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LEADERSHIP STYLE OF ARMENIAN ACADEMIC LIBRARIES

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ABSTRACT

Due to the rough strength of globalization, as a key resource of the 21st century, information goods might relocate industrial goods as key drivers of markets. The foundation of the economic prosperity of developed countries is not only based on the efficient conversion of information to knowledge, but also using this knowledge in the scientific system. In this context, academic libraries play a crucial role as a provider of scientific and technical information.

As any other organization, the library is no exception in its need for good leadership to ensure good management as well as attainment of organizational objectives.

Our present day reality with its multidimensional organization faces numerous challenges and issues to be overcome day-to-day basis. To manage this, effective leaders and leadership approaches are required.

The history of leadership, and the study of it, has roots in the beginning of human civilization. There are numerous definitions and theories of leadership; however, there are enough similarities in the definitions to conclude that leadership is an effort of influence and the power to induce compliance. Our work, work environment, the motivation to work, leaders, leadership, leadership style, and a myriad of other work-related variables in their modern approach have been studied for almost many centuries.

The original concept of leadership styles traces back to research conducted by Lewin and Lippit in 1938, who suggested that leadership behavior could be classified in terms of how much involvement leaders have with people-related versus work-related issues.

The present exploratory study was undertaken to focus on the correlation of leadership styles and library effectiveness.

Having summarized the findings of various researches and theories on leadership, particularly Transformational, Transactional and Laissez-faire, this paper aims at making an attempt to study the leadership style of academic libraries by implementing a foreign instrument (Multifactor Leadership Questionnaire) in Armenia, respectively by indicating the most appropriate style by four indicators.

Moreover, taking into account the leadership styles proposed by Bass and Avolio, which is Transformational, Transactional and Laissez-faire, to follow library statistical dynamics and the impact on library effectiveness and to examine whether there are any significant changes in the library because of leadership style and what was the outcome of these changes in comparison with other libraries (of the same type).

Having analyzed the major findings of this study, it is possible to conclude, that both hypotheses were proved, so far leadership style does matter in the library effectiveness.

Finally the findings indicated that the leadership style of directors has different effects on different indicators within the same library. Also the same library indicator changes because of leadership style.

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LIST OF ABBREVIATIONS

MLQ- Multifactor Leadership Questionnaire

IA- Idealized Influence, Idealized Attributes

IB- Idealized Influence, Idealized Behavior

IM- Inspirational Motivation

IS- Intellectual Stimulation

IC- Individual Consideration

CR- Contingent Reward

MBE-A- Management-by-Exception: Active

MBE-P- Management-by-Exception: Passive

LS- Laissez-Faire

EE- Extra Effort

EFF- Effectiveness

SAT- Satisfaction with the Leadership

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INTRODUCTION

History of leadership, and the study of it, has roots in the beginning of human civilization. Egyptian rulers, Greek heroes, and biblical patriarchs all have one thing in common–leadership. There are numerous definitions and theories of leadership; however, there are enough similarities in the definitions to conclude that leadership is an effort of influence and the power to induce compliance (Wren 1995).

Leadership is one of the most examined phenomena's in social science. The scrutiny afforded to leadership is not surprising—leadership is a universal activity evident in humankind and in animal species (Bass 1990). Indeed, as Bass continues, reference to leadership is evident throughout classical Western and Eastern writings, with a common belief that leadership is vital for effective organizational and societal functioning.

Our work, work environment, the motivation to work, leaders, leadership, leadership style, and a myriad of other work-related variables in their modern approach have been studied for almost many centuries.

The organizational focus of leadership has evolved over this same period.

Today, organizations are transforming into places where people are empowered, encouraged, and supported in their personal and professional growth throughout their careers.

An organization or establishment is made up of a group of people who have come together to form a business in the pursuit of achieving a common goal.

The establishment is usually manned by a personnel team who occupies different positions; perform different tasks and operations in consonance with the purpose and goals of the establishment. In order to achieve the ultimate goal, effective management is required to further achieve cohesion, order, and results. A manager is charged with the responsibility of running an organization. Such a manager, however, requires the demonstration of some qualities to achieve excellence or success in business. It is within this context that the relevance of 'leadership style' will be considered as a critical variable of effective, efficient performance.

The original concept of leadership style traces back to research conducted by Lewin and Lippit in 1938, who suggested that leadership behavior could be classified in terms of how much involvement leaders have with people-related versus work-related issues (Nahavandi 2000).

After Lewin and Lippit, there were developed many other extensive approaches to leadership behavior. However over the past 20 years, there has been considerable interest in the new paradigm of transformational and transactional leadership (Avolio and Bass 1998).

Previous leadership models have fallen short in explaining a "full range" of leadership styles, ranging from the charismatic and inspirational leaders to avoidant laissez-faire leaders.

The full range model of leadership was developed to broaden the range of leadership styles typically investigated in the field. The model was labeled "full range" to challenge the leadership field to broaden its thinking about what constitutes a much broader range of leadership styles than the paradigms of initiation of structure and consideration.

The full range model of leadership assumes the existence of differences in the effectiveness of leadership styles, based on the active/passive distinction. Broad categories of leadership range thus from Passive/Avoidant Leadership (Laissez-Faire), through the classical model of Transactional Leadership and up to Transformational Leadership.

Leaders must challenge the process; formulate the vision, both long-term and short-term; communicate the shared vision; enlist others above, below and sideways; lead the development of implementation strategies and action plans; develop, enable and recognize others; detect and exploit opportunities; provide a safe, supportive, attractive and welcoming environment with leading edge facilities; secure appropriate funds and resources; identify and correct deficiencies; manage by walking about (without falling into the trap of micro-management); be sensitive to others; understand the politics; adopt the TRUTH model (Trust, Respect, Understanding, Tact and Honesty); inspire and motivate others; and demonstrate humility, courage, passion, humor, compassion, reflective practice, emotional intelligence and wisdom (Schmidt 2007).

As any other organization, the library is no exception in its need for good leadership to ensure good management as well as attainment of organizational objectives.

So far, the Transformational and Transactional leadership styles are both related to the success of the group.

Due to the rough strength of globalization, as a key resource of the 21st century, information goods might relocate industrial goods as key drivers of markets. The foundation of the economic prosperity of developed countries is not only based on the efficient conversion of information to knowledge, but also using this knowledge in the scientific system. In this context, academic libraries play a crucial role as a provider of scientific and technical information.

Libraries have a long tradition in collecting documents and delivering information. General collections, especially of scientific and technical information, together with education, are essential for modern information societies to assure economic wealth.

Hence, in this century when globalization is playing vital and crucial role in lives of millions and millions people, and the Internet is changing the face of countries and political relations among developing and developed countries (e-government; e-commerce, e-learning, etc.), there is a vital need for Armenia to have an advanced academic library system and information technologies. The future endeavor should be the transformation of library into a place for life-long learning, educational, informational and technological innovations for students, scholars. That in its turn will give unlimited

and free access from the repositories, scientific articles, and different online books of different countries.

To yield the above mentioned goal, library as an institution will need good management and leadership to face the challenges that one per say can face in this century of vastly growing information technologies and internet.

Library consists of several essential parts; those are not only books that need to be on the shelves in a beautifully constructed manner, unlike many think, it is an important educational foundation out of which in now days the most knowhow technologies are being disseminated to the public and its users. The library is a place where knowledge is being delivered to all layers of society without any boundaries and restrictions; it is an immense and dynamic institution which goal is to satisfy its users and be the place where everyone wants to come.

Library is a progressive organization and the main goal is to maximize the number of readers and for that propose the library needs to have Financial Assistance, Human Resources that are well educated, the patrons that realize the great role of library, good managers and leaders that will try to keep up and encourage everything new and interesting that deals with information dissemination, new technologies, new trends in teaching and new ways of e-access and free open access of materials and resources.

Whilst the first and the most vital aim for academic library is to be useful for academic proposes and to encourage reading among students, and try to help scientists

with materials and the university too. It should also have very good structured organizational goals that should be followed and fulfilled by the staff with the help of good leader on top.

That is why as it was mentioned library needs to have a good managers and leaders. To be able to be interesting and new and fresh for every one that will enter the library. To be able to get funding, as it is one of the issues for each library. Maintain the HR development, enrich the library repository, satisfy user's needs, and especially for the academic library to be useful for the faculty and for the university. That is why the role of good leader is the most urgent aspect for the day to day activities for each library.

Besides the role of leader is not only ordering commands, but leadership is necessary for a variety of reasons. On a supervisory level, leadership is required to complement organizational systems and to enhance subordinate motivation, effectiveness, and satisfaction (Bass 1990).

At the strategic level, leadership is necessary to ensure the coordinated functioning of the organization as it interacts with a dynamic external environment (Katz and Kahn 1978).

Thus, leadership is required to direct and guide organizational and human resources toward the strategic objectives of the organization and ensure that organizational functions are aligned with the external environment (Zaccaro 2001).

To this end, this paper will examine the leadership style of Armenian academic libraries. Particularly paper will compare and contrast effectiveness and efficient work of

the similar libraries, with similar organizational structures in the city of Yerevan, Vanadzor and Gyumri in order to observe whether the change can be attributed to leadership or not?

At the same time, measures will be defined for the variable of effective leadership style, and with semi-structured questionnaires to observe what concept of Leadership in general as well as specifically, per se leadership characteristics of the directors, influencee the work of these libraries and if there are any changes and mismanagement during these five years (the period of observation was taken from 2003-2008).

LITERATURE REVIEW

Leaders are agents of change, persons whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group (Bass, 1982).

That is why it is very important to understand what is the role of leader and how one can define the obligations of leader and the role of it in the organization as an agent of change.

As the focus of leaders has changed over time, it has influenced and shaped the development and progression of leadership theories.

Out of many different theories of leadership available in the literature today (e.g., LPC theory, path-goal theory, normative decision theory, substitutes for leadership theory, etc.), no other theory has been researched more than transformational leadership (Judge & Piccolo 2004).

Since the introduction of transformational leadership, it has been associated with multiple types of outcomes: perceived effectiveness of leader, subordinate reported work effort, satisfaction with leader, subordinate performance rated by leader, organizational commitment, motivation, organizational citizenship behavior (OCB), absenteeism, and some aspects of financial influence. (Barling, Weber & Kelloway 1996).

"Leadership…is the art of influencing…people by persuasion or example to follow a line of action. It must never be confused with drivership…which is the art of compelling…people by intimidation or force to follow a line of action." (Copeland, 1942)

Thus Chemmers (2002) defined leadership as a process by which a person influences others to accomplish an objective and direct the organization in a way that makes it cohesive and coherent. Leaders carry out this process by applying their Leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills.

The theory of transformation-transactional leadership can be best explained as a difference in what leaders and subordinates have to offer in a work relationship.

Transformational leadership influences both the micro (individual) and macro level (e.g., create reform) of an institution by transforming followers from their "everyday selves" to "better selves", by appealing to their higher order intrinsic needs, bypassing

vision of short-term goals, and becoming motivated by organizational goals rather than self-interests (i.e., taking on the interests of the leader) (Judge & Piccolo 2004).

More precisely, a transformational leader is described as able to elicit support from followers by the strength of their character (idealized influence or charisma), communicate a vision that creates enthusiasm in followers (inspirational motivation), encourages divergent thinking and innovativeness within the organization (intellectual stimulation), and provides individual encouragement and support through mentoring or coaching (individual consideration).

In contrast, transactional leadership is a more conventional style in which work is exchanged for resources. A transactional leader influences subordinates by rewards in exchange for their efforts (contingent rewards), follows workers closely and takes corrective actions when required (management by exception – active), or passively manages employees and takes measures when necessary (management by exception – passive) (Bono & Judge 2004; Elkins & Keller 2003; Judge & Piccolo 2004).

Though initially it was thought that the two forms of leadership were considered to be on a continuum, further research has modified the theory. In particular, Bass created the augmentation theory, which proposes that transformational leadership builds upon transactional leadership, and that successful leaders display both types of behaviors (Bass 1985).

Covey (2004) assumed that Leadership is creating an environment in which people want to be part of the organization and not just work for the organization. Leadership creates an environment that makes people „want to, rather than „have to do.

"…a process in which an individual takes initiative to assist a group to move towards the production goals that is acceptable to maintain the group, and to dispose the needs of individuals within the group that compelled them to join it." (Boles and Davenport, 1975)

"…the process (act) of influencing the activities of an organized group in its efforts towards goal setting and goal achievement." (Stogdill 1958)

"…acts by persons which influence other persons in a shared direction." (Seeman 1960)

The following non-exhaustive list of definitions assumes that leadership is a group phenomenon and it involves social influence process where one person has influence over other. Besides it is also goal oriented phenomenon where influence is needed to achieve certain shared goals.

It is important to note that the concept "Leadership is often confused with that of Management". Literature identifies that being a manager does not necessarily qualify one as a leader.

Although your position as a manager, supervisor, leader, etc. gives you the authority to accomplish certain tasks and objectives in the organization, this power does not make you a Leader, it simply makes you the boss. Leadership differs in that it makes the followers want to achieve high goals, rather than simply bossing people around (Heifetz & Laurie, 1997*)*.

McLean and Weitzel (1992) assume that managers do things right while leaders do right things.

It is worth to mention that combination and proper balance of the best qualities of both are important for effective leadership however the focus of this paper is somewhat different and the rest of the literature will focus on Transformational theories.

The literature of leadership has progressed along several paths, with most of the older writings and definitions focused on power and authority. While later research shifts attention to the traits of leaders and their behavioral styles such as autocratic, participative. Another path emphasized the situation and how leaders, followers interact and work. Another aspect of leadership theory includes organization's governance structure, such as bureaucratic, collegial, or political; leadership styles such as democratic, laissez-faire, or political; functions of leadership – describing what leaders do; organizational task analysis, such as management by objectives (Drucker 1954); types of people, such as Theory X and Theory Y leadership (McGregor 1960), and relationship between tasks and people (Fleishman 1953, Likert 1961).

There are numerous theories and definitions about leadership, or about carrying out the role of leader; however three main theoretical frameworks have dominated leadership research at different points in time like transformational leadership, transactional and passive/avoidant (Yukl 1994)

Each of these eras/approaches characterizes the general understanding of leadership behavior and style.

Transformational Leadership Theories

Beginning in the 1970s, a number of leadership theories emerged that focused on the importance of a leader's charisma to leadership effectiveness. Included within this class of theories are House's (1971) theory of charismatic leadership, Bass's transformational leadership theory, and Conger and Kanungo's charismatic leadership theory.

A theory of leadership proposed by Burns (1987) and elaborated by Bass (1985) identifies the transformational leader as one who motivates followers to work for envisioned goals and for higher level self-actualizing needs instead of working through simple exchange relationships with followers.

Self-reinforcement becomes the primary motivator of follower behavior with a transformational leader, as opposed to external pay-off (Bass, Avolio, and Goodheim 1987).

Transformational leadership theory differentiates between the transactional and the transformational leader. Transactional leadership focuses on role and task requirements and utilizes rewards contingent on performance. By contrast, transformational leadership focuses on developing mutual trust, fostering the leadership abilities of others, and setting goals that go beyond the short-term needs of the work group (Bass 1985)

Bass's (1985) transformational leadership theory identifies five aspects of effective leadership, which include charisma, individual attention, intellectual

stimulation, and management by exception. The first three apply to transformational leadership, and the last two apply to transactional leadership.

A leader who exhibits these qualities will inspire subordinates to be high achievers and put the long-term interest of the organization ahead of their own short-term interest, according to the theory.

The transformational and Transactional theory of leadership was chosen by the researcher taking into consideration the effectiveness that these theories exhibited in diverse organizational types and cultures.

The paradigm was considered to be sufficiently broad to provide a basis for the measurement and understanding of the concept of leadership effectiveness (Bass 1997).

Since the 1980s, most research on leadership has focused on the characteristics of the leader and his effects on the organization (Bass 1985).

Bass' theory provides a basis for the present study: it states that in transformational leadership, the leader motivates followers by inspiring them, setting challenges and motivating personal development. Transformational leadership encourages the achievement of high collective standards, through a sense of purpose and a common mission and vision. The second leadership style is transactional, in which the leader motivates his followers via specific benefits provided that they are capable of accomplishing the tasks assigned to them. The transactional style involves negotiation between the leaders and subordinates. There is also the "laissez faire"

leadership style, in which the leader rejects control and allows subordinates to take the decisions (Bass 1990).

The original conceptualization of the transformational and transactional leadership styles led to the development of an instrument of measure called the Multifactor Leadership Questionnaire (MLQ) (Bass 1985).

The MLQ was chosen as the research tool for this study because the literature review on transformational and transactional leadership strongly legitimizes the use of MLQ as a valid and reliable research instrument for measuring transactional and transformational traits and their relationship with organizational effectiveness.

The MLQ captures a broader range of leadership behaviors, from Laissez-Faire to Idealized leadership, while also differentiating ineffective from effective leaders. The MLQ focuses on individual behaviors, observed by associates at any organizational level that transform individuals and organizations. The questionnaire also assesses leadership behaviors that motivate associates to achieve agreed upon and expected levels of performance.

Tracey and Hinkin (1998) compared the transformational leadership scales on the MLQ with four scales from Yukl's Management Practices Survey (MPS) in order to assess the underlying transformational leadership construct that is distinct from an underlying managerial practices construct. Tracey and Hinkin conclude that Bass and Avolio developed a comprehensive framework and measurement instrument that

explained the relevance and importance of transformational leadership, and that the work by Yukl provides an important referent for understanding transformational leadership and the relationship between leadership and management.

The MLQ's use in research over the last decade has been notably useful in examining the relationship between leadership behaviors and organizational effectiveness (Bass and Avolio 2003) and still the results of various other researchers support the conclusion that effective leaders use a mix of transformational and transactional behaviors.

Leadership in library

In 1985 Bernard Bass proposed a new model of leadership, in which he describes leaders as transformational or transactional. Bass theorized that there is a certain kind of leader who is capable of inspiring subordinates to heights they never intended to achieve. He referred to these leaders as transformational. The transactional leader, on the other hand, is rooted in two-way influence: a social exchange in which a leader gives something in return.

For Bass, the transactional leader works within the organizational culture as it exists; while the transformational leader changes the organizational culture.

Thus, it is important to understand how the role of the library director is important in designing and directing the assigned objectives to make the library more user friendly and open to the users.

While library is a complex organization that has its own objectives. It has its hierarchical structure, official decision making processes, institutional policy and routines, to enable to achieve goals. The situation in the library has changed dramatically in the last few years. The range of leadership skills required from library directors is greater than ever. Stuff has to learn to think and live in different ways. There should be a balance between middle and lower level stuff, and a less rigidly hierarchical structure that should result in much more effective organizational performance.

Thus, these elements of change are generally influenced and directed by the director of the library, and it is therefore not surprising that the director often becomes a lightning rod.

A leader is a person who takes the central roles in interactions and who influences the behavior of other members of the group. He is an individual who has authority over others and is responsible for guiding their actions. He/she is a person engaged in the traditional practices, such as planning, organizing, decision-making, and controlling, and whose performance is almost often measured by the ability to achieve the goals and objectives of the organization.

Academic libraries, whose organizational structure has for centuries remained highly complex and strictly hierarchical in nature, are now facing the necessity to transform the stable, traditional employee relationship towards greater flexibility and more varied operation.

The hierarchical system of relations between the superior and the subordinates still predominates the reality of academic libraries, both in respect to formal issues such as decision making and subordination as well as emotional relations such as the distance separating those on different levels in the hierarchy. In this type of a structure, the leader is responsible for planning and organization (via detailed instructions), coordination, adjustment and control, while the stuff is expected to follow and carry out the instructions (Jaskowska 2008)

Jaskowska brings then two types of communication models in the library, she assumes that communication takes place vertically and usually in only one direction (downwards), and those in charge are often unaware of the library users' actual needs — needs that are best recognized by the subordinates who directly handle the information–library tasks. As the superior becomes overburdened with the decision–making tasks and overly involved in the management duties, his focus will be limited to the library's current condition rather than the long–term, strategic considerations. On the other hand, subordinates who are merely informed of the needed and implemented changes but do not participate in their planning often tend to be distrustful and do not understand their causes or rationale, which leads to reluctance, passiveness or even resistance. As they are not directly responsible for a given activity's implementation (which lies solely with the department's executive) it may lead to their lesser involvement in the process and attempts to minimize the effort needed to complete certain tasks. Lack of shared responsibility and democratization in the library also means weaker identification with

the organization and fragmentary perception of work, seen either through the prism of the given division or simply the currently performed tasks.

The second communication type that Jaskowska identifies is vertical organizational structure, this eventually causes significant delays in the information flow, puts it in danger of distortion, leads to its filtering, whether intended or not, at every level of the hierarchy, hinders the processes of quick response to the varying environment and decreases the flexibility and dynamics of the structures. In a hierarchically organized library authority is derived mainly from the currently held position, title, experience and number of subordinates, rather than the actual leadership competence and ability to manage people and tasks.

In the face of the constantly changing environment in which a modern academic library has to operate, *i.e.*, the continuously increasing pace of technological development, the evolution of higher education and the methods of scholarly communication, as well as of the methods of providing information–library services to the ever more demanding and impatient users, it seems that libraries have no alternative but to develop towards employee participation.

Riggs (1999) stresses the necessity of defining the roles and functions of library executive bodies in the 21st century. The focus in modern information–library services falls on 'leadership' rather than traditional 'management'.

Riggs (1999) also complies in academic libraries of the 21st century, the main weight of executive approach must be shifted towards democratic empowerment leadership, where the leader, whose authority is derived from the actual skills and knowledge, may in fact be any of the employees, and the position may depend solely on the currently performed task. Providing library services in an efficient way depends to an increasing extent on not only good performance of tasks and executive orders, discipline and compliance, but also on the ability to think, share knowledge, opinions and ideas, to actively participate in the library's life as well as contribute to the changes and innovations.

Singer (2004) express similar views of the leadership function in a 21st century library. The authors strongly suggest the need for departing from fixed organizational structures and traditional, one–person decision–making and converting libraries into complex, flexible, network organizations which will be able to utilize the new trends and adjust their structure accordingly. The key role in such organizations is played by the library leaders, who no longer issue simple commands or control their subordinates, but rather create strategies, structures and organizational culture which facilitate changes. Their role is to lead the employees into the reality of new opportunities and challenges.

Thus it is obvious that in order to reach the goals envisioned by Riggs for 21st century library, the evaluations of leadership effectiveness will be very useful and important. The idea of evaluation will rise the opportunity of directors to perform better and to see their weak parts in the organizational aspect.

A library leader in the 21st century is an expert seen as both the superior and a trustworthy specialist, who is able to provide support in the choice and perfection of the path leading to successful achievement of organizational goals. The determinant of leadership in future libraries ought to be the effectiveness of interpersonal cooperation.

The key to overcoming most of the above difficulties, apart from implementing formal changes in the library and its structure, lies in reforming the organizational mentality of librarians and their work philosophy that is, reshaping the organizational culture. Directors should knowingly create the proper environment for partnership and cooperation, which will allow them to test and assess the abilities of the subordinates, undertake progressive challenges, facilitate participation in training courses and gradually assign managerial and leadership tasks to the employees (Riggs 2001).

The success of library mainly depends from the staff and leadership. That is why it is important to evaluate the leadership style of library directors and at the same time to define the indicators that will show the library development and the correlation of leadership and library effectiveness.

Albritton (1995) assumes that transformational leaders are needed in academic libraries to help encourage librarians and other staff to move toward individual renewal and organizational revitalization. As technological and societal changes continue to affect librarianship, higher education and the nature of library services in academic libraries,

there will be a corresponding need for leaders with vision and energy to foster the development of new paradigms for libraries.

She also presumes that transformational leadership style has more effects on leadership outcomes and dimensions of organizational effectiveness, than transactional leadership.

Measuring Library Effectiveness

Since the propose of this study is to observe the correlation between leadership style of library directors and the academic library development changes (such as change in patrons, library visits, circulation, budgetary allocation) development of more effective methods of retrieving books from university employees, reducing the number of destroyed or stolen volumes, finding sponsorship, extending the opening hours of the library in the period of the end–of–term examinations is important to consider.

Libraries are social organizations with a sense of direction. There seems a general consensus that libraries should attempt to be effective but there is lack of agreement on what the concept effectiveness means. Most of the authors take one approach or the other to define the library effectiveness. However some of the authors recently tried to synthesize all major approaches to generate a model of library effectiveness encompassing all its variables.

An attempt is made here to review various approaches for measuring library effectiveness with a view to identify multiple construct variables which will measure library effectiveness.

The history of library effectiveness can be traced to major works done by Reynolds (1970) by publishing "a select bibliography on measurement in library and information services" and Ottersen (1971) "a bibliography on standards for evaluating libraries.

Du Mont and Du Mont (1979) who while assessing and reviewing the literature on library effectiveness suggested an integrated model of library effectiveness based on system theory. According to them library effectiveness is a measure of a number of related factors: (1) goal achievement; (2) the optimization of performance; (3) The degree of user satisfaction; (4) The use of human resources; (5) The ability to survive.

They identified that there is a connection between organizational structure and library effectiveness. According to them library effectiveness has been inconsistently related to one variable or another and they suggested a model while integrating behavioral and organizational perspectives into an overall model of library effectiveness. This model is based on inputs (human resources, other resources); library processes and activities and output (satisfied staff, efficient use of resources and some met demands).

Van House et al. (1990) published measuring academic library performance for the Association of College and Research Libraries (ACRL). The measures they included are materials availability and use (Circulation, in-library materials use, total materials use, materials availability and request- materials delay), facilities and library uses (attendance,

remote uses, total use rate, service point use and building use) and information services (reference transactions, reference satisfaction survey and online search evaluation).

According to Line (1990) the library that is able to meet a very high percentage of needs is very capable library and therefore one of high quality.

There is no single measure or variable which can encompass a whole phenomenon known as effectiveness of libraries. Except for few experts (Du Mont & Du Mont, 1979; Van House et al., 1990; Childers and Van House, 1993; and Abbott, 1994) discussed that the effectiveness and evaluation of a library's performance depend on the resources, the staff, user satisfaction and the cost.

All the four variables must be adequate for the clientele and its program and no library can be judged to be satisfactory, no matter what other activities or qualities it may offer.

After developing qualitative library collections based on needs of the users, another important factor for evaluating libraries are whether books and other materials are available for use at the appropriate time or not. Many authors have taken material availability and use as the criteria for ascertaining the library effectiveness or one of the criteria (Van House, 1990). Basic premise is that the higher the percentage of book availability better is the qualitative use of the library.

The ultimate goal or the objective of any library is to provide library services in terms of supplying information as desired by the patrons. This objective can be achieved by both traditional method or with application of latest information technologies.

Evaluation of library services will determine the effectiveness and efficiency of the library and will further identify limitations and failures of services. Library use and book collection were taken as the factors of evaluating library as early as 1940s besides personnel, budget etc. (Carnovsky, 1959).

Brember (1985) applied soft system methodology linking user survey to the practical problems of library management. The outcome of the study was an indication of the content of a useful model of the users and guidelines for deriving criteria for effectiveness based on the model.

Applications of information technologies in the library and the internet has also put lot of pressure on the library services and ultimately on higher levels of user satisfaction. When the user determines satisfaction with computer-based retrieval situations, he focuses on four distinct aspects: users experience satisfaction with the output of the research, Users will be satisfied or dissatisfied with a particular service because of their view of the library; User satisfaction or the dissatisfaction may result from the way the service is provided and user interaction with the staff will affect user satisfaction (Tessier et all., 1977).

An important component of the library is library staff. In an effective academic library the professional staff can be the most valuable resource- the more important than any other one component: books, card catalogue, documents etc (Berkner, 1979).

Any library evaluation has to take into consideration its staff as the important resource of the library. Therefore, assessment of library staffs' contribution and ability in carrying forward its goals and objectives becomes a necessity for any model of evaluation.

The managerial abilities of the librarians should include the ability to supervise and organizational and leadership qualities.

Organizational and leadership qualities will enable the librarians to make decisions, willing to compromise, be self-motivated and self-controlled, be able to organize, plan, and communicate the effective use of resources, maintain good relationship with others, that expect that one will keep on growing, improve one's performance and continue to develop. Therefore, assessing the organizational climate, leadership styles and job satisfaction of the librarians becomes the essential component for assessing the overall effectiveness of any library.

Librarians' effectiveness will depend on the employee, the job, the supervisor and the work environment and should not be limited to just the employee (Johnson, 1972).

System theory approach conceptualizes the library as a whole for assessing its effectiveness. It provides a useful way to find out what library is supposed to do, what it does and how it achieves its objectives. The basic model has three components namely input, output and outcomes. Inputs in the library are resources like staff, materials and capital funding, Outputs are direct product of a library's operations or the activities it carries out and outcomes are the uses made by the consumer of a given output and the degree of satisfaction felt with those outputs. The experts who worked on these lines are

Du Mont and Du Mont (1979), Childers and Van House (1993), Van House et al. (1990) and Abbott (1994).

The experts started using and experimenting evaluating techniques of other discipline in libraries during late 1990s. These techniques were borrowed from management, operational research, economics, commerce and other related subjects.

One of the important tools used is "benchmarking" The benchmarking is measurements against standards, against one's own prior progress, or against wherever a peer or competitor happens to be. Benchmarking is production oriented way of talking about statistics. Statistics include more sophisticated analyses than those in a typical compilation of what we call library statistics, most of which are just data elements, singly or in ratios- in a word benchmark (Prichard 1995).

In other words we cans say that benchmarking means collecting statistical data and analyzing it using various statistical techniques. There are various methods of benchmarking and is basically derived from total quality management (TQM) and based on following general principles (Garrod & Kinnell, 1996) :

- A structured or systematic approach to finding improvements and implementing best practice;

- A continuous process of measuring products, services and practices against leaders;

- A focus on processes (individual process which are deemed visit to customer satisfaction are suitable choices for benchmarking programmes);

- An emphasis on learning. Benchmarking should not be regarded simply as a comparative exercise or be totally results oriented.

The empirical studies conducted for measuring performance of the libraries using benchmarking are Creaser (2001) and Garrod & Kinnell (1996).

This review of literature shows that there is no consensus among the various authors as to what should be included in assessing the library effectiveness. Various authors describe different variables for ascertaining library effectiveness.

The various approaches can be summarized as follows: Measuring materials availability as an indicator of library effectiveness or the circulation number.

The other group of authors took users point of view for assessment of library effectiveness. The library use, type of services provided to the users and the user satisfaction of these services are the criteria for evaluations of library. It is worth mentioning here that majority of authors take the view that it is ultimately user satisfaction and the quality of service that will indicate the effectiveness of the libraries or the visits to library.

The various authors see library effectiveness from the perspective of library staff. Leadership styles, job satisfaction and performance appraisals are some of the criterias taken which will identify whether the library is effective or not, that it the leadership.

Although the integrated approach to judging library effectiveness introduces more complexity into designing systems for assessing the effective library, it also seems to offer

the precision necessary, if we are to measure the effectiveness of what they do. Therefore, it is concluded that library effectiveness can not be evaluated on a single criteria and there is a need to assess multiple variable simultaneously to actually know whether library is effective or not.

Thus, we can safely conclude that library effectiveness, as an integrated approach of three basic components of the library, namely, library staff, library users and the library itself. Variables which should be included in any study of library effectiveness are many, however for the proposes of current study, the following four indicators will be selected, as they were considered to be the best variables that can determine leadership effectiveness its relationship to organizational outcomes in academic libraries: leadership styles of leaders, patrons, library visits and the basic library inputs in terms of finances.

RESEARCH DESIGNE AND METHODOLOGY

Having summarized the findings of various researches and theories on leadership, particularly Transformational, Transactional and Laissez-faire, this paper aims at making an attempt to study the leadership style of academic libraries by implementing a foreign instrument (Multifactor Leadership Questionnaire) in Armenia, respectively by indicating the most appropriate style by four indicators.

Moreover, taking into account the leadership styles proposed by Bass and Avolio, which is Transformational, Transactional and Laissez-faire, to follow library statistical

dynamics and the impact on library effectiveness and to examine whether there are any significant changes in the library because of leadership style and what was the outcome of these changes in comparison with other libraries (of the same type).

The present study was conducted in October-November 2010, and is just the comparison of similar structure libraries.

As the study is qualitative, the exploratory multiple case study approach was employed. The case study approach is not limited in value; on the contrary, it is rather an in-depth analysis of a specific problem.

The logic underlying a multiple case study is that each case must be carefully selected so that it either (a) predicts similar results (literal replication) or (b) produces contrasting results but for predictable reasons (a theoretical replication). Sometimes called a collective case study or 'multi-site qualitative research' (Stake, 1995), a multiple case study may have a distinct advantage as evidence from the 'cases' is often considered more compelling.

Yin (2003) identified three kinds of case studies: exploratory, descriptive and explanatory.

In this research the exploratory case study was depicted, as it aimed at defining questions and hypotheses of a subsequent study or at determining the feasibility of the desired research procedures.

Particularly this research study was conducted in order to test the following hypotheses:

Hypotheses1: The leadership style of directors has different effects on different indicators within the same library.

Hypotheses 2: The same library indicator changes because of leadership style.

It is the view of Yin (1994) that there is a huge misinterpretation while conducting case studies, since there is a risk to conceive a statistical generalization as a method of generalizing the results of the case.

As case study focuses on one aspect of the problem, so far, in the research the conclusion drawn will not be generalized but rather related to one particular issue.

As this research is a multi-site (multi-case) case study the data triangulation technique will be adopted in order to improve the validity of the findings.

Triangulation, as Janesick (1998) stresses, is used in all types of qualitative research, refers to the processes of using multiple data collection methods, data sources, analysis or theories to check the validity of the findings.

The best strategy would be to do a correlation analysis however there was not sufficient data for statistically significant analysis that is why we will look at exploratory patterns.

However validity of the findings is not enough. The data also should be reliable.

Babbie (1995) describes reliability as a condition in which the same results will be achieved whenever the same technique is repeated to do the same study.

The reliability was reached by the anonymity and confidentiality of the respondents so that they were able to provide information for use strictly for the study.

CASE SELECTION

To complete the testing of the above mentioned hypothesis, case studies on 3 leaders have been carried on to compare and contrast leadership styles of similar academic libraries.

For the research proposes, in order to find the leadership role and library effectiveness connection, consequently library directors of the three universities have been interviewed. To ensure the compatibility, three pedagogical institutes were chosen for the comparison – three state pedagogical institutes (one in Yerevan two others in Vanadzor and Gyumri).

The underlying purpose of the selection of these particular libraries was justified by the idea of having similar institutions that can be compared with other similar branches that have got relatively similar external and internal structures. That is to show, based on the statistical data for the academic libraries (over five years, from 2003-2008) the development of these libraries based on four criteria's, considering as a variable for the measurement of library effectiveness and director's leadership role.

While the directors were interviewed, also their colleagues and the university staff were interviewed in order to rate and measure the leadership style of library directors.

The MLQ measurement instrument requires at least having three rater numbers (three is the minimum), one of them should be in a higher position then the leader; the second person should be on a same level, the third one on a lower level.

Hence, three interviews were conducted in each university. Also leaders rate themselves too.

Thus, from the pedagogical institutes three were chosen- Armenian State Pedagogical Institute, Gyumri State Pedagogical Institute and Vanadzor State Pedagogical Institute (See appendix A)

RESARCH INSTRUMENTS

The present study consisted of measuring the self-perception of leaders themselves controlled by the perceptions of leaders by their employees. In order to measure the perceptions of leadership behaviours Multifactor Leadership Questionnaire (MLQ) was adopted with its two research instruments:

- Semi-structured standardised questionnaires for face-to-face interviews with selected leaders

- Semi-structured standardised questionnaires for face-to-face interviews with employees (see appendix B for English version of the questionnaires)

In order to measure leaders' perceptions of their behaviour and employees' perceptions of their leader, semi –structured standardised questionnaires were used with the library directors, staff members and with people who work with the leader and are on a higher position: two questionnaires to each employee (rater's form) for each institute and one questionnaire for each leader (leader's form) were distributed. Total number of questionnaires was nine, six employees (six rater's form) and three leaders (three leader's form).

The selection criterion of the employees to conduct the research was done based on the close interaction of employees with the selected leaders on day-to-day base and who knows them well enough. Participants were guaranteed privacy and confidentiality of their answers, and they were asked to rate their current leader in terms of different leader behaviours and characteristics.

The employees were asked to indicate on a 5-point Likert scale to what extent they agreed with the statements provided in the questionnaire. The employees were also asked to indicate the frequency of the performance of different types of behaviours by the leaders.

The measures used in the questionnaire were taken from the measures provided by Bass and Avolio (1995).

Initially the questionnaires were written in English. Prior to finalising the questionnaires and conducting the study, the questionnaires were reviewed; translated

and back-translated into Armenian by independent individuals whose mother tongue is Armenian. Slight technical adjustments were made to the questionnaires based on the results of back-translation. In order to make the questionnaire more appropriate, reliable and concrete for the interviewed, it was decided by the researcher to add an additional rating scale (the sixth one) – 'Don't know'. Henceforth the value of the scale will not be included in the calculations of the final results.

The next step was the codification of the qualitative data and the analysis and processing through MS Excel data sheet. The results were analysed separately for the leaders' self-perception and the employees' perceptions of their leaders. The analysis of the research results includes the response analysis of both questionnaires, processed by MS Excel data sheet.

MEASURMENTS

Propose of the research was to measure leadership style of library directors. Transformational, Transactional and Laissez-faire styles is accepted to measure by the Multifactor Leadership Questionnaire. The MLQ was developed to expand the dimensions of leadership in order to form a new paradigm for understanding the lower and higher order effects of leadership style.

The idea behind the questionnaire is to measure the leadership factors that are to observe the level of the leader or how much transformational or transactional the leader

is, since the questionnaire is measuring the level and not stressing the fact that the leader is exactly transformational or transactional.

The questionnaire consists of 12 items measuring Transformational, Transactional and Laissez-faire leadership behaviors. It also has 9 factors that characterize the leader's behavior and style.

The research variables were measured on a 5-point Likert-type scale, with a score of 0 representing 'Not at All' and a score of 4 representing 'Frequently if not always'.

Variables used in the assessment were identified, indexed and tabulated, consisted of three independent variables (Transactional, Transformational, and Passive/avoidant), the dependent three dependent variables (Extra Effort, Effectiveness and Satisfaction).

All these variables were indexed, measured by MLQ. Tabulation was done by MS Excel spreadsheet.

Thus, in the frame of this study, the following list of specifications is provided for measuring the above mentioned concepts.

- Transformational approach to leadership: elements include empowering others, challenging the employees to be creative and to find new ways of solving issues, encouraging change and challenging the traditional ways of doing things, being more tolerable towards different views/opinions, paying individualized attention to the employees, treating them as equals, being accessible whenever employees need their advice, guidance and help.

Transformational approach has been measured in the questionnaire by the following 5 attributes: Idealized Influence, Idealized Behavior, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration.

- Transactional approach to leadership: elements include leaders' behaviors associated with constructive and corrective transactions. Ability to motivate goal attainment and improved performance through reward structures. Employees agree to obey their leader totally when they accept a job and organization pays employees for their effort and compliance. The leader can perform corrective actions if the required standards are not met. An emphasis is therefore placed on interpersonal communication and contingent reinforcement.

  Transactional approach has been measured in the questionnaire by the following 2 attributes: Contingent Reward and Management-by-Exception.

- Passive / Avoidant Behavior approach to leadership: leaders are hands-off and allow group members to make the decisions. Leaders do not respond to situations and problems systematically.

  Passive/Avoidant Behavior has been measured in the questionnaire by the following 2 attributes: Management-by-Exception: Passive and Laissez-Faire.

- Outcomes of Leadership: Transformational and transactional leadership are both related to the success of the group. Success is measured with the MLQ by how often the raters perceive their leader to be motivating, how effective raters perceive their leader to be at interacting at different levels of the organization, and

how satisfied raters are with their leader's methods of working with others. The Outcomes of Leadership are not Leadership styles; rather they are outcomes or results of leadership behavior.

The Outcomes of Leadership has been measured in the questionnaire by the following 3 attributes: Extra Effort, Effectiveness and Satisfaction.

The library effectiveness was measured by four indicators: registered patrons, visits to the library, circulation/check out, budgetary allocation. The number of students was taken as a control variable and the four indicators were considered as dependent variables. The statistical data for the library indicators were taken from the report published by the National Library of Armenia and the Ministry of Culture. Armenian Libraries: Statistical Analysis 2002-2008.

FINDINGS

The data used in the research was secondary. The analysis of library statistics: Registered Patrons, Visits to the Library, Circulation/check out of books, Budgetary Allocations - were taken from the research conducted by the National Library of Armenia and Ministry of Culture. The time frame was taken from 2003-2008. These particular dates were chosen as these were the only exact years were one can find full data about four indicators.

The propose was to compare the same libraries in order to find out which one was better or was behaving poorly through ought five years, and also to see whether the role

of director as a good or bad leader has any impact on these numbers. The numbers were indicated in absolute values. (See appendix C).

In order to find out the role of leadership in the process of library development and change during these five years, questionnaires were distributed to the library leaders and to their subordinates who work with them on daily base, and those who know them better but are on higher positions or are not the subordinates of the directors.

The indicators for the effective library work were considered 4 variables. Those variables were chosen from the literature review of how to measure library effectiveness: Registered Patrons, Visits to the Library, Circulation/Check out of books, Budgetary Allocations. Those factors were divided by the number of students that each university has got to see the change throughout 5 years and to compare with the same libraries.

The results derived from the comparison of libraries were compared with the interview results with the leaders and raters to find out the impact of leadership from these indicators.

Major Findings

The major findings were taken from the numbers indicated by the Ministry of Education and Science.

In order to test the hypothesis 1 and 2, the numbers were derived from the absolute values that were calculated by the National Statistics Center of Republic of Armenia for the academic libraries. The next step was to calculate the percentiles and average numbers. The average numbers were calculated to observe the volume of library

services per student annually. These numbers also help to observe the leadership effectiveness role in these libraries. (See the charts 1-7).

The idea was to find the correlation between the leadership style of the directors and the dynamics of the library's indicators. That is how each of these variables affects each other?

The only way to observe the correlation was to see the moving averages of the library's indicators (See the charts 1-7).

From the numbers it is obvious that the best result has Abovyan Pedagogical Institute. The leadership here was much more effective and active then in other two libraries.

Four indicators prove that all factors were increasing, the moving average number of patrons was increasing each year (4-5-6-6-6), the number of visitors (98-121-138-161-181), number4 of circulation (195-276-373-434-441), budget allocation (2313-2520-3113-3211-2226).

The less effective dynamic has showed Gymri library. Here the number of patrons did not increase; it was static (1-1-1-1-1), which shows that the students are not interested in attending library. This means that library has almost no kind of services to offer. The same observation can be shown by the numbers indicated by circulation (10-10-11-11-9) and library visits (12-11-11-11-9). The numbers here decreases incrementally. From the budgetary allocations it is obvious that Institute does not

consider the importance of the library as a major educational place for the students. The library just exists for itself with a small amount of money (149-168-172-211-234).

Overall Gyumri has a weak dynamics and the leadership here is week. The average results have proved that weak leadership has its impact on the library development and efficient work. Weak leadership brings to a poor performance of the organization.

Vanadzor has somewhat better results. Here the numbers are increasing, though it is still obvious that library has very small amount of patrons, it is unchanging and no development or increase was indicated (1-1-1-1-1). The numbers for circulation (19-15-14-14-22) and visits (17-16-20-20-20) is somewhat better then in Gyumri, though it doesn't show that Vanadzor has a better leadership then Gyumri, the relatively higher numbers of budget allocations (1764-1585-1714-1418-977) indicates that they had other sources of income, and from the numbers it can be seen that the money was decreasing gradually. This means that the funding from other sources has finished. However the Vanadzor is not very different from Gyumri, they both have the same patrons numbers, and it means that leadership is weak, they cannot offer anything new or interesting to their patrons, and libraries are just existing somehow, whatever the institute will give them they are happy with that money.

In case of Abovyan the average numbers showed the tendency of increasing slope. The numbers here obviously are rising steadily and the role of leadership is much more active and effective then in Gyumri and Vanadzor. The budget is increasing; aside from the resources allocated by institute the director is trying to find other sources of income,

and cooperating with different libraries for the exchange of experience and innovation in the library services. The results can be seen from the numbers of circulation, visits, though the number of patrons is still not going up significantly, however it is more than in Vanadzor and Gyumri.

Table 1: Moving Averages Growth of Pedagogical Institutes (Yerevan, Gyumri, Vanadzor)

Indicators	Gyumri Pedagogical Institute (Transactional)	Vanadzor Pedagogical Institute (Transactional)	Abovyan Pedagogical Institute (Transformational)
Budgetary Allocation	*149-168-172-211-234*	*1764-1585-1714-1418-977*	*2313-2520-3113-3211-2226*
Circulation of Books	*10-10-11-11-9*	*19-15-14-14-22*	*195-276-373-434-441*
Library Visitors	*12-11-11-11-9*	*17-16-20-20-20*	*98-121-138-161-181*
Patrons	*1-1-1-1-1*	*1-1-1-1-1*	*4-5-6-6-6*

The next step was to decide the leadership style of the directors. The leadership style was measured by the MLQ. The questionnaire consists of 45 items, covering what is known as the 'Full-Range' leadership model. This concept includes Transformational

Leadership, Transactional Leadership and Passive/Avoidant Leadership styles, and assumes the existence of differences in the effectiveness of leadership styles, based on the active/passive distinction. The leadership profile both with (Self and Rater Group Feedback) is presented with average aggregated scores, calculations should be done based on the key scores given by the MLQ. Then the profiles should be compared with universal, national and local organizational norms. These enables to see how the results of given leader contrasts other benchmarks; these benchmarks and aggregated norms help to draw the snapshot of the leadership behaviors and styles. If the scores of the given leader are less than the scores indicated in the benchmarks, the type of the leader automatically will go down to the less effective level. (See appendix D for the Snapshot of the Leadership Profile).

Further, the leadership profiling of the directors was done accordingly to the steps described by the MLQ report. First the aggregate numbers were calculated for the 12 indicators, out of which nine are factors and other three are the outcome of leadership. The extra effort is more with Transformational style; consequently effectiveness is with transactional, and satisfaction with passive/avoidant (See the appendix E for the library scores).

After comparison of the bench marks with the row data scores, the snapshot is constructed. The scores of snapshot are correlated with the average scores of the library factors. The average scores of the factors are being calculated by dividing each style's factors on their overall number.

The overall range of the Khachatur Abovyan Library thus will be for the Transformational the benchmark is from 3 to 4, while the score for the library is 3.14. The bench mark for the Transactional style is from 2 to 3, the library's score is 2.9. The Passive/ Avoidant bench mark is from 0 to 2.5, the library's score is 1.35. Leadership's outcome bench mark is from 3 to 4, the library's score is 3.4.

Thus it is obvious that Khachatur Abovyan (Yerevan) is more in the Transformational then in Transactional, though the results showed that it is more passive Transformational and more active Transactional. The leadership outcome is efficient. However they still need to work on patrons number it is still low and need to be considered the strategies how to increase it.

The overall range of the Hov. Tumanyan Library (Vanadzor) will be more Transactional then Passive. The score of the library for the Transformational is 2.58, for the Transactional is 2.35, and for the Passive/ Avoidant 2. The Outcomes of leadership is 2.4.

It is obvious that the Hov. Tumanyan's Library is more Transactional then Passive, though the leadership outcome is ineffective and is more passive Transactional.   They also need to work on their patrons numbers. Since there was not any significant change in the number.

The Mik. Nalbandyan (Gyumri) Library's score for the Transformational is 2.58, the Transactional is 2.7, Passive is 2, and the Leadership outcome is 2.6.

Gyumri is actually very similar like Vanadzor, so both of them are more Transactional then Passive, though both of them have ineffective leadership outcome and they are more passive Transactional.

In case of Gyumri, the indicators are very low and were not increasing, if in case of Abovyan they need to work on increasing the number of patrons, and Vanadzor need's to work on patrons, visits and circulation to increase the numbers, then in Gyumri the indicators are overall very weak, the leadership needs to consider changing the strategies and working on all four factors, to somehow make them better.

ANALYSIS

Hypotheses1: The leadership style of directors has different effects on different indicators within the same library.

In order to test this hypothesis there should be discussed the three leadership styles accordingly to their consistent indicators, in order to see the impact on the library indicators and whether there was a change or not.

The Transformational style has 5 factors (IA, IB, IM, IS, IC). Here the leaders are working with individuals and/or groups, setting up and defining agreements or contracts to achieve specific work objectives, discovering individuals' capabilities, and specifying the compensation and rewards that can be expected upon successful completion of the tasks.

In its passive form, it involves waiting for mistakes to occur before taking action. In its active form, there is closely monitoring for the occurrence of mistakes.

As Abovyan was considered to have the leader who's style is transformational and in its passive form, it is obvious that the leadership can have different effects on different indicators within the same library. That is the number of patrons is lower then all other indicators in the same library, which means that the indicators varies though the style of leadership is the same and it has not changed.

Chart: 1 Khachatur Abovyan rates
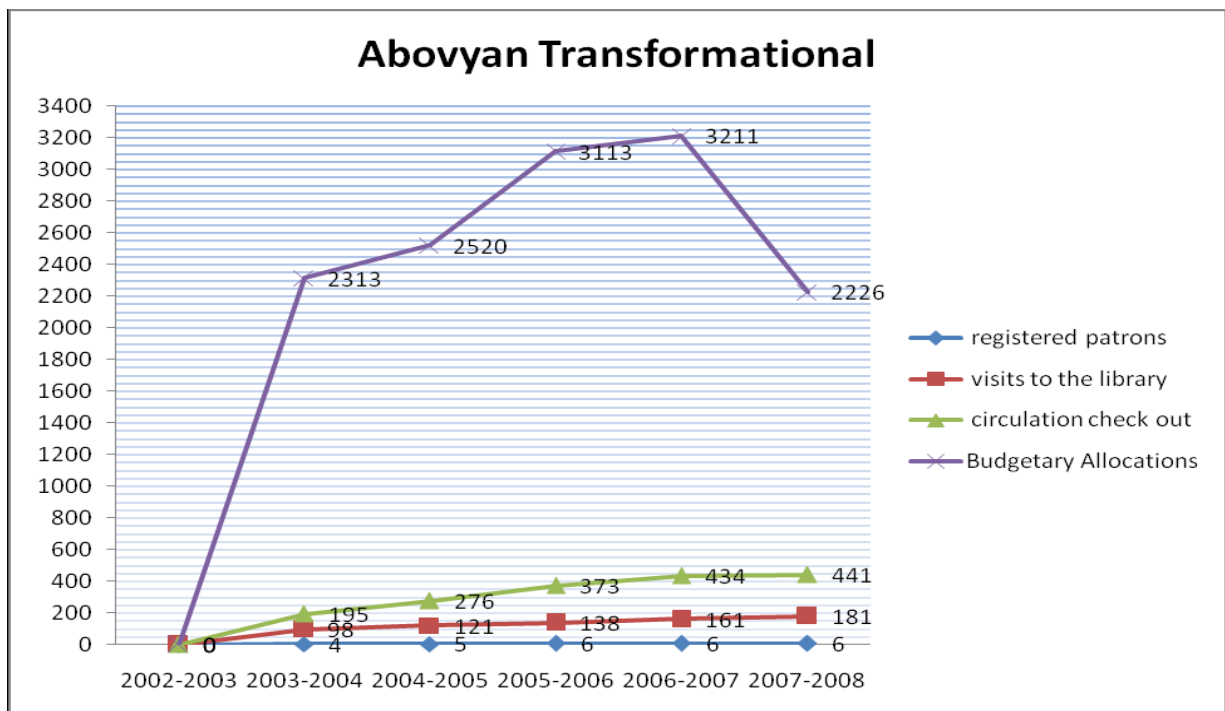
This chart's results showed that leadership impacts on the movement of different indicators within the same library. Particularly it is obvious that the role of leadership is weak in patrons numbers, here the library's administration and management still lacks any success, in terms of offering new services so that users would like to be registered in the library.

However all other indicators are increasing, library visits is increasing, the circulation also, and the number difference between the circulation and visits to the library is not very huge, the better results has budget allocation, though in the end it goes down, but not very sharply.

Thus, it is clear that though indicators vary, however the leadership style remains the same.

On the contrary to Transformational the Transactional has two factors (CR, MBEA). Although transformational leaders can be transactional when appropriate, transactional leadership is often a prescription for lower levels of performance or non-significant change.

As in case of Vanadzor and Gyumri, libraries do not have any significant increase in their numbers, they have the same level of development and the only dissimilarity was in budget numbers (Vanadzor was performing somewhat better then Gyumri). Here also leadership style has different influence on different indicators within the same library. Like the number of patrons in both libraries was the same but other three indicators were changing slightly depending the year (See table 1).

Chart 2: Vanadzor rates

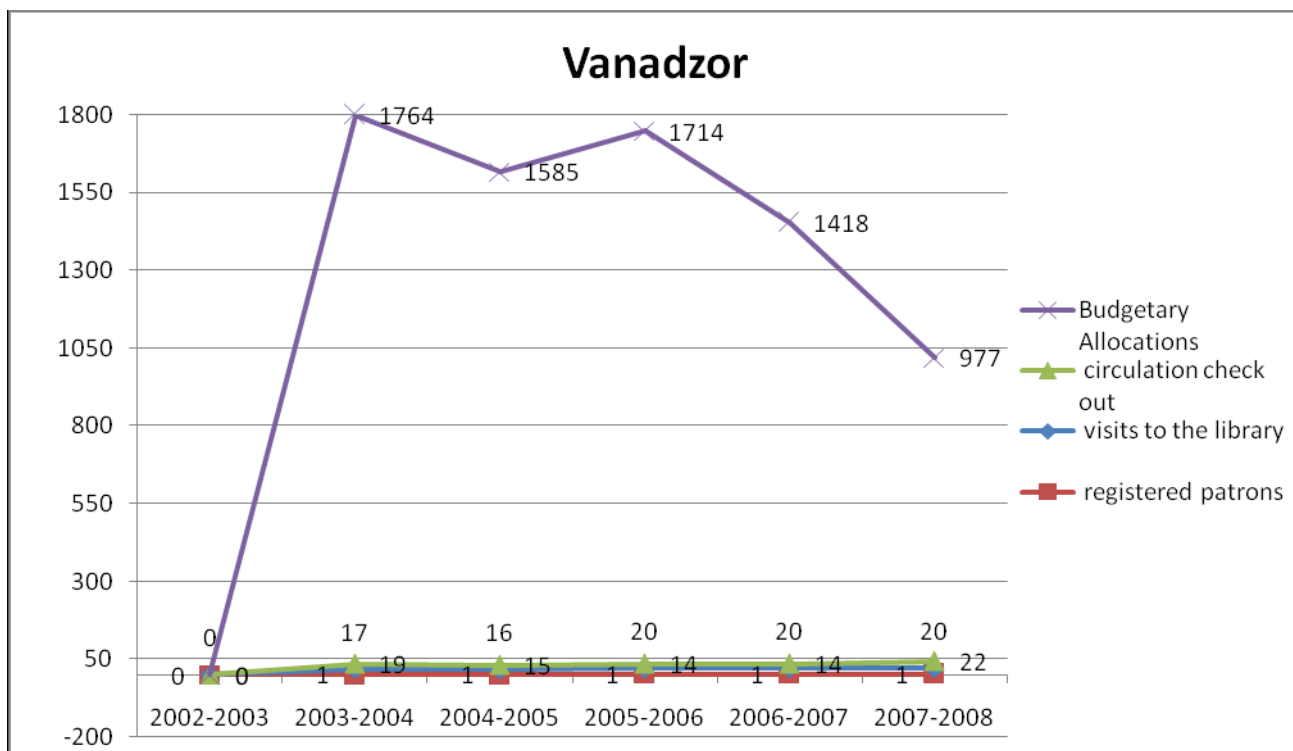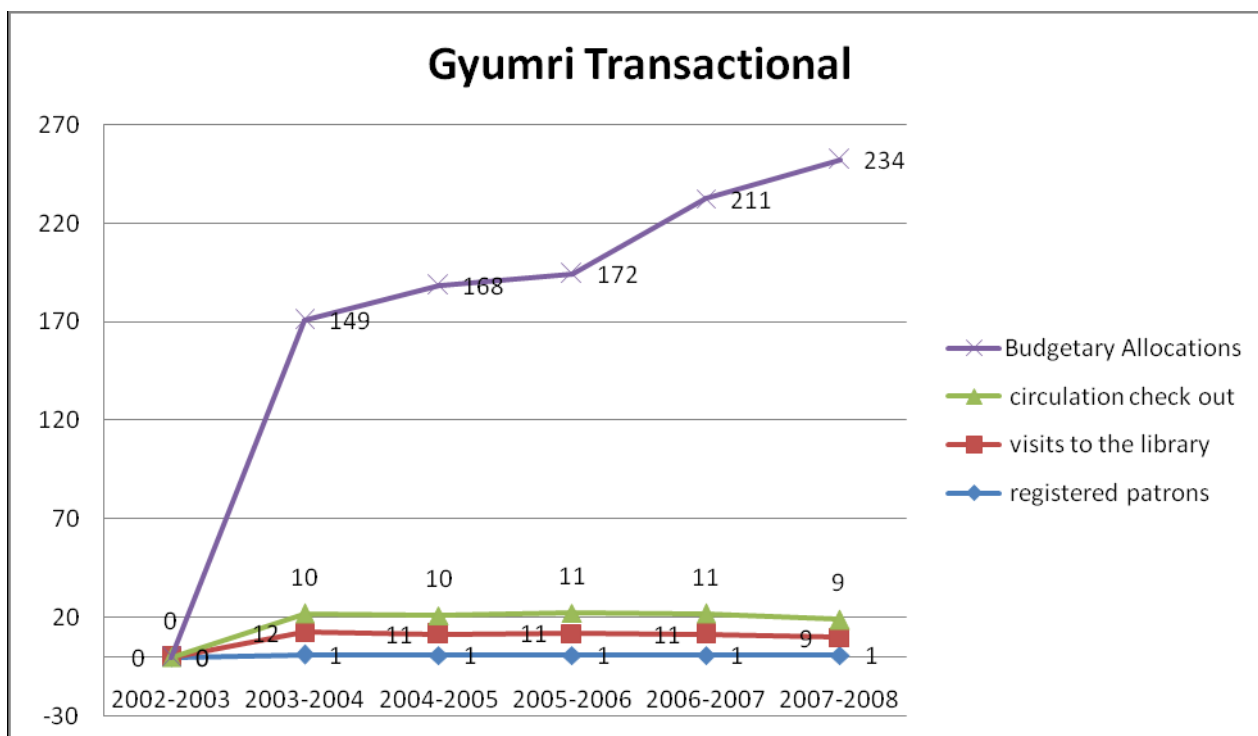Vanadzor

- Budgetary Allocations
- circulation check out
- visits to the library
- registered patrons

Chart 3: Gyumri rates

Gyumri Transactional

- Budgetary Allocations
- circulation check out
- visits to the library
- registered patrons

These charts exhibit the similarity of weak leadership almost in all aspects of library management and effectiveness. Particularly the weakest dynamics has got Gyumri, the only thing that is increasing slightly is the budget, however all other indicators' average growth comparing to Vanadzor are very vague and the increase is very insignificant.

However, it is obvious that the only thing that is changing is the budget, all other indicators has got very weak dynamics of change probably due to the weak leadership and lack of effective measures. Thus it can be inferred that, leadership does not affect all indicators similarly, it does affect mostly visits and circulation. The caveat here will be not proper selection of good measures like patrons and budget for testing the leadership impact.

Hypotheses 2: The same library indicator changes because of leadership style.

For the second hypothesis it was decided to look for general patters. Here can be determined whether there is a significant positive or negative correlation between the leadership style of the directors and the library indicators and also to study whether the transformation of leadership style can impel an increase or decrease on the same library indicators.

In order to test the hypothesis first the data was gathered from the libraries about the indicators that would show the change in their services and also would be the coefficient of the library success. The numbers were in absolute value so they were

changed in to moving averages to see the amount of the services that each library distributes per student (See appendix D). The second step was the distribution of questionnaires and the measure of the leadership style of directors. The questionnaires were scored and measured by the MLQ (See appendix B).

After all the results were gathered and all variables were measured it was obvious that hypothesis was supported with sufficient numbers and results (See the charts below).

Chart 4: Registered Patrons
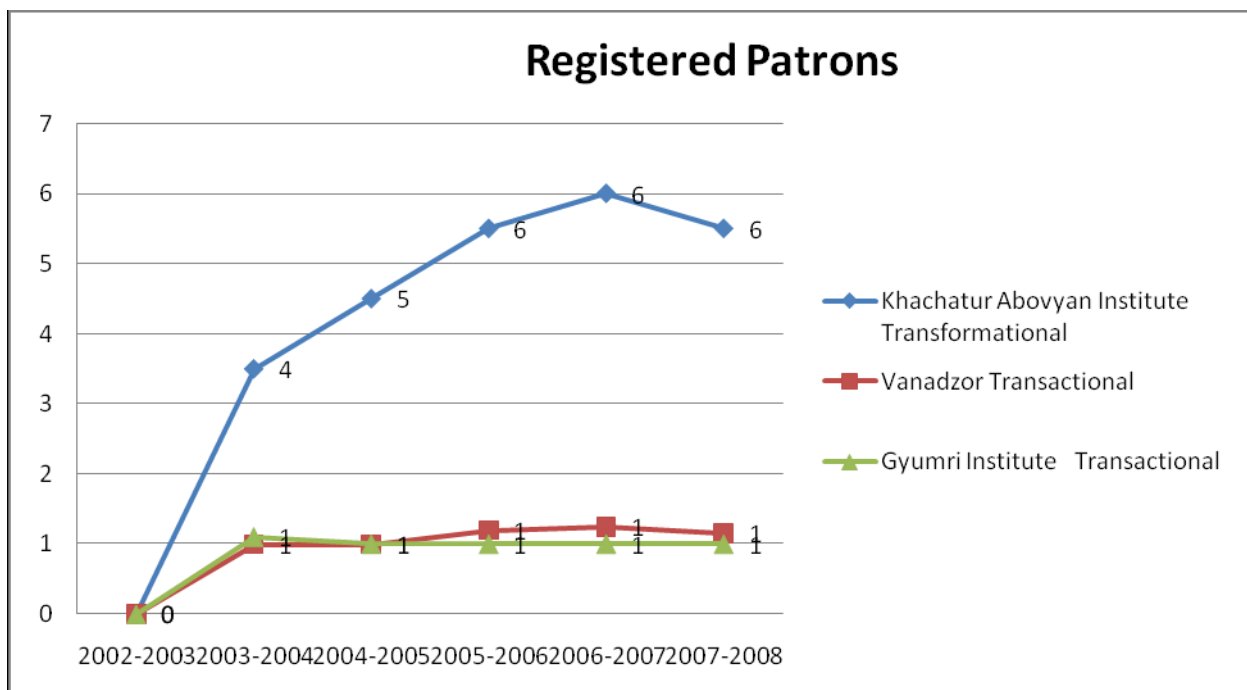
This chart's indicators are obviously showing the weakest dynamics in all three libraries, however the better result is showing Khachatur Abovyan, and it is because of the leadership role. The director has incorporated new services to the library's day to day activities in order to increase the number of patrons. Here it is clearly shown that the role of leadership do mater and the best style is transformational and not transactional. As all

other indicators will expose the Khachatur Abovyan's results are higher and better then in other two libraries and it is due to the leadership style and effective measures.

Chart 5: Visits to the Library
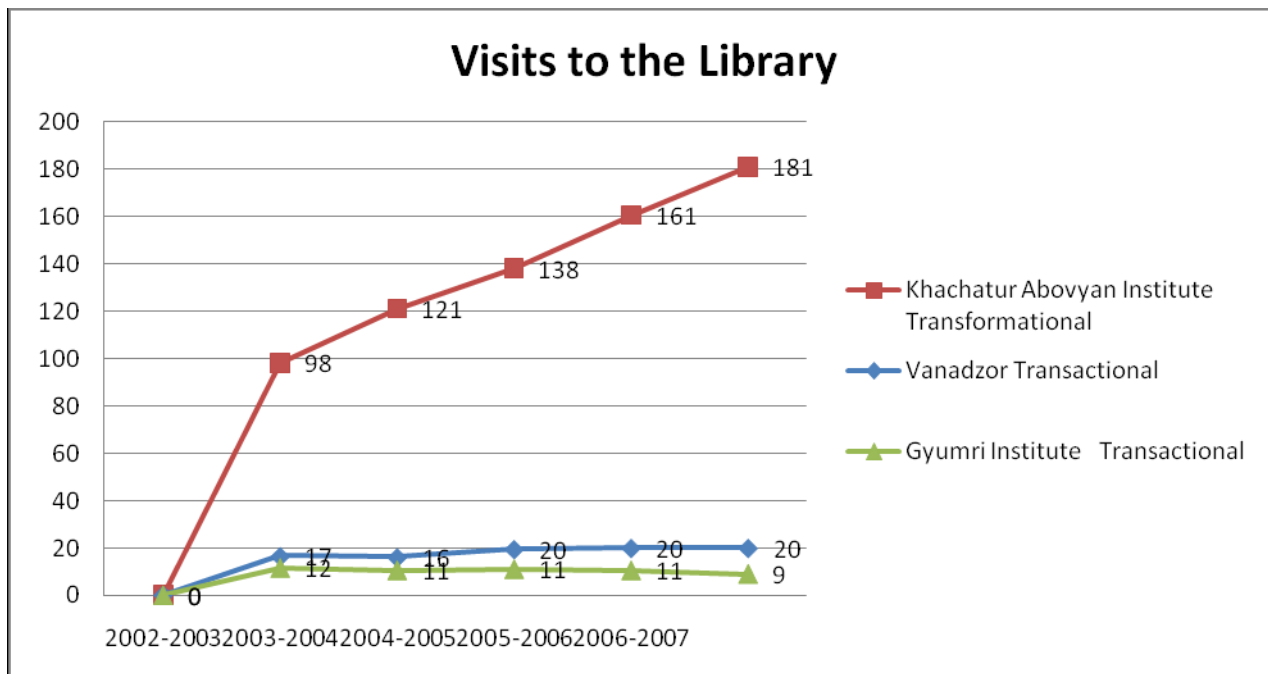
Chart 6: Circulation
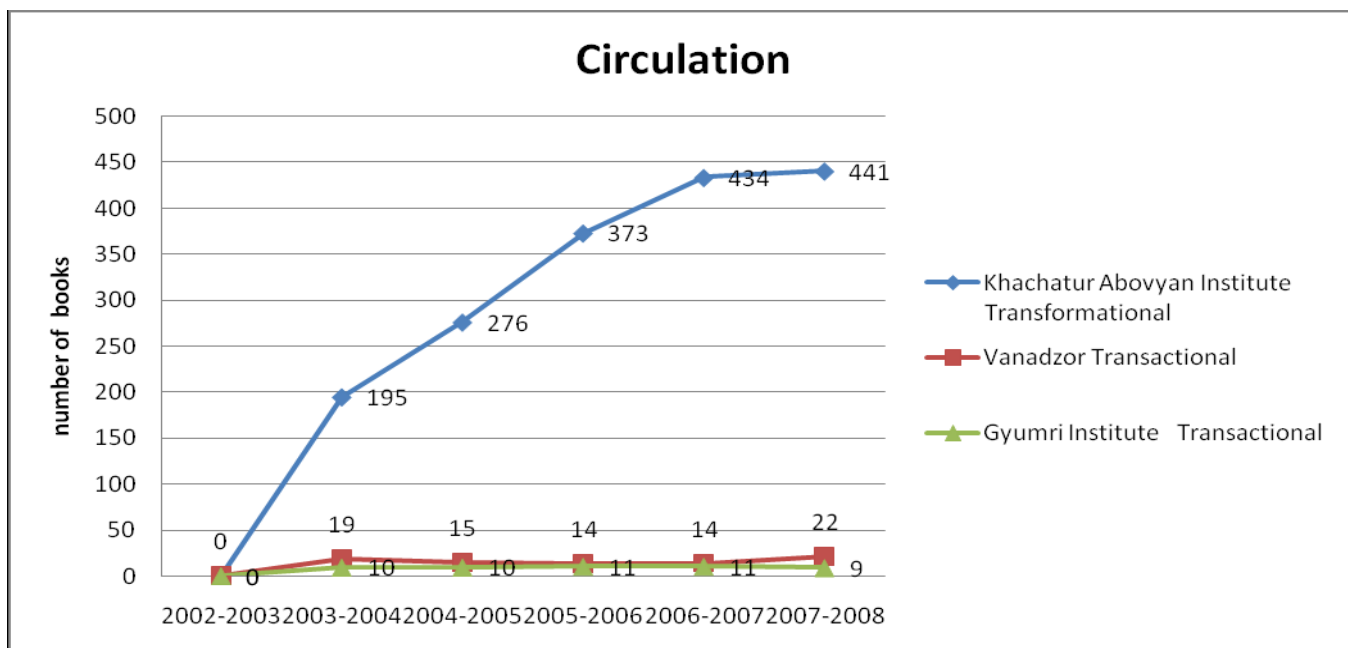
Here the indicators are very similar, as it was expected in Yerevan the indicators are increasing whilst in Vanadzor and Gyumri the rates are very similar and the difference is very slight and vague. It is clear that Khachatur Abovyan is more client oriented and the leadership here is more transformational and Gyumri and Vanadzor are transactional they show very weak changes in their numbers.

Chart 7: Budgetary Allocations
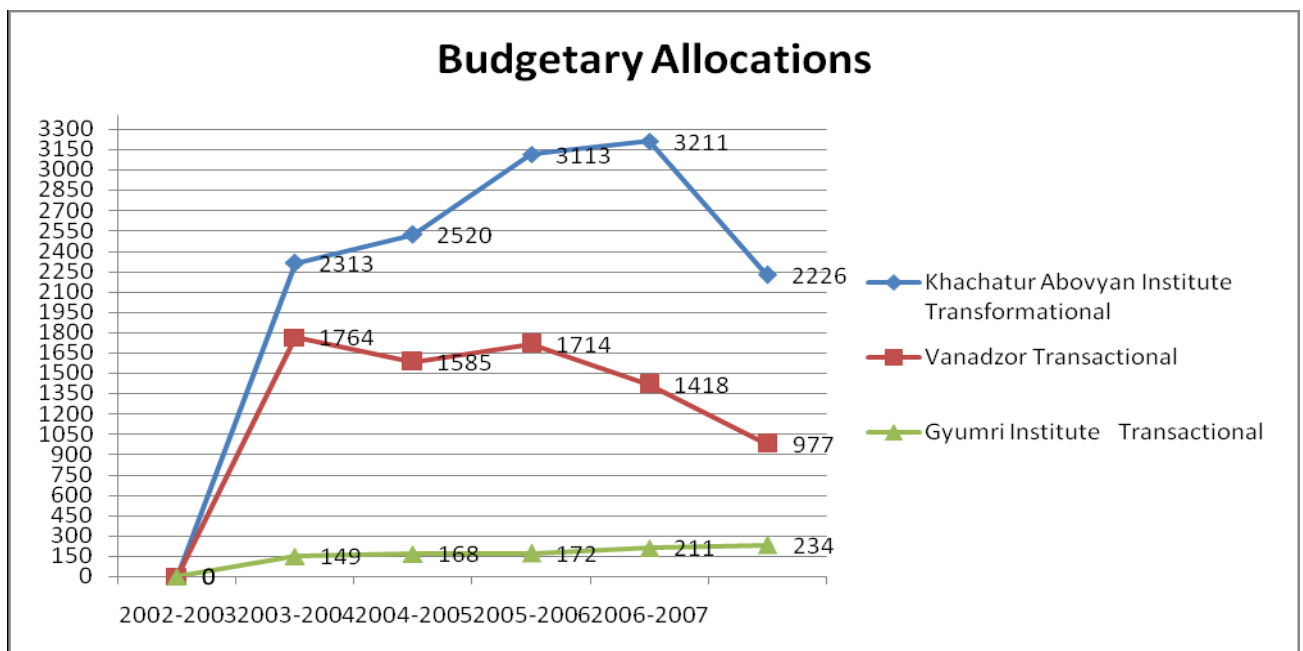
This last indicator is one of the most important variables that measure the effectiveness of library performance and leadership skills.

In this chart the great share of allocations goes to Abovyan, the second one is Vanadzor as always the weakest numbers has Gyumri. This shows that Transformational approach is the best aptitude for the library development.

It is obvious that whenever leadership style is more transactional then transformational the indicators are lower than the indicators of a library where the

leadership style is transformational. The example here can be library in Vanadzor and library in Yerevan. In Yerevan each year the numbers are increasing (it is for each indicator), while in Vanadzor the dynamic is seasonal, numbers are decreasing steadily. Which shows that the leadership maters. In case of Gyumri the indicators are gradually decreasing each year. The patrons' number has not changed even slightly throughout five years. The other indicators have changed vaguely but not significantly, which shows that the role of leadership is very weak and it needs to be developed. The same thing goes for the passive style, the effectiveness is very low, the results in the library are static, and no development and no changes are registered. So it can be stated that whenever the leadership style changes the indicators change too, they either increase if the style is transformational (Yerevan), they just did not change or the change will be very slight if the leadership style is transactional (Vanadzor), or go down when the leadership is almost on the verge of collapsing and just doing nothing (Gyumri, here the style is more passive then transactional, thought the numbers are almost equal to Vanadzor, however in Vanadzor there is an increase in budget numbers, in Gyumri almost each number has decreased significantly). From these indicators' numbers it is obvious that transformational leadership is more effective for circulation and library visits except for budget (budget allocation is distributed by the state).

Thus it can be inferred that both hypothesis were supported and proven accordingly with the indicators from library factors and leadership style factors. The

correlation between independent variables (leadership styles) and dependent variables (library indicators) was supported and proved.

So far, the leadership style directly effects library performance and causes to change the indicators' rates. Leadership style is directly linked with the effective performance of the library. The indicators bring to light the state and condition of the libraries and the role of directors as leaders.

CONCLUSION

The present study examined the leadership styles proposed by Bass and Avolio, which is Transformational, Transactional and Laissez-faire, and the impact on library effectiveness and whether there are any significant changes in the library because of leadership style and what was the outcome of these changes in comparison with other libraries (of the same type).

The basic conclusions made as a result of the analysis of the case studies' findings are presented below.

Despite the fact that the three academic libraries were in different cities and have different starting conditions and size, the leadership style matters.

The moving averages of the library indicators prove that there is a correlation between leadership style and library performance (whether effective of less effective).

Consequently, it can be concluded that the libraries that has leaders with passive/avoidant or transactional style, perform on lower levels and without any significant changes in their rates.

The library that has director with transformational style, performs in much more higher levels and produces better results than other style can do. Results showed that this type of leadership yields better upshot, and there is a dynamic development and progress which is tangible (See table 1)

To sum up, it is important to indicate that the most important challenge of the leader is to be able to keep the high quality of the organizations performance and sustained success in order to perform on higher level and keep satisfaction of patrons and staff.

What was important in this research was to show the importance of the leadership role in the library development and the ultimate endeavor to come to a conclusion that leadership matters; it increases the performance and can be very useful tool to get more for the prosperity of the organization.

In case of the three libraries it is obvious that leadership matters, however the role of director as a leader is very low, and more attention should be paid to leadership development in libraries, since the role of the library director as a leaders is in designing, planning, organizing and directing the assigned objectives to make the library more user friendly and open to public.

LIMITATIONS AND FURTHER RESEARCH

Having summarized the literature review, findings and analysis of the data, it is appropriate to discuss the limitations of the current study and suggest next steps to be done in the further research on this topic.

Generally there was not enough data for the statistical relevant generalization therefore it should be seen as more of detected patterns then regularities. This study has been based on the smaller number of participants and it cannot be ignored that the use of small numbers of participants in the study makes it difficult to generalize to a larger population.

Finally reliance on self-reports might result in biased responses by social desirability and cultural expectations. People tend to answer in a socially acceptable manner, and their answers might not correspond to reality. Direct questions generally hide stereotypes that might still exist. Therefore, research of this type of should rely on unobtrusive methods rather than using questionnaires or interview techniques that often lead to results biased by social desirability.

Thus use of more unobtrusive methods is more desirable in this type of research. Leaders should be observed in their work place, while performing their day-to-day activities, rather than interviewed about their leadership style, since people have a tendency to stereotype their behavior based on cultural and other expectations. This

method will be more time consuming and will require much more financial resources, however the outcome will be more realistic and reliable.

Hopefully further research on this topic will give the opportunity to find more ways of understanding the weak points of library directors and to make relevant recommendations for the benefit of our potential future library directors as effective leaders.

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Appendix A

Table 2: Case Selections

Name	Position	Institution
Tigran Petrosyants	Director	Armenian State Pedagogical Institute
Sveta Zaqaryan	Director	Gyumri State Pedagogical Institute
Valeri Piloyan	Director	Vanadzor State Pedagogical Institute

ARMENIAN STATE PEDAGOGICAL INSTITUTE

The university was established in 1922. It has two branches in Gyumri and Vanadzor.

The library in Armenian State Pedagogical Institute was established in 1922.

The library director till 2009 died and was replaced the same year. Since the interviewed director was new, the dates of the statistics and data were needed for the research was not connected with new director supervision period.

Thus the staff interviewed as a leader taking the passed out director and not the current one. Since there is no data about leader itself, the number of raters will be four, as compensation to a missing questionnaire from the director. The current director was also interviewed; however he was interviewed es a rater and not leader.

As it was stated above, the number of interviewed were four in Armenian state Pedagogical Institute. The first person who was interviewed was the current library director, he was asked to rate the leadership style of the previous director.

The second person was from the library staff, she was head of Acquisition Department, and she was also rating leadership skills of previous director.

The first person interviewed was Chair of Elementary Education and Mathematics Department from the same Institute.

The particular person was chosen to be interviewed as he was working with the library director and knew his working style quite well. They were cooperating to get needed materials for the department.

The second rater person was chosen from American University of Armenia. The library director was rating the leadership style of ex director, since she has worked with him in a

framework of academic library development conferences held in Yerevan and some other meetings and programs connected with the libraries.

GYUMRI STATE PEDAGOGICAL INSTITUTE

This institute was established in 1934, the library was also opened in 1934.

Gyumri Pedagogical Institute is a branch of Armenian State Pedagogical Institute.

In order to rate director's leadership style three people were interviewed. Director also rated herself too.

One of the interviewed was from the library staff. This was done to understand her working style and to see her leadership characteristics and what type of leader is she. Also she was interviewed as a leader and she was asked to rate her working style with her staff and her attitude towards her own managerial skills.

The second person who was interviewed and was from her staff was the Head of Acquisition department. She was also rating the director's leadership skill from her perspective, as if she was trying to characterise and evaluate director's ability to solve problems and her attitude towards library problems.

In order to have more full understanding of the leadership style of the library the library director of Armenian State Pedagogical Institute was also interviewed he was asked to rate her leadership skills and working style with staff and how she deals with everyday problems that library faces.

VANADZOR STATE PEDAGOGICAL INSTITUTE

The institute was established in 1969 and together with Institute the library was also opened the same year.

The Institute is a branch of Armenian State Pedagogical Institute in Vanadzor.

In order to rate director's leadership style there were done three interviews. Director has rated his own leadership skills and style. The second interviewed person was from the library staff. She was Head of Acquisition department. She was chosen as the closest person who is working with director and she was rating skills of management and leadership style of the director.

The third interviewed person was the library director of Armenian State Pedagogical Institute. He was chosen as he is working and cooperating with the branch libraries very frequently and was able to fully rate the leadership style of the library director of Vanadzor branch, as they are working on a daily base.

Appendix B

Multifactor Leadership Questionnaire (MLQ)

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

 Not at all-0, Once in a while-1, Sometimes-2, Fairly often-3, Frequently/if not always-4

The Person I Am Rating. . .

1. Provides me with assistance in exchange for my efforts 0 1 2 3 4

2. Re-examines critical assumptions to question whether they are appropriate 0 1 2 3 4

3. Fails to interfere until problems become serious 0 1 2 3 4

4. Avoids getting involved when important issues arise 0 1 2 3 4

5. Talks about his/her most important values and beliefs 0 1 2 3 4

<u>Appendix C</u>

Table 3: Absolute numbers

		Vanadzor State Pedagogical Institute Absolute Values	
Year	Num. of Readers	Num. of attendance	Num. of Books	Finance
2003	1500	28000	30000	3000000
2004	1900	30000	35000	3200000
2005	2211	36672	25700	3545000
2006	2662	45320	31305	3714818
2007	3050	46327	32557	2470626
2008	2919	55713	75680	2521969

	Khachatur Abovyan Pedagogical Institute Absolute Values			
Year	Registered Patrons	Visits to the Library	Circulation/Check out of books	Budgetary Allocations
2003	6217	167000	301000	3387298
2004	7499	195899	420000	5181765
2005	10458	265000	635000	4353230
2006	12588	301970	904200	8573251
2007	13421	403543	998728	5424602
2008	14136	491632	1178613	5502751

	Gyumri State Pedagogical Institute Absolute Values			
Year	Num. of Readers	Num. of attendance	Num. of Books	Finance
2003	3600	45000	40000	500000
2004	3000	42000	37000	650000
2005	3440	44540	42060	719500
2006	4037	48120	46385	728000
2007	4760	51050	50385	1404700
2008	4805	51070	50510	1302600

*Indicators taken from the report published by the National Library of Armenia and the Ministry of Culture. Armenian Libraries: Statistical Analysis 2002-2008.

The Snapshot of the Leadership Profile

Builds Trust (IA)
Acts With Integrity (IB)
Inspires Others (IM)
Encourages Innovative Thinking (IS)
Coaches People (IC)

Effective

Average scores from raters

5 I's

TRANSFORMATIONAL

3.45

Rewards Achievement (CR)

CR

TRANSACTIONAL

3.75

Monitors Mistakes (MBE-A)

MBE-A

2.75

Passive

Active

Fights Fires (MBE-P)

MBE-P

PASSIVE / AVOIDANT

3.75

Avoids Involvement (LF)

LF

3.5
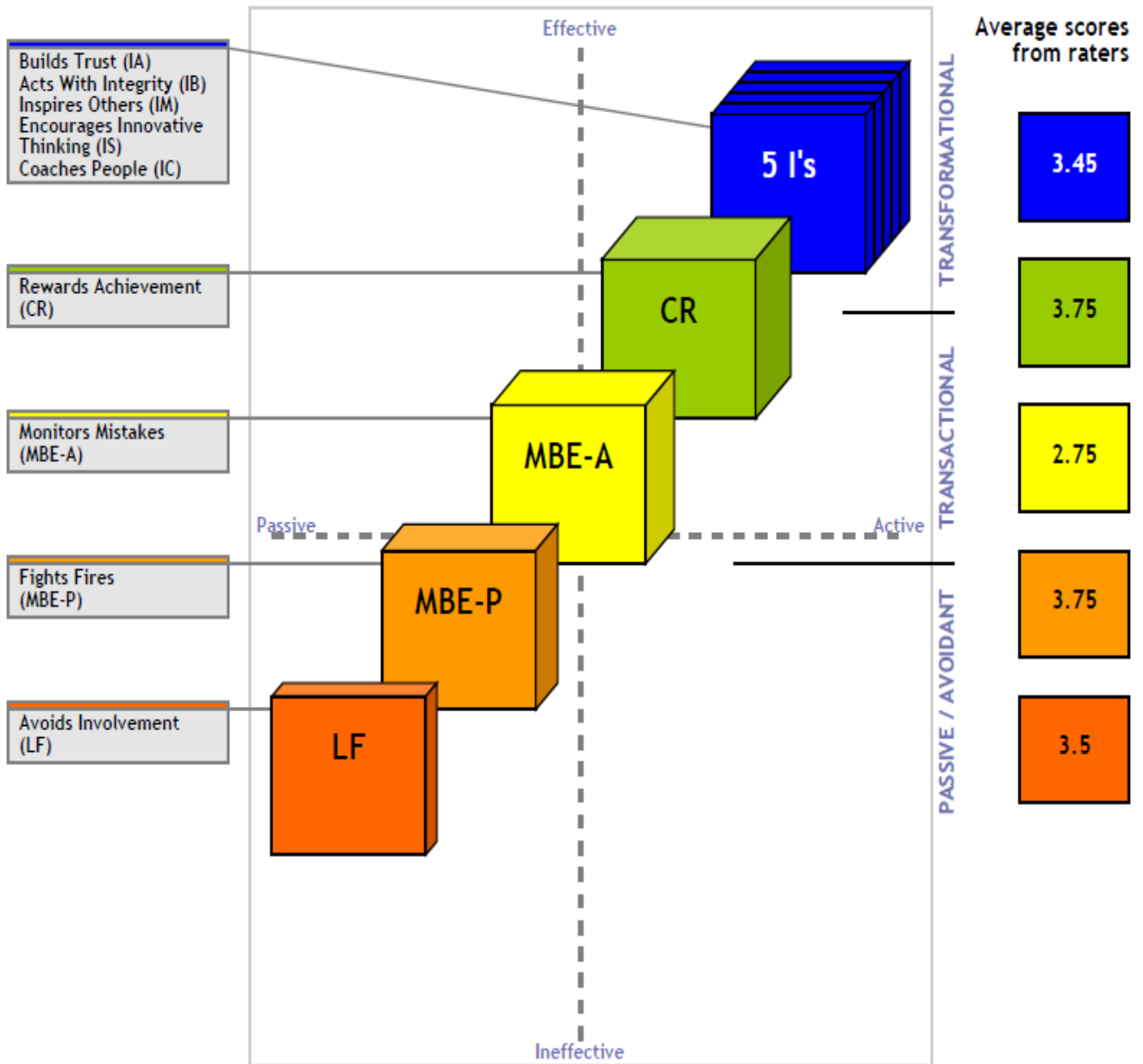
Ineffective

Table 5: Library Scores

Khachatur Abovyan Pedagogical Institute (Yerevan)		
Factors/Transformational (3.14)	Accepted Benchmark	My scores
Idealized Attributes (IA)	2.69	2.9
Idealized Behavior (IB)	2.97	3.3
Inspirational Motivation (IM)	3.0	3.4
Intellectual Stimulation (IS)	2.98	3.0
Individual Consideration (IC)	2.59	3.1
Factors/Transactional (2.9)	Accepted Benchmark	My scores
Contingent Reward (CR)	2.93	2.7
Mgmt by Exception (Active) (MBEA)	2.51	3.1
Factors/Passive Avoidant (1.35)	Accepted Benchmark	My scores
Mgmt by Exception (Passive) (MBEP)	1.22	2.1
Laissez-Faire (LF)	0.86	0.6
Outcomes of leadership	Accepted Benchmark	My scores
Extra Effort (EE)	2.69	3.7
Effectiveness (EFF)	2.97	3.2
Satisfaction (SAT)	2.92	3.3

Hovhannes Tumanyan Pedagogical Institute (Vanadzor Branch)		
Factors/Transformational 2.58	Accepted Benchmark	My scores
Idealized Attributes (IA)	2.69	2.6
Idealized Behavior (IB)	2.97	2.8
Inspirational Motivation (IM)	3.0	2.8
Intellectual Stimulation (IS)	2.98	2.5
Individual Consideration (IC)	2.59	2.2
Factors/Transactional 2.35	Accepted Benchmark	My scores
Contingent Reward (CR)	2.93	2.5
Mgmt by Exception (Active) (MBEA)	2.51	2.2
Factors/Passive Avoidant 2	Accepted Benchmark	My scores
Mgmt by Exception (Passive) (MBEP)	1.22	2.2
Laissez-Faire (LF)	0.86	1.8
Outcomes of leadership	Accepted Benchmark	My scores
Extra Effort (EE)	2.69	2.5
Effectiveness (EFF)	2.97	2.7
Satisfaction (SAT)	2.92	2.2

Mikael Nalbandyan Pedagogical Institute (Gyumri Branch)		
Factors/Transformational 2.58	Accepted Benchmark	My scores
Idealized Attributes (IA)	2.69	2.5
Idealized Behavior (IB)	2.97	2.6
Inspirational Motivation (IM)	3.0	3.0
Intellectual Stimulation (IS)	2.98	2.5
Individual Consideration (IC)	2.59	2.3
Factors/Transactional 2.7	Accepted Benchmark	My scores
Contingent Reward (CR)	2.93	2.8
Mgmt by Exception (Active) (MBEA)	2.51	2.6
Factors/Passive Avoidant 2	Accepted Benchmark	My scores
Mgmt by Exception (Passive) (MBEP)	1.22	2.3
Laissez-Faire (LF)	0.86	1.7
Outcomes of leadership	Accepted Benchmark	My scores
Extra Effort (EE)	2.69	2.9
Effectiveness (EFF)	2.97	2.8
Satisfaction (SAT)	2.92	2.2

Table 6: Student numbers

Khachatur Abovyan Pedagogical Institute					
2003	2004	2005	2006	2007	2008
1879	1836	1963	2139	2248	2700

Vanadzor State Pedagogical Institute					
2003	2004	2005	2006	2007	2008
1608	1927	2349	1937	2964	2434

Gyumri State Pedagogical Institute					
2003	2004	2005	2006	2007	2008
3075	3754	4437	4000	5873	5712