

How I rate my library leaders: understanding transformative leadership in academic libraries

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ABSTRACT

Academic libraries in Palawan province are directly affected by reforms to higher education institutions. To successfully navigate this evolving landscape, library leaders must be aware of their pivotal practices and status from their subordinates' perspective, ensuring their support. This study assessed the extent of transformative library leadership practices (TLLP) from the subordinates' perspectives. Using a descriptive-correlational research design, a validated and modified questionnaire was administered to a population of 40 library subordinates via online and printed forms. Mean and standard deviation were used to determine the extent of TLLP dimensions. A one-way ANOVA and Tukey post hoc tests were utilized to determine significant differences in demographic profiles. Library supervisors demonstrate strong leadership that fosters respect, instills hope, ensures appropriate services, and treats members as individuals. Individualized Consideration got the highest rating among the dimensions. It means that library leaders provided personalized attention and support to their subordinates. Among demographic profiles, only the highest educational attainment differed significantly in perceived leadership practices, specifically between a master's degree and a vocational level; the others showed no difference. Library subordinates reported that their library leaders consistently demonstrated transformative leadership, especially by recognizing unique needs and potential. This study is one of the first to assess transformative leadership among academic libraries in Palawan Island. The insights are key for educational sustainability and can help leaders better support their staff in achieving transformative goals.

Keywords: academic librarian, library subordinate, Palawan library, Palawan province, transformative leaders,

INTRODUCTION

A significant transformation has driven higher education institutions to comply with new forms of competition and reforms at various levels, whether regional, national, or international (Lo et al. 2020). Besides, higher education competition has become institutional, leading to a multi-level form that transforms universities into competitors, such as in the areas of funding (Tandberg 2010) or financial support (Eaton et al. 2016). Since university libraries are at the heart of academic institutions (Liu 2019), they are never immune to these changes and challenges (Lo et al. 2020). Thus, library leaders shall adhere to this by preparing their people and resources, including their mindset and commitment. To guide colleagues through institutional transformation, academic library leaders must understand educational processes and their own evolving role. The Urban Libraries Council (2012) stated that successful leaders are driven by passion, commitment, and self-confidence in dealing with their own organization's processes and endeavors. Era and Dequito (2024) described that leaders are responsible for creating a positive work environment to achieve goals, and transformational leadership helps motivate staff to embrace challenges and contribute creatively in the face of rapid change (Anandani and Aslami 2023). Modern library leadership is shifting from traditional, hierarchical models to collaborative, people-oriented approaches (Sweeney 1994), recognizing that the entire team, not just the leader, is essential to ensuring practical work.

To guide colleagues through institutional transformation, academic library leaders must also show comprehension, evolve, and be familiar with the educational undertaking. Urban Libraries Council (2012) mentioned that successful leaders are usually driven by passion, commitment, and self-confidence. Era and Dequito (2024) added that leaders create a positive work environment to achieve goals. With this, Anandani and Aslami (2023) vouched that through transformational leadership, leaders motivate subordinates to embrace challenges and contribute creatively in the face of rapid change. Sweeney (1994) stated that in modern library leadership, there is a shift from traditional, hierarchical models to collaborative, people-oriented approaches, in which recognition is not only for the leader but also for the entire team, thereby ensuring practical work in the organization. Palawan Province is an island province in the southwestern Philippines, and it is considered the country's largest province (Britannica Editors 2024). It has a well-established higher education system comprising various universities and colleges. The province is working to address trends in the academic community. The local government units have implemented initiatives to help the academy bring prestige to this humble island as they aim for the data-driven Palawan project, which is also geared towards aligning with the United Nations Sustainable Development Goals ("Gov. Socrates aims for data-driven Palawan growth" 2024). Moreover, higher education institutions in the province are undergoing major changes and facing various challenges in creating innovations in the new learning environment. This evolving role requires a different kind of leadership—one that is adaptable, innovative, and capable of inspiring change. A change that even the unit leaders need to become accustomed to.

This study assessed the extent of transformative leadership practices in libraries across academic institutions in Palawan province. Additionally, it examined the relationship between subordinates' demographic profiles and their perceptions of their supervisors' transformative library leadership practices in terms of Individualized Influence, Intellectual Stimulation, Inspirational Motivation, and Individualized Consideration, with the null hypothesis that there is no significant difference in library leadership practices when respondents are grouped according to their profiles (Age, Sex, Highest Educational Attainment, and Length of Service). The findings of this study would facilitate a better understanding of library leadership practices. It provides actionable insights for library leaders to enhance their leadership practices. Library managers would acquire insights into becoming influential leaders by learning better approaches that help them better understand the needs of clients, services, administration, and subordinates.

METHODS

Research Design: This study employed a descriptive-correlational research design. The descriptive method was employed to determine the extent of transformative leadership practices and the demographic profile of the respondents. On the other hand, a correlational analysis was conducted to determine whether there were significant differences between transformative leadership practices and respondents' demographic profiles in a non-experimental setting. This approach is suitable in this study, as Siedlecki (2020) noted that the descriptive-correlational design aims to describe patterns and associations, providing insight into how variables may relate in a natural setting

Research Locale: It was conducted in Palawan province, where three (3) academic libraries are spearheaded by the university librarian, the head librarian, or other librarians with supervisory functions.

Research Respondents: A population of forty (40) library subordinates was the respondents. There are three academic institutions. The table of Distribution of Participants (Table 1) summarizes the academic institution breakdown of the 40 Library Subordinates who participated in the study. The total population represents 100% of the participants, with the largest number in Institution 3. Institution 3 contributed the largest group, accounting for 22 participants (55% of the total). Institution 2 provided a substantial minority of 14 participants, which is 35% of the total. Finally, Institution 1 had the smallest representation, with only 4 participants, making up the remaining 10%. These library subordinates assessed their heads' or immediate supervisors' library leadership practices.

Research Instruments: The questionnaire has two parts. Part I presents the demographic profile of the respondents, and Part II is a modified version of Bass and Avolio's questionnaire that outlines the transformative leadership variables. The researcher modified Part II to better align with the study's purpose and to make it more comprehensible to the respondents. The research instruments underwent validation by five experts

(one a doctor in research, two doctors in educational management, one a licensed librarian, and two with a doctorate in management). The Cronbach alpha obtained from the other sample was 0.9747, indicating the instrument is reliable (Cronbach 1951). The results demonstrated notable reliability and internal consistency, as indicated by Cronbach's alpha coefficient, which ranged from 0.90 to 0.94. It is recommended to employ instruments with higher Cronbach's alpha in research, as they tend to exhibit lower measurement error and increase statistical power across diverse research settings (Heo et al. 2015). Respondents can complete it via print or online forms, whichever is convenient.

Research Treatment: With the academic heads' approval, respondents completed the questionnaire via print or online forms. Before administration, the respondents conducted an orientation on the study objectives. Respondents were then instructed to read the directions thoroughly and respond honestly to each item, and it was voluntary. The one-way ANOVA with Tukey post hoc tests was used to determine significant differences in respondents' demographic profiles and leadership practices. The mean and standard deviation were used to determine the extent of practice, using a 5-point Likert scale. Frequency and Percentage were used to assess demographic profiles. The questionnaire was administered during the second semester of the 2024-2025 academic year.

RESULTS

Library Leadership Practices

The extent of Library Leadership Practices (Table 2) reveals that these are highly practiced by the library supervisors, as perceived by their subordinates, with a grand mean of 3.8947 and a standard deviation of 0.7775 (Table 2). Moreover, results revealed that they frequently practiced these, with a verbal interpretation of "Often". Among the four primary variables, Individualized Consideration is considered the highest, with a total mean of 4.000 and a standard deviation of 0.7844, followed by Idealized influence, with a mean of 3.9563 and a standard deviation of 0.7158, and then the Inspiration motivation with the total mean of 3.8227 and a standard deviation of 0.7362 and lastly the Intellectual stimulation with a total mean of 3.8000 and a standard deviation of 0.8737. Although it is the lowest, the rating is still qualitatively described as High or often practiced.

The Individualized Consideration variable is highly practiced by library leaders, as perceived by their subordinates, with a mean of exactly 4.0000 and a verbal interpretation of "Often (H)". The highest-rated practice is "Treating members as a person, not as a member," with a mean score of 4.1750 and a standard deviation of 0.8129. On the other hand, the lowest-rated practice is "Allocating time for guidance and training," which received the lowest mean score of 3.8500 and a standard deviation of 0.9486, indicating that it is still considered a highly practiced or often observed practice by their subordinates.

Additionally, the findings indicate that library leaders exhibit high Idealized influence practices as perceived by their subordinates, with a total mean of 3.9563 and a standard deviation of 0.71586. Further analysis revealed that they frequently practiced this, with a verbal interpretation of "Often". The behavior "Act in a way that increases respect" had the highest mean score of 4.1000 and the lowest standard deviation of 0.8101, while the lowest-rated practice, "Instilling a sense of pride and honor in library personnel," had a mean score of 3.8250 and a standard deviation of 0.8129. Despite being the lowest mean score, it is still qualitatively interpreted as Often Practice.

Consequently, the Inspirational motivation shows that it is highly practiced, with a total mean of 3.8227 and a standard deviation of 0.7362. The highest mean among the variables is the practice of "Giving hope to library personnel about achievable goals," which received a mean score of 3.8750 and a standard deviation of 0.8101. In contrast, the lowest mean is the practice "Talking optimistically about the future of library services," which received a mean score of 3.8000 and a standard deviation of 0.9660, which is still considered highly observed.

Furthermore, the Intellectual stimulation results show that it is also highly practiced by library leaders, as perceived by their subordinates, with a total mean of 3.8000 and a standard deviation of 0.8737. It places the overall practice level in the "Often (H)" category. The highest mean is the practice "Careful examination of proposals/offers to ensure Suitability", which received a mean score of 3.9000 and a standard deviation of 0.9818. The lowest mean is for the behavior "Requesting the examination of problems from different perspectives," with a mean of 3.6250 and a standard deviation of 1.0048, indicating that subordinates often exhibit this behavior.

Relationship Between Subordinates' Profiles and Their Perceived Library Leadership Practices

A significant difference was tested between subordinates' demographic profiles and their perceptions of their library leaders' leadership practices (Table 3-5). An independent t-test was conducted to determine whether there were significant differences between the Age of subordinates and their perceived extent of Leadership Practices by their Library Leaders (Table 3). For all four practices, the p-value (Sig. 2-tailed) is greater than the significance level of 0.05, such as Ages 26 and below ($\bar{x} = 3.8571$, $SD=0.5452$) and 27-34 years old ($\bar{x} = 4.0658$, $SD=0.8694$) have no significant difference in their perceived Idealized influence ($t=-.919$, $P>0.05$). Also, Ages 26 and below ($\bar{x} = 3.6623$, $SD=0.5878$) and 27-34 years old ($\bar{x} = 4.0000$, $SD=0.8528$), and Inspirational motivation ($t=-1.470$, $P>0.05$). In addition, Ages 26 and below ($\bar{x} = 3.5952$, $SD=0.7003$) and 27-34 years old ($\bar{x} = 4.0263$, $SD=1.0031$) and Intellectual stimulation ($t=-1.588$, $P>0.05$), and Ages 26 and below ($\bar{x} = 3.9048$, $SD=0.6248$) and 27-34 years old ($\bar{x} = 4.1053$, $SD=0.9365$) and Individualized consideration ($t=-.804$, $P>0.05$).

The analysis was further extended to compare male and female profiles (Table 4). For 17 males and 23 females, among four leadership practices, the independent samples t-test revealed no statistically significant differences, as the p-values were consistently greater than $\alpha=0.05$, indicating that Male ($\bar{x} = 4.1618$, $SD=0.66697$) and Female ($\bar{x} = 3.8043$, $SD=0.72675$) have no significant variation in their perceived Idealized influence ($t=1.591$, $P>0.05$). Also, Male ($\bar{x} = 3.8717$, $SD=0.76942$) and Female ($\bar{x} = 3.7866$, $SD=0.72604$) and Inspirational motivation ($t=.357$, $P>0.05$). In addition, Male ($\bar{x} = 3.8382$, $SD=0.78532$) and Female ($\bar{x} = 3.7717$, $SD=0.9502$) and Intellectual stimulation ($t=.235$, $P>0.05$), and Male ($\bar{x} = 4.0441$, $SD=0.75122$) and Female ($\bar{x} = 3.9674$, $SD=0.82333$) and Individualized consideration ($t=.302$, $P>0.05$).

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On the other hand, a One-Way ANOVA ($\alpha=0.05$) was used to investigate the relationship between subordinates' Highest Educational Attainment (College, Master's, Vocational) and their perceived extent of library leadership practices of their library leaders (Table 5). The test showed a statistically significant difference only for Inspirational Motivation ($F(2, 37) = 3.533$, $p = .039$), leading to the rejection of the null hypothesis. The other three practices—Idealized Influence ($F(2, 37) = 2.426$, $p = .102$), Intellectual Stimulation ($F(2, 37) = 3.143$, $p = .055$), and Individualized Consideration ($F(2, 37) = 1.424$, $p = .254$)—found that it has no significant differences, thus leading to rejecting the null hypothesis. Likewise, the subsequent Tukey Post Hoc test for Inspirational Motivation pinpointed the significant finding: subordinates with a Vocational background ($x=4.9091$) perceived significantly higher levels of this practice than those with a master's degree ($x = 3.4091$), with a mean difference of -1.50 ($p = .031$).

Furthermore, in Table 6, a one-way Analysis of Variance (ANOVA) was conducted to compare the perceived extent of Library Leadership Practices across three categories of subordinate Length of Service (below 2 years, 2–5 years, and above 5 years, $N=40$ total), with

the results that show there is no significant differences for any of the four leadership practices (Idealized Influence ($F(2, 37) = 0.048, p = .953$), Inspirational Motivation ($F(2, 37) = 0.248, p = .781$), Intellectual Stimulation ($F(2, 37) = 0.006, p = .994$), and Individualized Consideration ($F(2, 37) = 0.421, p = .659$)), all have p-values that are significantly greater than the $\alpha=0.05$ threshold, which means to accept the null hypothesis for all dimensions. The mean scores across the different service lengths were very similar across practices (e.g., Idealized Influence means ranged from 3.9000 to 3.9875), suggesting that a subordinate's tenure does not affect the perception of their library leader's leadership practices.

DISCUSSION

Library Leadership Practices

As perceived by their subordinates, Library leaders earned team trust and admiration by consistently aligning their actions with the organization's values and mission, thereby inspiring emulation (idealized influence) from their staff. Moreover, as perceived by staff, their library leaders successfully demonstrated idealized influence over their subordinates, which guided their efforts to achieve their goals in their tasks. According to staff, the leaders had a respectful approach in delegating tasks and issuing orders. In support of this, Lo et al. (2020) posit that a leader has a primary role in inspiring the adoption of a shared vision (the organization's vision), which results in employee empowerment (Jerab 2023) and a reduced need for close supervision. Since most library leaders are Palaweños known for their warm nature and good guardians (The Philippine Star 2017; PSU 2018; HTU 2025; WPU 2025), this respectful approach, coupled with aligning actions to strategic priorities (Casey 2015), secures both staff respect and organizational success.

Under inspirational motivation, most library leaders are team motivators, as they can effectively channel their vision to their subordinates. This means that even when facing challenges, Palawan library leaders remain steadfast amidst challenging times, such as during accreditation, assessment, monitoring, and review. In this regard, subordinates perceive them as maintaining a hopeful and optimistic approach to library challenges (HTU Library 2023; WPU Library 2023). Additionally, subordinates trust their leaders' vision and ability to achieve goals, aligning with Peterson and Byron's (2003) finding that hope is strongly linked to practical goal setting and motivation. Furthermore, leadership support for continuous growth is evident in encouraging staff to pursue formal education or professional development, as claimed in their personnel development plan (WPU Library 2023).

Moreover, library leaders, particularly within the Intellectual Stimulation variable, demonstrate a strong commitment to responsibility by meticulously examining proposals and offers for suitability, reflecting their understanding of the impact of their decisions and ensuring they meet necessary standards, as noted by Zhang et al. (2022) regarding statutory requirements and content completeness. This due diligence is also tied to their core function, mandated by university presidents, of effectively managing library resources to prevent legal issues (WPU Library 2024). Furthermore, some leaders actively engage in presenting and scrutinizing activity proposals through meetings, workshops, training sessions, and forums before implementation, as documented in their reports (WPU Library 2024a).

Furthermore, library leaders earned the perception among subordinates that they were treated more as people than just staff members, indicating that library leaders saw, valued, and understood their unique contributions, skills, and perspectives. This supportive approach defines empathetic leadership (Russell & Russell 2017), which drives positive member interactions. The resultant positive leader-member relationships are known to correlate with increased job satisfaction and organizational citizenship behavior (Cooper & Conway 2015). Empathy directly enhances mutual communication and trust, which are vital for effective organizational dynamics (Qian & Walker 2014)

Subordinates' Demographic Profile and their perceived Leadership Practices for their Supervisors

The Age (Table 3) of subordinates does not influence their perceptions regarding the extent of library leadership practices of their immediate superior. That is, whether the subordinates were senior citizens or just fresh graduates, they did not differ in their descriptions of their supervisors' leadership practices. It is because the leadership being practiced by them is being perceived in a remarkably uniform way, regardless of the subordinate's generational cohort. This result is supported by Hadi and Said (2004), who state that subordinate Age does not significantly alter perceptions of leadership effectiveness, as it did not show differences in perceiving leadership effectiveness. This is supported by Kunze et al. (2011), who mentioned that the implicit leadership theory suggests that effective leadership is perceived similarly across generations, as leadership prototypes are influenced by shared work values and preferences rather than generational experiences alone.

On the other hand, the Sex of subordinates (Table 4) does not influence their perceptions regarding the extent of library leadership practices of their immediate superior. It implies that colleagues, regardless of gender, likely share a common understanding of effective library leadership, grounded in their professional training and field experience. Additionally, its absence could be attributed to professional norms emphasizing objectivity, which may weaken gender stereotypes within the field, as well as to the unique gender dynamics of the library profession itself. A study by Budur and Demir (2019) found no significant gender differences in evaluating leaders' virtues, including morale, knowledge, and attitude, indicating that gender does not affect how employees perceive leadership qualities. Leadership should always focus on identifying and developing individuals with the necessary skills, qualities, and experiences to lead effectively, regardless of gender. Related to this, Kaufman (1993) noted that, although the library profession has historically been female-dominated and male-led, recent trends indicate an increase in women assuming leadership roles.

Meanwhile, among the leadership practice dimensions, only Inspirational Motivation is influenced by subordinates' educational attainment (Table 5), specifically between individuals with a master's degree and those with a vocational level of education. In other words, a gap in perception was identified between how individuals with a master's degree see and interpret their superiors' leadership practices and how those with a vocational background do. According to Sinha and Chowdhary (1981) and Graham (2015), subordinates with higher educational attainment often have different expectations and perceptions of leadership than those with lower levels of education. They may prefer participative, empowering leadership styles that align with their desire for autonomy and involvement in decision-making.

Other practices, namely idealized influence, intellectual stimulation, and individualized Consideration, have not been affected by the subordinates' highest educational attainment. It means that the extent to which these practices are implemented in a library setting can be influenced by direct observation, shared workplace norms, the perceived impact of those practices, and individual expectations, and these do not necessarily need formal education to accomplish. Bullock (1969) and Budur and Demi (2019) found that educational attainment alone does not significantly influence perceptions of leadership roles.

Furthermore, the lengths of service of subordinates are not contributory factors in their perceptions of the extent of library leadership practices by their immediate superiors (Table 6). With this, the evaluations focused on specific, observable leadership behaviors that align with transformative principles, such as whether a leader articulates a clear vision, provides individual support, or encourages innovation, which evaluators might perceive similarly regardless of how long they have been in the organization. Athukorala (2021) mentioned that studies have shown that socio-demographic factors, including years of service, do not significantly correlate with perceptions of leadership traits, suggesting that experience alone does not determine how leadership is perceived. In contrast, Hadi and Said (2004) noted that tenure can influence how subordinates perceive leadership practices, as more experienced subordinates may have different expectations and be more critical of leadership practices than newer employees.

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GENERATIVE AI STATEMENT

The concepts, results, and discussion within this paper are the authors' original work and represent their independent contribution. AI tools, specifically Grammarly (version 1.2.210.1786) and Gemini 2.5 Pro, were used solely for manuscript editing, grammar refinement, and readability improvement. These tools were not involved in data generation, analysis, interpretation of results, or the formulation of primary arguments.

ETHICAL CONSIDERATIONS

The researcher adhered to ethical standards throughout this study. Full consent was obtained from the relevant authorities and participants before the study. The respondents were not subjected to any harm. Protecting their privacy was the utmost priority. The anonymity of the individuals and organizations participating in this research was maintained. Moreover, any deception or exaggeration regarding the aims and objectives of the study is avoided, and all information related to this research will be obtained honestly and transparently

DECLARATION OF COMPETING INTEREST

The author declares no competing interests.

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Table 1. Distribution of Participants. Note: N=Population

Academic Institution	Library Subordinates (N)	Percentage
Institution 1	4	10
Institution 2	14	35
Institution 3	22	55
Total (N)	40	100

Table 2. Library Leadership Practices. Note: VI-Verbal Interpretation; QD-Qualitative Description; H-High; Scale: 1.00 – 1.49 – Never, 1.45 – 2.49 – Rarely, 2.50 – 3.49 – Sometimes, 3.50 – 4.49 – Often, and 4.50 – 5.00 – Always.

Library Leadership Practices	Mean	SD	VI(QD)
Individualized consideration			
1. Treating members as a person, not as a member	4.1750	0.8129	Often (H)
2. Considering people with different needs, abilities, and creativities	4.0000	0.8770	Often (H)
3. Helping others to develop their capabilities.	3.9750	0.9195	Often (H)
4. Allocating time for guidance and training	3.8500	0.9486	Often (H)
Total Mean	4.0000	0.7844	Often (H)
Idealized influenced			
1. Act in a way that increases respect	4.1000	0.8101	Often (H)
2. Showing a sense of power and competence	4.0000	0.9607	Often (H)
3. Sacrificing personal interest for others' interest	3.9000	0.8412	Often (H)
4. Instilling a sense of pride and honor in library personnel	3.8250	0.8129	Often (H)
Total Mean	3.9563	0.7158	Often (H)
Inspirational motivation			
1. Giving hope to library personnel about achievable goals	3.8750	0.9111	Often (H)
2. Emphasizing the importance of foresight/ forecasting	3.8250	0.9577	Often (H)
3. Talking seriously about things that should be done in the library services (implementing practices in compliance with Regulatory and Statutory Requirements) in terms of	3.8187	0.8544	Often (H)
4. Talking optimistically about the future of library services	3.8000	0.9660	Often (H)
Total Mean	3.8227	0.7362	Often (H)
Intellectual stimulation			
1. Careful examination of proposals/offers to ensure Suitability	3.9000	0.9818	Often (H)
2. Suggesting new ways of doing something	3.8500	0.8638	Often (H)
3. Taking into account different perspectives while solving a problem	3.8250	0.9841	Often (H)
4. Requesting the examination of problems from different perspectives	3.6250	1.0048	Often (H)
Total Mean	3.8000	0.8737	Often (H)
Grand Mean	3.8947	0.7775	Often (H)

Table 3. Relationship between the Age of Subordinates and their Perceived Leadership Practices of their Library Leaders. Note: $\alpha=0.05$ (significant difference).

Library Leadership Practices	Age	N	Mean	SD	t	df	Sig. (2-tailed)	Decision
Idealized influence	26 and below	21	3.8571	0.5452	-.919	38	0.364	Accept Ho1
	27- 34 years old	19	4.0658	0.8694				Accept Ho1
Inspirational motivation	26 and below	21	3.6623	0.5878	-1.470	38	0.150	Accept Ho1
	27- 34 years old	19	4.0000	0.8528				Accept Ho1
Intellectual stimulation	26 and below	21	3.5952	0.7003	-1.588	38	0.121	Accept Ho1
	27- 34 years old	19	4.0263	1.0031				Accept Ho1
Individualized consideration	26 and below	21	3.9048	0.6248	-.804	38	0.427	Accept Ho1
	27- 34 years old	19	4.1053	0.9365				Accept Ho1

Table 4. Relationship between the Sex of Subordinates and their Perceived Leadership Practices of their Library Leaders. Note: $\alpha=0.05$ (significant difference, SD-Standard Deviation)

Library Leadership Practices	Sex	N	Mean	SD	t	df	Sig. (2-tailed)	Decision
Idealized influence	Male	17	4.1618	0.66697	1.591	38	0.120	Accept Ho1
	Female	23	3.8043	0.72675				Accept Ho1
Inspirational motivation	Male	17	3.8717	0.76942	.357	38	0.723	Accept Ho1
	Female	23	3.7866	0.72604				Accept Ho1
Intellectual stimulation	Male	17	3.8382	0.78532	.235	38	0.815	Accept Ho1
	Female	23	3.7717	0.95022				Accept Ho1
Individualized consideration	Male	17	4.0441	0.75122	.302	38	0.764	Accept Ho1
	Female	23	3.9674	0.82333				Accept Ho1

Table 5. Relationship between the Highest Educational Attainment of Subordinates and their Perceived Leadership Practices of their Library Leaders. Note: $\alpha=0.05$ (significant difference).

Library Leadership Practices	Highest Educational Attainment	N	Mean	SD	F	Sig. (2-tailed)	Decision
<i>Part I. Library Leadership Practices and Highest Educational Attainment</i>							
Idealized influence	College	32	3.9844	.66277	2.426	.102	Accept Ho1
	Master's Degree	6	3.5417	.88624			Accept Ho1
	Vocational	2	4.7500	.35355			Accept Ho1
	Total	40	3.9563	.71586			Accept Ho1
Inspirational motivation	College	32	3.8324	.62819	3.533	.039	Accept Ho1
	Master's Degree	6	3.4091	1.04881			Reject Ho1
	Vocational	2	4.9091	.12856			Reject Ho1
	Total	40	3.8227	.73624			Reject Ho1
Intellectual stimulation	College	32	3.8594	.73215	3.143	.055	Accept Ho1
	Master's Degree	6	3.1667	1.31972			Accept Ho1
	Vocational	2	4.7500	.35355			Accept Ho1
	Total	40	3.8000	.87376			Accept Ho1
Individualized consideration	College	32	3.9766	.69665	1.424	.254	Accept Ho1
	Master's Degree	6	3.8333	1.20069			Accept Ho1
	Vocational	2	4.8750	.17678			Accept Ho1
	Total	40	4.0000	.78446			Accept Ho1

Part II. Inspirational Motivation versus Highest Educational Attainment (Statistical Tool: Tukey Post Hoc)

Dependent Variable	(I) High educ	(J) High educ	Mean Difference (I-J)	Std. Error	Sig.	Dependent Variable
Inspirational motivation	Master's Degree	Vocational	-1.50000*	.56552	.031	Accept the Ho

Table 5. Relationship between the Length of Service of Subordinates and their Perceived Leadership Practices of their Library Leaders. Note: $\alpha=0.05$ (significant difference).

Library Leadership Practices	Length of Service	N	Mean	SD	F	Sig. (2-tailed)	Decision
Idealized influence	below 2 years	20	3.9875	.66627	.048	.953	Accept Ho1
	2 years to 5 years	10	3.9500	.63246			Accept Ho1
	above 5 years	10	3.9000	.93690			Accept Ho1
	Total	40	3.9563	.71586			Accept Ho1
Inspirational motivation	below 2 years	20	3.8273	.63115	.248	.781	Accept Ho1
	2 years to 5 years	10	3.7000	.71460			Accept Ho1
	above 5 years	10	3.9364	.98291			Accept Ho1
	Total	40	3.8227	.73624			Accept Ho1
Intellectual stimulation	below 2 years	20	3.7875	.83223	.006	.994	Accept Ho1
	2 years to 5 years	10	3.8000	.63246			Accept Ho1
	above 5 years	10	3.8250	1.20214			Accept Ho1
	Total	40	3.8000	.87376			Accept Ho1
Individualized consideration	below 2 years	20	4.0625	.75164	.421	.659	Accept Ho1
	2 years to 5 years	10	3.8000	.70514			Accept Ho1
	above 5 years	10	4.0750	.95779			Accept Ho1
	Total	40	4.0000	.78446			Accept Ho1