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# Librarian Love and Positive Change in Student Personality Development: A Library Management Perspective

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# Librarian Love and Positive Change in Student Personality Development: A Library Management Perspective

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## Abstract

Librarian behavior has brought a positive change in the students' lives. Librarian love encourages the students' stay in the public libraries of high schools. A decade ago, the world paid a high price for corporal punishment; in turn, the students faced a high level of stress and anxiety. However, UNESCO has launched a slogan, 'No punishment but love' all over the world. Therefore, this study measures the impact of librarian love on students' personality development, e.g., discipline, emotional behavior, and perceived respect. Additionally, this study sees whether the high school librarians perceive a positive impact on their discipline, emotional behavior, and respect towards love. The study targeted 45 high schools of District Sheikhupura in the province of Punjab. The researcher personally distributed 480 survey questionnaires among the library teachers; however, 403 were returned valid and filled. The survey questionnaire was translated into Urdu, a native language of Pakistan, because it was too difficult to collect data from the English school. Smart

PLS 3.3.3 was applied to test the model, and the study meets the measurement scales' criteria of validity and reliability. The study supported that librarian love has a significant and positive influence on students' discipline, emotional behavior, and perceived respect. It means librarian love brings a positive change in the personality and academic performance of the students in terms of discipline, emotional behavior, and respect. The study provides the guidelines as policy implications to the school education departments to ensure the strategy of love by the librarians so that the habit of spending more and more at libraries would be common.

**Keywords:** Librarian love, students' discipline, emotional behavior, perceived respect, high schools libraries, Pakistan

## Introduction

Libraries are the backbone of creating the habits of reading novels, books, magazines, and newspapers. Library knowledge can be exchanged and transferred easily if the librarians pay heed to love students. In this way, loving and caring behaviors by the librarians will make the students stay at public libraries and spend more and more time in the public libraries of the schools. It can only be possible if the librarians love to spend time and exchange knowledge with the schooling students. Therefore, the study explores the consequences of librarians' love on students' discipline, emotional behavior, and perceived respect.

The second face of schooling is that with the negativity surrounding physical punishment in schools today, the disciplined approach is still used. Capital punishment has been synonymous with poor educational performance among students and negative social interactions. Corporal penalty refers to either paddling or spanking a child to cause physical pain as an inappropriate conduct penalty (Rollins, 2012). The empirical proof of corporal punishment is consistent usage by parents (CP) leads to higher negative child outcomes across several domains (Gershoff, 2002). It has become progressively apparent over the last five years that CP is potentially cross-culturally correlated with negative consequences (e.g., Berlin et al., 2009; Gershoff et al., 2010; 2012). Corporal punishment is described as the inhumane treatment of a human by using a hand or weapon, such as a paddle, by someone with the power to trigger a child to correct or regulate the infant's conduct, discomfort, but not injury. In twenty-two out of the fifty United States, corporal punishment is appropriate (Jambor, 2001). This review looks at laws and how the initial court case

shaped views of corporal punishment. This research also explored the unfair use of corporal punishment in contrast to race and gender. Many more males from other countries are paddled than females (Skibia, Michael, Nardo & Peterson, 2002). However, the librarian love has always been neglected in previous studies so, that the survey fundamentally focuses on it.

The eighth amendment, which is contained in the constitution of the United States, prohibits excessive bail or fines in the Bill of Rights and cruel and unusual penalties. This forms the framework for policies on corporal punishment and is backed by Wright's (1977) court case, which requires paddling, subject to bans levied by policies of the school board or state laws. Surrendering of others the student's portion of constitutional rights happens as the student steps inside the schoolhouse entrance. The results in this case favor corporal punishment as a viable punishment discipline Implies (Wright, 1977). Corporal punishment is a common trend among conservatives in the U.S. Disinterested in making school disciplinary programmers nationally. It activates the U.S. appears as one of the world's most punitive nations. Of the fifty nations, only twenty-eight have prohibited the use of corporal punishment (Snook, 2001). The paper was signed by President George W. Bush, the Elementary and Secondary Education Act (2001) it establishes barriers to shield teachers or administrators from litigation concerning disciplinary habits. The Act also restricts the emotional distress award payments in lawsuits for education (Cardinal, 2002). Corporal punishment is discussed in the laws of the United States by authorizing each state to decide whether in schools they want to use corporal punishment. Events: There is a difference in corporal punishments among the various states regarding race, gender, and even more so. African-American students for many years have been stereotyped into a career consisting of 90 percent as troublemaker's Caucasians, making them less favorably viewed than other student groups concerning educational procedures, corporal punishments, and special referrals services. In a given population, variations in definitions of behaviors are affected by race, society, and social history (Chang & Stanley, 2003). Clarke and Weinstein (2004), the instruction, according to Quran, middle-class female Caucasians who may have difficulty identifying with a particular race of students and the behavioral variations observed in the classroom dominate the profession. Many educational colleges lack cultural diversity instruction, contributing to stereotypes regarding African-American students (Curan et al., 2004). Some kids break the rules more than others, but at times, generally, all kids struggle to do what the teacher asks of them or fail to do stuff at a required level. Though corporal punishment is widely practiced in the United States, it is a

relatively invisible aspect of society. It is almost invisible because it is so unremarkable that it is taken as a matter of course (Struass & Donelly, 2001).

No doubt, corporal punishment has spoiled the students, and they began to move out of the study. But as the slogan "no punishment but love" has been imposed, the interest of the students and teachers in education is at its peak. In this regard, the theory "y" is considered beneficial for the students, and the slogan "no punishment but love" has worked as the same theory. The main purpose of this theory is to raise the interest among the students to do all the school activities and motivate them to take participation maximum in all the processes of education so that they can also get the highlighted goals. The slogan has made not only the students able to motivate to do all the objects remaining in the school but also the teachers can make the students understand better in the way of education. In this way, the theory "y" is compared with the slogan "no punishment but love" because the main point of both is to raise the interest among the students who leave the habit of reading and want to quit school. The behavioral theory makes the students perform well in the point out the task rather than other students.

The present research study is concerned with the impact of the slogan "No punishment but love" on the morale of the teachers and students. The main focus of the research study is to explore the effects of the slogan in education. In this way, the theme of the study is to highlight the changes in the result responses of the students before the slogan and after the saying and on the other hand, it is also main aim is to express that the students respect much or not after the slogan and have discipline properly or not after the implementation of the motto in the public libraries of the high schools. Therefore, the study tests the impact of librarian love on students' discipline, emotional behavior, and perceived respect.

**Literature Review and Hypotheses Development**

*Usage of Love rather than punishment*

Corporal punishment is used worldwide to control the bad behavior of the students, but on the other hand, it also influences the morale of the teachers. In somewhere in the world, its excessive usage is on the mark because the teachers do not know how to teach in a better way so that the students can understand a subject better. But as the slogan not punishment but Love is raised, the students are more relaxed, but the teachers are more competitive and have a good grip on their fields to deliver the knowledge about their subjects (Mwamwenda, 1995). In Africa, till the 20th-century, teachers were punishing the students, but in the late 1960 and early 1970, the cane was

phased out in most primary schools (Lambert, 2012). In England, in 1987, the rod was banned in state-funded secondary schools. It was banned in private schools in 1999 (Lambert, 2012). In 1989, governments worldwide promised all children the same rights by adopting the United Nations Convention on the Child's Rights (CRC). The CRC explicitly requires every State to protect children from all forms of physical or mental violence (Article 37 and Article 39). The CRC dictates that the Member States must provide support to children who are victims of violence. The CRC requires school discipline to be consistent with the child's human dignity and conformity with the present convention. Article 28(2) dictates that it is without using corporal punishment (UNICEF, 2010).

### *Perceived Love and Students' discipline*

Many scholars have tried to evaluate students' discipline, and penalties in this regard, such as discipline was established as a branch of information training by Rosen (1997), Eggleton (2001), and Cameron (2006). This improves self-control, attitude, productivity to enforce loyalty and comply with school authority and laws. And some teachers use physical discipline to inflict physical discomfort to correct the learners and their misbehaviors and uphold the discipline of education. Skinner (1968), who was one of the prominent theorists of behavioral learning from a psychological point of view, punishments are characterized as unpleasant and painful experiences (stimuli) if performed after such events have occurred. Nonetheless, Skinner would not advocate the use of punishment as a strategy for various ways and styles. Controlling/correcting unwanted behaviors affects the individual being punished and creates detrimental behaviors, emotions, and future issues with behavior. Rewards are virtually more effective for Skinner than punishment among young learners to enforce and reinforce positive behaviors and emotions; hence their learning applications are important. Pakistan faces various problems in the field of education. Problems are a top priority. The high rate of the country's illiteracy can be related to the absence of availability to classrooms, inadequate facilities for education, joblessness, poverty, and the derogatory position of religious scholars are at stake. The corporal punishment practice can also be associated with the rise in schooling drop-outs (Pakistani Government, 2013). The lack of parental involvement in this situation is a factor that is responsible for this situation. Child's education and self-motivation inactive a relationship between parent and teacher in schools financial difficulties and the history of physical punishment (Ailaan, 2014).

Straus and Donnelly (2005) described physical discipline as "the use of corporal punishment" to cause a child to feel discomfort, physical force, but not injury, to correct or regulate the infant's actions. The use of corporal punishment in schools is a highly effective practice in Pakistan. Due to its coercive existence and negative, infamous, and debated phenomenon effects on children's personality and academic success (UNICEF, 2001). Andrew and Stewart (2002) suggested that physical punishment is used exclusively for making children as regulated and educated as every society aims to make its people contributory and efficient in compliance with the customs and laws of the nation. The tradition of corporal punishment in South Asian countries is attributed to bad student success. Academic objectives in the West are practiced because of non-compliance with school and social expectations (Tiwari, 2013). As stated by Durrant (2005), the educational history of teachers plays a critical role in corporal punishment as the teacher is unable to articulate the methods of teaching in the children's way is right and helpful. Lack of responsibility and overcrowding the practice of corporal punishment at school was also bolstered by classrooms, inadequate facilities, teachers' stress and anger, and low-quality teaching resources (UNICEF, 2001). The most significant consideration for corporal punishment is the acceptability of society for its practice, and its practice is extreme in those regions. Individuals view it as a natural occurrence (Salazar et al., 2014). Based on the above empirical pieces of evidence, the study proposes a research hypothesis:

*H1:* Perceived Love significantly and positively influences students' discipline

### *Perceived love and emotional behavior*

Religious ones throughout history, support for corporal punishment has remained and teachers it is practiced by parents who are more sacred to correct children's actions and to amendment as they consider it a significant distinction of culture (Menard, 2013). Since the last century, the tradition of corporal punishment has been investigated concerning its detrimental effects on children emotional behavior and the maintenance of children; however, in the previous three decades; emotional behavior has been largely related to the practice of positive effects on the growth and socialization of children's personalities (Gershoff & Bitensky, 2007; Durrant & Ateah, 2005). The physical penalty's primary goal is to reduce the anti-social level and increase the frequency of the desired goals. Still, on the other hand, the conducted results in corporal punishment are in the opposite direction. A 27-study meta-analysis stated a clear positive connection between perceived

love and student emotional behaviors (Straus et al., 1997; Grusec & Goodnow, 1994; Gershoff, 2002).

The exercise of corporal punishment is immoral and excessive, and it may also contribute to physical violence (Block, 2013, Taylor et al., 2011). The emotional consequences of corporal punishment are more severe than in comparison to the physical one. Aggressive behavior is mainly studied concerning corporal aggression. Gershoff's meta-analysis (2002) indicated that more children become more violent when being disciplined. (1996) Turner and Finkelhor physical punishment has been evaluated and resulted from feelings of depression and hopelessness that persist throughout adulthood. Corporal penalty in infants, the cognitive growth process is also slower. However, it was proved that perceived love has an opposite effect on child emotional behavior, and this effect is a positive consequence of perceiving love. Therefore, the study proposes a research hypothesis:

*H2:* Perceived love significantly and positively influences student emotional behavior.

### *Perceived love and perceived respect*

There are also some contexts under which to perceive love is more powerful, one of them being social support from their parents. Children with parental help are less likely to be affected by corporal involvement consequences. Children with parental assistance are less likely to be affected by the corporal penalty. Dignity, trust, respect, and the ability to manage challenging situations will increase by perceived love. Perceived love can be used as a tool for decreasing the negative effects of corporal punishments. The parents develop both the stress and support in various conditions. Appreciative children become more responsive to their parents, and they are more likely to be affected by the corporal punishment they bear receive from that place. The second phase of corporal punishment is that a child gets in their career at the school in which he starts his education. Even Larzelere (1986) points out a linear association between perceived love and students' respect. Recommended abnormality in children's psychology is correlated with the use of perceived love. Parents and teachers represent a named person under the motto "Spare the rod the kid and spoil it. The options around physical punishment vary in different ways, social classes, and have other disciplinary criteria.

Baccera & Giovannoni (1977) also traced differences between classes, races, and cultural groups and how they reward perceived love. Society is a widely established culture of violent acts.

Corporal penalty is taken as a duty in an educational institution and not perceived ill by most educational institution members that Culture. The teachers' lack of experience and their failure to mentally settle matters the effect is intricate embellishment in an infant. It leads to depression and stress; children who are always disciplined, and even those who earn low penalties once or twice a year, express the same sense of discomfort. Awan (2011) admonishes that students cannot be compelled to boost their credentials academic success with physical discipline and rude behavior. Not Their desire and therapy can improve performance. Awan (2014) maintains that schools use encouragement steps to build a competitive environment to obtain better results and success between students. Not Their students were holding roles in the Boards of Education and other institutions. In schools, corporal and non-corporal punishments have been used as a significant way to regulate the students' discipline (Gershoff, 2002). Based on the empirical pieces of evidence, the study proposes a research hypothesis:

*H3:* Perceived love significantly and positively influences perceived respect.
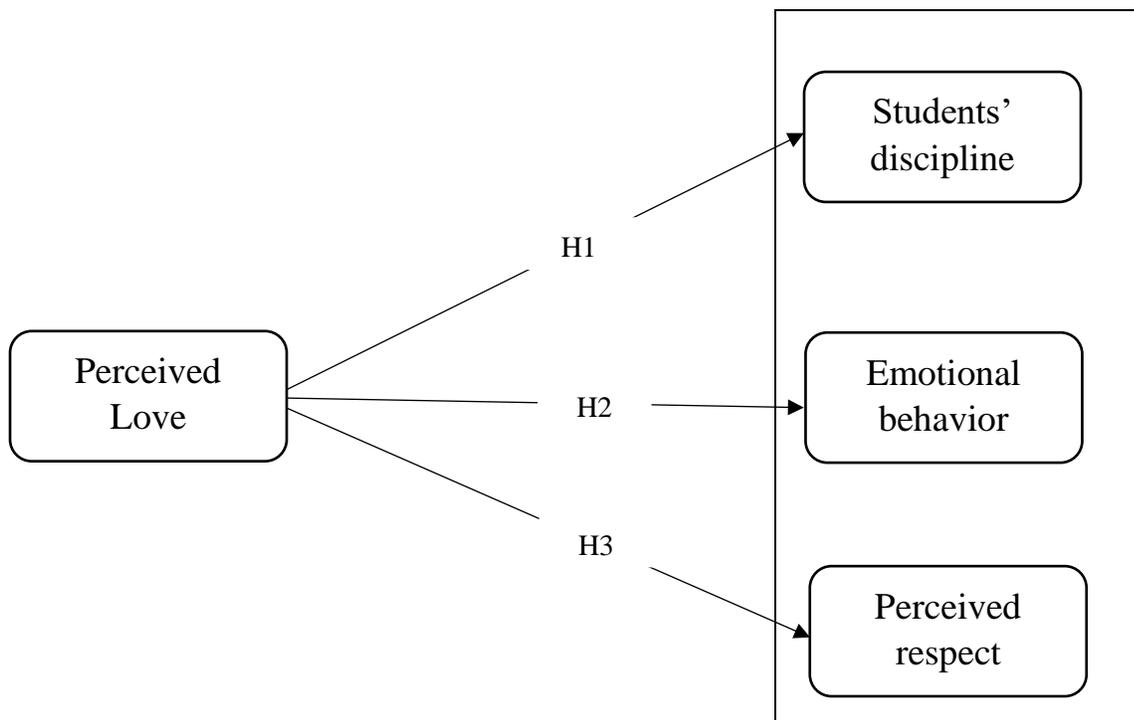
**Theoretical Framework**



**Figure 1.** Theoretical Model

**Research methodology**

*Nature of research*

This study was quantitative, followed by a convenient sampling technique. In this research study, the researcher distributed 480 survey questionnaires among the school librarians of the public high schools of district Sheikhupura, Punjab, Pakistan. Still, the researcher received 403 survey questionnaires from the librarians, which were valid and reliable. The other 77 survey questionnaires were incomplete and wrongly filled. However, the response rate was 83.96%.

*Population*

The researcher selected the library teachers of high schools of the district Sheikhupura, Punjab, Pakistan. The researcher targeted those library teachers who were appointed librarians by the government of Pakistan. The population consisted of the community Sheikhupura and the schools that were closed to hand and easy to approach. There are 48221 registered schools in district Sheikhupura, where 361,770 teachers are teaching the students. However, the study selected the selected part of the population as a representative part of the population. Therefore, 45 high schools were chosen as the sample size. Additionally, the researcher targeted 480 librarians in the public school libraries and tested the impact of their love on the students.

*Pilot testing*

Piloting of the study was first conducted so that the survey questionnaire was assessed by three professional teachers who had 15-20 years of teaching experience in high schools. The scales were adapted from the previously done researchers, and the items were modified according to the context of Pakistan with the help of two teaching professionals. Therefore, piloting the study was mandatory for the research. The present study presents the findings of the research hypotheses. First of all, the assessment of the measurement model should be analyzed to test the validity and reliability of the variables used in the study. By following that, the study presents the validity and reliability results of the present study. Assessment of the measurement model includes two main parameters: construct validity and construct reliability. After analyzing the validity and reliability of the constructs, the study concluded that the constructs' items were valid and reliable.

*Measurement scales*

4-items of perceived love have been adapted from the study of Tiwari (2013). 8-items of students' discipline have been adapted from the study of Ailaan (2014). 8-items of students' emotional behavior have also been adapted from the study of Andrew and Stewart (2002), and 6-items of

perceived respect have been adapted from the study of Straus and Donnelly (2005). All measurement items were measured on 5-Likert scales ranging from 1=strongly disagree to 5=strongly agree. For analyzing the demographic information, 213 (52.85%) teachers participated in primary schools, and 190 (47.15%) teachers were selected from elementary schools. 102 (25.31%) teachers were 16 years of educated, 209 (51.86%) teachers were 14 years of educated, and only 92 (22.83%) teachers were 12 years of educated. 195 (48.39%) teachers have belonged to schools situated in rural areas of the Sheikhupura, and 208 (51.61%) teachers have belonged to the schools located in the urban areas of the district, Sheikhupura.

**Findings of the study**

*Validity and Reliability of the Variables*

First, this study presents the picture of the validity and reliability of the variables used in the present study. In the first phase, the study suggests the results of construct validity as follows. The validity of the constructs must ensure two parameters, i.e., convergent validity and discriminant validity. Convergent validity includes two parameters: factor loading, also known as outer loadings, and average variance extracted (AVE). Additionally, discriminant validity further consists of two parameters: cross-loadings and (HTMT) ratio criteria (Hair et al., 2020). Confirmatory factor analysis (CFA) (Suhr, 2006) was applied for construct validity and composite reliability (CR), average variance extracted (AVE) (Bagozzi and Yi, 1988; Hair et al., 2020) to measure convergent validity. For discriminant validity, maximum shared variance square (MSV), average shared variance square (ASV), Heterotrait Monotrait Ratio (HTMT) (Henseler et al., 2009), and AVE square root are examined (Fornell and Larcker, 1981; Hair et al., 2020).

*Convergent validity*

As discussed above, convergent validity includes two parameters so that the present study addresses the criteria of both the factor loadings and average variance extracted (AVE) (**see table 1, 2**). The literature study argues that the construct' items' factor loading/outer loadings should be greater than 0.7 (Hair et al., 2020). Construction Reliability is used to see the value of AVE with composite reliability. AVE in reliability testing is the tool to measure the true value of the reliability of a construct (Hair et al., 2020; Sharif et al., 2021). This study claimed that the factor loadings of the entire construct' items are greater than 0.7 so, we can say that there were good factor loadings of the constructs. The second parameter is to measure the AVE variance between

the constructs. The study suggests that the AVE value should be greater than 0.5 (Hair et al., 2020 "construction Reliability Test to see the value of AVE with composite reliability. AVE in reliability testing is the tool to measure the true value of the reliability of a construct (Hair et al., 2020; Richter et al., 2020). So it was found that the values of all constructs were greater than 0.5. Therefore, it was assessed that the convergent validity of all constructs was valid.

**Table 1.** Factor loadings

| | Students' Discipline | Emotional Behavior | Perceived Love | Perceived Respect |
|---|---|---|---|---|
| Dis1 | 0.742 | | | |
| Dis2 | 0.811 | | | |
| Dis3 | 0.782 | | | |
| Dis4 | 0.854 | | | |
| Dis5 | 0.830 | | | |
| Dis6 | 0.741 | | | |
| Dis8 | 0.742 | | | |
| EMB1 | | 0.701 | | |
| EMB2 | | 0.748 | | |
| EMB3 | | 0.749 | | |
| EMB4 | | 0.774 | | |
| EMB5 | | 0.794 | | |
| EMB6 | | 0.725 | | |
| EMB7 | | 0.723 | | |
| EMB8 | | 0.730 | | |
| MNP1 | | | 0.738 | |
| MNP2 | | | 0.769 | |
| MNP3 | | | 0.784 | |
| MNP4 | | | 0.784 | |
| PRR1 | | | | 0.734 |
| PRR2 | | | | 0.731 |
| PRR3 | | | | 0.773 |
| PRR4 | | | | 0.804 |
| PRR5 | | | | 0.759 |
| PRR6 | | | | 0.771 |

**Table 2.** Average variance extracted (AVE)

| | **Average Variance Extracted (AVE)** |
|---|---|
| Students' Discipline | 0.620 |
| Emotional Behavior | 0.553 |
| Perceived love | 0.591 |

| | | 0.581 |
|---|---|---|
| Perceived Respect | | 0.581 |

## Discriminant validity

As discussed above, the discriminant validity also brings two parameters so that this study presents the findings of cross loading and HTMT ratio criteria **(see tables 3, 4)**. The requirements of cross-loadings explain that the cross-loadings of one' construct items should be greater than the items of another construct. However, it was realized that the cross-loadings of one' construct were greater than the loadings of the other. Second, HTMT criteria of discriminant validity explain that the HTMT ratio (value) should be greater than 0.7 (Hair et al., 2020). For discriminant validity, maximum shared variance square (MSV), average shared variance square (ASV), Heterotrait Monotrait Ratio (HTMT) (Henseler et al., 2009), and AVE square root are examined (Fornell and Larcker, 1981; Hair et al., 2020; Sharif et al., 2021). Finally, it was found that the cross-loadings and HTMT ratio were according to the suggested criteria; therefore, there was also good discriminant validity. Finally, it was proved that all constructs of the present study had good validity (Hair et al., 2020). Confirmatory factor analysis (CFA) (Suhr, 2006) was applied for construct validity and composite reliability (CR), average variance extracted (AVE) (Bagozzi and Yi, 1988; Hair et al., 2020) to measure convergent validity. For discriminant validity, maximum shared variance square (MSV), average shared variance square (ASV), Heterotrait Monotrait Ratio (HTMT) (Henseler et al., 2009), and AVE square root are examined (Henseler et al., 2009). So, there was also good discriminant validity.

**Table 3**. Cross-loadings

| | Students' Discipline | Emotional Behavior | Perceived Love | Perceived Respect |
|---|---|---|---|---|
| **Dis1** | 0.742 | 0.501 | 0.491 | 0.433 |
| **Dis2** | 0.811 | 0.616 | 0.549 | 0.587 |
| **Dis3** | 0.782 | 0.535 | 0.477 | 0.489 |
| **Dis4** | 0.854 | 0.574 | 0.536 | 0.563 |
| **Dis5** | 0.830 | 0.563 | 0.454 | 0.520 |
| **Dis6** | 0.741 | 0.420 | 0.445 | 0.465 |
| **Dis8** | 0.742 | 0.568 | 0.532 | 0.533 |
| **EMB1** | 0.449 | 0.701 | 0.526 | 0.451 |
| **EMB2** | 0.455 | 0.748 | 0.505 | 0.393 |
| **EMB3** | 0.476 | 0.749 | 0.541 | 0.475 |
| **EMB4** | 0.513 | 0.774 | 0.527 | 0.431 |

| | | | | |
|---|---|---|---|---|
| EMB5 | 0.540 | 0.794 | 0.542 | 0.493 |
| EMB6 | 0.541 | 0.725 | 0.459 | 0.455 |
| EMB7 | 0.569 | 0.723 | 0.453 | 0.461 |
| EMB8 | 0.575 | 0.730 | 0.506 | 0.527 |
| MNP1 | 0.508 | 0.539 | 0.738 | 0.480 |
| MNP2 | 0.503 | 0.464 | 0.769 | 0.430 |
| MNP3 | 0.429 | 0.544 | 0.784 | 0.398 |
| MNP4 | 0.510 | 0.553 | 0.784 | 0.502 |
| PRR1 | 0.440 | 0.383 | 0.400 | 0.734 |
| PRR2 | 0.510 | 0.486 | 0.450 | 0.731 |
| PRR3 | 0.495 | 0.483 | 0.431 | 0.773 |
| PRR4 | 0.522 | 0.562 | 0.486 | 0.804 |
| PRR5 | 0.510 | 0.451 | 0.448 | 0.759 |
| PRR6 | 0.514 | 0.455 | 0.481 | 0.771 |

**Table 4.** Heterotrait-Monotrait (HTMT) Ratio

| | Students' Discipline | Emotional Behavior | Perceived love | Perceived Respect |
|---|---|---|---|---|
| Students' Discipline | | | | |
| Emotional Behavior | 0.773 | | | |
| Perceived love | 0.759 | 0.825 | | |
| Perceived Respect | 0.743 | 0.709 | 0.723 | |

### *Reliability of the Research Constructs*

The present study presents the reliability of the constructs used in this study (Hair et al., 2020). In the research, Smart PLS was used to calculate the questionnaire form's validity and reliability and test the hypotheses. Cronbach Alpha (CA) analysis (Hair et al., 2020) was applied to test the reliability. Confirmatory factor analysis (CFA) (Suhr, 2006) was used for construct validity, and composite reliability (CR), average variance extracted (AVE) (Hair et al., 2020; Sharif et al., 2021). The researchers suggest that reliability is composed of two values: Cronbach alpha and composite reliability (Hair et al., 2020). It also indicates that Cronbach and composite reliability values should be greater than 0.7 so, it was found that the values of the reliability parameter were greater than 0.7. Therefore, there was also good reliability of the constructs.

**Table 5.** Cronbach alpha and composite reliability

| | Cronbach's Alpha | rho_A | Composite Reliability |
|---|---|---|---|
| Students' Discipline | 0.897 | 0.899 | 0.919 |
| Emotional Behavior | 0.884 | 0.886 | 0.908 |

| | | | |
|---|---|---|---|
| Perceived love | 0.769 | 0.770 | 0.852 |
| Perceived Respect | 0.856 | 0.858 | 0.893 |

**Assessment of path model**

Path coefficient presents the regression effect of an independent variable on a dependent variable. Path coefficient value varies from +1 to -1 (Hair et al., 2020). A value closer to +1 indicates the high positive affect, and a value closer to -1 indicates the high negative effect. Path coefficient indicates three parameters: beta value, the second is t-value, and the third is the p-value. According to the 5% significant level, the t-value should be equal to +1.96 or higher, and the p-value should be less than 0.05 (p<5%) (Hair et al., 2020; Sharif et al., 2021). So, we accept the research hypothesis. The present study applied a 5% significant level so that the t-value should be equal to +1.96 or greater, and the p-value should be lesser than 0.05. However, this study explores the findings (see table) that "Perceived love" was found to have a significant and positive impact on Perceived respect by presenting statistics (b=0.592, t-value=16.616, p-value=0.000) so that the hypothesis H1 was accepted and supported. Second, 'perceived love' significantly influenced 'Emotional behavior' by showing statistics (b=0.685, t-value=20.009, p-value=0.000) so, hypothesis H2 was accepted and supported on the following grounds. Third, 'perceived love' was found to have significant effect on 'discipline' by demonstrating statistics (b=0.636, t-value=20.004, p-value=0.000). Finally, hypothesis H3 was also accepted and supported. Finally, emotional behavior was found to have the highest effect from perceived love.

**Table 6.** Path coefficient

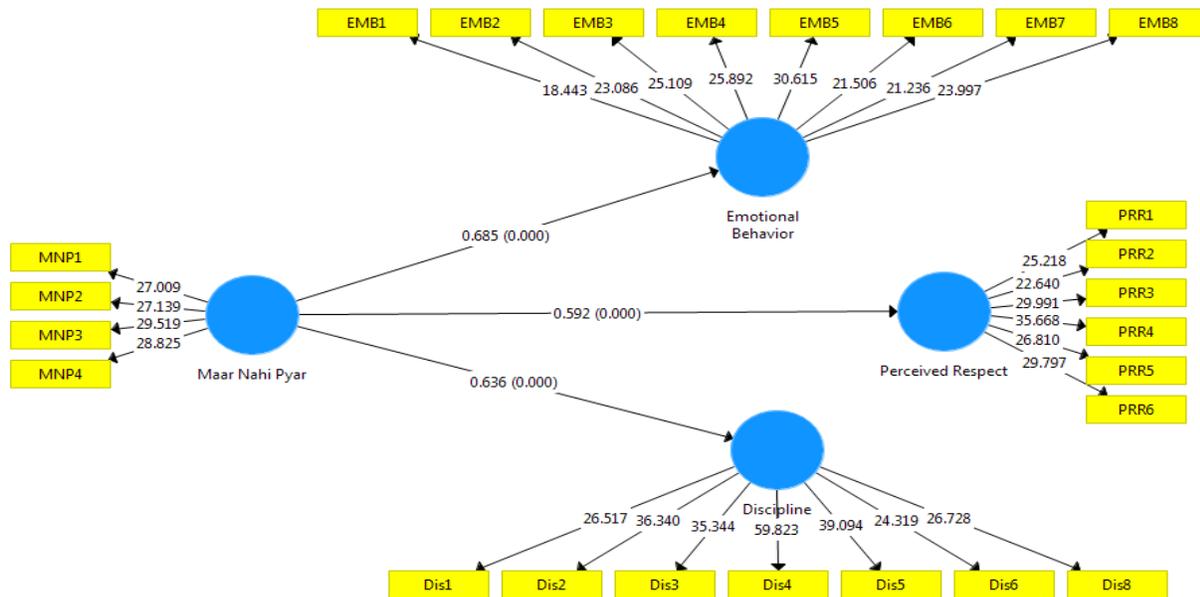| | Beta value | Standard Deviation (STDEV) | T Statistics (\|O/STDEV\|) | P Values |
|---|---|---|---|---|
| Perceived love (Maar Nahi Pyar) -> Students' Discipline | 0.636 | 0.032 | 20.004 | 0.000 |
| Perceived love (Maar Nahi Pyar) -> Emotional Behavior | 0.685 | 0.034 | 20.009 | 0.000 |
| Perceived love (Maar Nahi Pyar) -> Perceived Respect | 0.592 | 0.036 | 16.616 | 0.000 |

**Figure 2.** Path coefficient model

## Assessment of model fitness

### $R^2$ and adjusted $R^2$

The third part of PLS-SEM provides the assessment of model fitness. It includes the model fit indices, e.g., R square, adjusted R square, and F square. Hair et al. (2020). Coefficient of Determination (R 2), The coefficient of determination or R Square is useful to predict and see how much the contribution of the effect given by variable X simultaneously (together) to the variable Y (Hair et al., 2012) suggest the values of R square that R2 value varies from 0.25 to 0.50 and 0.50 to 0.75 indicate a weak, moderate and strong effect of an independent variable on a dependent variable (Sharif et al., 2021). R2 and adjusted R2 show the effect strength of the predictor variable in the predicted variable. The R square and adjusted R square values in this study were between 0.25 and 0.50, so we can say that there was a moderate effect of 'perceived love' on Discipline, Emotional behavior, and Perceived Respected **(see table 7)**. Finally, it was proved that there was a good model fit.

**Table 7.** R and adjusted R squares

|  | R Square | R Square Adjusted |
| --- | --- | --- |
| Students' Discipline | 0.405 | 0.403 |
| Emotional Behavior | 0.469 | 0.467 |
| Perceived Respect | 0.350 | 0.349 |

Moreover, the f square values of the present study are also fitted according to fit indices. F2 is also a statistical technique to measure the effect size; however, it is mostly used in multi-regression analysis. This study also showed that f square values of an independent variable on dependent variables were fitted **(see table 8).**

**Table 8.** F square

|  | Students' Discipline | Emotional Behavior | Perceived Respect |
|---|---|---|---|
| Students' Discipline |  |  |  |
| Emotional Behavior |  |  |  |
| Perceived love | 0.680 | 0.882 | 0.539 |
| Perceived Respect |  |  |  |

*Predictive Relevance ($Q^2$)*

Q2 statistical technique measures the predictive accuracy and relevance of an independent variable on dependent variables. Researchers claim that the Q2 value should be greater than zero (Q2>0) to evident the predictive accuracy and relevancy (Hair et al., 2020). Predictive Relevance (Q 2), Q-square measures the observed values generated from the model and the estimated parameters if the values are 0.02 (small), 0.15 (medium), and 0.35 (large) (Hair et al., 2012). The study focuses on selecting the two parameters in predictive relevancy and accuracy, e.g., 'Construct Cross validated Redundancy' and the second is 'Construct Cross validated Communality.' The value of Q2 in both parameters should be greater than zero. Finally, the present study found that Q2 values in both stages were greater than zero **(see tables 9, 10)** so, we can say that there was good predictive relevancy and accuracy.

**Table 9.** Cross-validated redundancy

|  | SSO | SSE | Q² (=1-SSE/SSO) |
|---|---|---|---|
| **Students' Discipline** | 2821.000 | 2136.849 | 0.243 |
| **Emotional Behavior** | 3224.000 | 2417.107 | 0.250 |
| **Perceived love** | 1612.000 | 1612.000 |  |
| **Perceived Respect** | 2418.000 | 1937.305 | 0.199 |

**Table 10.** Cross-validated communality

|  | SSO | SSE | Q² (=1-SSE/SSO) |
|---|---|---|---|
| **Students' Discipline** | 2821.000 | 1441.062 | 0.489 |
| **Emotional Behavior** | 3224.000 | 1855.871 | 0.424 |
| **Perceived love** | 1612.000 | 1097.319 | 0.319 |
| **Perceived Respect** | 2418.000 | 1426.272 | 0.410 |

**Demographic Findings**

1. Statement one indicates that 80% of library teachers thought that the students were encouraged by the slogan "perceived love", hence it was concluded that most of the teachers said that the motto inspired the students.

2. Statement two indicates that 77% of library teachers said that the parents contacted the teachers more than before the slogan; hence it was concluded that the majority of the teachers argued about the parent's contact with them.

3. Statement three indicates that 82% of library teachers argued that a good relationship was built among the teachers and students after the slogan 'perceived love'; hence it was concluded that the majority of the teachers were in the right of this statement.

4. Statement four indicates that 85% of library teachers expressed their opinions positively about the punctuality and doing hardworking of the students after implementing the slogan; hence it was concluded that the majority of the teachers argued that the students were very hardworking and punctual.

5. Statement five indicates that 85% of library teachers said that the student did not quarrel with each other after the slogan; hence it was concluded that most of the teachers were in the right of the statement. The students did not fight with each other after the slogan.

6. The statement indicates that 90% of library teachers expressed their opinion positive about the information after the slogan the students were more cooperative than before the slogan; hence it was concluded that the majority of the teachers said that the students were more cooperative than before the slogan,

7. The statement indicates that 85% of library teachers said that the students shared their material with others after the slogan; hence it was concluded that most of the teachers said the students shared their material with other students after the implementation of the slogan.

8. The statement indicates that 89% of library teachers said that the class was structured so that the students could contribute their knowledge to show their positive behavior; hence it was concluded that most of the teachers were in the right of this statement.

9. The statement indicates that 86% of library teachers said that they encouraged the students to use the personal experience in their writings and in-class discussion; hence it was concluded that the majority of the library teachers were in the right of this statement.

10. The statement indicates that 79% of library teachers argued that they make the students able to examine how social forces affect their lives and the lives of others after the slogan, hence it was concluded that the majority of the teachers said that they make the students able to face the hurdles of society.

11. The statement points out that 76% of library teachers said that their students tried their best to help the students to see how they can behave to make positive change in society; hence it was recommended that the majority of the teachers were in the right to make the students able to help others.

12. The statement shows that 78% of candidates argued that the good relationship among the teachers and students was built up after the slogan; hence, most of the candidates said that the good relation was built after the slogan.

13. Statement witnesses that 63% of library teachers said that they felt more respect and honor after the slogan than before the slogan was implemented; hence it was concluded that most of the teachers were in the right of this statement.

14. The statement indicates that 74% of library candidates expressed their views positively about the idea that a respected relationship was created among the students and teachers by the implementation of the slogan; hence it was proved that the majority of the candidates were in the right this statement.

15. The statement points out that 80% of library teachers said that the students did respect not only in the school but also did respect outside the school after the slogan; hence it was concluded that the majority of the teachers said positive about this statement.

16. The statement shows that 77% of library candidates said that their staff showed consideration for their goals and values about the perceived love; hence it was proved that most of the candidates were in the right of this statement.

17. The statement indicates that 73% of library teachers argued in the right of the statement that their colleagues generally cared about their well-being to follow the slogan for getting positive results. Hence, it was proved right that most of the teachers were in the right of this statement.

18. The statement points out that 72% of library candidates said that their students were more punctual after the slogan. Hence, it was concluded that the majority of the teachers said positively about the statement.

19. The statement indicates that 73% of library candidates said that their students did not bunk the class after the slogan. Hence, it was concluded that the majority of the candidates were in the right of this statement.

20. The statement shows that 74% of library teachers said that their students asked questions in the class after implementing the slogan. Hence, it was proved that the majority of the candidates were right about this statement that it was right and good.

21. The statement points out that 73% of library candidates argued positively about the statement that the students did not disturb them during the lecture after the slogan; hence it was concluded that most of the candidates said positive responses about this statement.

22. The statement shows that 79% of library teachers said that their students did their homework on a daily basis after the slogan. Hence, it was proved that the majority of the teachers responded that their students did homework daily.

23. The statement points out that 67% of library candidates said that their students came to school regularly after the slogan. Hence, it was concluded that the majority of the candidates said positive responses to the statement.

24. The statement shows that 81% of library teachers said that their students did not interrupt their lecture in the school after the slogan, and hence it was proved right that the majority of the teachers were in the right of this statement positive.

25. The statement indicates that 74% of library candidates responded positively about the statement. Their students kept the rules in their minds and did break the rules in school hours after the slogan. Hence, it was concluded that the majority of the candidates were in the right. This statement is positive.

**Discussion**

The present study was conducted to find out the practices of love by the library teachers in the high school's public libraries and the positive responses from the slogan, "no punishment but love," in library education. The influence of librarian love on the minds of the students who let the school libraries away by the overload of punishment plays a very negative role. On the other hand, the slogan, "no punishment but love," affects the library educational system very positively because many students got the degree of their library education by the usage of the slogan. In this research study, the researcher collected the data from the library teachers in the public high schools' libraries of district Sheikhupura. In this whole process, the values were kept in mind. The candidates were free from any restriction and could choose any number of the given answer. In this research study, the teachers of high schools' libraries were selected for the data about the effects of the slogan, "no Punishment but Love," on the morale of the teachers and students and the results of the implementation of this slogan. After implementing this slogan, positive results were found in the field of library education. Most of the library teachers who used love on students and the students let the school away and found work. The researcher did this research study by getting the material from the internet, articles and by reading the thesis taking from the university libraries and internet libraries to collect the data and assemble that very data to make a survey questionnaire for the library teachers to achieve the highlighted goals in the field of library education.

Historically, it has been found that librarian love was widely used in schools in Pakistan and the whole world. Many of the students kept on leaving their library education only due to the excessive usage of love by the teachers. As the slogan, "not punishment but love" was raised, a wave of happiness was created among the library students and library teachers, and the library teachers were bound to stay the students at public libraries without giving the corporal punishment so that the literacy rate could be up at maximum level. Moreover, a proper knowledge economy in the public libraries can be made possible. This is descriptive study research based on a survey limited in the district Sheikhupura.

**Conclusion**

The present study discusses the practices of Liberian love and its effects on the morale of the teachers and students at an elementary and high level. There is designed a survey questionnaire to find out the positive impact on the confidence of the teachers and students due to the usage of love by the public librarians in the high schools. In this questionnaire, 28 items were included, which were about the influence of perceived love in the field of education on students and teachers. The

study results show that the majority of the library students were very much impressed and influenced by librarian love and got positive results from that slogan in the field of library education. No doubt, the majority of the library teachers expressed their opinions positively about the slogan to remove and ban corporal punishment in the institutions to get the maximum positive results from the library knowledge. Many library teachers argued that the slogan proved very beneficial for library education, especially for library students who let the habit of staying at the public libraries due to the excessive usage of corporal punishment. They now are getting the library education and are free from the burden of being punished by the library teachers. The students are more cooperative and hardworking than before the slogan, not punishment but love.

The library teachers remark that the slogan has increased the respect and honor for them in the students' hearts not only in the public schools but also outside the schools. Many students leave every year onlMany the fear of being punished by the library teachers but as the slogan has been implemented. Still, in library education, the ratio of the students increased rather than decreased. The teachers respond that the library students respect the library teachers more in the high schools, but outside the school, they appreciate the library teachers more than before the slogan. Because they do not have any type of fear to be punished if they don't know the answer or the lesson. The students take part more warmly and happily in any discussion due to which a lot of solutions of the problems are got by the students from that very discussion.

The majority of the library teachers said that librarian love played a key role in the lives of the library students and the teachers because where it has removed the fear of the teachers from the hearts of the students there, it has risen the results of the students. The morale of the students and library teachers has been got up at the maximum peak. The findings show that most of the teachers responded that the slogan, "not punishment but love," played a key role in education, not for students but teachers.

### Recommendations

1. The library teachers should give relaxation to the students in the lessons.
2. The library teachers should be frank a little bit with students to understand the subject.
3. The library teachers should be guiders, not dictators in the classroom.
4. The teachers should not use harsh words to students so that their self-esteem should not be hurt.

5. The library teachers should be facilitator so that the students can do all the work with good techniques.
6. The library teachers should be the leader for the students in education so that the students can face all the problems and solve them with tricks.
7. Library students should obey the rules of the libraries during school hours as well as after schooling hours.
8. The library students should be punctual and good learners in the class.
9. The library teacher should use maximum methods to deliver his lecture to make the students understand the course.
10. The library teachers should guide the students to face the challenges and remove them from the way of education.

## Recommendations for future Research

1. In a questionnaire, the number of questions should be increased.
2. Different topics can be included about the effects of librarian love on the morale of the student's discipline, emotional behavior, and perceived respect.
3. Public school librarians should love the students so that the habits of spending more and more at public libraries in the high schools would be made possible.
4. The librarians should enhance the library knowledge among the students, and it is only possible by the habit of loving them.
5. The Researcher should not get information only from different books, magazines, and articles but also interview other people/ teachers and students of relevant research.
6. For the analysis of the best solution to the dullness of the library students, the library teachers must have a lot of knowledge and methods to remove the dullness of the students and make them active.
7. The research should not be limited. It should be vast too much.
8. The Researcher should not collect the data from the teachers but also the students. The Researcher should also include the opinions of some well-known educationist and child psychologist about the effects of the corporal punishment negative and positive both.

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