Impact of Personal Characteristics and Environmental Factors on Librarians in University Libraries in Nigeria

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ABSTRACT

Purpose

This paper seeks to identify the personal and environmental characteristics of librarians in Nigeria. It also investigates the impact of individual attributes of librarians on structured jobs within the library environment.

Design/methodology/approach

The survey used questionnaires to gather data from 216 samples. The samples were obtained from federal, state, and private university libraries in Nigeria. A total of 250 questionnaires were distributed physically and online over a period of four months. Respondents were requested to choose a position on a five-point scale.

Findings

The study showed that the perceived personal characteristics of Librarians are interrelated and can be used to appraise the personality traits and impact on self-delivery. Librarians in Nigerian universities demonstrate distinctive personality traits that align with established professional knowledge, organizational/environmental and social factors.

Originality/Value

The study has implications for librarians, library information professionals, and library management. Librarians should attain a high level of self-development and a higher level of reasoning. To avoid lapses, librarians should develop effective personal attributes related to conscientiousness, agreeableness, openness that enhance the meaningful application of the traits for many assigned jobs.

INTRODUCTION

Libraries are the repositories of humanity's knowledge. Society creates libraries as institutions to select, store, preserve, and facilitate access to information in all forms. Every library has a responsibility to acquire, provide access, and deliver information to users. It accomplishes this task by setting up an information infrastructure that accommodates and enables its patrons to utilize a wide range of appropriate information materials and resources. University libraries focus on services that would educate and teach social values to specified categories of persons within and outside its immediate community. The interest for good service delivery to information seekers and users takes precedence over other interests.

This shift in service delivery places a heavy burden on the librarians' personality characteristics. It also helps ensure remarkable job turnover and career accomplishment. The implication is that university libraries must employ staff whose personal characteristics align with their responsibilities to different user groups. The result of this consideration is a significant correlation between the unique features of the librarian and the library work environment. Providing good service is the ultimate goal of a skilled librarian, even though the librarian may not always be physically present when dealing with users within the entire work environment. Who is a skilled librarian? The modern concept places heavy emphasis on a knowledgeable professional who desires to work around people. This capability enables the librarian to achieve the ultimate task of joining information seekers/users with the knowledge they seek. The librarian's seriousness, aided by the adoption of accurate personal characteristics, helps make up for any service delivery deficiencies.

LITERATURE REVIEW

The nature of services of librarians is largely influenced and controlled by the social, organizational, and professional obligations of the work environment. The librarians interact with diverse groups and levels of information seekers, colleagues, and subordinates. Each category requires equitable and equal professional obligation in rendering service. However, the beliefs and values conceived by the professional may affect task performance. In this way, personality development can control service delivery by directing how librarians interact with users and others. In principle, this interrelated linkage anchors the notion that service delivery is affected by personal characteristics, professional/organizational actions, and environmental situations (Mbofung, 2014).

Personal Characteristics

A review of the literature suggests that there is a wealth of literature on core competencies of librarians (Partridge, Lee, & Munro, 2010; Hadow, 2012) but a dearth in the personal characteristics of librarians that are important for successful job performance (Williamson & Lounsbury, 2016). Some of these studies have used personality traits to examine core competencies, personal skills, and qualities of library and information science professionals of the 21st century. The characteristics are neither exhaustive nor fixed but continue to be modified in response to factors such as structured organizational events, job demands, and assignments or variations in people within the workplace environment. A modified personality behavior is of great importance for librarians to perform impressively and remain viable in the competitive job market (Tennant, 1999, Williamson et al., 2008; Williamson & Lounsbury, 2016).

In a study on personality traits of librarians, Williamson & Lounsbury (2016), citing many others, refer to the competencies as "soft skills" from which personality traits can be inferred. Tennant (1999) uses the term 'innate' to describe the identified personal characteristics. Griffiths (2020) explains, "a trait is innate insofar as its development is guided by 'inherited information' rather than 'environmental information. Mistima & Zakaria (2010) refers to them as internal values of persons such as attitudes and beliefs. Zhou (2016), citing (Borghans et al. (2008), categorizes such skills into cognitive and non-cognitive skills. The latter comprise personal traits and attitudes that propel "patterns of thought, feelings, and behaviors that are socially determined and can be developed throughout the lifetime to produce value." The traits are not the same as the external attributes that are visible. They can be used to describe the appearance of librarians and information science professionals for easy recognition as being unique. Internal traits also describe the way a person acts in a situation or environment.

It is evident that there are meaningful relationships between each of these "soft-skills, innate, non-cognitive skills" and academic achievement and job performance. Zhou (2016) reports that there are no clear operational definitions of some attributes. The researcher opines that those attributes, and a lot more, can emanate from the complex nature of personality characteristics. Furthermore, there is little consistency among researchers about how to measure some of these skills. This study will use competencies and personal characteristics interchangeably to reflect the literature review from different broad dimensions of personality traits. Such traits can explain individual competencies and behavior in the areas of cognitive ability, emotional stability, and personal career profile. Traits have also been used to explain behavior during interaction with others, training, technical and managerial competencies, and the learning style that would most likely appeal to employers. All of these helps make a librarian stand out as a good candidate for the job that may be assigned (Crumpton, 2015; Williamson & Lounsbury, 2016; Ozowa &Aba, 2017).

In a study involving the management of digital libraries, Tennant (1999) reported that for librarians to be qualified to create and manage digital library collections and services, their characteristics should include existing conditions such as: "the capacity to learn constantly and quickly; flexibility; capacity to take risks; abiding public service perspective; good interpersonal skills; ability to foster change; and capacity for and desire to work." These characteristics are embedded in either professional knowledge competence or generic skills recommended for library and information science professionals (Ashcroft, 2004; American Library Association, 2009; Australian Library and Information Association, 2005; Partridge, Lee, and Munro, 2010; Hadow, 2012). These qualities fit into the examples of cognitive skills identified by Zhou (2016), including the "ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought." Also, they form parts of emotional intelligence elements that are related to trustworthiness, adaptability, conscientiousness, initiative (Crumpton, 2015).

According to Nonthacumjane (2011), personal skills considered essential for library and information professionals include analytical thinking, creativity, coping with diverse users, adaptability, enthusiasm, and self-motivation. As a generic capability for the librarian, Breaks (2005) elaborates the same traits such as the ability to analyze situations; creative thinking supported by a wide range of techniques; the ability to apply a reflective practice in identifying strengths, weaknesses, opportunities, and threats, coping with adversity, uncertainty, and confusion. Park, et al. (2020) emphasize consciousness as a positive personality trait associated with positive outcomes and an intermediary between how people think and what they do in the present and future.

Williamson & Lounsbury (2016) submit that 'librarians are more apprehensive, cautious, imaginative, open-minded, serious, self-reliant, and have higher reasoning skills". Sackett & Walmsey (2014); Williamson & Lounsbury (2016); Park et al. (2020) have adopted personality measures based on the Big Five traits to determine how often a candidate engages in a specific structured assignment and also assess the suitability of the candidate from the responses. In all the studies, these traits revolve around a combination of openness, conscientiousness, extraversion, agreeableness, and neuroticism. For effective librarians, the traits run across different levels of the job. They also take cognizance that their services are goal-oriented and guided by professional and organizational expectations and policies. Zhou (2016) reports education and training positively impress on the acquisition of skills and positively affect employment outcomes.

Personal characteristics such as agreeableness, openness, curiosity, and conscientiousness are cognitive, interwoven, and tend to enable prediction of what an individual is likely to do in different situations and at various locations. For the librarian and information professional,

agreeableness would allow the adjustment to all cases in addition to readiness to help users and colleagues. An open-minded information professional is a great asset in library service delivery, which is goal-oriented and guided by organizational or professional expectations. Such is likely to be conscious and receptive to skill set, broad-minded, and ready to forgo pleasurable activities (Park et al., 2020), and prepared to set goals in other to strengthen weaknesses and experiences. Therefore, in practice and as Anwar et al. (2017) reported, these characteristics fix and provide links and relationships between personality and knowledge sharing in the workplace.

The traits mentioned above do not function in isolation. The constant interwoven applications of the traits and the outcome at each point strengthen the willingness to adjust to organizational policies and situations. All the traits and competencies fit into two major traits relating to external and internal traits (Tennant,1999; Mistima and Zakaria, 2010; Griffiths, 2020). They also relate to cognitive and non-cognitive skills—with the latter consisting of personal traits, attitudes, and motivations (Zhou,2016), conscientiousness, and agreeableness for many library jobs and services (Crumpton, 2015).

Love of learning and knowledge leads to having broad and specific knowledge in the relevant fields. This is achieved through training and experience designed to find out how librarians perform (ACRL, 2012). The librarian's performance may be high or low, thereby causing the librarian to exhibit corresponding positive or negative behavior (ALA, 2009; Zhou, 2016). A librarian who possesses effective communication skills is likely to relay feelings, thoughts, and knowledge convincingly in a way that enables users and colleagues to understand the message. In this regard, this action strengthens receptive skills, warmth, social boldness, and consciousness associated with positive behavioral outcomes (Park et al. 2020). The same personality development can influence career and organizational choice, direct interaction with users and individuals while fostering lifelong learning for self-development. All the identified

personal characteristics that give insight into strong organizational skills and ethical values are social and professional. The association creates a correlation route to assess occupational factors that can affect services delivery.

Occupational Competencies

The extent environmental factors inter-relate with possible influence on service delivery depends on several factors such as activities, tasks, and organizational policies that control the institutional environment. Having strong organizational skills to manage and meet these demands on service delivery is highly desirable. The successful librarian should be sensitive to that environment and flexible enough to work effectively within it.

Globally and specifically in Nigeria, the concern on qualified library personnel is almost as old as the profession. The recommendations of early studies are still relevant today because they accommodate the future growth of the profession. For example, (Okorie 1964; Aguolu, 1984; Nzotta, 1984) recommended possession of basic education, professional competencies and skills, personal development, continuing professional development, and ethics of the profession without which there would be problems.

Concerning what may be categorized as environmental factors, Ifidon, 2000; Abba and Dawher 2009; Opara, 2010) in their studies identified many workplace challenges of practicing librarians in Nigeria and recommended training and retraining for the librarians. The training was undertaken for personal development, at the initiative of the professional, should be continuous and lead to lifelong learning. On the part of the management of the university, staff development needs great attention. It should focus on a variety of activities that promote further education that develops versatile skills and the professionals' competencies based on

emerging new skills (Mbofung, 2014). The acquisition of these capabilities would better equip the professional to adequately perform organizational and social responsibilities and be accountable for lapses. Goulding et al. (2000), Mbofung (2014) recommend the cooperation of employers and educators to identify and improve the essential elements of the professional workers so that they can continuously be able to face future challenges successfully.

These early studies did not anticipate the emerging input of information and communication technologies and their overall effect on the personality of librarians, patrons, career expectations, and experiences. However, the recommendations constitute generic skills and competencies, which are components of library education curricular and professional obligation. These traits invariably form part of the cutting edge for continuous training and retraining for self-development.

It is common knowledge that technological developments and innovations influence many activities in the new learning environment in which the university libraries are situated, thereby fostering new challenges and new expectations for the librarian. Khair et al. (2011) report that the role and characteristics of successful library managers are changing in line with the new environmental needs and modified skills. The librarian should be inquisitive and familiar with emerging information resources and products. The librarian should also develop foresight for the future progress of the services (Mbofung, 2014). . In this light, the quality of staff underpins the total quality management dimensions of the library (Opara, 2010).

There is a shortage of studies on personal characteristics from the librarians' perspectives concerning internal values of persons such as attitudes and beliefs or cognitive and non-cognitive skills that are perceived to influence services in university libraries in Nigeria. Opesade & Alade (2017) reports on personality traits as determinants of the knowledge-sharing behavior

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of pharmacists in Nigeria. Ozowa, & Aba (2017) focuses on the information-seeking behavior of post-graduate students. The two studies applied elements of the Big Five personality traits.

It cannot be said that personal characteristics have a strong influence on job performance. They are very significant and worthy of further evaluation for more meaningful applications in library services. Depending on the professional obligations, library activities, and the controlling environment, successful service delivery is driven by the personality traits of the librarians. The personal qualities are moderate between how librarians think or engage in various forms of reasoning, understand complex ideas, adapt efficiently to the environment, react more effectively to opportunities, and focus on more significant future outcomes. Studying the personality characteristics of librarians on their perception in Nigeria will enable one to understand the traits and whether librarians are applying them to their structured jobs within the library environment. The study intends to fill this gap and contribute to the existing lean literature on the subject.

OBJECTIVES of the STUDY

The study's research goal was twofold: to identify the personal and environmental characteristics of librarians in Nigeria and ascertain how the perceived personal characteristics have been applied in providing specific jobs in the library.

METHODOLOGY and DATA COLLECTION

Survey questionnaires were used to gather data from 216 samples in Nigeria's federal, state, and private university libraries. A total of 250 questionnaires were distributed physically and online over a period of four months. Two hundred and sixteen (216) 86.4%responses were usable and also used for the data analysis. The participants have more than five years of work

experience. The limitation was to ensure participants would have had enough exposure on the job to give valid input on the organizational and professional aspects of the study.

The statements are generated from literature and cover the personal attributes of librarians, professional competencies, organizational obligations, policies, and values. These statements typify job elements for inferring personality traits. The scale provided a series of self-assessment statements, some negative and some positive in tone. Respondents were asked to choose a five-point scale position: 1 Undecided, 2 strongly disagree, 3 disagree, 4 agree, and 5 strongly agree.

RESULTS

Personal Characteristics

The first objective sought to determine the personal characteristics of library information professionals. The responses of the participants are presented in Table 1. For ease of analysis and understanding, the responses "disagree" and "strongly disagree "are considered as "disagree" and "strongly agree" and "agree" are considered as "agree" except for statements expressed negatively, and the response connotes "agree."

Table 1 shows the mean and standard deviation scores of different descriptors used to determine librarians' personal characteristics in Nigeria. The results show that reactions to all the statements were significant, given that they had a mean of over ($\bar{x}$=2.5). Librarians score highest on a continuous commitment to answering reference queries (10, $\bar{x}$=4.37). This is followed by objectivity in evaluating and understanding users' problems (7, $\bar{x}$=4.34) and having the ability to analyze information crucial to users (8, $\bar{x}$= 4.24). These require technical skills and form part of the core competencies of librarians.

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Table1: Personal characteristics for strengthening services delivery

S\N	Statements	U	SD	D	A	SA	x̄	S.D
1	The extent of service delivery to clients determines the type of service delivery	11 5.1%	4 1.9%	12 5.6%	96 44.8%	93 43.1%	4.19	0.98
2	Service delivery is affected by the behavior of peers and associates	35 16.2%	3 1.4%	17 7.9%	82 38.0%	79 36.6%	3.78	1.06
3	Higher levels of reasoning ability development provide adequate skills for effective information service delivery	3 1.4%	53 24.5%	61 28.2%	70 32.4%	29 13.4%	3.32	1.03
4	Having good communication skills does not promote library information services	5 3.3%	86 39.8%	58 27.8%	44 20.4%	23 10.7%	2.96	1.06
5	Integrity, humility, humor do not affect service delivery in libraries.	15 6.8%	74 34.5%	86 39.9%	27 12.6%	14 6.3%	2.77	0.97
6	Having strong knowledge of information technology does not affect personal characteristics	16 7.5%	87 39.9%	82 38.2%	21 9.8%	10 4.7%	2.64	0.93
7	One should be objective in evaluating and understanding users' information problems and trying to solve them.	10 4.6%	2 0.93%	8 3.7%	90 41.7%	106 49.1%	4.34	0.95
8	Librarians ability to analyze information is crucial to information services delivery	10 4.6%	6 2.8%	16 7.4%	75 34.7%	109 50.5%	4.24	1.02
9	Having a greater sense of self-control impacts greatly on service delivery	49 22.8%	14 6.3%	41 18.9%	74 34.3%	38 17.7%	3.18	1.41
10	Commitment to answering reference queries favors more efficient information service delivery	4 1.9%	10 4.7%	19 8.2%	55 25.6%	128 59.7%	4.37	.95
11	Active participation in a professional association does not enhance service delivery	14 6.5%	73 33.8%	72 33.6%	42 19.3%	15 6.8%	2.86	1.02
12	Familiarity with current activities and tasks related to service delivery does not affect the self-development of professionals	49 22.8%	14 6.3%	42 18.9%	73 34.3%	38 17.7%	3.18	1.41

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The result can be used to assess the present and past attitudes and behavior of librarians. They can also be used to assess consciousness and mental ability. They can be used to assess personality traits in consonance with Williamson & Lounsbury (2016), Breaks (2005).

The results show that majority of librarians have a moderate score on possession of high reasoning ability ($\bar{x}$=3.32). This ability enables librarians to adjust services to all categories of users. In addition, the librarian should be able to listen to reason, evaluate, judge, analyze and draw conclusions. This trait, therefore, is a crucial mediator and moderator between cognitive, non-cognitive skills, personal traits, attitude, and behavior associated with present and future job situations and professional obligations. Other moderate scores include familiarity with current activities and greater self-control (9, 10. $\bar{x}$=3.18), respectively.

Among the generic competencies, librarians score low ($\bar{x}$= 2.96) in communication ability. The self–assessment statement is framed negatively. The majority of participants, 86 (39.8%), "strongly disagree" and 58 (26.85%) "disagree," thereby attesting positive in support of effective communication as a necessary skill for delivery of information service. Good and effective communication skill helps the librarian maintain good relationship and humor with others and fosters social boldness. The researcher expected librarians to score higher on this trait. In the context of the librarian's role in services to different levels of users, higher levels of communication capabilities are crucial. Effective communication skills support a love for learning and knowledge, the transmission of knowledge, interaction leading to the impartation of knowledge, and moral values. It is also very relevant for understanding complex issues, finding solutions to problems, and agreeableness.

Most respondents to statement number two, 82 (39.9%) and 79 (36.6%), agree that service delivery is affected by the behavior of peers and associates. This subsumes working

conscientiously and also being open-minded and agreeable with others. Librarians had a moderate score (2, x̄=3.78). This implies that when a means is a determinant of effective service delivery, the provider would always engage in updating knowledge in that area.

Furthermore, by disagreeing that having advanced knowledge in information technology does not affect personal characteristics (6, x̄=2.64), 87 (39.9%) and 82 (38.2%) have affirmed that the trait affects personality providing information in university libraries. In light of technological development and the use of information and communication technologies, the low score is not encouraging. By implication, the respondents are not adequately open and agreeable to change that would enable adjustment to all situations in addition to readiness to help users and colleagues. Such respondents may lack the ability to monitor and review service performance against organizational targets as well as being familiar with current activities.

Reacting to the contribution of greater knowledge or higher levels of professional development to information services delivery (statement number three), two groups of respondents were affirmative in their responses. There were 53 (24.5%) respondents who indicated "strongly disagree" and 61 (28.2%) who "disagree." By emerging their responses and for ease of analysis, 114 (52.77%) of the respondents indirectly acknowledged that greater knowledge or higher professional development levels provide adequate skill for effective service delivery and implicitly affirm the need for further training. By the same merger approach, 102 (47.22%) respondents were contrary in their opinion.

Respondents score low on integrity, humility, and humor in organizational service (5, x̄= 2.77). The statement was negatively framed. However, the responses show that most respondents, 74 (34. 5%) and 86 (39.9%), agree that the librarians must have some level of integrity, humility, and honesty for effective library service. Similarly, most respondents agree that having a greater sense of self-control impacts considerably on service delivery.

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The positive results that have so far been identified are strengthened by more significant responses. In this regard, most respondents indicate strong agreement to being objective in evaluation and analysis to be able to understand users' information problems and solve them satisfactorily. This result is evident in statement number 7, 90 (42.0%) and 106 (49.1%) and statement number 8 involving 75 (34.7%) and 109 (50.5%) respectively. Nonetheless, a glance through all the results shows there were negative responses as expected. These were significantly low when compared with positive responses.

On the importance of professional development (statement number eleven), there is no significant difference in the responses of 73 (33.38%) and 72 (33.6%) respondents who "strongly disagree" or "disagree" respectively to the need for active participation in professional activities. In practice, this principle adds positive value to professional job performance. Responses to statement number twelve substantiate the importance of training. The responses confer positive value to professional networking and active participation as development strategies. Therefore, not engaging in these activities would affect service delivery.

Environmental/Organizational Variables

The selected environmental variables that were examined are in the domain of ethical, organizational, and professional influences on service delivery. All the statements anchor on openness to exposure, conscientiousness, and agreeableness to engaging in specific structured jobs related to information service delivery.

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Table 2 shows the response frequency, mean, and standard deviation scores. Librarians score highest on meeting and anticipating users' needs ($\bar{x} = 4.39$, seeking help from colleagues when understanding service query is difficult ($\bar{x}$=4.37), and managing and reviewing service performance against job targets and objectives.

Table 2: Personal skills related to environmental variables

S\N	Statements	U	SD	D	A	SA	Mean $\bar{x}$	S.D
1	The librarian shall not only meet but anticipate user needs	11 5.1%	3 1.4%	9 4.2%	63 29.2%	120 60.2%	4.39	0.91
2	Monitoring and reviewing service performance against job targets and objectives should be of equal merit without bias	10 4.6%	2 0.93%	8 3.7%	90 41.7%	106 49.1%	4.31	0.93
3	Focusing on the future is absolutely necessary for successful information services delivery	6 2.8%	4 1.9%	21 9.7%	87 40.3%	98 45.4%	4.25	0.89
4	Librarians should respond to information provision as a professional service	11 5.1%	8 3.7%	22 10.1%	63 29.2%	112 51.9%	4.19	1.09
5	Strict adherence to organizational policies guide equitable service delivery	20 9.3%	6 2.8%	16 7.4%	76 35.2%	98 45.4%	4.05	1.21
6	When dealing with others, one must maintain professional conduct	28 13.0%	13 6.1%	24 11.1%	94 43.5%	57 26.4%	3.65	1.21
7	The librarian should choose to disseminate information to clients using his/ her disposition	20 9.3%	28 13.0%	62 28.7%	73 33.8%	33 15.3%	3.33	1.16
8	Having greater sensitivity to environmental situations will affect effective services delivery	34 15.7%	26 12.0%	38 17.6%	72 33.3%	46 21.2%	3.32	1.36
9	Librarians should seek help from colleagues when there is difficulty in understanding service query	7 3.2%	11 4.9%	15 7.0%	47 21.8%	136 63.0%	4.37	1.02

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These characteristics indicate a high level of reasoning, vigilance, how librarians will work across different levels, and reaction to opportunities while focusing on the future. These results are also consistent with established components of organizational variables associated with social and professional services.

As expected, librarians score high on monitoring and reviewing service performance against job targets of equal merit without bias ($\bar{x}$=4.31; 96: 90.74%); response to information provision should be taken as a professional service (4, $\bar{x}$= 4.19; 175: 81.02%) and strict adherence to organizational policies guide equitable service delivery ($\bar{x}$=4.05). These services are professional obligations and also within organizational expectations. They require conscious effort and diligence in the use of good judgment and collaboration with others to be able to adjust and readily help clients.

More results show that the majority of respondents (8, 118: 54.6%) agree that having greater sensitivity to environmental situations will affect effective service delivery ($\bar{x}$=3.32), and also the librarian should choose to disseminate information to clients using his/ her disposition ($\bar{x}$=3.33). The results also recorded neutral or undecided responses. The highest percentage (15.7%) concerns sensitivity.

The importance of all the results is an indication that all the structured jobs are significant. Also, the characteristics have different meaningful implications depending on personal traits and commitment to service delivery. For example, statement 4 can imply a methodological approach in executing service; sensitivity to environmental situations can be used to assess cognitive factors and positive behavior outcomes. By being sensitive to environmental situations, the librarian would consider being analytical, reflective, and enthusiastic about being able to manage multiple users. These distinctive traits are consistent and intertwine with library

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information professionals' requirements in the job market, as listed by Tennant (1999) and Nonthacumjane (2011). Such characteristics would likely prevent information professionals from controlling users' thoughts, thereby controlling their information needs

DISCUSSIONS

The study achieved positive results on its two objectives. The librarians in Nigerian universities demonstrate distinctive personality qualities that align with established professional knowledge, organizational/environmental and social factors. The study has shown that the perceived personal characteristics are interrelated and can be used to appraise the personality traits of librarians in Nigeria, considering core competencies, personal characteristics, and internal traits as the case may be. This occurrence supports the view of Zhou (2016) that there are no clear operational definitions of some attributes. Therefore, the attributes can be examined in terms of their impact on service delivery.

As expected, librarians rate high the generic skill or soft skills reflecting having greater knowledge in diverse aspects of job assignments, high competence in technological application, ability to analyze and evaluate activities and services, good and effective communication skills. All these combine together with relevant segments in the objectives of education curricula to determine their impact on service outcomes as reported by Brakes, 2005; Partridge, Lee, & Munro, (2010); Khair et al. 2011; Hadow, 2012 and also make the librarian stand out as a good candidate for the job that may be assigned (Williamson & Lounsbury, 2016; Ozowa, &Aba, 2017). Librarians could apply these attributes in adopting new technologies, teaching and educating users, counseling, reference service, and personal achievement.

On non-cognitive personality characteristics, the librarians strongly supported humility and integrity, sensitivity, self-control, application of one's disposition, and flexibility. A higher level of humor would enable the librarian to handle issues amicably when dealing with others in relation to professional services and established organizational assignments. The librarian would adjust services to all levels and groups, especially in providing quality customer service. Sensitivity is linked to humor and self-control and flexibility in using one's discretion in making decisions. In this regard, commitment to meet and anticipate users' needs nullifies strict adherence to environmental policies and the use of one's disposition in disseminating information. The results are also in harmony and predictable with the requirements of library information professionals in the job market (Tennant, 1999; Crawford & Roedder, 2007; Nonthacumjane (2011); Zhou, 2016).

Librarians score high in reasoning. A high level of reasoning is important in all the nine areas used to infer librarians' personal characteristics in relation to specific job assignments. For example, focusing on the future and deciding on the right quantity of information to disseminate, at the appropriate time, and to all levels at equal merit without breaking professional and organizational regulations. A high level of reasoning is crucial in establishing strengths and weaknesses even though the personality may not change (Williamson & Lounsbury, 2016). However, the librarian can foster new ways of handling problems and make progress by adopting acceptable measures and equipment.

A large percentage of librarians also scored low in their application of the perceived traits in providing specific jobs. This development has implications for librarians and library management. One can interpret the result to mean "having head knowledge or eloquence, but the inability to perform effectively." The possession of a higher level of reasoning should enhance a high level of self-development in such a manner that the traits impact meaningfully on the jobs. They should also assess their personality with established personality traits that are

most desirable for effective job delivery and when making decisions. The librarians have exhibited personality traits that suggest they are proactive, diligent, and methodological in approach and execution. This implicates library management or organization. The organization draws up staff development policies and training to sustain this trait, bearing in mind the emerging new areas of development discipline and application of information technologies. The learning activities should reflect personality traits and professional growth.

CONCLUSION

In conclusion, librarians in universities are at the information service gateway as creators, interpreters, guides to diverse media technologies and resources. They have a great social responsibility in the provision and delivery of useful services to their community. To avoid lapses, librarians should develop effective personal attributes related to conscientiousness, agreeableness, openness that enhance the meaningful application of the traits for many assigned jobs. Emotion stability is also very relevant. It supports education, training and retraining, and experiences necessary for employment. Professional learning that is achieved through self-reliant assessment is a tool for improving the quality of work. The study recommends that librarians forego immediate pleasurable activities and focus on a better future by reacting more quickly to learning opportunities.

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