for your Libraries			1	2	3	4	5
e.	Involve staff on major changes to be implemented			1	2	3	4	5

11. On communication in your academic library, does your library management:

Seldom 1	Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Communicate organizational values effectively			1	2	3	4	5
b.	Communicate before strategic decisions are taken			1	2	3	4	5
c.	Plan and delegate work appropriately			1	2	3	4	5

Section D: Next-generation leaders in academic libraries

12. In terms of team building in your academic library, how often do you:

Seldom 1	Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Foster collaboration and expects participation in group work			1	2	3	4	5
b.	Guide the work of others to contribute their personal best			1	2	3	4	5
c.	An effective facilitator of group processes			1	2	3	4	5
d.	Create a group synergy that enables the team to achieve effective results			1	2	3	4	5
e.	Gain consensus from a diverse group			1	2	3	4	5

13. As regards coaching others in your academic library, how often do you:

Seldom 1	Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Understand and accept responsibility to coach and help others			1	2	3	4	5
b.	Demonstrate the patience and concern of others			1	2	3	4	5
c.	Clearly state performance expectations			1	2	3	4	5
d.	Hold others accountable for meeting performance expectations			1	2	3	4	5

14. In terms of motivating others in your academic library, how often do you:

Seldom 1	Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Strive to improve and achieve excellence			1	2	3	4	5
b.	Act on opportunities available from others			1	2	3	4	5
c.	Pursue goals and remove obstacles and setbacks			1	2	3	4	5

Section C: Talent identification and succession planning in academic libraries

15. About supervision in your library, how often do you:

Seldom 1	Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Give clear and concise directions			1	2	3	4	5
b.	Are you seen not micromanaging or over-supervising others			1	2	3	4	5
c.	Give little or minimum supervision to others			1	2	3	4	5
d.	Plan and delegate work appropriately			1	2	3	4	5

16. On decision making in your academic library, how often do you:

Seldom 1	Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Decide and delegate your responsibilities to others			1	2	3	4	5
b.	Build commitment for the decisions others make			1	2	3	4	5
c.	Include others in decisions that affect them			1	2	3	4	5
d.	Gather the necessary information for decision making			1	2	3	4	5
a.	Anticipate the impact of a decision made on others			1	2	3	4	5

17. On planning in your academic library how often do you:

Seldom 1	Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Set clear goals and priorities			1	2	3	4	5
b.	Develop and follow action plans to achieve set goals			1	2	3	4	5
c.	Involve others in planning and implementation			1	2	3	4	5
d.	Adapt to the course of action when necessary			1	2	3	4	5

18. About solving problems in your academic library, how often do you:

Seldom 1	Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Embrace problems and seek to resolve them			1	2	3	4	5
b.	Use tools and techniques for problem-solving			1	2	3	4	5
c.	Identify an alternative course of action and analyse them to determine the best approach			1	2	3	4	5
d.	Focus on solving problems and not fixing blame			1	2	3	4	5
e.	Persist in pursuit of goals despite obstacles and setbacks			1	2	3	4	5

Section D: Awareness of leadership responsibilities

19. On empathy in your academic library, how often do you:

Seldom 1	Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Show sensitivity to the feelings and needs of others			1	2	3	4	5
b.	Understand other feelings and perspectives			1	2	3	4	5
c.	Sense emotional currents and the underlying relational dynamics			1	2	3	4	5
d.	Understand what motivates others from different backgrounds			1	2	3	4	5

20. On self-awareness and regulation in your academic library, how often do you:

Seldom 1	Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Manage own emotions			1	2	3	4	5
b.	Gain and keep the trust of others			1	2	3	4	5
c.	Take responsibility for own performance			1	2	3	4	5
d.	Flexible and acceptable			1	2	3	4	5
e.	Know your own strengths and capitalize on them			1	2	3	4	5
f.	Open to and solicit feedback from others			1	2	3	4	5
g.	Strive to improve and achieve excellence			1	2	3	4	5

21. About social change in your academic library, how often do you:

Seldom 1	Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Adept in influencing and persuading others			1	2	3	4	5
b.	Establish effective relationships with colleagues			1	2	3	4	5
c.	Negotiate and resolve disagreements			1	2	3	4	5
d.	Work with other towards shared goals			1	2	3	4	5

22. As regards professional ethics in academic libraries, how often do you:

Seldom 1	Rarely 2	Sometimes 3	Often 4	Frequently 5				
a.	Accept responsibility for your actions and decisions			1	2	3	4	5
b.	Set a proper example for others to follow			1	2	3	4	5
c.	Demonstrate moral courage by acting on others			1	2	3	4	5
d.	Practice, open, honesty in dealing with others			1	2	3	4	5
e.	Manage own emotions			1	2	3	4	5

Section E: General questions

23. Librarians are encouraged to continuously re-skill themselves and learn new ways to perform their duties, what does your library do to make sure that the demand for re-skilling of staff is realized?

24. In your own view, what type of a leader is needed in an academic library environment of the 21st century?

25. If you were to be appointed as a LIS Director, what would you do differently?

End of Questionnaire

Thank you for your participation. If you have any questions, please contact the undersigned.

Researcher: Nokuphiwa Kunene
Supervisor: Patrick Mapulanga

University: University of Cape Town
Cell: +27 714116262
Phone Number: 27 21 650 2488
Email: knnok009@myuct.ac.za
Email: patrick.mapulanga@uct.ac.za

Appendix 2: Informed consent for Interview

Introduction:

I am Nokuphiwa Kunene, a student in the Library and Information Studies Centre of the University of Cape Town, South Africa. I am conducting research for the minor dissertation on issues related to leadership in academic libraries in the Gauteng province. I would like to ask some questions about these issues.

Title of the research project:

A readiness assessment survey of the adoption of transformational leadership for South African academic libraries in the Gauteng province.

Purpose of the study:

The purpose of this study is to conduct a survey that assesses whether academic libraries in the Gauteng Province are ready to adopt transformational leadership style as a relevant leadership style for academic libraries operating under stringent conditions of reduced budgets and ever-increasing operational costs; constant and evolutionary changes; human resources challenges and reduced opportunities for career development and changes in the political academic landscape.

Duration of the interview:

The interview will take approximately 30 – 45 minutes.

Confidentiality:

Responses to interview questions will be kept confidential. Identity of interview participants will not be revealed. Your name will not be disclosed in any report or released in any way without your permission. All the information gathered during the interview will be used solely for the purposes of this study including publications of the study findings.

Voluntary participation and withdrawal:

I will conduct this interview with the understanding that you have freely accepted to participate in this study, and you may refuse to answer questions that you feel uncomfortable answering but continue to participate in the rest of the study. You are

free to discontinue the interview at any time, no further questions will be asked.

Benefits:

There are no direct personal benefits that you will get by participating in this study. However, the study will enhance our knowledge on transformational leadership style in academic libraries.

Consent

Please read and place a tick (✓) for each of the statements below:

- ┆ I freely agree to participate in this study.
- ┆ I understand that I am participating freely without being forced in any way.
- ┆ I understand that I am free to withdraw from participating in this study should I not wish to continue.
- ┆ I also confirm that the purpose of the study has been explained to me.
- ┆ I understand that this study will not benefit me personally in the immediate or short term.
- ┆ I consent to be recorded.
- ┆ I also understand that any information obtained will be anonymized.

For further information please contact the research team below:

Participant's name	Date	Signature
Researcher's name	Date	Signature

Researcher: Nokuphiwa Kunene

Supervisor: Patrick Mapulanga

Cell: 27 71 411 6262

Phone Number: 27846593709

Email: KNNNOK009@myuct.ac.za

Email: patrick.mapulanga@uct.ac.za

Appendix 3: Informed Consent for Questionnaire

Introduction:

I am Nokuphiwa Kunene, a student in the Library and Information Studies Centre of the University of Cape Town, South Africa. I am conducting research for the minor dissertation on issues related to leadership in academic libraries in the Gauteng Province. You are requested to participate in this questionnaire study on these issues.

Title of the research project:

A readiness assessment survey of the adoption of transformational leadership for South African academic libraries in the Gauteng province.

Purpose of the study:

The purpose of this study is to conduct a survey that assesses whether academic libraries in the Gauteng province are ready to adopt transformational leadership style as a relevant leadership style for academic libraries operating under stringent conditions of reduced budgets and ever-increasing operational costs; constant and evolutionary changes; human resources challenges and reduced opportunities for career development and changes in the political academic landscape.

Duration of the Questionnaire:

The questionnaire will take approximately 1 hour.

Confidentiality:

Responses to the questionnaire will be kept confidential. Identity of participants will not be revealed. Your name will not be disclosed in any report or released in any way without your permission. All the information gathered during the questionnaire study will be used solely for the purposes of this study.

Voluntary participation and withdrawal:

If you agree to participate in this study, I will ask you to answer questions given in the questionnaire for me to collect relevant information. I understand that you have freely accepted to participate in this study, and you may refuse to answer questions

that you feel uncomfortable answering but continue to participate in the rest of the study. You are free to skip some questions and continue with the rest of the questionnaire at any time, no further questions will be asked.

Benefits:

There are no direct personal benefits that you will get by participating in this study. However, the study will enhance our knowledge on transformational leadership style in academic libraries.

Consent

Please read and place a tick (✓) for each of the statements below:

- ┆ I freely agree to participate in this study.
- ┆ I understand that I am participating freely without being forced in any way.
- ┆ I understand that I am free to withdraw from participating in this study should I not wish to continue.
- ┆ I also confirm that the purpose of the study has been explained to me.
- ┆ I understand that this study will not benefit me personally in the immediate or short term.
- ┆ I also understand that my personal information will remain anonymized.

Participant's name	Date	Signature
Researcher's name	Date	Signature

For further information please contact the research team below:

Researcher: Nokuphiwa Kunene
Supervisor: Patrick Mapulanga
Cell: 27 71 411 6262
Phone Number: 27846593709
Email: KNNNOK009@myuct.ac.za
Email: patrick.mapulanga@uct.ac.za

Appendix 4: Letter of Clearance from the University of the Witwatersrand

**U N I V E R S I T Y O F T H E
W I T W A T E R S R A N D ,**



**JOHANNESBURG
REGISTRAR
12 December 2018**

OFFICE OF THE DEPUTY

Nokuphiwa Kunene

**MA Candidate
University of Cape Town**

TO WHOM IT MAY CONCERN

"A readiness assessment survey of the adoption of transformational leadership for the South African academic libraries in the Gauteng province"

This letter serves to confirm that the above project has received permission to be conducted on University premises, and/or involving staff and/or students of the University as research participants. In undertaking this research, you agree to abide by all University regulations for conducting research on campus and to respect participants' rights to withdraw from participation at any time.

If you are conducting research on certain student cohorts, year groups, or courses within specific Schools and within the teaching term, permission must be sought from Heads of School or individual academics.

Ethical clearance has been obtained (Protocol Number UCTLIS201810-14)


Nicolette
University Deputy Registrar

Private Bag 3, Wits, 2050, South Africa | T +27 11 717 1204/8 | F +27 86 553 2271 | www.wits.ac.za

Appendix 5: Letter of Clearance from the University of South Africa

**RESEARCH PERMISSION SUB-COMMITTEE (RPSC) OF THE
SENATE RESEARCH, INNOVATION, POSTGRADUATE
DEGREES, AND COMMERCIALISATION COMMITTEE
(SRIPCC)**

23 May 2019

Decision: Research Permission
Approval from 23 May 2019 until
30

Ref #: 2019_RPSC_025
Ms. Nokuphiwa Kunene Student #: Knnnok009
Staff #: N/A

Principal Investigator:

Ms. Nokuphiwa Kunene

Department of Library and Information Studies Faculty of

Humanities University of Cape Town

Knnnok009@myuct.ac.za; (012) 382 4235, 071 411-6262

Supervisor: Dr. Patrick Mapulanga, pmapulanga@kcn.unima.mw, +265 991 324 302

**A readiness assessment survey of the adoption of
Transformational Leadership for the South African academic
libraries in the Gauteng Province.**

Your application regarding permission to conduct research involving UNISA employees, students, and data in respect of the above study has been received and was considered by the Research Permission Subcommittee (RPSC) of the UNISA Senate, Research, Innovation, Postgraduate Degrees, and Commercialisation Committee (SRIPCC) on 9 May 2019.

It is my pleasure to inform you that permission has been granted for your study. You may:



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

1. Gain access to the working email address of the ED: Library Services to request her to gain access to the senior management in order to invite them to participate voluntarily in face-to-face interviews.
2. Request Unisa ICT to send an online survey to 212 Unisa librarians and library staff at all the Unisa centres and Muckleneuk campus, through the gatekeeping assistance of a Unisa librarian.

You are requested to submit a report of the study to the Research Permission Subcommittee (RPSC@unisa.ac.za) within 3 months of completion of the study.

The personal information made available to the researcher(s)/gatekeeper(s) will only be used for the advancement of this research project as indicated and for the purpose as described in this permission letter. The researcher(s)/gatekeeper(s) must take all appropriate precautionary measures to protect the personal information given to him/her/them in good faith and it must not be passed on to third parties. The dissemination of research instruments through the use of electronic mail should strictly be through blind copying, so as to protect the participants' right of privacy. The researcher hereby indemnifies UNISA from any claim or action arising from or due to the researcher's breach of his/her information protection obligations.

Note:

*The reference number **2019_RPSC_025** should be indicated on all forms of communication with the intended research participants and the Research Permission Subcommittee.*

We would like to wish you well in your research undertaking.

Kind regards,

pp. Dr Retha Visagie – Deputy Chairperson: RPSC

Email: visagrg@unisa.ac.za, Tel: (012) 429-2478

Prof L. Labuschagne – Chairperson: RPSC

Email: llabus@unisa.ac.za, Tel: (012) 429-6368

Appendix 6: Interview Schedule for LIS Leaders

Leadership styles in academic libraries

1. Research on academic library leadership has been increasing for several reasons. There are different leadership styles available within Management studies.
 - 1.1 Please share the organizational structure of your library?
 - 1.2 What leadership style has your library adopted if any, and why?
 - 1.3 Is there a separation of roles and responsibilities between structures in your library structure?
 - 1.4 Do you set clear goals and objectives for staff to work towards?
 - 1.5 How is the relationship between the LIS leader and the entire staff?
 - 1.6 Does your library have any mentoring programs for potential library leaders?
 - 1.7 Is there any specific criteria applied in your library for identifying potential managers, please share?
 - 1.8. Do you involve the entire staff in decision-making that affects them or do you adopt a top-down approach?

Vision

2. As a leader, you are responsible for establishing a library vision that staff must believe.
 - 2.1 How do you inspire staff to work towards fulfilling the library vision?
 - 2.2 In your own view, what type of a leader is needed in an academic library environment of the twenty-first century?
 - 2.3 How is innovation and creativity encouraged amongst staff in your library?

Technology and Leadership in academic libraries

3. Technology is a major driver of changes within academic libraries. There has been changes with regards to the provision of access to information resources and the different types of information resources libraries are providing.
 - 3.1 How does your library deal with constant technological changes in the academic library environment?
 - 3.2 Are there formal structures in your library responsible for keeping track of environmental changes?
 - 3.3

3.4 Do you consider ideas and technological advances that impact positively on the library clients and the institution?

3.4 How is the entire staff involved when there are major changes to be implemented?

Communication and Leadership in academic libraries

4. Communication is the most important tool in an organization. Lack of communication in an organization leads to a disconnect between the leadership and the followers.

4.1 How are organizational values communicated in your library?

4.2 How are strategic decisions taken and communicated with staff?

4.3 Does your office support an open-door policy or is communication through certain defined channels?

Students protests and leadership in academic libraries

5. With the rising student politics, academic libraries always find themselves being targeted and have been called upon to reflect and respond to the call for change.

5.1 How has your library been affected by campus protests?

5.2 How has your library responded to the call for the decolonization of academic libraries?

Skills development and leadership in academic libraries

6. Librarians are encouraged to continuously re-skill themselves and learn new ways to perform their duties, what does your library do to make sure that the demand for re-skilling of staff is realized?

7. How important is it for you to understand and accept responsibility to coach and empower your staff?

End of the interview and thank you for your time

Appendix 7: Ethics Clearance University of Cape Town



Library and Information Studies Centre
University of Cape Town Upper
Campus

Private Bag X1, RONDEBOSCH, 7701 South Africa Level 6
Hlanganani, The Chancellor Oppenheimer Library Tel: +27
(0) 21 650 4546 Fax: +27 (0) 21 650 2529
E-mail: lisc@uct.ac.za Internet:
www.lib.uct.ac.za/lisc

RefNo.: UCTLIS201810-14

29 October 2018

Ms Nokuphiwa Kunene
Library and Information Studies Centre
Chancellor Oppenheimer Library
University of Cape Town

Ethics approval for Master's research

Dear Ms Kunene

I am pleased to inform you that ethics clearance has been granted by an Ethics Review Committee of the Library and Information Studies Centre, Faculty of Humanities, for you to proceed with collecting data for your Master's study on '**A readiness assessment survey of the adoption of transformational leadership for the South African academic libraries in the Gauteng Province**'.

As a next step, please ensure that you obtain approval from the relevant ethics committees to collect data at your data collection sites, as necessary.

We wish you well with your data collection and the completion of your research.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Richard Higgs'.

Mr Richard Higgs
Chair: Department (LISC) Research Ethics Committee

Appendix 8: Editor's certificate

LANGUAGE EDITING AND FORMATTING

DATE

20 October 2020

I hereby declare that I conducted the language editing and formatting of the MLIS dissertation by Mrs N.G. Kunene (KNNNOK009).

TITLE

A readiness assessment survey of the adoption of transformational leadership for South African academic libraries in the Gauteng province.

NOTES

Annexures were not edited.

Figures were not edited.

References and citations were not edited and formatted.

DISCLAIMER

The editor accepts no responsibility for any statement made or opinion expressed in this document, or for any misunderstandings arising from a poorly drafted document, or for any changes made to the edited document at a later stage.

SOURCES OF AUTHORITY

Du Plessis, M. (Red.). 2010. *Pharos Afr-Eng Eng-Afr Woordeboek/dictionary*, 2e druk, Kaapstad: Pharos.

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