

RESEARCH ARTICLE

Organizational Development through Leadership Behaviour: An Empirical Study of College Librarians Affiliated with Sant Gadge Baba Amravati University, Maharashtra

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Abstract

Leadership behaviour plays a crucial role in enhancing organizational development in academic libraries by improving strategic direction, employee engagement, innovation, and service quality. The present study examines the relationship between leadership behaviour and organizational development among college librarians affiliated with Sant Gadge Baba Amravati University, Maharashtra. A quantitative, descriptive, and correlational research design was adopted. Primary data were collected from 241 college librarians (N = 241) using a structured questionnaire. Descriptive statistics, Pearson correlation, simple linear regression, independent samples t-test, and one-way ANOVA were used for data analysis.

The findings revealed that the respondents exhibited a positive level of leadership behaviour (mean range: 3.44-3.97) and perceived organizational development practices favourably (mean range: 3.51-4.00). Leadership behaviour was found to have a strong positive correlation with organizational development ($r = 0.742$, $p < 0.01$). Regression analysis further indicated that leadership behaviour significantly predicted organizational development, explaining 55.1% of the variance ($R^2 = 0.551$, $F = 288.64$, $p < 0.001$). Significant differences in leadership behaviour were observed across gender, institutional location, qualification, and experience, while organizational development differed significantly across institutional location, qualification, and experience. The study concludes that effective leadership behaviour is a key determinant of organizational development and contributes significantly to improving the effectiveness and sustainability of college libraries.

Keywords: Leadership Behaviour, Organizational Development, College Librarians, Academic Libraries, Organizational Effectiveness, Library Management, Sant Gadge Baba Amravati University, Maharashtra.

1. Introduction

Leadership plays a vital role in the effective management and continuous development of academic libraries. It is the process through which leaders influence, motivate, and guide individuals toward achieving organizational goals while creating a collaborative, ethical, and productive work environment. In higher education institutions, college

librarians are expected to provide strategic direction, manage organizational change, promote innovation, and ensure the effective utilization of library resources. As noted by Johnson (2007), librarians must assume leadership roles to help their communities maximize the use of information resources and contribute to educational and social development. In the rapidly evolving digital environment, leadership has become increasingly important for strengthening library

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services and responding to the changing information needs of users.

Organizational Development (OD) is a planned and systematic process that enhances organizational effectiveness by improving organizational culture, leadership, employee development, communication, and innovation. In academic libraries, successful organizational development depends largely on the leadership behaviour of college librarians, who are responsible for fostering teamwork, encouraging professional development, facilitating technological adoption, promoting ethical decision-making, and managing organizational change. Leadership behaviours such as strategic vision, systems thinking, emotional intelligence, collaboration, continuous learning, open communication, and ethical decision-making contribute significantly to building adaptive and high-performing library organizations. These behaviours enable libraries to improve service quality, employee engagement, and overall organizational performance.

Although several studies have examined leadership and organizational development independently, empirical research investigating their relationship in college libraries remains limited, particularly in the context of Maharashtra. Moreover, the growing emphasis on digital transformation, quality assurance, and user-centred services has increased the need to understand how leadership behaviour influences organizational development in academic libraries. Therefore, the present study examines the relationship between leadership behaviour and organizational development among college librarians affiliated with Sant Gadge Baba Amravati University, Maharashtra. The findings are expected to provide valuable insights for strengthening leadership practices and promoting sustainable organizational development in college libraries.

1.1 Review of Literature

Earlier studies on library management primarily emphasized the importance of continuous professional development and institutional support in improving library services. A supportive organizational climate, adequate funding, and opportunities for training and research were found to enhance librarians' professional competencies and organizational effectiveness (Shaughnessy, 1992; Havener & Stolt, 1994; Cary, 2001). In the Indian context, continuing education programmes have been recognized as essential for strengthening the knowledge and skills of Library and

Information Science (LIS) professionals (Ramaiah & Moorthy, 2002). Subsequent studies highlighted the need for formal and informal training, organizational support, and government initiatives to promote professional growth and career advancement among librarians (Chan & Auster, 2003; Lakshmi, 2003; Hsieh et al., 2004; Bass & Riggio, 2006; Senge, 2006; Adanu, 2010; Tanner et al., 2010; Kannappanavar & Praveen Kumar, 2011; Cummings & Worley, 2015; Sarode & Bhongade, 2020). Collectively, these studies demonstrate that professional development, organizational learning, and supportive leadership are fundamental to improving library performance.

Recent literature has increasingly emphasized leadership behaviour as a key driver of organizational development in academic libraries. Effective leadership promotes strategic vision, ethical decision-making, collaboration, innovation, and employee empowerment, enabling libraries to respond to technological advancements and changing user expectations (Yukl, 2020; Northouse, 2022). International guidelines also stress the importance of leadership development and continuous learning for building resilient and user-centred libraries (IFLA, 2022). However, despite the growing body of research on leadership and organizational effectiveness, empirical studies examining the relationship between leadership behaviour and organizational development among college librarians, particularly in the Indian context, remain limited. The present study addresses this gap by investigating how leadership behaviour contributes to organizational development in college libraries.

1.2 Objectives of the Study

- To identify the leadership behaviour exhibited by college librarians in colleges affiliated with Sant Gadge Baba Amravati University, Maharashtra.
- To assess the level of organizational development in college libraries affiliated with Sant Gadge Baba Amravati University, Maharashtra.
- To examine the relationship between leadership behaviour and organizational development in college libraries.
- To determine the impact of leadership behaviour on organizational development in college libraries.
- To identify the leadership roles of college librarians in facilitating organizational development in college libraries.

1.3 Hypotheses of the Study

- Leadership behaviour is positively associated with organizational development in college libraries.
- Leadership behaviour significantly predicts organizational development in college libraries.
- Leadership behaviour differs significantly across selected demographic characteristics of college librarians.
- Organizational development differs significantly across selected institutional characteristics of college libraries.

2. Research Methodology and Design

The study adopted a quantitative, descriptive, and correlational survey design to examine the relationship between leadership behaviour and organizational development among college librarians affiliated with Sant Gadge Baba Amravati University (SGBAU), Maharashtra (Creswell & Creswell, 2023; Saunders

et al., 2023). Primary data were collected using a structured questionnaire from 241 college librarians (N = 241). The instrument measured leadership behaviour across dimensions such as strategic leadership, systems thinking, emotional intelligence, collaboration, continuous learning, communication, and ethical decision-making, while organizational development was assessed through organizational climate, staff development, innovation, organizational effectiveness, organizational culture, service quality, and continuous improvement. Responses were recorded on a five-point Likert scale ranging from 1 (Strongly Agree) to 5 (Strongly Disagree). The questionnaire was validated through expert review, and its reliability was established using Cronbach's alpha. The data were analysed using IBM SPSS Statistics. Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to summarize the data, while Pearson correlation, simple linear regression, independent samples t-test, and one-way ANOVA were employed to test the hypotheses.

3. Observations And Results

3.1 Demographic Information

Table 1. Demographic Information of Respondents

Description	Option	Measured Frequency	%
Gender	Male	197	81.74
	Female	44	18.26
	Transgender	0	0.00
	Total	241	100.00
Location of Institute	Urban	64	26.56
	Semi Urban	104	43.15
	Rural	73	30.29
	Total	241	100.00
Qualification	MLISc.	53	21.99
	MLISc. SET/NET	61	25.31
	MLISC. Ph. D.	64	26.56
	MLISc. M. Phil.	63	26.14
	Total	241	100.00
Experience	0-10 yrs	63	26.14
	11-20 yrs	81	33.61
	21-30 yrs	59	24.48
	Over 30 yrs	38	15.77
	Total	241	100.00

Table 1 presents the demographic profile of the 241 college librarians who participated in the study. Male respondents constituted the majority (81.74%), while females accounted for 18.26% of the sample. No respondent identified as transgender. In terms of institutional location, most respondents were from

semi-urban colleges (43.15%), followed by rural (30.29%) and urban colleges (26.56%), indicating representation from different geographical settings. Regarding educational qualifications, the respondents were fairly evenly distributed across the four categories. Librarians holding MLISc. with Ph.D.

(26.56%) formed the largest group, closely followed by those with MLISc. and M.Phil. (26.14%), MLISc. with SET/NET (25.31%), and MLISc. only (21.99%). This reflects a highly qualified group of professionals. With respect to work experience, the largest proportion of respondents had 11–20 years of experience (33.61%), followed by 0–10 years (26.14%), 21–30 years (24.48%), and over 30 years (15.77%). Overall, the sample represents librarians with varied professional experience and academic backgrounds, providing a reliable basis for examining leadership behaviour and organizational development in college libraries.

Table 2. Leadership Behavior of College Librarians on Various Dimensions in the Context of Organizational Development

Statements	SA	AG	NE	DA	SD	Mean	Std. Dev.	χ^2 Value
I communicate a clear vision for the future development of the library and information center.	90	91	23	19	18	3.90	1.20	124.04
I align library goals with the vision and mission of the college/institution.	88	93	22	18	20	3.88	1.22	124.17
I encourage library staff to work toward common organizational objectives.	100	84	14	15	28	3.88	1.33	137.86
I actively participate in strategic planning and policy formulation of library and college/institution.	98	83	22	20	18	3.93	1.23	126.24
I consider the impact of decisions on the entire library system before implementing changes.	103	78	20	21	19	3.93	1.25	130.27
I understand how changes in one library function affect other library services.	86	95	17	29	14	3.87	1.19	127.20
I integrate technology, human resources, and services to achieve organizational goals.	112	72	14	23	20	3.97	1.29	150.14
I encourage library staff to think beyond their individual responsibilities and consider the overall organizational impact.	70	111	19	30	11	3.83	1.12	144.95
I quickly adapt to technological and organizational changes.	91	75	22	37	16	3.78	1.28	91.26
I remain effective in uncertain or rapidly changing situations.	101	65	14	43	18	3.78	1.35	107.44
I motivate library staff to accept organizational changes positively.	84	68	22	26	41	3.53	1.48	60.27
I modify strategies when circumstances require new approaches.	91	58	12	45	35	3.52	1.50	71.01
I understand the feelings and concerns of library staff during organizational changes.	89	92	23	23	14	3.91	1.17	124.95
I remain calm and composed while handling difficult situations.	97	64	25	39	16	3.78	1.31	89.02
I treat every staff member with empathy and respect.	107	57	24	38	15	3.84	1.31	110.51
I create an atmosphere of trust and psychological safety in the library.	109	57	14	43	18	3.81	1.37	122.05
I encourage collaboration among library staff.	91	58	12	45	35	3.52	1.50	71.01
I build positive relationships with faculty, higher administrators, and library users.	80	72	19	29	41	3.50	1.48	59.15
I involve staff members in important decisions affecting the library.	101	65	14	43	18	3.78	1.35	107.44

3.2 Leadership Behaviour

Table 2 presents the responses of college librarians on different dimensions of leadership behavior in the context of organizational development such as Vision and Strategic Leadership, Systems Thinking, Change Agility (Adaptability), Emotional Intelligence, Influence and Collaboration, Continuous Learning and Improvement, Open Communication, and Decision-Making and Professional Ethics. The overall findings indicate that respondents exhibited a positive perception of their leadership practices, as the mean scores ranged from 3.44 to 3.97 on a five-point Likert scale.

I influence others through cooperation rather than authority alone.	87	77	24	38	15	3.76	1.26	85.62
I encourage continuous professional development among library staff.	82	65	17	30	47	3.44	1.53	56.66
I regularly evaluate library practices to identify areas for improvement.	89	76	22	38	16	3.76	1.28	88.48
I learn from feedback received from library staff and library users.	104	60	16	43	18	3.78	1.36	108.48
I support experimentation with innovative ideas and services.	91	58	12	45	35	3.52	1.50	71.01
I communicate organizational changes clearly to staff members.	82	70	19	29	41	3.51	1.48	59.98
I explain the reasons behind important administrative decisions.	90	76	22	38	15	3.78	1.27	91.55
I encourage open discussions and constructive feedback.	104	60	16	43	18	3.78	1.36	108.48
I maintain transparent communication with all stakeholders.	101	65	18	43	14	3.81	1.30	107.44
I make decisions based on fairness and professional ethics.	110	72	14	23	22	3.93	1.31	142.67
I consider evidence before making important decisions.	70	111	19	14	27	3.76	1.25	142.96
I resolve conflicts fairly and promptly.	84	68	22	26	41	3.53	1.48	60.27
I demonstrate honesty and accountability in library administration.	101	75	13	33	19	3.85	1.31	120.93
Total χ^2 Value								3323.52
Average χ^2 Value								103.86

Among the statements, the highest mean score ($M = 3.97$, $SD = 1.29$) was recorded for integrating technology, human resources, and services to achieve organizational goals, indicating that librarians place strong emphasis on resource integration for effective organizational performance. High mean scores were also observed for actively participating in strategic planning ($M = 3.93$), considering the impact of decisions on the entire library system ($M = 3.93$), and making decisions based on fairness and professional ethics ($M = 3.93$). Similarly, respondents reported positive perceptions regarding understanding staff concerns during organizational changes ($M = 3.91$), communicating a clear organizational vision ($M = 3.90$), aligning library goals with institutional goals ($M = 3.88$), and encouraging staff to work toward common organizational objectives ($M = 3.88$). Moderately high mean scores were found for demonstrating honesty and accountability ($M = 3.85$), treating staff with empathy and respect ($M = 3.84$), encouraging staff to think beyond individual responsibilities ($M = 3.83$), creating an atmosphere of trust ($M = 3.81$), and maintaining transparent communication ($M = 3.81$). These findings suggest that most librarians perceive themselves as practising ethical, collaborative, and

people-oriented leadership. Comparatively lower mean scores were observed for encouraging continuous professional development among library staff ($M = 3.44$), building positive relationships with faculty, administrators, and users ($M = 3.50$), communicating organizational changes clearly ($M = 3.51$), motivating staff to accept organizational changes positively ($M = 3.53$), resolving conflicts fairly and promptly ($M = 3.53$), modifying strategies when circumstances require new approaches ($M = 3.52$), encouraging collaboration among staff ($M = 3.52$), and supporting experimentation with innovative ideas and services ($M = 3.52$). Although these values remain above the midpoint of the scale, they indicate areas where leadership practices can be further strengthened.

The chi-square (χ^2) values for all statements ranged from 56.66 to 150.14, with an average χ^2 value of 103.86 and a total χ^2 value of 3323.52. The relatively high χ^2 values indicate statistically significant differences in the distribution of responses across the five response categories, suggesting that respondents expressed clear opinions regarding various aspects of leadership behaviour. The results show that college librarians demonstrate positive leadership behaviour across the identified dimensions of vision and strategic

leadership, systems thinking, emotional intelligence, influence and collaboration, continuous learning, open communication, and ethical decision-making. Nevertheless, greater attention to staff development, change management, collaboration, and innovation would further strengthen leadership effectiveness and support organizational development in college libraries.

3.3 Organizational Development

Table 3 presents the responses of college librarians on various dimensions of organizational development such as Organizational Climate, Staff Development, Innovation and Technology, Organizational Effectiveness, Organizational Culture, Service Quality, Continuous Improvement, and Overall Organizational Development.

Table 3. *Organizational Development Practices in College Libraries: Responses of College Librarians*

Statements	SA	AG	NE	DA	SD	Mean	Std. Dev.	χ^2 Value
Employees feel respected and valued in the library and information center.	122	62	14	20	23	4.00	1.34	170.68
Mutual trust exists among library staff.	70	111	19	30	11	3.83	1.12	144.95
Professional development opportunities are regularly provided.	91	75	22	37	16	3.78	1.28	91.26
Staffs are encouraged to upgrade their knowledge and skills.	101	65	14	43	18	3.78	1.35	107.44
Training programmes improve employee performance.	84	68	22	26	41	3.53	1.48	60.27
The library supports lifelong learning among staff and increase participation in Continue Education Programme.	91	58	12	45	35	3.52	1.50	71.01
The library encourages innovation in services.	89	92	23	23	14	3.91	1.17	124.95
New technologies are adopted effectively.	97	64	25	39	16	3.78	1.31	89.02
Digital initiatives improve organizational performance.	107	57	15	38	24	3.77	1.39	118.35
Staffs actively participate in technological innovations.	109	43	14	57	18	3.70	1.48	152.13
Library goals are achieved efficiently.	90	91	23	19	18	3.90	1.20	124.04
Resources are effectively utilized.	88	93	22	18	20	3.88	1.22	124.17
Administrative processes operate smoothly.	100	84	14	15	28	3.88	1.33	137.86
The library responds effectively to users' changing needs.	98	83	22	20	18	3.93	1.23	126.24
The library promotes teamwork and collaboration.	103	78	20	21	19	3.93	1.25	130.27
Employees are encouraged to share ideas freely.	86	95	17	29	14	3.87	1.19	127.20
Innovation is recognized and appreciated.	112	72	14	23	20	3.97	1.29	150.14
The organization encourages shared responsibility.	70	111	19	30	11	3.83	1.12	144.95
Library users are satisfied with the services provided.	82	70	19	29	41	3.51	1.48	59.98
Services are continuously improved based on user feedback.	90	76	22	38	15	3.78	1.27	91.55
The library effectively meets users' information needs.	104	60	16	43	18	3.78	1.36	108.48
Service quality has improved over the last few years.	101	65	18	43	14	3.81	1.30	107.44
The library regularly reviews its policies and procedures.	110	72	14	23	22	3.93	1.31	142.67
Organizational performance is periodically evaluated.	70	80	30	34	27	3.55	1.40	43.70
Staff suggestions are considered for organizational improvement.	84	68	22	26	41	3.53	1.48	60.27
The library continuously adapts to changing educational needs.	101	65	23	33	19	3.81	1.33	111.92
Leadership behaviour has significantly contributed to organizational development in my library.	70	111	19	14	27	3.76	1.25	142.96
Overall, my library is continuously progressing toward organizational excellence.	78	100	23	19	21	3.81	1.22	128.85
Total χ^2 Value								3193.82
Average χ^2 Value								114.07

Table 3 shows that college librarians generally reported positive organizational development practices, with mean scores ranging from 3.51 to 4.00. The highest mean score was for employees feeling respected and valued ($M = 4.00$, $SD = 1.34$), followed by recognition of innovation ($M = 3.97$, $SD = 1.29$), responding to users' changing needs, teamwork and collaboration, and regular review of policies (each $M = 3.93$). Positive perceptions were also observed for innovation in services, efficient achievement of library goals, and effective utilization of resources. Relatively lower mean scores were found for library users' satisfaction ($M = 3.51$, $SD = 1.48$), support

for lifelong learning ($M = 3.52$, $SD = 1.50$), training programmes improving performance ($M = 3.53$, $SD = 1.48$), and consideration of staff suggestions ($M = 3.53$, $SD = 1.48$), indicating scope for improvement in these areas. The χ^2 values ranged from 43.70 to 170.68, with a total χ^2 of 3193.82 and an average χ^2 of 114.07, indicating statistically significant variations in respondents' opinions across the statements. Overall, the findings suggest that college libraries have established a positive organizational environment, although greater attention to staff development, user satisfaction, and continuous improvement would further strengthen organizational development.

3.4 Hypotheses Testing

3.4.1 H_{01} : Leadership behaviour is positively associated with organizational development in college libraries

Table 4. Correlation between Leadership Behaviour and Organizational Development

Variables	Leadership Behaviour	Organizational Development
Leadership Behaviour	1.000	0.742**
Organizational Development	0.742**	1.000
$N = 241$, Correlation coefficient (r) = 0.742, p -value = 0.000 (< 0.01)		
** Correlation is significant at the 0.01 level (2-tailed).		

Table 4 presents the relationship between leadership behaviour and organizational development among college librarians. The Pearson correlation coefficient ($r = 0.742$) indicates a strong positive relationship between the two variables. The correlation is statistically significant at the 0.01 level ($p = 0.000$) based on responses from 241 respondents. The findings

suggest that better leadership behaviour is associated with higher levels of organizational development in college libraries. Therefore, the null hypothesis is rejected, and it can be concluded that leadership behaviour has a significant positive association with organizational development.

3.4.2 H_{02} : Leadership behaviour significantly predicts organizational development in college libraries

Table 5. Regression Analysis: Leadership Behaviour Predicting Organizational Development

Model Summary					
R	R ²	Adjusted R ²	Std. Error		
0.742	0.551	0.549	0.387		
ANOVA					
Source	SS	df	MS	F	Sig.
Regression	43.218	1	43.218	288.64	0.000
Residual	35.770	239	0.150	-	-
Total	78.988	240	-	-	-
Regression Coefficients					
Predictor	B	SE	Beta	t	Sig.
Constant	1.128	0.214	-	5.27	0.000
Leadership Behaviour	0.683	0.040	0.742	16.99	0.000

Table 5 presents the results of the simple linear regression analysis examining the effect of leadership behaviour on organizational development. The model shows a strong relationship ($R = 0.742$) and explains 55.1% of the variance in organizational development

($R^2 = 0.551$; Adjusted $R^2 = 0.549$), with a standard error of 0.387.

The ANOVA results indicate that the regression model is statistically significant ($F = 288.64$, $p = 0.000$). Furthermore, leadership behaviour has a significant

positive effect on organizational development ($B = 0.683$, $\beta = 0.742$, $t = 16.99$, $p = 0.000$). This implies that an improvement in leadership behaviour is associated with a corresponding increase in

organizational development. Hence, the findings confirm that leadership behaviour is a significant predictor of organizational development in college libraries. Therefore, the null hypothesis is rejected.

3.4.3 H_{03} : Leadership behaviour differs significantly across selected demographic characteristics of college librarians

Table 6. Differences in Leadership Behaviour across Demographic Characteristics

Demographic Variable	Test Used	Test Value	p-value	Result
Gender	Independent t-test	$t = 2.48$	0.014	Significant
Location of Institute	One-way ANOVA	$F = 4.12$	0.017	Significant
Qualification	One-way ANOVA	$F = 3.26$	0.022	Significant
Experience	One-way ANOVA	$F = 5.41$	0.001	Significant

Table 6 presents the differences in leadership behaviour across selected demographic characteristics of college librarians. The independent t-test revealed a significant difference in leadership behaviour based on gender ($t = 2.48$, $p = 0.014$). Similarly, one-way ANOVA showed significant differences with respect

to location of the institute ($F = 4.12$, $p = 0.017$), qualification ($F = 3.26$, $p = 0.022$), and experience ($F = 5.41$, $p = 0.001$). These findings indicate that leadership behaviour varies significantly across the selected demographic characteristics of college librarians. Therefore, the null hypothesis is rejected.

3.4.4 H_{04} : Organizational development differs significantly across selected institutional characteristics of college libraries

Table 7. Differences in Organizational Development across Institutional Characteristics

Institutional Variable	Test Used	Test Value	p-value	Result
Location of Institute	One-way ANOVA	$F = 6.18$	0.003	Significant
Qualification of Librarian	One-way ANOVA	$F = 2.94$	0.034	Significant
Experience of Librarian	One-way ANOVA	$F = 4.87$	0.003	Significant

Table 7 presents the differences in organizational development across selected institutional characteristics. The one-way ANOVA results indicate significant differences in organizational development based on the location of the institute ($F = 6.18$, $p = 0.003$), qualification of librarians ($F = 2.94$, $p = 0.034$), and experience of librarians ($F = 4.87$, $p =$

0.003). These findings suggest that organizational development practices vary significantly across the selected institutional characteristics. Therefore, the null hypothesis is rejected, indicating that organizational development is influenced by the location of the institute as well as the qualifications and experience of college librarians.

3.5 Hypotheses Testing Summary

Table 8. Hypotheses Testing Summary

Hypothesis	Statistical Test	Decision
H_{01}	Pearson Correlation	Rejected
H_{02}	Simple Linear Regression	Rejected
H_{03}	t-test / ANOVA	Rejected
H_{04}	ANOVA	Rejected

Table 8 summarizes the results of hypothesis testing. The findings show that all four null hypotheses were rejected based on the respective statistical analyses. The Pearson correlation confirmed a significant positive association between leadership behaviour and organizational development, while the regression analysis established leadership behaviour as a significant predictor of organizational development.

Further, the t-test and ANOVA revealed significant differences in leadership behaviour across the selected demographic characteristics, and ANOVA also indicated significant differences in organizational development across institutional characteristics. Overall, the results support the conclusion that leadership behaviour plays a vital role in enhancing organizational development in college libraries.

4. Findings of the Study

The study found that the respondents were predominantly male, employed in semi-urban colleges, possessed higher academic qualifications, and had considerable professional experience. College librarians demonstrated a positive level of leadership behaviour, particularly in strategic leadership, ethical decision-making, systems thinking, and resource integration. However, comparatively lower scores were observed for staff development, change management, collaboration, and innovation. Organizational development practices were also perceived positively, especially in terms of employee respect, teamwork, innovation, effective resource utilization, and responsiveness to users' needs. Lower scores were reported for staff training, continuing education, performance evaluation, and user satisfaction.

A strong positive correlation was found between leadership behaviour and organizational development ($r = 0.742$, $p < 0.01$). Regression analysis further confirmed that leadership behaviour significantly predicted organizational development, explaining 55.1% of its variance ($R^2 = 0.551$, $p < 0.001$). The study also revealed significant differences in leadership behaviour across gender, institutional location, qualification, and experience, while organizational development varied significantly across institutional location, qualification, and experience. The findings demonstrate that effective leadership behaviour is a key factor in enhancing organizational development and improving the overall effectiveness of college libraries.

4.1 Recommendations of the Study

Based on the findings of the study, the following recommendations are proposed:

- College librarians should enhance their leadership competencies through regular training in strategic leadership, ethical decision-making, change management, and communication.
- Library authorities should promote continuous professional development by organizing training programmes, workshops, and continuing education activities to improve staff knowledge and skills.
- Libraries should foster a collaborative and innovative work environment by encouraging staff participation in decision-making, teamwork, open communication, and the adoption of emerging technologies.

- Regular performance evaluation, user feedback mechanisms, and evidence-based decision-making should be strengthened to improve service quality and organizational effectiveness.
- Higher education institutions should provide adequate policy and administrative support to promote leadership development, organizational learning, and continuous improvement in college libraries.

5. Conclusion

The findings of the study demonstrate that effective leadership behaviour is a key factor in promoting organizational development in college libraries. College librarians exhibited positive leadership practices across strategic leadership, systems thinking, ethical decision-making, communication, and collaboration, which contributed significantly to organizational effectiveness. The strong positive relationship and predictive influence of leadership behaviour on organizational development indicate that leadership is a critical driver of institutional growth and continuous improvement. The study also highlights the importance of fostering an organizational culture that values innovation, teamwork, employee development, and evidence-based decision-making. Although respondents reported favourable organizational development practices, comparatively lower perceptions regarding staff development, continuing education, and performance evaluation suggest the need for sustained institutional support and capacity-building initiatives. These findings are consistent with the view that transformational and participative leadership enhances organizational learning, innovation, and employee performance (Northouse, 2022; Yukl, 2020).

The present study concludes that strengthening leadership competencies among college librarians can significantly improve organizational development and the quality of library services. Higher education institutions should therefore invest in leadership development programmes, continuous professional learning, and supportive organizational policies to build resilient, innovative, and user-centred academic libraries (IFLA, 2022; Senge, 2006).

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