Librarian Behaviors, Students' Personality and Academic Performance: A Case of Public Libraries

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Abstract

While technology has enabled academic libraries to go digital, it requires a librarian with great knowledge and real-world experience to perform the job well. To address this issue, a librarian equipped with skills for digitization and digitalization is key. Academic libraries have always used digitalization to encourage librarian behaviors. This research examines the effects of negative/positive librarian behavior patterns on student personality and academic performance immediately. The project is an endeavor to better understand how teachers' actions impact their students' performance and personality. The present study acknowledges the library education dynamics and the way that student performance and personality are linked to librarian behaviors, specifically in the context of advanced public universities (HEIs). This research involved administering surveys to Pakistani students at HEIs. The

investigator requested the students of the HEIs to respond to positive and negative behavior and attitude as exhibited by the librarians. The students proposed that professors and faculty tell students how the behavior of librarians influences their own performance and personality. The investigation found that the student's academic performance and personality were strongly impacted by the librarian's positive feelings, while the librarian's attitude was greatly influenced by the student's performance. This research also offers managerial implications and directions for future study.

Introduction

Background of the study

Digitization and digitalization are the two most important components of technological advancement. It has brought about changes in every aspect of society, such as the digitization of public spaces and, in particular, academic libraries. These techniques are now being implemented in the public HEIS. In order to complete this phase of digitalizing academic libraries, higher education institutions (HEIs) require authentic librarians who can convert the bookish and manual database into a digital format that allows each student to easily access the records. In this way, the behaviors of the librarian always matter in deciding to and not give proper instruction to digitalize the work. Therefore, this study tests the effect of librarian behaviors on whether he negatively treats the students or positively guides them towards digitalizing the library knowledge and economy. Because learning is a continuous process that a man seeks from birth to grave. It is a social as well as mental sentiment that nourishes human integrity, mental and spiritual piousness. Thus, education is a

part of learning to which human beings invest their mental attention and money to attain it.

Today's world is a technological world that depends more on science than others. Science Education is related to personnel expertise based on two notions scientifically; (1) education and (2) instruction (Karsli, 2007). Library education is a social activity to perceive necessary information, attitude, understanding, ability, and development of student's characters. In addition, these characteristics prove advantageous for the new generations while their communal life (Karsli, 2007). On the other hand, teaching is a process that facilitates the students while developing their talents according to their capacity and status (Karsli, 2007).

The librarian is the most important factor in recent activities and library education. In a broad term, a librarian is a person who transfers their capabilities, knowledge, and expertise to their students according to cognitive, behavioral, and sensory aims and desires within the public institutional system determined by them (Gundogdu, Silman, 2007). Today, only a modern librarian can teach modern learners and surpass this definition. The librarians have been conducting a class, taking lectures, organizing exams, giving grades, and acting as role models in managing, observing, evaluating, and counseling the students in the libraries. The librarian has been teaching the students that influence their behaviors toward creating a sound foundation of society and ensuring their career development (Temel, 1988).

It is well said that parents are an initial institution for a child, but after this bitter reality, school is a fundamental social institution for a child. Nevertheless, a teacher is a good facilitator who transforms their behaviors in students to develop their performance and personalities. Modern education is a sufficient understanding that lays the responsibility and duty is not just the child's intellectual skills but also developing their character depends upon the teacher's positive behaviors. To fulfill this obligation, the teachers have a healthy personality and better efficacy concerning students and have courageous behavior to allow the students to develop their personality in the free environment (Can, 2011; Inelmen, 2011). Higher education institutions are facing a great challenge in cutting down the habits of libraries. The students face troubles while approaching the public libraries, so a habit of reading and

gaining knowledge is always set aside by the students. In this way, the higher education commitment (HEC) of Pakistan introduced a digitalization concept for the academic libraries of HEIs. The purpose of these libraries is to train and motivate the students towards searching and thriving the knowledge all around the world; however, the behaviors of the librarians always prevail while spreading the knowledge. The first thing is that the librarian should be digitally advanced with equipment, and the second is that they should be practically launched to introduce positive behaviors among the students. Therefore, the study tests the effect of librarian behaviors on students' personality and academic performance in higher education institutions (HEIs). For this purpose, the study develops the research objectives:

Research objectives

1. To analyze the effect of librarian behaviors on students' academic performance in higher education institutions (HEIs).
2. To analyze the effect of librarian behaviors on students' personality development in higher education institutions (HEIs).

Literature review and theoretical model

Variables and their correlations

The definition of good education may be found in a certain instructor who possesses incredible traits and abilities, which are required in order to be classified as a good teacher. A person who possesses certain eight characteristics, such as decision-making ability, material knowledge, critical thinking and problem-solving ability, self-correction and self-understanding, reflecting, knowing learning needs and recognising them, applying new teaching methods, and communication and teaching ability. These characteristics can be obtained by a review of the literature (Ari, 2008). The abilities and scope of knowledge of the instructor have a direct impact on the students and those around them. These students also accept responsibility for their abilities and expertise in order to interpret them efficiently and rely on the relationships they have built with others (Ari, 2008). Throughout the student's life cycle, the teacher's actions

have an impact on his or her performance and personality, which are undeniable truths that cannot be disregarded.

Librarian Positive and Negative Behaviors

Regardless of whether a librarian exhibits negative or positive behavior in communication with their students, the librarian reflects their behavior in order to demonstrate how the students shape their lives and to elaborate that they exhibit positive behaviors in the development of general ability and personality (Ataunal, 2003). When librarians are straightforward with their students, they are mimicked and accepted by their students, who in turn place certain duties on the professors. The purpose of this study, according to the researcher, was to determine the impact of librarian actions on the performance and personality of students who interacted with librarians. In order to boost student motivation, understanding their needs, and success, librarians must model positive conduct toward their students. This includes asking questions, expressing thanks, and showing attention. In addition, if teachers wish to help pupils acquire a specific type of learning capability, they should act as role models for them by transmitting their positive behavior to them while they study.

Student Performance and Personality Development

The conduct of a librarian does not have a complete impact on students' performance; nonetheless, it is influenced by a variety of other elements, the first of which is the behaviour of the librarian. A pleasant behaviour on the part of a librarian can help students grow their motivation, learning, comprehension, schoolwork, self-confidence, and personality. According to the study, education entails much more than simply explaining and speaking (Gundogdu, Silman, 2007). Teaching assistance towards pupils by their teacher, who puts themselves in a position of positive expectations in order to stimulate the others, is one of the most fundamental elements to remember (Yavuzer, 2000). Also important is the teacher's positive behaviour toward others, since this will encourage their students to develop healthy relationships with their peers as well. It is feasible to achieve this by substituting positive behaviours with negative ones (Yavuzer, 2000).

If a teacher wants to become a good teacher in our educational system, he must understand the communication process. The teacher who tries to understand the students' basic needs such as love, respect, appreciation, teacher support, friendly environment, area of interest, compliments will make the students feel that they are thought of, aided, and loved. The teacher's work should completely compensate for their shortcomings. A teacher serves as a role model for all students. The student emulates the behavior that their teacher exhibits in the classroom, and as a result, maintains good and positive relationships with other students (Basaran, 1994). In the current study, it is expected that if teachers demonstrate positive behavior toward their students, they will have engaged in positive behaviors with others that develop their moral character and behavior. At the same time, the teacher's negative behavior will cause the students to be negative, and they will act in a negative manner.

According to Baumrind, Larzelere, and Cowan (2002), the effects of paddling may be marginal, especially if it is used in relation to a specific group's culture. Smaller penalties can be made more effective by using corporal punishment. Schools have implemented special initiatives as an alternative to corporal punishment in an attempt to focus on students' character so that they are prepared for their responses in disciplinary situations. In a democracy, educating children to be citizens entails giving

them a voice and a say in matters that affect them (Pastor, 2002). According to Bailey (2004), teachers must learn to use a child's misbehavior to help the child discover healthy behaviors. Educators must learn to trust students when it comes to engaging them in actions that will help them learn social and democratic values. For the sake of children, it is critical to find alternatives to corporal punishment. Educators who put children at the center of their personalities by promoting change and striving to make the school environment one that is healthy and welcoming for children, educators understand this (Porteus, Ruth & Vally, 2001).

Consequences of Negative and Positive Behaviors on Student Performance and Personality development

HEIs should be placed where the students feel humanly dignity, equality, independence, and security. Corporal punishment does not HEIs should be placed where the students feel dignity, equality, independence, and security humanly. Corporal punishment does not establish an atmosphere of school sensitivity to respect, tolerance, or human rights. Without corporal penalty, better conduct is fostered by creating a relationship of trust between the student and the instructor by getting to know the students, paying attention when needed, and including the whole class in the educational process. Porteus et al. (2001) continue to report that democratic discipline techniques are structured to allow students to respond for reasons within themselves. In 2006-2007, the most recent school data showed that 223,190 children in public schools received corporal punishment, usually with wooden paddles (Wasserman, 2010).

The sanctions have contributed to injuries each year, causing between 10,000 - 20,000 students to seek medical attention. Currently, twenty-nine states in the United States have banned corporal punishment, while 21 states still allow it to be practiced, mainly in the southeastern and southwestern sections of the country (Dupper & Dingus, 2008). There are variations, too, about who gets corporal punishment. In 2009, African American students accounted for 17.1% of the nation's student population in elementary and secondary schools but received 35.6% of corporal punishment (Rollins, 2012). In comparison, students with disabilities faced corporal punishment twice as much as the general student population in some states. Teachers

often do not understand the circumstances of these children as described in their educational plans and relate the actions of learners to conduct. Corporal punishment is also used when teachers don't know what else to do to keep the students under control. Corporal punishment has been associated with reduced academic success and detrimental social habits. Studies have shown that in states where corporal punishment is frequently used, higher institutions have academically. Such initiatives as the American College Testing (ACT) Evaluation performed worse than those in states that forbid corporal punishment (Hickmon, 2010). Therefore, a model is drawn below and the hypotheses are developing here:

H1: Librarian' positive behavior significantly and positively affect student personality.

H2: Librarian' negative behavior significantly and negatively affect student personality.

H3: Librarian' positive behavior significantly and positively affect student academic performance.

H4: Librarian' negative behavior significantly and negatively affect student academic performance.
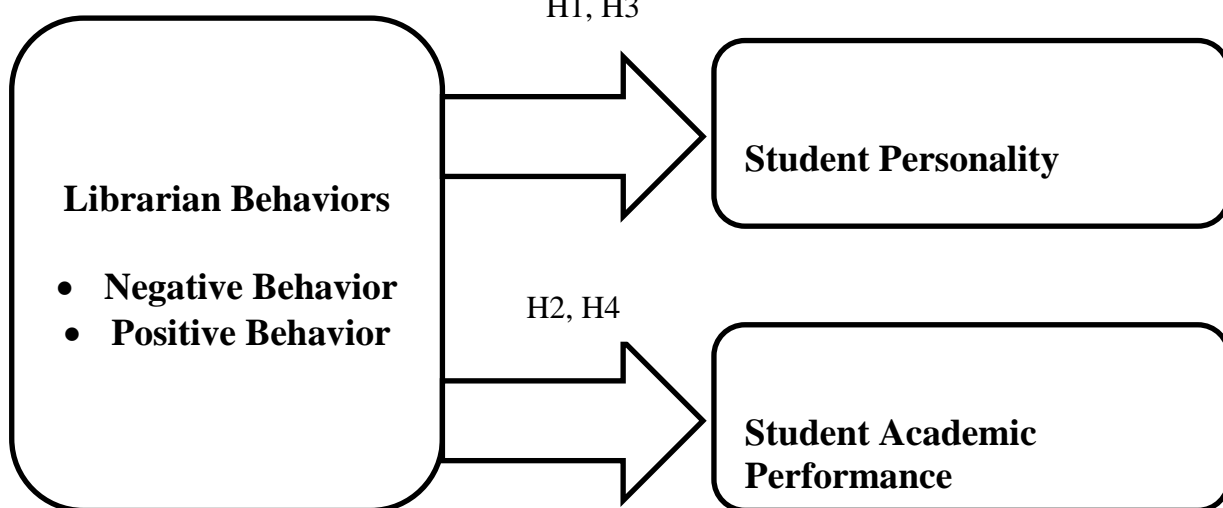
Theoretical Model

Figure 1. Theoretical Framework

Research methodology

Population and Sample size

430 survey questionnaires were distributed to students at Pakistani HEIs as part of the study. The public universities in Pakistan's Lahore region were the focus of this study. Students at these HEIs were asked about their librarians' actions and whether they were able to discover and transform library information into a digital knowledge economy with the support of their librarians. A total of 351 people took part in the current investigation. The researcher individually visited students at Lahore's HEIs and gave survey questionnaires to them. In Lahore, Punjab, Pakistan, 12 public sector universities were chosen for this study. The percentage of those that responded was 81.63 percent. The research also revealed demographic data about the students. In the survey, 54 percent of male instructors and 46 percent of female teachers took part.
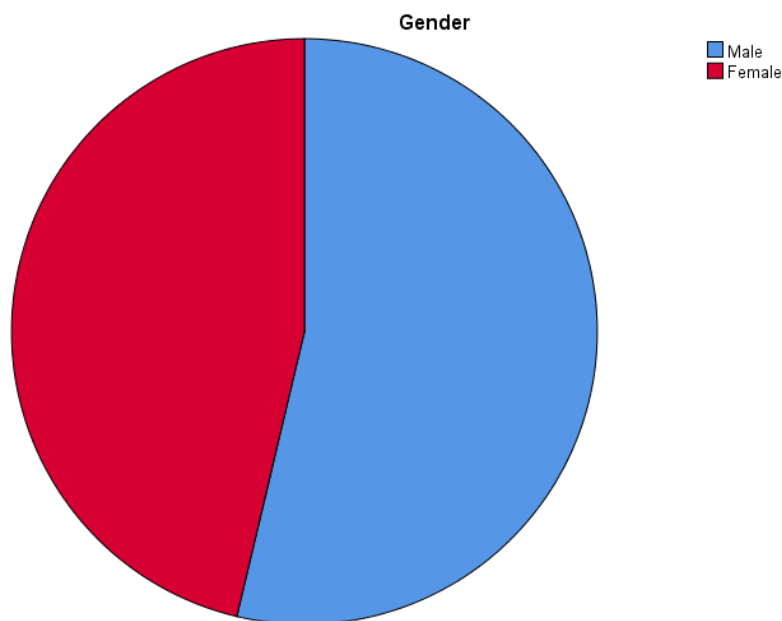
Figure 2. Gender partition

Social sciences and arts degrees account for 14% of HEI students. Master's degrees are held by 22 percent of students who study science and technology. Media and communication studies accounted for 31% of the students, whereas physics accounted for 33% of the students.
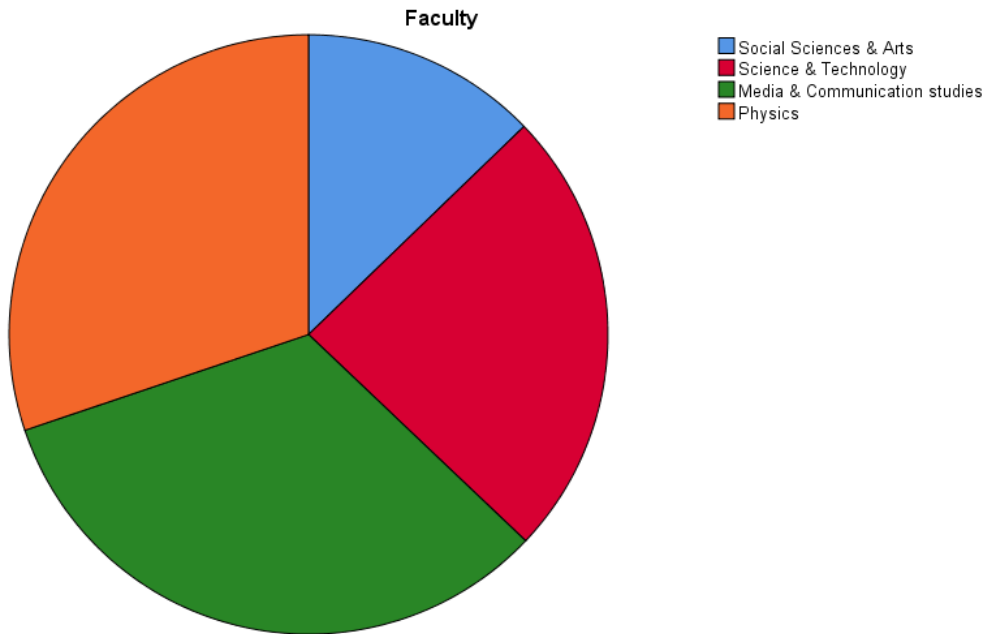
Figure 3. Faculty partition

57% of the students belonged to the rural areas and 43% of the students belonged to urban areas of Lahore city.
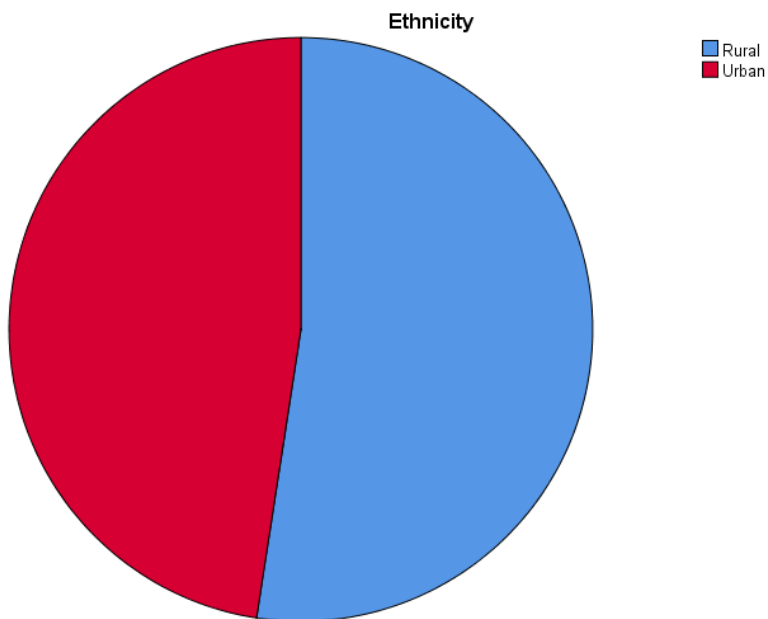

Figure 4. Ethnicity partition

Instrumentation

The first study in Pakistan looked at the impact of librarians' bad and good behaviors at Punjab's higher education institutions. The students of these academic institutions are the focus of this study, which collects data through the distribution of specially created survey questionnaires. This research created a survey questionnaire based on a content analysis of five factors: trendiness, activity, technical and strategic skills, and planning. These five factors are made up of a total of 25 pieces, five for each factor. Second, the data for this study was gathered and analyzed using a technique. This numerical data depicts the impact of the teacher's negative and good behaviors on student achievement and personal growth. For the purpose of this study, 450 students were chosen at random from twelve public higher education institutions. Additionally, the HEIs were asked about their librarians' good and negative actions in this study. These behaviors explain how a teacher's actions influence a student's performance and personality. The students used illustrations and examples to clarify the answer to the question.

Findings of the study

Analysis and findings

Meta-analysis was used to express the feelings of the participants. Graphics and figures are used to analyze the current study's findings. The current study demonstrates positive librarian behaviors such as being helpful, compassionate, treating students equally, understanding, being interested and friendly, being tolerant and genuine, communicating, encouraging, and motivating participation in social tasks and events described by study participants. Vengeful, uninterested, discrediting, too disciplined, not caring, favoritism, not understanding, being furious, and being inconsistent are some of the librarian's negative behaviors. When assessing the effects of positive teacher behaviors on student performance, positive teacher behaviors can help students succeed and perform better (Figure 5). According to this study, 75.3 percent of students considered that the librarians' good behavior had improved their performance, whereas 19.3 percent said that their performance had decreased. Positive behaviors, on the other hand, were thought to have no effect on student achievement by only 5.3 percent of respondents.
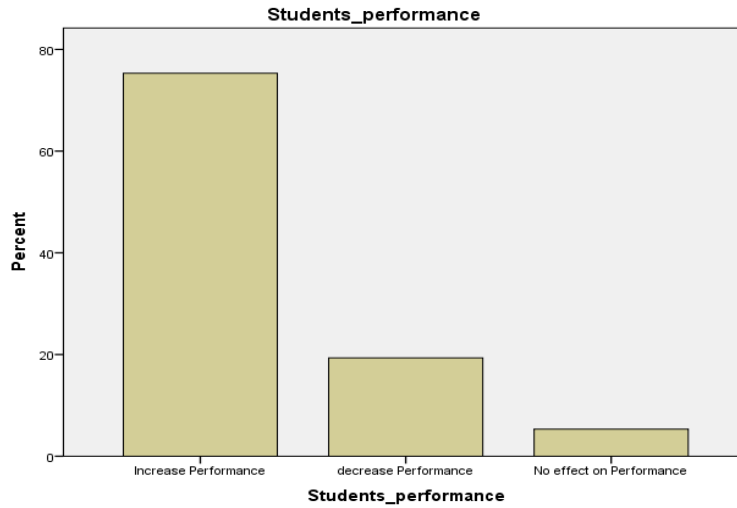
Figure 5. The effect of librarians' positive behavior on students' performance

This study elaborated the effect of the positive behavior of the librarian on the students' personality development. It can see that positive behavior positively impacts the students' personality development (Figure 6). According to the responses of students, 85.3% of students believed that the positive behavior of the librarian has a positive effect on the students' personality development, 6% of students had thought in the negative impact on the students' development, and 8.7% had believed on no effect on the students' personality development.
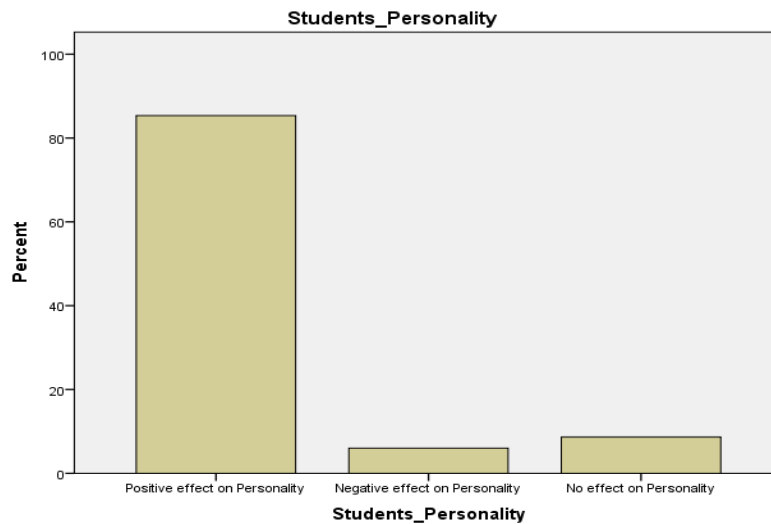

Figure 6. The effect of librarians' positive behavior on students' personality

While investigating the relationship between negative librarian conduct and student success, readers can conclude from this study that negative librarian behavior has a favorable impact on students' performance (Figure 7). Participants reported that negative behavior had affected student performance in 76.7 percent of cases, 14.3 percent of cases reported that it had no effect on student performance, and 8 percent of cases reported that negative behavior had enhanced students' performance in 7 percent of cases.

Figure 7. The effect of librarians' negative behavior on students' performance

While investigating the relationship between negative librarian conduct and student personality, readers can conclude from this study that negative librarian behavior has a favorable impact on students' personality (Figure 8). Participants reported that negative behavior had affected student personality in 76.7 percent of cases, 14.3 percent of cases reported that it had no effect on student performance, and 8 percent of cases reported that negative behavior had enhanced students' performance in 7 percent of cases.
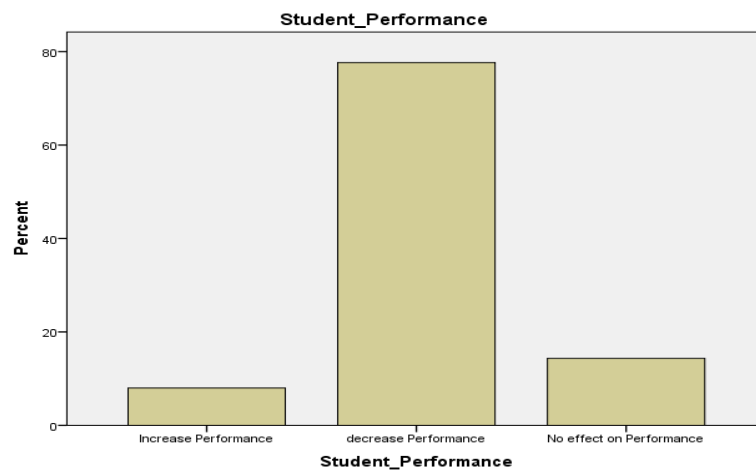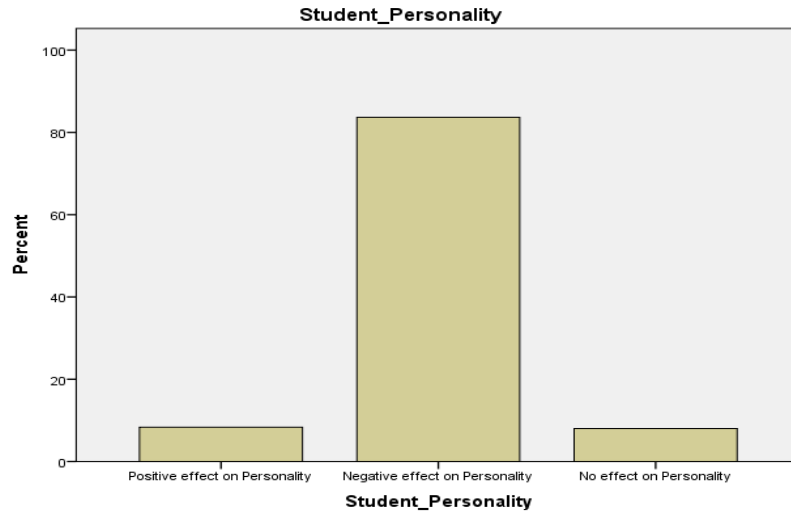
Figure 8. The effect of librarians' negative behavior on students' personality

Table 1 illustrates the accounts of the higher students that reflect the effect of librarians' positive and negative behaviors on students' performance and personality development.

Table 1: The effects of teachers' behaviors on students' performance and personality (%)

HEIs	Positive effect Negative effect			Negative effect			Positive effect			on
	on performance on personality			performance			on personality			
+ no	**-**	**no**	**+**	**-**	**no**	**+**	**-**	**no**	**+**	**-**
80.1 3.3	13.2	4.5	89	9.6	9	10	90	12.4	5	99
73.4 5.8	20.7	5.5	76.3	5.7	2	11	56.4	15	8.3	78
72.4 64.5	24 19.7	5.9	90.6	10.8	7	3	86.7	15.5	16.4	

Discussion and conclusion

Results and discussion

The present study findings show that librarians' positive and negative behaviors have a negative or positive effect on students' personality development and performance. On the other hand, negative behaviors also have a negative impact on students' personality development and performance. These findings show that a librarian more surpasses positive behaviors on the students, the more they develop their personality and performance through their life. It is also presumed that librarian is the second-highest determining factor in the society who develops the individuals and their habits. The study cannot ignore that children may take learning based on their parents, affecting their personality and performance. Moreover, it is not confirmed that this time spent by parents on their children will bring positive results toward their personality development and performance. But the teachers proved good role models for all students and individuals because the librarians' time given to students' success can change their behaviors towards learning and success in personality development and performance. This study concluded that positive behaviors might have a positive effect on students' performance and personality development. In addition, the negative behaviors of a librarian may have a negative impact on students' performance and personality development.

Conclusion

The study concludes that the librarians had a significant effect on students' personality and academic development. The positive behaviors of the librarians highly influenced the higher students; however, a few bit of librarians' teachers were negatively impacting the students of HEIs. The students of these institutions were actively involved in solving the problems of getting library knowledge. Some teachers were creating hurdles and difficulties in the way of the transformation of the knowledge into digital formation. The digitalization of public libraries must be influenced by the competencies and technical skills of the librarians. Suppose the librarians are more effective and efficient in managing online records and digital libraries. In that case, there will be a strong system of information and the transformation of manual library knowledge into digital libraries.

Recommendations

- The higher educational institutions should follow the digitization and digitalization of the public libraries.

- The managerial staff should establish a system of effective digital libraries where students and teachers will participate and share the more advanced knowledge related to their knowledge competencies.

- HEIs should ensure the availability of authentic librarians who are highly motivated and encouraged to teach the students effectively.

- Librarians must play a central role in centralizing the power of digital formation of the manual records into digital formation.

- The directive bodies of the HEIs should ensure competent and more effective librarians who have advanced knowledge of sharing and transferring knowledge into digital libraries.

Recommendations for future Research

Every research has some limitations and future directions. The present study only focuses on the behaviors of the librarians and tests its impacts on students' personality development and academic performance of the higher education students. The study only targeted 12 public sector universities in the Lahore region; however, there is a need for research targeting the public sector universities over the country. Future research may target the public and private higher educational institutions at the same time. Future studies may focus on comparing the effect of librarians' behaviors on the personality development and academic performance of the higher students so that the generalizability of the context may widely be encouraged. The study only targeted 12 public libraries of the higher educational institutions; however, there is a need for targeting both public librarians and the managers of the universities. Future studies may focus on testing the provider-recipient dyadic interaction by using the service encounter needs theory.

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