

Performance Measurement of Organizational Behavior of Selected Private University Library Professional in Dhaka City: A Case Study



**A Thesis Submitted to the Faculty of Arts, University of Dhaka for Partial Fulfillment
of the Requirements for the Degree of Master of Philosophy.**

By

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Department of Information Science and Library Management
University of Dhaka**

June 2025

Department of Information Science and Library Management
University of Dhaka, Dhaka-1000, Bangladesh

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DEDICATION

To My Parents, Beloved Husband and
My Two Cute Children.

Acknowledgments

At the beginning, I wish to acknowledge the boundless grace and profound kindness of almighty Allah, the supreme ruler of the universe, who gave me the strength to accomplish the work and make my dream a reality.

Throughout my M.Phil journey, I was privileged and blessed to be surrounded by many persons who in different and multiple ways assisted me to begin, run, and finish this work. I am grateful to everyone who has impressed my life in some way and aided in making this thesis possible.

In this regard, I feel a profound pleasure to express my heartiest thanks, and utmost gratefulness to my supervisor Dr. Muhammad Mezbah-ul-Islam, Professor, Department of Information Science and Library Management, University of Dhaka for his scholastic guidance, advice, constructive criticism, and continuous inspiration from the beginning to the accomplishment of this research. He also meticulously edited the work and furnished valuable suggestions for the improvement of this steady collaboration. Without his direction, guidance, suggestion, and constant encouragement, the accomplishment of this work would not have been possible.

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At last, I would like to express my deepest sense of regard to my parents and my husband and my brother for their kind cooperation, prayers and constant inspiration that helped me to bring out this study.

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DECLARATION

I hereby declare that the thesis entitled “**Performance Measurement of Organizational Behavior of Selected Private University Library Professional in Dhaka City: A Case Study**” is my work, and to the best of my knowledge and belief, such materials as have been obtained from other sources are accordingly acknowledged in the thesis. The whole research work was conducted by me under the guidance and kind supervision of Dr. Muhammad Mezbah-ul-Islam, Professor, Department of Information Science and Library Management, University of Dhaka.

This thesis has not been previously submitted in partial or in full by me to any university or institution for the award of any degree, diploma, & fellowship.



June 2025

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Session: 2015-2016

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UNIVERSITY OF DHAKA**



**তথ্যবিজ্ঞান ও গ্রন্থাগার ব্যবস্থাপনা বিভাগ
ঢাকা বিশ্ববিদ্যালয়**

22-06-25

CERTIFICATE OF THE SUPERVISOR

This is to certify that Afrin Sultana carried out her MPhil study under my guidelines and supervision, and hence prepared the thesis entitled “Performance Measurement of Organizational Behavior of Selected Private University Library Professional in Dhaka City: A Case Study” in the Department of Information Science and Library Management, University of Dhaka. So far, I am aware that the researcher duly acknowledged the other researchers’ materials and sources used in this work. Further, the thesis was not submitted to any other universities or institutions for any other degree, diploma, or fellowship.

I also certify that this thesis represents independent work on the part of the candidate and there is no plagiarized content in this thesis.

Muhammad Mezbah-ul-Islam, PhD

Professor

Department of Information Science and Library Management

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Summary

This study examines the effect of organizational behavior factors on the performance of Library and Information Science (LIS) professionals in private university libraries of Bangladesh, concentrating mostly on those in Dhaka City. The research was driven by the increasing significance of operational, inspired library professionals in improving academic maintenance facilities. It is intended to recognize key executive behavior elements manipulating staff efficacy, observe their influence on performance measurement, measure the relationship between rewards, promotions, and job satisfaction, and reveal variances in awareness across different groups of library professionals.

The literature review emphasized the vital role of performance measurement and organizational behavior in enhancing academic library effectiveness. It showed that evaluating both efficiency and service quality is crucial for aligning library services with institutional goals and improving user satisfaction. Organizational behavior factors like leadership, team dynamics, and organizational culture were found to significantly impact staff motivation and service delivery. Various models and metrics for assessing organizational behavior were discussed, with an opportunity highlighted for integrating digital solutions. In Bangladesh, there has been limited research on the practical application of organizational behavior and performance measurement in university libraries. Notably, no prior study has focused on the present status, factors, and challenges of organizational behavior in this context. This study, therefore, addresses this gap by examining key factors such as job performance, rewards, promotion, workplace relationships, and management trust among private university library professionals. Building on this foundation, the study developed a conceptual framework positioning organizational behavior factors, such as job clarity, reward systems, promotion opportunities, workplace relationships, and management trust, as key predictors of LIS professionals' performance and satisfaction.

Using a quantitative research design, data was collected through a structured questionnaire from 129 LIS professionals. Analytical tools like descriptive statistics, correlation analysis, ANOVA, Levene's Test, and factor analysis were applied to evaluate the collected data and test the research hypotheses. The study comprehensively measured how organizational

behavior dimensions influenced library professionals' performance and their workplace satisfaction. The KMO value of 0.819 indicates a high level of sampling adequacy, suggesting that the data is well-suited for factor analysis.

The key findings revealed that organizational behavior factors such as job clarity, goal setting, performance standards, and recognition systems had a strong influence on professional performance. Factor analysis showed strong loadings above 0.70 for items such as "clear assignment definition" and "recognition of good performance." Correlation analysis confirmed a significant positive relationship between job performance, rewards, promotions, and job satisfaction ($r = 0.612$, $p < 0.01$). ANOVA results indicated significant differences across various groups, for instance, the perception of promotion systems yielded $F(2,126) = 5.876$, $p = 0.004$, showing a notable variance in responses based on job roles and experiences. Levene's Test results also confirmed significant variance in items like "Assignments to this organization are clearly defined" ($p = 0.027$), supporting the third hypothesis about group variance. Hypothesis testing results indicated acceptance of all four hypotheses, confirming the direct influence of organizational behavior on performance, the positive relationship between rewards and satisfaction, variance in responses across groups, and differences in perceptions regarding organizational behavior items.

Among the 129 respondents, 25 professionals provided valuable suggestions that highlighted areas needing improvement. They advocated for a transparent and reasonable promotion system, better recognition of hard work, fair salary structures matching public university standards, and modernization of digital library services. Respondents also emphasized redefining the role of libraries to meet academic and technological changes, enhancing internal communication and leadership, and improving cooperation among staff, students, and faculty. Specific calls for promoting research opportunities for library staff, increasing book accessibility, and standardizing management systems across libraries were also raised. Based on the findings and respondents' comments, the study suggests establishing clear and fair promotion policies, revising salary structures to ensure parity with public universities, upgrading digital library systems, and presenting regular professional development agendas. Leadership development, organizational culture improvement, and better internal communication are also advocated to create a more helpful and dynamic work location.

Sharing research consequences with universities was fortified to straight apply improvements in library services.

The study also sketches future research guidelines, including longitudinal studies tracking changes over time, relative research between public and private university libraries, and surveys into the impact of technology and leadership styles on organizational behavior. Additional studies focusing on employee well-being, the effects of professional development on job performance, and the relationship between organizational behavior and user observations of service quality are recommended.

Finally, the study proves that organizational behavior factors have a vital impact on the performance and job satisfaction of LIS professionals in private universities of Bangladesh. Addressing key issues like promotion fairness, technological modernization, employee recognition, and leadership quality is essential for creating a high-performing and sustainable academic library atmosphere. The research offers valuable insights and practical recommendations that can meaningfully contribute to the forthcoming expansion of private university libraries in Bangladesh.

Keywords: Organizational Behavior, Library Professionals, Performance Measurement, Reward Systems, Job Satisfaction, Leadership in Libraries, University Libraries.

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ACRONYMS AND ABBREVIATIONS

Abbreviation	Elaboration
AIC	Agricultural Information Centre
AIUB	American International University - Bangladesh
AUST	Ahsanullah University of Science and Technology
BUBT	Bangladesh University of Business and Technology
BRACU	BRAC University
DIU	Daffodil International University
EWU	East West University
EU	Eastern University
GUB	Green University Bangladesh
ANOVA	Analysis of Variance
BRACUL	BRAC University Library
BUET	Bangladesh University of Engineering and Technology
BUP	Bangladesh University of Professionals
IT	Information Technology
IUB	Independent University Bangladesh
IQ	Intelligent Quotient
OB	Organizational Behavior
KMO	Kaiser Meyer Olkin
KPIs	Key Performance Indicators
LibQual	Library Quality
LIS	Library and Information Science
NSU	North South University

Abbreviation	Elaboration
PCA	Principal Component Analysis
QWL	Quality of Work Life
SD	Standard Deviations
SERVQUAL	Service Quality
SEU	Southeast University
SUB	Stamford University Bangladesh
UAF	University of Asia Pacific
UIU	United International University
ULAB	University of Liberal Arts Bangladesh
UNESCO	The United Nations Educational, Scientific and Cultural Organization
VR	Varimax Rotation

CHAPTER ONE

CHAPTER ONE

Introduction

1.1 Prologue

In the rapidly evolving landscape of higher education, libraries hold a central role in supporting the academic mission of institutions. This crucial role places increasing demands on library professionals, ensuring their organizational behavior is a key determinant of the effectiveness and efficiency of library services. Job attitudes are more closely related to job intentions, while organizational behavior\attitudes are linked to turnover intentions (Shore et al., 1990). Furthermore, research has shown that supply chain performance positively impacts organizational success, with user satisfaction serving as a partial mediator—an insight that libraries can leverage to enhance their service quality (Maaz & Ahmad, 2022). Organizational improvement is crucial for survival and competitiveness in changing environments. Employee creativity is essential for enhancing innovation performance and organizational success. Innovative behavior leads to personal rewards and promotions for employees (Dedahanov et al., 2017). Additionally, performance measurement systems influence employee behavior, underscoring the need for a balanced approach between measurement tools and behavioral impacts (Yuliansyah et al., 2017). In this context, employees must work professionally, responsibly, and innovatively to provide effective services. Employee motivation is crucial for improving performance and retaining qualified individuals. Performance is influenced by individual ability, effort, and other factors (Rita et al., 2018).

Information serves as a powerful driving force in societal activities, but it only holds value when accessible. Accessibility depends on skilled personnel capable of delivering the right information to the right person at the right time. This capability is significantly enhanced by a supportive environment, effective interpersonal relationships, and harmonious collaboration across library units. Organizational behavior, meanwhile, encompasses attitudes and actions directed toward the entire organization and influences the overall library atmosphere.

As an integral component of an academic institution, the library mirrors a university's mission and values. The organizational behavior of library personnel is, therefore, a reflection of the university's effectiveness and quality standards. In this setting, the aim of positive organizational behavior is to enhance library staff strengths and proficiencies,

which in turn fosters innovative productivity, boosts employee morale, and reduces stress. Such an environment ultimately contributes to personal and organizational growth. This study aims to identify the organizational behavior factors that influence library professional performance measurement. This chapter introduces the research focus, articulates the study's rationale, outlines research questions, objectives, and hypotheses, underscores the study's significance, defines its scope and limitations, and provides a structural overview of the dissertation.

1.2 Background of the Study

In Dhaka City, where numerous private universities compete to provide quality education, the role of libraries in supporting teaching, learning, and research is paramount. The dynamics of organizational behavior among library professionals have a direct impact on the quality of services offered to students and faculty. Understanding the factors that influence the behavior of library professionals and exploring how these factors intersect with the measurement of library performance is crucial for enhancing library operations and achieving organizational goals (Rafi et al. 2020). Organizational Behavior education ground their roots to study conducted between 1924 and 1933, remarkably the Hawthorne studies, which laid the foundation for the field. These early investigations inspected how diverse workstation circumstances—such as the frequency and length of breaks, stages of lighting, and individual versus group work—impacted employee efficiency. Although Organizational Behavior lawfully emerged as a distinctive academic discipline in the 1940s, its initial concepts were discovered much before (Jones, 1990).

The development of organizational behavior is a field of study and the human resources professions as we now know that. The concept of seeing scientifically at behavior and high productivity in the workplace with the goal of increasing the quantity and quality of work an employee can fall done, along with the concept that workers were not exchangeable resources but were alternatives unique in terms of their psychology and effective fit with an organization. These concepts were completely new when Hawthorne first started the study, and he helped make a field of study and a full professional field. Organizational behavior has focused on various different topics of study. During the 1950s and 1960s, investigation by the Carnegie School added progressive coherent approaches to organizational decision-making. These attempts donated ominously to the growth of theories that stressed organized decision-making procedures and effectual

organizational strategy. As a result, the field of organizational behavior delivered appreciated perceptions into how organizations can progress their organizations and make more operative conclusions (Levinthal & Newark, 2023).

Building upon the previous efforts on coherent decision-making and organizational arrangement, research in organizational behavior from the 1970s onward began to shift towards the cultural and social proportions of workplace dynamics. Scholars gradually discovered how factors such as community, group dynamics, gender roles, and cultural values affect organizational structures and efficiency. This shift marked a growing emphasis on qualitative research, highlighting how shared norms, backgrounds, and social contexts shape decision-making processes within organizations.

1.3 Problem Statement

In higher education institutions, libraries function as vital centers of knowledge and information, supporting the learning and research necessities of users. The nature and organizational practices of library professionals considerably impact how efficiently and competently these facilities are distributed. While the importance of organizational behavior in library contexts is acknowledged, there is a gap in understanding how specific factors within organizational behavior influence library performance, especially in the context of private university libraries in Dhaka City.

In recent years, private universities in Dhaka City have experienced rapid expansion, leading to heightened competition in delivering high-quality education. To maintain a competitive edge, these institutions must ensure that their library services align with the evolving needs of students and faculty. However, a comprehensive examination of how leadership styles, communication patterns, team dynamics, and organizational culture within the library environment impact the overall performance of library services is lacking. Furthermore, the issue of performance measurement in library services necessitates attention. Library professionals are tasked not only with providing access to resources but also with contributing to the academic success of their institutions. The link between organizational behavior factors and performance measurement in this context remains underexplored, leaving a gap in knowledge regarding the most effective strategies for measuring and improving library performance. This study addresses these gaps by investigating the relationship between organizational behavior and performance measurement in selected private university libraries in Dhaka City. By identifying and analyzing the factors that influence organizational behavior and their subsequent impact

on library performance, this research aims to provide insights that can inform library administrators, educators, and management in enhancing organizational strategies and optimizing the quality of library services.

Performance measurement of organizational behavior is always a critical task in any organization. Difficulties arise in case of measuring the performance of a library by the top management of it. Moreover, performance measurement and organizational behavior have become the interdisciplinary discussed issue. Management organization and interdisciplinary provide different approaches towards performance measurement and Organizational Behavior. As a result, ambiguity prevails and before work were very few about choosing a proper performance measurement organizational behavior in the library sector. To solve the problem about how the library sector in Bangladesh should perform measurement of organizational behavior, a systematic attempt has been made regarding this issue. In this context, the appropriate research topic is “Performance Measurement of Organizational Behavior of selected Private University Library Professionals in Dhaka City: A Case Study.”

1.4 Rationale of the Study

The role of academic libraries as crucial support systems for the academic endeavors of students and faculty cannot be overstated, particularly in the rapidly expanding private university sector in Dhaka City. These libraries are not only repositories of knowledge but also centers of learning and research, making their effective functioning vital to the overall success of higher education institutions. As competition among private universities intensifies, maintaining high-quality library services has become a strategic necessity for these institutions. In this context, the organizational behavior of library professionals has emerged as a critical factor influencing the performance and quality of library services.

Despite the acknowledged importance of organizational behavior, there is a distinct lack of research focused on how specific behavioral factors—such as leadership styles, communication, team dynamics, and organizational culture—affect library performance, especially within the private university libraries in Dhaka City. Understanding these factors is essential for improving the effectiveness of library services and aligning them with the evolving needs of students and faculty. However, there remains a gap in knowledge regarding the direct impact of these organizational behavior elements on library performance and how they can be effectively measured.

Additionally, performance measurement within library services presents a unique set of challenges. Library professionals are not only responsible for providing access to academic resources but also for contributing to the broader academic success of their institutions. In this regard, the relationship between organizational behavior and performance measurement remains underexplored, leaving library administrators without clear strategies for evaluating and improving library performance. This study addresses these gaps by systematically examining the organizational behavior of library professionals in selected private university libraries and identifying the factors that significantly influence their performance.

The rationale for this study lies in its potential to provide actionable insights for library administrators, educators, and policy-makers. By understanding how organizational behavior affects library performance, this research aims to guide the development of more effective organizational strategies and performance measurement frameworks. The study not only contributes to the academic discourse on organizational behavior and performance measurement but also offers practical recommendations for improving the quality of library services in private universities in Dhaka City, ultimately benefiting the broader academic community.

1.5 Research Objectives

The main objective of the present study is to measure the performance and organizational behavior of private university libraries of Bangladesh. The sub-objectives arising out of it are:

- i. To identify the key organizational behavior factors that influence the efficiency of the LIS professionals in selected private university libraries in Dhaka City.
- ii. To examine the impact of organizational behavior factors (job performance, rewards, promotion, workplace relationships, and management trust) on the performance measurement of library professionals.
- iii. To assess the relationship between reward systems, promotion policies, and job satisfaction among private university library professionals in Dhaka City.
- iv. To explore the significance level in the variance of responses across the different groups for certain organizational behavioral items.

1.6 Research Questions

To achieve the research objectives, the study addresses the following research questions:

RQ1: What are the most impactful factors of organizational behavior for LIS professionals in private university libraries of Bangladesh?

RQ2: Are there any significant impacts of organizational behavioral factors on LIS professionals in the private university libraries of Bangladesh?

RQ3: Are there any significant differences in the variance of responses across different groups for certain items?

RQ4. Are there any significant differences in perceptions of LIS professionals across various organizational behavioral items?

1.7 Hypotheses of the Study

The present study takes into account the synthesized model of library organizational behavior. Various variables of organizational behaviors are considered simultaneously to achieve a holistic view of the library environment. These variables have behavioral and organizational perspectives. The underlying assumptions are that library effectiveness those are influenced by the behavior of the university authority and library administration. The behavior of organizational structure and library administration is measured in terms of organizational behavior styles and job satisfaction of library professionals. Certain organizational variables also have their effects on library OB. Keeping in view the above assumptions, the following hypotheses have been tested:

H1: Organizational behavior factors significantly influence the performance and productivity of LIS professionals.

H2: There is a significant positive relationship between job performance, reward, promotion, and job satisfaction among library professionals in private universities.

H3: The variance of responses across different groups for certain items differs significantly.

H4: The perceptions of LIS professionals across various organizational behavioral items differ significantly.

1.8 Limitations of the Study

The study has several limitations that should be acknowledged. First, the sample size is

limited to selected private university libraries in Dhaka City, which may not represent the broader library sector in Bangladesh, thus restricting the generalizability of the findings. Additionally, data collection relied on surveys and questionnaires, which are prone to biases such as social desirability or misinterpretation of questions, and did not include in-depth qualitative methods like interviews, which could have provided richer insights. The study's cross-sectional nature offers a snapshot of organizational behavior at a specific point in time, without accounting for how these dynamics might evolve over time. Furthermore, the study focuses mainly on internal organizational factors and does not extensively consider external influences such as government policies or technological advancements, which could also impact organizational behavior and performance. These limitations suggest the need for further research to provide a more comprehensive understanding of the relationship between organizational behavior and library performance.

1.9 Definition of Terms Used in Thesis

Definitions are the first reason in trying to clear up confusion. The constituent terms of performance measurement appear readily susceptible to straightforward definitions such as the following:

1.9.1 Performance Measurement

Performance measurement refers to the systematic process of assessing and quantifying the effectiveness, efficiency, and outcomes of library professionals and their provided services to the users. It involves the use of key performance indicators (KPIs) and metrics to evaluate the quality and impact of services provided by library professionals.

1.9.2 Organizational Behavior

In this study “Organizational behavior” refers to the observable attitudes, actions, interactions, and practices of library professionals within private university libraries. It encompasses leadership styles, communication patterns, team dynamics, and the prevailing work culture that influence the overall functioning of the library.

1.9.3 Library Education

Library education means educating students to be qualified librarians or information scientists and library professionals through organized educational instruction and IT based training. It represents a synthesis of professional action and testifies to the

importance, value, and necessity of libraries for the present and the future. "Education" and "Library" are two indivisible concepts, fundamentally related to and co-existent with each other. "The goal of library education is to develop professionals who are qualified to established, manage, operate, and evaluate user-oriented information systems and services"-- (Large, 1987)

1.9.4 Library Performance

Operational Definition: Library performance denotes the results and achievements of library services in terms of meeting the educational and research needs of students, faculty, and researchers. It includes factors such as user satisfaction, resource availability, service responsiveness, and the overall contribution of the library to the academic mission of the university.

1.9.5 Library Professionals

Library professionals include individuals working within the library setting, such as librarians, library assistants, information specialists, and other personnel directly involved in the management, organization, and delivery of library services within private university libraries. The term 'library/information professionals', the work group refers to the library assistants/information mediators and the librarians/information managers. Those terms explicitly point to the professional competence profiles for the librarian/information manager.

1.10 Importance of the Study

This study holds several significant effects for both theory and practice. By exploring the factors that impact the organizational behavior of library professionals, the research contributes to the theoretical understanding of the intersection between human behavior and library operations. Additionally, the study's findings can inform library administrators and management in devising strategies to enhance employee satisfaction, teamwork, and communication, ultimately leading to improved library services.

The limited circulation and awareness of scholarly publications in Bangladesh has resulted in a lower visibility of its academic output in the global research community. Bangladesh does not stand alone with these problems, although it is one of the least developed and most populous nations in South Asia with a literacy rate of 72.8% (Chowdhury & Sarkar, 2018). The status of organizational behavior in Bangladesh is far from impressive, as access to ICT in Bangladesh is not satisfactory. But some initiatives

of government and private institutions are now breaking the ice towards countrywide ICT access. So, we can say that the importance of organizational behavior in university libraries is very high. It should be studied properly giving more emphasis.

1.11 Organization of the Thesis

The text of the dissertation has been organized in a logical progression in the following eight chapters including an appendix and a bibliography. The research process is schematically illustrated in figure 1.1.

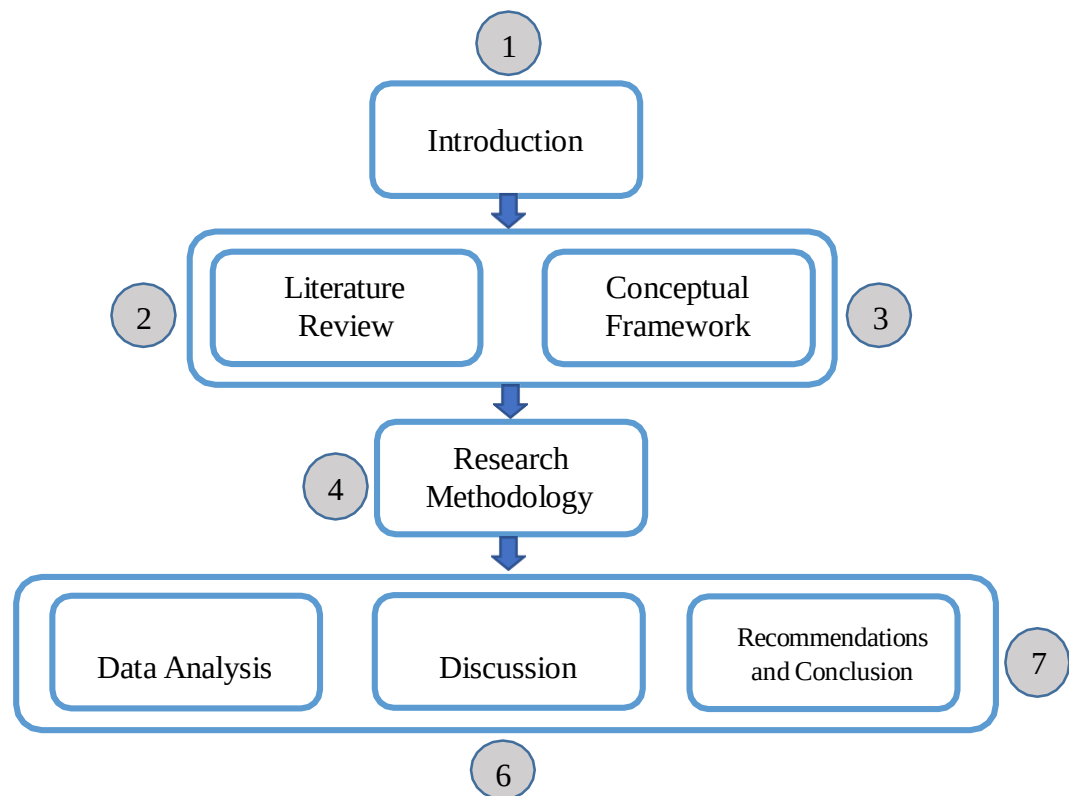


Figure 1.1: Schematic Structure of the Dissertation (Source: Author).

Chapter One- Introduction: This chapter includes a prologue of the introductory information about performance measurement, background, and rationale of the study, research objectives, research questions, statement of the problem, significance of the study, population and sampling, scopes and limitations, operational definition, etc.

Chapter Two- Literature Review: It contains a review of the literature conducted previously in different times and different places in the world consisting of an introduction, overview of the concept of organizational behavior, etc.

Chapter Three- Conceptual Framework: This chapter reflects the conceptual framework of the study including hypotheses of the study on organizational behavior.

Chapter Four- Methodology: This chapter describes the research methodology which is followed by the research design, research site, assessment methods, data collection method, pilot survey, and statistical methods with a conclusion.

Chapter Five- Data analysis: It discusses different aspects of the factors of organizational behavior in private university library professional of Bangladesh. Data were analyzed here with presenting the demographic information of university library professionals.

Chapter Six- Discussion: This chapter focuses discussion on data analysis including the factors of organizational behavior, challenges for organizations, remedies for acceptance of performance, and library professionals' and users' satisfaction with a conclusion.

Chapter Seven- Recommendations and Conclusion: The last chapter suggests some recommendations for the improvement of organizational behavior in university library professional of Bangladesh. It also recommends some new zones for future research with the conclusion of the study.

1.12 Conclusion:

We can say that performance measurement of organizational behavior cannot be studied by studying one or another variable of the Library. Library performance measurement of behavior has to be understood as interconnected and interrelated multifaceted presence. The library presents four items mainly personnel, patron, books (collection and services), and technology-oriented. This study has tried to the present scenario of organizational behavior of private university library professionals in Bangladesh. The main variables deliberated for this study are the organizational environment of libraries, to find out the prevailing problems in these libraries, existing information services that can be upgraded, job satisfaction of high to low post, and user satisfaction of the library patrons.

CHAPTER TWO

CHAPTER TWO

Literature Review

2.1 Introduction

This chapter reviews the prevailing body of literature related to organizational behavior, with a specific focus on how its principles relate to library professionals in the context of higher education. It searches key theoretical frameworks, historic expansions, and contemporary research that jointly highlight the impact of leadership styles, team dynamics, motivation, communication styles, and workplace culture on performance. Distinctive attention is given to experimental studies conducted internationally, regionally within South Asia, and locally in Bangladesh, with an emphasis on academic libraries and information facilities.

The review aims to recognize gaps in existing research and establish a conceptual foundation for examining the impact of organizational behavior on the performance of library professionals in private university libraries in Dhaka City. Through this exploration, the study seeks to align global insights with local realities, setting the stage for meaningful analysis and recommendations.

2.2 Literature Review

The study of organizational behavior has developed through the inspiration of numerous related disciplines, including sociology, industrial and organizational psychology, and economics. In the sequence of this literature review, the researcher examined approximately 250 articles, books, and abstracts. The review exposed that various methods used to assess library performance commonly focus on issues such as accessibility, cost-effectiveness, user satisfaction, response time, cost-benefit analysis, and regularity of use. Scholars and experts in the ground of organizational behavior have contributed meaningfully to the understanding of management practices and organizational structures within this context. Some of the foundational theories of organizational management were developed by early thinkers such as Henri Fayol, Chester Barnard, and Mary Parker Follett. Drawing from their practical experiences, these scholars emphasized the significance of human behavior, communication, and motivation in effective organizational management. Their contributions laid the groundwork for modern organizational behavior theories, particularly in understanding the human-centric

aspects of leadership and coordination within institutions (Fayol, 1949; Barnard, 1938; Follett, 1926).

A range of theories emerged in the 1950s and 1960s and include theories from notable Organizational behavioral researchers such as: Frederick Herzberg, Abraham Maslow, David McClelland, Victor Vroom, and Douglas McGregor. These theories underline employee motivation, work performance, and job satisfaction concepts such as organizational culture, organizational rituals, and symbolic acts. Leadership studies have also become part of Organizational behavior, although a single unifying theory remains elusive. Strecher (1975) reviewed 20 studies on library/organizational effectiveness and categorized them into four main approaches, namely user satisfaction, measure of capability, resource allocation approach, and library use. Goodall (1988) traced the historical performance of library measurement through the 1970s and 1980s based on a total of 59 studies. Even though some studies are of importance, yet the research.

Performance measurement is the process of quantifying the efficiency and effectiveness of action (Neely et al., 1995; Kaplan & Johnson, 1987). Organizational behavioral practitioners documented their ideas about management and organization. In recent years, organizational behavior has been effectively explored by researchers such as Neal, Griffin and Hart (2000); Martin (2004); Robbins & Judge (2009); Griffin & Moorhead (2011); Newstrom & Davis (2002). Their work emphasizes that organizational behavior, culture, and climate play a critical role in fostering employee motivation and enhancing productivity within organizations.

Organizational behavior has been extensively researched in the fields of business and management both nationally and internationally. In the South Asian subcontinent, notable contributions include those by Ansari (1990) and Saraf (1995). In the context of Bangladesh's library sector, several studies have explored aspects of organizational behavior and job satisfaction, including works by Mezbah-Ul-Islam (2003), Alam et al. (2005), Ashraf et al. (2009), Karim (2008), Rahman et al. (2009), Sultana and Begum (2012), Ahmad and Habib (2015), and Nuruzzaman and Talukder (2016). Most recently, Sultana et al. (2023) emphasized that any form of professional achievement can trigger a "butterfly effect," significantly influencing job satisfaction and organizational behavior across various professional levels. They also showed that organizational behavior influences diverse working sectors. On the basis of available literature, the following

categorical discussions are stated below:

- 2.2.1 Performance Measurement in Library Services
- 2.2.2 Definition and Concept of Performance Measurement
- 2.2.3 Organizational Behavior in Academic Libraries
- 2.2.4 Definition and Concept of Organizational Behavior
- 2.2.5 Organizational Behavior in Bangladesh
- 2.2.6 Inferences

2.2.1 Performance Measurement in Library Services

Performance is a multi-dimensional concept. Austin et al (1991) described work performance as a key construct in human resource management, because criteria for promotion and selection validation purposes are frequently drawn from the job performance domain (The Blackwell Encyclopedic Dictionary of Human Resource Management, 1998, p. 188). When conceptualizing performance, Sonnentag and Frese (2002) argued that one has to differentiate between an action behavioral perspective and an upshot of performance. Not every behavior is subsumed under the performance concept, but only behavior that is relevant for the organizational goals: “Performance is what the organization hires one to do, and do well” (Campbell et al., 1993). Thus, performance is not defined by the action itself but by the judgmental and evaluative processes. Moreover, only actions that can be scaled, i.e. measured, are considered to constitute performance. The outcome aspect refers to the consequence or result of the individual’s behavior. In many situations, the behavioral and upshot perspectives are related empirically, but they do not extend over completely. Outcome aspects of performance depend also on factors other than the individual’s behavior (Sonnentag and Frese, 2002).

Performance is also a core concept within work and organizational psychology. The conventional definition of performance uses the metaphor of the production process. Performance is the outputs and outcomes and activities. Inputs (such as financial and human resources) are allocated to organizations to stage activities that yield outputs (products and services). Maximization of financial profit is not normally an objective of public sector organizations. However, public sector organizations should also consider

whether they provide the right product or service. Performance is thus, in economic parlance, about maximizing profit for society (Doore Van et al., 2010). Performance quality has excellence that can be either high or low. Both private and public sector organizations need highly performing individuals in order to meet their goals, to deliver the products and services they specialize in, and finally to achieve competitive advantage. Performance is also important for the individual. Several social psychologists (e.g. Vroom, 1964; Maier, 1955) have emphasized the motivational and behavioral aspects of performance. An individual's performance is affected by his or her capacity, willingness and opportunity to perform. Low performance and not achieving the goals might be experienced as dissatisfaction or even as a personal failure. Moreover, performance – if it is recognized by others within the organization – is often rewarded by financial and other benefits. Performance is a major – although not the only – prerequisite for future career development and success in the labor market (Van Scotter et al., 2000). A measurement is a result that you gain by measuring something. Wikipedia defines “Measurement is the assignment of a number to a characteristic of an object or event, which can be compared with other objects or events”. Business Dictionary “Values made meaningful by quantifying into specific units. Measurements act as labels which make those values more useful in terms of details”.

Kizlik (2012) defined it as follows: “Measurement refers to the process by which the attributes or dimensions of some physical object are determined. One exclusion appears to be in the use of the word measure in determining the IQ of a person or group. To link a measuring scale or measuring device to an object, series of objects, events, or conditions, according to practices accepted by those who are skilled in the use of the device or scale”.

A performance measure is defined by Neely et al. (2005) as: “a metric used to quantify the efficiency and/or effectiveness of an action”. Although this definition was produced based on a review of the performance measurement literature, it is limited when viewed in the context of the broader performance literature reviewed in this research. Efficiency and effectiveness are broad descriptions of performance, but the literature also includes research on softer aspects of performance such as quality of life (Skevington, 1999) and more qualitative aspects of performance in general (Teece, 1992), that are not viewed from such a mechanistic, operational viewpoint. The definition presents measures as

objective, though the human element involved in using a measure suggests that there is some subjectivity involved (Johnson & Kaplan, 1987).

This concept reflects the same fundamental idea as presented by Neely et al. (2005), while also encompassing broader perspectives discussed in the literature. The relationship among attributes, levels, and measurement procedures is illustrated below:

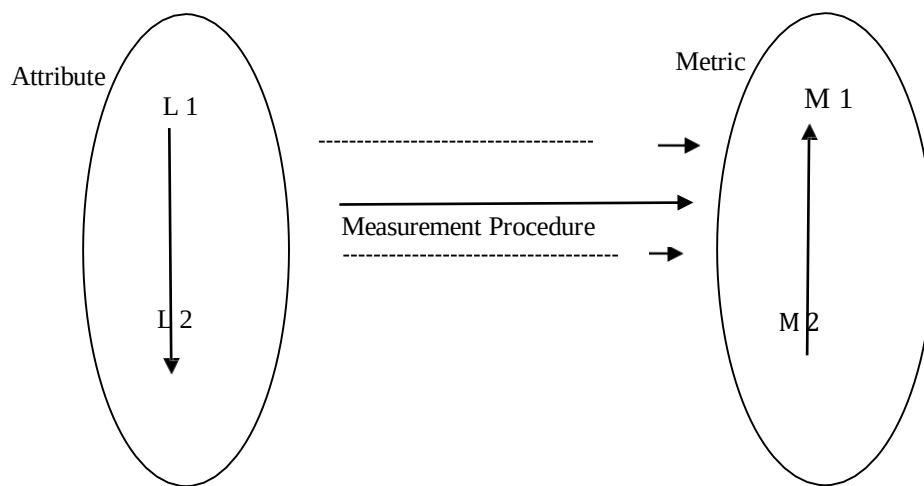


Figure 2.1: Diagrammatic View of Measurement (Source: Farbey, Land, & Targett, 1993)

The discussion of quantification is not inclusive of softer, qualitative measures and the term ‘metric’ is a narrower term that is often used to replace ‘measure’, alluding to quantitative, decimal scales. Expressing the concept of measurement, Farbey et al. (1993) described how a measurement procedure maps and preserves the difference in a set of symbols and the difference in attributes of a collection of entities.

2.2.2 Definition and Concept of Performance Measurement

While considering the concept of performance management, it is worth mentioning that very often the terms “performance measurement” and “performance management” are used interchangeably. The explanation of the contemporarily used term “performance management” is not an easy task for two reasons. First, the process of evolution of performance management has been very dynamic and there are a lot of different opinions concerning the subject. Second, the terminology on performance measurement and management has not been still unified. The literature indicates that there are a lot of descriptions such as: corporate performance management, business performance management, enterprise performance management, strategic enterprise management, strategic performance management.

Stiffler (2006) argued that all the above terms are all essentially describing the same thing. Neely et al. (1995) defined performance measurement as the process of quantifying the efficiency and effectiveness of action. They went on to identify the activities required to measure performance by defining a performance measurement system as consisting of three inter-related elements; Individual measures that quantify the efficiency and effectiveness of actions, A set of measures that combine to assess the performance of an organization as a whole, and A supporting infrastructure that enables data to be acquired, collated, sorted, analyzed, interpreted and disseminated. Ittner, Larcker & Randall (2003), Gates (1999) and Otley (1999) have broadened the scope of performance measurement to include strategy development and the taking of action. In the growing literature on performance measurement, it is said that performance measurement includes development of strategies or objectives, and the taking of actions to improve performance based on the insight provided by the performance measures. Few definitions regarding performance measurement and management are presented in the following table those are selected from the available literature.

Table 2.1: Various Definitions of Performance Measurement

Author(s)/ Institution	Definition
Rogers (1990)	“Business performance measurement systems can be characterized as an integrated set of planning and review procedures which cascade down through the organization to provide a link between each individual and the overall strategy of the organization”
Lynch & Cross (1991)	“A strategic performance measurement system is based on concepts of total quality management, industrial engineering, and activity accounting. A 2-way communications system is required to institute the strategic vision in the organization. Management accountants should be participating in the information revolution and suggestions on how to do this include: (1) providing the right information at the right time, (2) switching from scorekeeper to coach, and (3) focusing on what counts the most”.
McGee (1992)	“Strategic performance measurement is the integrated set of management processes that link strategy to execution. The components of a strategic performance measurement system are (1) performance metrics (2) Management process alignment (3) Measurement and reporting infrastructure”.
M. Lebas (1995)	“Performance management system is one that is built on – and supports – measures that: give autonomy to individuals within their span of control; reflect and effect relationships; empower and involve individuals; create a basis for discussions, and thus support continuous improvement; support decision making”.
Neely, Gregory & Platts (1995)	“A performance measurement system is the set of metrics used to quantify both the efficiency and effectiveness of actions”.
Lebas (1995)	“Performance measurement is the system that supports a performance management philosophy”. A performance measurement system includes performance measures that can be key success factors, measures for detection of deviations, measures to track past achievements, measures to describe the status potential, measures of output, measures of input, etc. A performance measurement system should also include a component that will continuously check the validity of the cause-and-effect relationships among the measures”.
Both (1997)	“Performance management seeks to objectively link reward to operational performance; the operational performance is measured in a way that is consistent with corporate strategy”.

Bititci, Carrie & Mcdevitt (1997)	“A performance measurement system is the information system that is at the heart of the performance management process and it is of critical importance to the effective and efficient functioning of the performance management system”.
Waterhouse & Wells (1997)	“Performance measurement focuses on one output of strategic planning: senior management’s choice of the nature and scope of the contracts that it negotiates, both explicitly and implicitly, with its stakeholders. The performance measurement system is the tool the company uses to monitor those contractual relationships”.
Neely (1998)	“A performance measurement system enables informed decisions to be made and actions to be taken because it quantifies the efficiency and effectiveness of past actions through the acquisition, collation, sorting, analysis, interpretation, and dissemination of appropriate data”.
<i>Institute of Management Accountants IMA</i> (1998)	“Performance management provides a systematic link between organizational strategy, resources, and processes. It is a comprehensive management process framing the continuous improvement journey, by ensuring that everyone understands where the organization is and where it needs to go to meet stakeholders needs. Performance management can be envisioned as an enterprise-wide management system that links strategic objectives, core business strategies, critical success factors, and key performance indicators”.
Asworth (1999)	“Integrated performance management is a measurement and information framework that works within a related set of management processes to ensure that a business unit’s vision and strategy is achieved”.
Gates (1999)	“A strategic performance measurement system translates business strategies into deliverable results. Combine financial, strategic and operating measures to gauge how well a company meets its targets”.
<i>Procurement Executives’ Association PEA</i> (1999)	“Performance management is the use of performance measurement information to effect positive change in organizational culture, systems and processes, by helping to set agreed-upon performance goals, allocating and prioritizing resources, informing managers to either confirm or change current policy or programmed directions to meet those goals, and sharing results of performance in pursuing those goals”.
Gates (1999)	“A strategic performance measurement system translates business strategies into deliverable results. Combine financial, strategic and operating measures to gauge how well a company meets its targets”.
Forz & Salvor (2000)	“A performance measurement system is an information system that supports managers in the performance management process mainly fulfilling two primary functions: the first one consists of enabling and structuring communication between all the organizational units involved in the process of target setting. The second one is collecting, processing, and delivering information on the

	performance of people, activities, processes, products, business units, etc”.
Otley (2001)	“Performance management provides an umbrella under which we can study the more formal processes that organizations use in attempting to implement their strategic intent, and to adapt to the circumstances in which they have to operate”.
Maisel (2001)	“A performance measurement system enables an enterprise to plan, measure, and control its performance and help ensure that sales” and marketing initiatives, operating practices, information technology resources, business decisions, and people’s activities are aligned with business strategies to achieve desired business results and create shareholder value.
Waal (2001; 2007)	“Performance management can be defined as the process that enables an organization to deliver a predictable contribution to sustained value creation. It is the process where steering of the organization takes place through the systematic definition of mission, strategy and objectives of the organization, making these measurable through critical success factors and key performance indicators, in order to be able to take corrective action to keep the organization on track”.
Aguilar (2003)	“Performance management brings the entire company into alignment with the strategy”.
Kerssens-van Drongelen & Fisscher (2003)	“Performance measurement and reporting takes place at 2 levels: (1) company as a whole, reporting to external stakeholders, (2) within the company, between managers and their subordinates. At both levels there are 3 types of actors: (a) evaluators (e.g. managers, external stakeholders), (b) evaluate (e.g. middle managers, company), (c) assessor, which is the person or institution assessing the effectiveness and efficiency of performance measurement and reporting process”.
Ittner, Larcker & Randall (2003)	“A strategic performance measurement system: (1) provides information that allows the firm to identify the strategies offering the highest potential for achieving the firm’s objectives, and (2) aligns management processes, such as target setting, decision-making, and performance evaluation, with the achievement of the chosen strategic objectives”.
Stenzel & Stenzel (2003)	“Performance measurement and management systems are organization design structures that comprehensively coordinate all organizational resources, processes, operations, and strategic decisions into an integrated guidance system”.
Bourne, Neely, Mills, & Platts (2003)	“A business performance measurement system refers to the use of a multidimensional set of performance measures for the planning and management of a business. key success factors, measures for detection of deviations, measures to track past achievements, measures to describe the status potential, measures of output, measures of input, etc”

Buytendijk and Geischecker (2004)	“Corporate performance management includes processes, methodologies, metrics, and technologies for enterprises to measure, monitor, and manage business performance”.
Cokins (2004)	“Performance management is the process of managing the execution of an organization’s strategy”.
Verweire and Den Berghe (2005)	“Performance management is a process that helps an organization to formulate, implement, and change its strategy in order to satisfy its stakeholders' needs”.
Stiffler (2006)	“Performance management is about setting objectives for various entities that make up an organization (business units, departments, and product lines), budgeting, measuring the entities against objectives and budgets, reporting results, and using information to determine how well the different parts of the organization are performing”.
Marr (2006)	“Strategic performance management is defined as the organizational approach to define, assess, implement, and continuously refine organizational strategy. It encompasses methodologies, frameworks and indicators that help organizations in the formulation of their strategy and enables employees to gain strategic insights”.
Armstrong (2006)	“Performance management can be defined as a systematic process for improving organizational performance by developing the performance of individuals and teams”.
Karim (2018)	“Measuring the performance of a library’s services is one of the most crucial parts of providing good services”.
Nudurupati et al. (2024)	“Aims to investigate how performance measurement systems should develop and drive appropriate resources and capabilities to enable effective decision-making for creating a competitive advantage in data-intensive organizations”.

Measurement of “Goodness” of the library. Here the authors argue that goodness of the library should be measured and goodness is translated into value and benefits of the library, which will ultimately measure library performance. Measuring materials availability as an indicator of library performance. The experts expressed that the library performance can be evaluated in terms of what the library is acquiring and quality of collection development. Availability of the documents on the shelf when the users

desire it is also taken as the indicator of library performance measures.

2.2.3 Organizational Behavior in Academic Libraries

This section offers a concise yet comprehensive definition of organizational behavior within the context of libraries. It elaborates on how the behavior of individuals, groups, and the overall work environment within library settings shape the overall functioning of libraries. Organization behavior is a field of study that investigates the impact that individuals, groups and structure have on behavior within organizations for the purpose of applying such knowledge toward improving an organization's effectiveness

Eisenberger et al. (1986) suggested that employees' perceptions of the organization's commitment to them, referred to as perceived organizational support (POS), are based on employees' global beliefs concerning the extent to which the organization stands their performance and control about their benefit. Using a social exchange framework, Eisenberger and his colleagues argued that employees who perceive a high level of organizational support are more likely to feel an obligation to "repay" the organization in terms of affective commitment. Leavitt provides a model of the organization, which is useful for organizational analysis. Leavitt's model can be used in two ways. First, it can be used for storing and organizing knowledge extracted from the literature. As an educational administrator encounters new techniques or solutions to organizational problems, he or she can analyze them in terms of their meaning for task, technology, structure, and people or the relationships among the variables. Secondly, the model can be used as a guide for diagnosing an organizational problem and choosing points of intervention for organizational change.

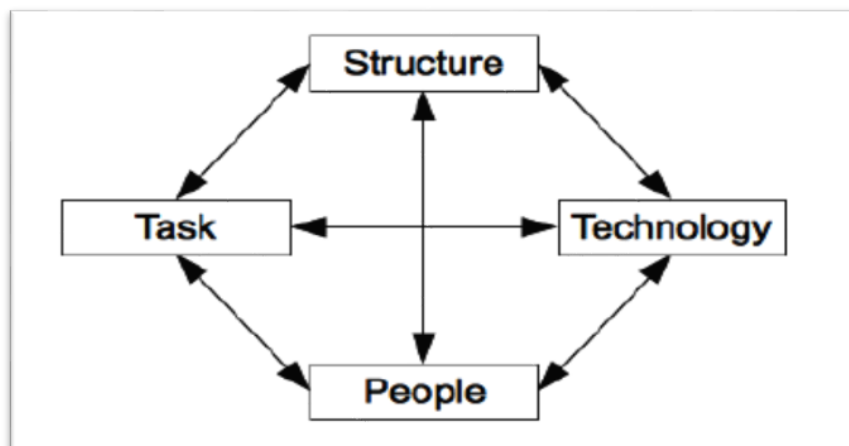


Figure 2.2 Leavitt's Diamond Model. (Source: Leavitt, H. J. (1965), p. 1145)

As a most basic definition an 'organization' is defined by the Merriam-Webster Online Dictionary (2008) as an administrative and functional structure (such as a business or a political party) and includes the personnel of such a structure. According to Oxford English Dictionary (2008) defines it as a systematic structure or direction of an organized frame of people with a purpose such as for business. Thus, an organization can be viewed as an arrangement or structuring of elements (such as people), providing a boundary separating it from its environment, exercising control over its own performance and collectively pursuing goals. The elements or virtues, of an organization, work together to achieve goals that achievement of these goals would be beside the means of the separate elements on their own.

Behavior which is really over and above the normal way towards the performance of any task and also is beside in the field of any management as well as rules (Bolino et al., 2006). Behavior is to change, attitude change must come first (Dollard, 1949). Behaviorists introduce a variation by saying that changing attitudes may be a way to change behavior but it is more cost-effective to influence behavior by changing the consequences (Geller, 1992).

Alternatively, it has always been an area of main interest as well as quality for every student who is interested in learning the facts about the way people behave within the organization (Allen, 2006). Organizational behavior is a field of study that investigates the impact that individuals, groups and structures have on behavior within organizations.

For the purpose of applying such knowledge toward improving an organization's effectiveness (Robbins, 2009). It is the study and application of knowledge about how people act within organizations (Newstrom, 2002). It identifies ways in which people can act more effectively. It provides a useful set of tools at many stages of analysis. Libraries are also experiencing significant changes in their organizational behavior among the professionals. Moreover, applications of information technology affected on size of developments, centralization/decentralization, staff responsibility/job description etc.

2.2.4 Definition and Concept Organization Behavior

Organizational behavior (OB) is a field of study devoted to recognizing, explaining, and eventually developing the attitudes and behaviors of people (individual user and group) within organizations. Organizational behavior is based on scientific knowledge and applied practice. According to Kaifi (2010), the “RED Analysis” can be applied by practitioners and researchers for understanding organizational behavior issues: R- Recognize, E- Explain and D- Develop. Identify of organizational behavior is an ongoing cycle of recognizing areas of concerns, explaining the short-term and long-term implications of each behavior, and continuously developing best practices and strategies that can help an library transform into a robust, high-performing, and dynamic entity. It must be mentioned that Libraries need strong Librarians who are capable of controlling the organization’s behavior.

Librarians who understand human resource management and strategic management are able to influence specific behaviors that help shape the culture of an organization. Influencing specific behaviors in an organization can be a difficult task to undertake for a number of reasons. The most obvious reason is that humans are unpredictable and have unique attitudes and perspectives. When they enter the workforce, they also bring their expectations and experiences to the workforce which many not correlate with the organization’s mission. This creates an instant dilemma that can be contagious to others. Controlling such organizational ills is a battle with no end, which accurately explains why the study of organizational behavior is so important. Being able to diagnose those issues and responding with well-formulated solutions is what many organizational behavior researchers and managers strive for.

The three primary outcomes of organizational behavior are job performance, organizational commitment, and quality of work life (QWL). As Barnard, C. observes, there are a variety of formal and informal mechanisms through which organizations may shape the beliefs and behavior of their members. Any description of informal institutions inevitably brings us to the concept of culture. The influence of organizational norms on beliefs and behavior is widely asserted in the organizational culture literature. Organizational culture shapes beliefs and practices (Schein, 1992) and other aspects of administrative behavior, including patterns of inter organizational interaction and reform (Ban, 1995).

Hierarchical levels provide a means to manage the complexity of large organizations, enabling managers to undertake actions that are consistent with task complexity and the time span required (Jaques, 1990). Levels of hierarchy also provide a way to manage accountability in a structured fashion. These issues are likely to be of major concern for our respondents—mid-level to senior-level managers.

The different approaches to performance measurement of organizational behavior can be categorized into the following broad categories:

- i. organization structure and design models
- ii. organization behavior model (individual and group)
- iii. Library use and service approach
- iv. library Use satisfaction approach
- v. library System level view approach
- vi. organization behavior (library) dynamics
- vii. performance measurement
- viii. Performance measuring benchmark of library (SERVQUAL and LibQUAL+)

Three basic components of the library namely library staff, library users and the library itself. In the light of above discussion, following variables are taken into consideration for the study OB of the library.

- i. Library staff organogram;
- ii. Leadership Styles and empowerment of Library Professionals;
- iii. Job Satisfaction of Library Professionals;
- iv. User Satisfaction of the Patrons;
- v. The Library itself.

Most people across the world are working with the organization and receiving income in return for their contribution. Organizational structure and their operations play a vital role in understanding the role of organizational behavior theories. Every organization structured through applying a proper plan is a combination of various efforts. It cannot

be evolved by chance nor structured through a random manner. The organizational behavioral theories are related with knowledge and experience that can be gained through collective effort.

According to Griffin & Moorhead (2011), organization behavior refers to the study of individuals and dynamics of a group in an organization. An organization is a group of people working together to achieve certain common objectives. Interaction between individuals working in an organization brings a variety of factors into play (Griffin & Moorhead, 2011). Various organizational theories help towards understanding the behavior of individuals working in the organization as well as the factors that are brought into play by their interaction.

Robbins & Judge (2009) described “Organizational behavior is a field of study that investigates the impact that individuals, groups and structure have on behavior within organizations for the purpose of Applying such knowledge toward improving an organization’s effectiveness”. This study area of all knowledge established to the expertise about individuals, group and the gain structure on behavior in order to effect organization work more effective so library is a growing organization, the systematics Organization behavior approach used in library help to work well with user, library personnel’s and services.

Choo (1996) has explored the topic of how organizational behavior theories can improve innovation and decision-making in an organization. The author has critically analyzed information used by organizations in the creation of innovative ideas and knowledge, which improves decision-making. The author made points on three areas, which involve transformation in the organizational environment, use of knowledge in innovation and decision-making to achieve organizational objectives.

OB is an interdisciplinary field of study seeking to understand the behavior of individual, group and organizational processes in organizational settings (Baron, 1986) which can be applied to better understand and manage people at work (Kreitner & Kinicki, 2007).

OB involves the study and application of knowledge about how people act within organizations, as individuals and within groups (Newstrom & Davis, 2002-2019), what

they think, feel and do in and around organizations” (McShane & Glinow, 2005) and it investigates the impact that individuals, groups, and structures have on behavior within organizations to ultimately improve an organization’s effectiveness (Robbins, 2001).

OB has an academic element that draws on the wisdom from and combines the knowledge of various disciplines. It can be applied in the management of people and organizations and provides advice on what managers can do to improve organizational performance. OB can be applied on three levels namely the individual, groups and the organization as a whole. It ultimately aims to improve organizational effectiveness (Shani & Lau, 2000).

Martin (2004) criticized OB research that only refers to OB as ‘behavior studied within organizations’. It appears that Martin questions the reasons behind the behavior within organizations. Staw (1991) stated that theories about individual behavior can help to explain the behavior of organizations. He asserts that the behavior of organizations can be related to the behavior of individuals (actual persons such as the CEO) and could thus be explained in the same way. It is however important to remember that organizations are by definition collaborations of their participants. So although individual behavior can explain some aspects of OB, what makes OB unique are the behavioral combinations and collaborations of the organizational members within the organizations. Staw highlighted the importance of investigating the way in which the behavior of organizations evolves out of the ‘interplay between collective players and socio-structural and cultural facts’ (Staw, 1991).

Organizational behaviour may thus be defined as the attempt to describe, explain and understand how the beliefs, attitudes, values, emotional responses and behavior of people in their workplace is shaped by the actual, imagined, implied or implicit rules and roles in their workplace (Furnham, 2004).

According to Jeffrey Edwards (2002), organizational behavior and Human Decision Processes publishes fundamental research in organizational behavior, organizational psychology, and human cognition, judgment and decision-making. In view of Naylor (1984), organizational behavior and psychology is devoted to confirm judgment and decision-making processes relevant to organizations. Weber (1998) defined as ‘models of managerial choice behavior, the importance of organizational structure, and the

influence of ‘style’ variables on leadership’.

Bobbitt & Behling (1981) defined organizational behavior as "the study of the behavior of individuals and groups in organizations, and organizations themselves, as they act and interact to attain desired outcomes. Organizational Behavior has included two terms in it. Therefore, these two terms should be detailed first before diving into the title in question. **Organization:** It is a group of people who are collected to work for a common goal with collective efforts. Organization works through two concepts i.e coordination and delegation among its group members. Delegation is necessary to allocate group members with equal work according to their capability, and coordination is required to achieve organizational goals with precision. **Behavior:** It is a verbal or physical response shown by a person as a consequence of the impact of his/her surroundings. Individual Behavior varies in accordance with their mental reactivity to particular circumstances because of their deeply imbibed morals and value systems. So, **Organizational Behavior** is the observation of individual and/or group Behavior in response to the other individuals or group as a whole. It studies the behavior of people or groups to know their attitude towards particular circumstances.

Although, it is important to mention that this study included a few literatures in brief from **1981 to 2023**. The literature review chapter provides an in-depth exploration of the current knowledge relevant to organizational behavior and performance measurement, particularly in the context of libraries. Divided into thematic sections, it begins with an overview of key literature on performance measurement from both national and international perspectives. It discusses the core definitions and concepts of performance measurement and organizational behavior, underlining their role in assessing library performance and effectiveness. The reviews have been chronologically discussed on two broad aspects: Performance measurement and Organizational behavior.

i. Performance Measurement

Performance measurement is depicted as a multi-dimensional concept involving behavioral and outcome-oriented perspectives that contribute to organizational goals, service quality, and overall efficiency. Performance in libraries is not just about delivering services but also aligning actions with user satisfaction and organizational goals. Measurement in this context is broadened to include qualitative and quantitative aspects, including softer elements like quality of work life. Some major studies (Rogers,

1990; Lynch & Cross, 1991; McGee, 1992; Neely et al., 1995; Lebas, 1995; Booth, 1997; Atkinson, Waterhouse & Wells, 1997; Bititici, Carrie & Mcdevitt, 1997; Asworth, 1999; Gates, 1999; Forza & Salvador, 2000; Otley, 2001; Waal, 2001-2007; Aguilar, 2003, Bourne, Neely, Mills & Platts, 2003; Mezbah-ul-Islam, 2003; Buytendijk & Geischecker, 2004; Cokins, 2004; Armstrong, 2006; Stiffler, 2006; Marr, 2006)

ii. Organizational Behavior

Organizational behavior is analyzed within the academic library setting, focusing on individual and group behaviors, the role of leadership, team dynamics, and communication. The study recognizes libraries as complex organizations whose effectiveness and quality are closely tied to the behavior of their personnel. Positive organizational behavior, encompassing both personal and organizational growth, is shown to foster innovation, decision-making, and staff morale. Some major studies (Bobbitt & Behling 1981; Naylor, 1984; Baron, 1986; Jaques, 1990; Staw, 1991; Schein 1992; Ban, 1995; Choo, 1996; Weber, 1998; Shani & Lau, 2000; Furnham, 2004; Mcshane & von-gilinow, 2005; Robbins & Judge, 2009; Griffin & Moorhead, 2011; Newstrom & Davis, 2002-2019; Robbins, 2001-2023)

This part presented a review of contemporary literature on the Performance Measurement on Organizational Behavior of University Library Professional. It reviewed the emergence of a private university library economy as the foundation for new management theory and PM practices. In particular, it studied the impact of the global knowledge economy on Bangladesh in recent times and the emergence of a new system of OB. This system was presented as a development from established contemporary theories of management with ideas from more recent library profession of thought.

2.2.5 Organizational Behavior in Bangladesh

In the subcontinent, the management level is influenced by considering five key elements: base of power, leadership style, leader behavior, perceived organizational climate, and organizational behavior characteristics (Ansari, 1990; Saraf, 1995). There is a reflection of organizational climate, job satisfaction, and leadership in the Bangladeshi public and private sectors, but the gap in this study is that organizational behavior is an essential part of the private university library professionals; this point does not exist.

In Bangladesh, many researchers have been working with organizational behavior in education institutions and business organizations, most of them affiliated with the banking sector. Naser (2008) mentioned that the private education sector, like the public sector, has been reformed since the early 1990s in Bangladesh. Babar (2014) aimed to develop a comprehensive set of performance measurement variables or Key Performance Indicators (KPIs) from a Balanced Scorecard (BSC) perspective which will serve as a benchmark or basis for performance measurement and management system in the banking industry in Bangladesh. Islam, Akter & Afroz (2016) has verified factors affecting the OCB: Organizational Loyalty, Altruism, Civic Virtue, Sportsmanship, Courtesy, Conscientiousness, Organizational Compliance, Problem Concern, Individual Initiatives, Self-development. The study has suggested some policy guidelines by developing a conceptual model on OCB. Kajol et al. (2024) to investigate the impact of organizational green culture on environmental performance through the mediation effect of employee green behavior in the ready-made garments (RMG) industry of Bangladesh.

Most authors are discussed organizational behavior and organizational citizenship behavior (OCB) practices multi corporate sector in Bangladesh perspective. Mezbah-Ul-Islam (2003), Alam *et al.*, (2005), Ashraf *et al.*, (2009), Karim (2008); Rahman *et al.*, (2009); and Sultana & Begum (2012) stated that any achievement ignites a butterfly effect on job satisfaction or organizational behavior at different professional levels. They also showed that organizational behavior influences diverse working sectors.

Ahmad & Habib (2015) examined the changes in executive leadership and culture in Bangladesh. This study is essential to mixing multicultural and different leadership styles and the organizations' challenges to stay in tune with the changing business environment. So, the respondents expressed a lack of organizational behavior knowledge for library culture, which is not relevant to private university libraries. Nuruzzaman & Talukder (2016) mentioned, "Citizenship behavior refers to the voluntary behavior of contact employees in serving the recipients that extends beyond formal role requirements. To perform citizenship behavior, employees always need to take on extra responsibilities on behalf of the organization. These responsibilities usually cannot be classified in the job description, especially for healthcare organizations". Milon (2018) used a 5-point Likert scale to measure Organizational Citizenship Behavior (OCB) practices among university teachers, employing mean and rank as statistical measures. The results of the study

indicate that the OCB practices among university teachers are not at a satisfactory level. The findings of Afroz (2022) proved that job satisfaction has a positive impact on employee's organizational citizenship behavior, while job satisfaction is independent, and employee engagement positively affects employee's organizational citizenship behavior. The research findings will help with managerial implications in increasing high employee involvement, motivation needs to be encouraged to be more active and innovative and facilitated. Sultana, Biswas & Begum (2023) stated that organizational behavior can also assist librarians in assessing a potential job applicant's abilities and attitude during the recruiting process, enabling private university human resources to find the most suitable library staff for the university's library to meet the research objectives.

Shoeb (2008) survey SERVQUAL questionnaire was used for data collection and the results of the study revealed that both public and private university libraries do not meet the expectations of the users, beyond the expectations of the users. The concept of the "Zone of Tolerance" was applied to find the essential attributes that the library authority should allocate the resources or give more stress on those attributes of the library system for good service quality.

According to Alam, M. J. & Muhammad Mezbah-ul-Islam developed an SEM method based on SERVQUAL, LibQUAL+ and SERVPERF instruments, including 30 items under five service quality dimensions and eight satisfaction items with the 7-point Likert scale to appraise the impact of library service quality dimensions on user satisfaction. survey was carried out among 437 students, 52 MPhil/PhD researchers and 32 teachers of the nine selected public university libraries of Bangladesh through a structured questionnaire. The approach included path analysis, confirmatory and exploration factor analysis, as well as construct reliability and validity where user satisfaction was used as the dependent variable, and five service.

Lastly according to Costa & Loureiro (2019); Warrick (2017); Xu & Lu (2023); Zhang & Yang (2023); Hitt et al. (2017); Baloch et al. (2021), organizational behavior can be considered as a fundamental aspect of the implementation of library professionals.

2.2.6 Inferences

The various approaches summarized in Bangladesh context-related literature show that different authors explain diverse variables but do not perform organizational behavior in

the private university library profession. The proposed study is significant from the literature review, and the following inferences can be drawn.

- i. Private University library influencing organizational behavior, such as the organizational structure, culture, and environment collectively shape the behavior of library staff, impacting service quality and user satisfaction.
- ii. The other group of authors took the users' point of view for the assessment of performance measurement and organizational behavior. The library use, the type of services provided to the users, and the user satisfaction with these services are the criteria for evaluating of library. It is worth mentioning here that the majority of authors take the view that it is ultimately user satisfaction and the quality of service that will indicate the OB of the libraries.
- iii. Various experts viewed the library from the system point of view and described all the components of the library in terms of evaluating the library performance by evaluating the OB as whole and not one component or the other.
- iv. The review identifies key variables like leadership, job satisfaction, user satisfaction, and library structure as crucial for evaluating organizational behavior in academic libraries professionals.
- v. The study assessed how digital organizational behavior tools can be utilized to support academic libraries in meeting institutional objectives.
- vi. This research fills a gap by integrating performance measurement and organizational behavior as essential elements of library management, emphasizing the impact on user satisfaction and library effectiveness.
- vii. Employee performance hasn't risen to the mark due to a lack of proper management and administration. Upgradation uplifts staff's working effectiveness and efficiency.
- viii. Workplace relationships and management trust are fundamental to a positive working environment. Understanding this relationship is vital for cultivating a healthy work culture. Strong collaboration can bring solutions to all of the administrative problems.
- ix. Research on organizational behavior has been observed in developing countries, and it seems there is no single study on the organizational behavior of private university library professionals in Bangladesh, etc.

The main focus of the above papers is of the library professional organizational behavior performance measure. They discussed the importance, initiatives, and developments with

existing situation of organizational behavior (OB). It establishes a strong theoretical foundation, conceptual of the study within the private university library for the analysis and findings that will be presented in the later chapter.

2.3 Literature Gap

The reviewed literature discloses that considerable work has been carried out on performance dimension and organizational behavior in general administration and business backgrounds. Many studies have assessed performance indicators in libraries, predominantly in terms of availability, user satisfaction, and cost-effectiveness. Likewise, concepts of organizational behavior have been well-documented worldwide, concentrating on motivation, leadership, team dynamics, and office culture. However, **gaps remain** in numerous acute areas:

- i. **Limited integration** of organizational behavior perceptions with performance measurement in the setting of academic libraries, especially in developing countries.
- ii. While some studies exist on Bangladeshi libraries, they infrequently examine the **link between organizational behavior and library performance outcomes**.
- iii. Existing Bangladeshi research tends to be descriptive, lacking **experiential evidence** using tools like factor analysis, correlation, or ANOVA to determine significant organizational behavior dimensions.
- iv. There is a **paucity of studies focusing specifically on private university libraries in Dhaka City**, despite their growing prominence and competitive academic environment.
- v. Finally, the **perspectives of library professionals** concerning leadership styles, remuneration systems, job satisfaction, and team partnership remain unexplored in the local academic context.

This study addresses these gaps by empirically examining how organizational behavior affects the performance of library professionals in selected private universities in Dhaka City, thereby contributing to both academic knowledge and practical organizational development.

2.4 Conclusion

The review of related literature shows that there is no consensus among the various authors as to what should be included in assessing organizational behavior, but library-related research is not enough. Various authors describe different variables for finding out performance measurement of organizational behavior. This proposed study aims to study the overall performance measurement of organizational behavior of library professionals in private universities and its effect on users in library services. It is also important to study the organizational behavior measurement of the library professional staff of the selected first-grade fifteen private university libraries.

Moreover, no systematic study has been undertaken to understand the necessity of performance measurement of the organizational behavior of library professionals and its private university library on one hand, and at the same time its applications in libraries among the librarians and the users of the library on the other. Hence, the present studies become more relevant. The library's overall development of clusters in a corporation and organizational behavior factors and planning needs to be analyzed by the private university professional, it is a significant gap in this study. The library employee's performance doesn't rise to the mark due to a lack of proper management and administration.

The literature review has demonstrated the critical role of performance measurement and organizational behavior in shaping the effectiveness of academic libraries. It has highlighted that performance measurement, encompassing both efficiency and quality dimensions, is central to evaluating library services, ensuring alignment with organizational objectives, and fostering user satisfaction. Furthermore, organizational behavior has been identified as a key factor influencing the work environment, staff motivation, and service delivery in libraries. Key concepts, such as leadership, team dynamics, and organizational culture, are essential for understanding how library professionals' behaviors impact overall library performance and user experiences.

This review also identified several approaches for assessing organizational behavior in libraries, including structural and behavioral models and satisfaction metrics. The comparison of organizational behavior initiatives and tools has revealed an opportunity to integrate performance measurements with digital solutions to better serve the academic community. Notably, a research gap exists in the application of digital tools, such as

institutional repositories and digital library software, within Bangladeshi academic libraries. This study will address this gap by exploring how digital transformation in library management can enhance organizational effectiveness and user satisfaction, contributing to a more robust understanding of organizational behavior and performance in university libraries.

In Bangladesh, an insufficient number of studies have been conducted on describing the practical experience of implementation of organizational behavior and performance measurement, but no effort has been made to study on present status, factors, and challenges for organizational behavior in the university libraries of Bangladesh. Besides, very little importance has been given to assess the satisfaction level of library professionals and users on organizational behavior in Bangladesh. So, an effort has been made for the first time to study on adoption of OB in the university libraries of Bangladesh. In the fluffy of above discussion, following variables are taken into consideration for this study of private university library professional: Organizational behavior measure of the LIS professional; Organizational behavior key factors such as job performance, rewards, promotion, workplace relationships, and management trust; OB relationship between reward systems, promotion policies, and job satisfaction among private university library professionals; Variance of responses across the different groups for certain organizational behavior

CHAPTER THREE

CHAPTER THREE

Conceptual Framework

3.1 Introduction

Based on the available literature and related information on Organizational Behavior (OB) within university libraries, a conceptual framework is proposed to illustrate the relationships between the various factors impacting organizational behavior and their influence on performance measurement of library professionals. The framework integrates key dimensions of OB such as job performance, rewards, promotion, workplace relationships, management trust, and organizational efficiency. These factors are shown to influence both employee satisfaction and service delivery, which in turn impact the overall organizational effectiveness of university libraries.

3.2 Conceptual Framework of the Study

From the available literature, it is found that there are some studies have been conducted on describing practical experience in organizational behavior. Besides, some studies are performed on comparative analysis of different organizational behavior. In addition, a few numbers of researchers has been carried out on describing organizational behavior.

Moreover, library professionals' perception and satisfaction with the various or particular aspects of OB, conducting surveys to know the present status of OB have been done in different countries. But comparatively less initiative has been taken to assess the factors, OB in private university libraries in Bangladesh. In Bangladesh, an inadequate number of research has been done on describing the practical experience of implementation of OB. Besides, assessing usability of OB, exploring current trends of library digitization, suggesting model for OB and conducting survey on OB have been carried out in Bangladesh. But, no effort has been made to study on exploring the current situation of OB, problems to implement, challenges to overcome the poor condition in higher education institution especially in private university of Bangladesh. Furthermore, a very few importance has been made to measure the satisfaction level of LIS professionals in Bangladesh. Thus, it is expected to explore the current situation and factors of OB in university libraries of Bangladesh.

A conceptual framework on Organizational Behavior (OB) within university library professional, is proposed in the study to illustrate the relationships between the various factors impacting organizational behavior and their influence on performance measurement of library professionals. The framework integrates key dimensions of OB such as job performance, rewards, promotion, workplace relationships, management trust, and organizational efficiency. These factors are shown to influence both employee satisfaction and service delivery, which in turn impact the overall organizational effectiveness of university libraries.

3.3 Key Components of the Conceptual Framework

a) Job Performance, Rewards, and Promotion

- **Job Performance:** Refers to the actual work outcomes achieved by library professionals. Performance is influenced by motivation, skill level, and the work environment.
- **Rewards and Promotion:** These factors reflect the extent to which employees are recognized for their efforts and given opportunities for advancement. A lack of rewards and promotion creates dissatisfaction, while a transparent system fosters motivation and performance.

b) Workplace Relationships and Management Trust

- **Workplace Relationships:** The nature of interpersonal relationships between colleagues significantly affects employee morale and teamwork.
- **Management Trust:** Trust between employees and management, especially in decision-making, transparency, and support, plays a vital role in shaping job satisfaction and performance.

c) Organizational Efficiency

- **Planning and Coordination:** Proper organization, role clarity, and planning within the library ensure smooth functioning and minimize inefficiencies.
- **Resource Allocation:** Effective distribution of resources, including staff and technology, is crucial for maintaining organizational efficiency.

d) Employee Satisfaction

- Employee satisfaction acts as a mediating variable between organizational behavior factors and overall performance. Satisfied employees are likely to exhibit higher performance levels and contribute more effectively to the library's goals.

e) Service Delivery

- High-quality service delivery is a direct outcome of efficient organizational behavior. Libraries that nurture positive OB elements, such as proper rewards, good relationships, and organizational efficiency, tend to offer better services to students and faculty.

f) Organizational Effectiveness

- The overall effectiveness of the library as an institution depends on how well the OB factors are managed. This includes the library's ability to meet its goals, deliver services effectively, and maintain a motivated workforce.

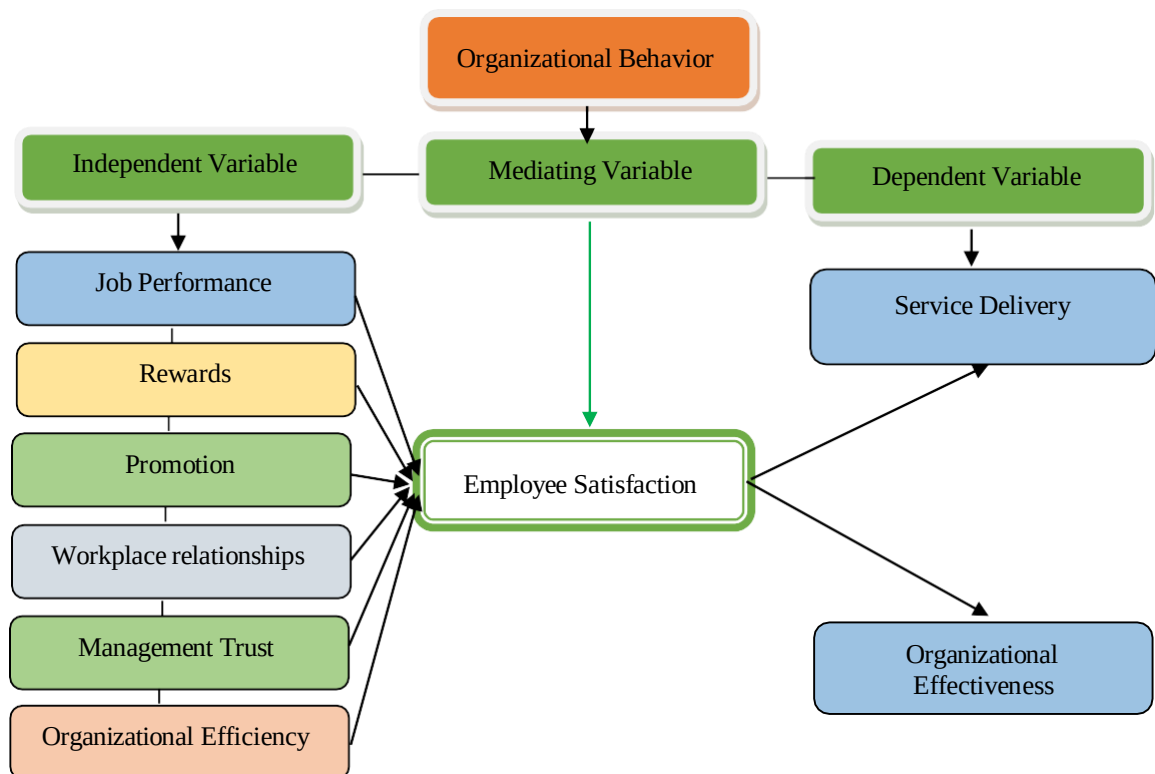


Figure 4.1: Conceptual Framework of the Study on Organizational Behavior

The conceptual framework guides the study by visually representing the relationships between the constructions. It serves as a roadmap for data collection, analysis, and interpretation, helping to explore how organizational behavior factors influence performance measurement practices and ultimately affect the library performance within private university libraries in Dhaka City.

3.4 Conclusion

The conceptual framework diagram visually illustrates how various organizational behavior factors—such as job performance, rewards, promotion, workplace relationships, management trust, and organizational efficiency—contribute to employee satisfaction, which in turn influences service delivery and overall organizational effectiveness. This framework provides a structured model for understanding the dynamics of organizational behavior within university libraries.

CHAPTER FOUR

CHAPTER FOUR

Research Methodology

4.1 Introduction

The research methodology chapter outlines the strategies and techniques employed to conduct the study effectively. This chapter provides insights into the research design, data collection methods, and data analysis techniques used to address the research questions and achieve the study's objectives. This chapter outlines the methodology used to investigate the organizational behavior of selected private university library professional in Dhaka City. The research design, population, sample, data collection tools, and analysis methods are explained in detail.

The literature review in the previous chapter has shown that different authors have taken one or more criteria to define organizational behavior (OB). There has been no general approach in measuring library professional organizational behavior. The authors conclude by saying that organizational behavior consists of several related factors: working conditions, job performance and rewards, workplace relationships and management etc. Therefore, it is concluded that instead of taking a single criterion to measure performance and organizational behavior, an integrated and synthesized view of various criteria will be able to measure the overall organizational behavior.

Further, the literature review indicates that there is much less emphasis on researching library performance measurement and organizational behavior. So far, not a single empirical study has been conducted to study the measurement of organizational behavior of libraries among LIS professionals in Bangladesh. This study aims to measure the performance of organizational behavior of private university library professional in Bangladesh.

The research methodology chapter lays the groundwork for the empirical phase of the study, providing a clear outline of how data will be collected and analyzed to address the research questions and contribute to the overall objectives of the study.

4.2 Research Design

The study adopts a descriptive research design, using a quantitative approach to assess the organizational behavior of library professionals in private universities. The

quantitative method is suitable for this research as it allows for systematic measurement and statistical analysis of variables such as leadership styles, communication patterns, job satisfaction, reward systems, and performance levels. By employing structured questionnaires and statistical tools (e.g., factor analysis, correlation, and ANOVA), the study ensures objectivity, replicability, and the ability to identify significant patterns, relationships, and differences among variables across a larger sample. This approach is particularly effective for generalizing findings and drawing conclusions about trends and behaviors in organizational settings.

A survey method was employed to collect data, as it allows for the efficient gathering of standardized information from a large group of respondents (Creswell, 2014). Factor analysis and item-wise analysis were used to explore significant factors influencing the organizational behavior of the professionals in the selected libraries.

While the primary design of the study was quantitative, a qualitative component was also integrated to enrich the findings and provide deeper insights. The quantitative data were collected through a structured questionnaire that focused on measurable variables such as leadership behavior, communication patterns, reward systems, and job satisfaction. These questions invited respondents to share their personal experiences, opinions, and suggestions regarding organizational behavior in their respective libraries. The qualitative responses were thematically analyzed to identify recurring themes, contextual nuances, and unique insights that complemented the numerical findings. This mixed-methods approach ensured a more comprehensive understanding of the organizational environment in private university libraries by not only quantifying key behaviors but also capturing the voices and lived experiences of library professionals.

4.3 Population and Sample

The population for this study consisted of library professionals from 15 selected private universities in Dhaka City. These universities were chosen based on specific criteria: their established reputation for academic excellence, the size of their student and faculty populations, the availability of structured and functional library services, and their recognized status by the University Grants Commission (UGC) of Bangladesh. These factors ensured the inclusion of institutions with well-developed library systems and a diverse range of professional staff. The total number of library professionals working in these institutions formed the population for this research.

4.4 The Research Site

The universities in Bangladesh are categorized into public and private universities. The public universities are autonomous and funded by the Government of Bangladesh whereas non-governmental organizations fund private universities. However, private universities are approved by the University Grants Commission of Bangladesh. There are a total of 200 universities (Public 55, Private 155) in Bangladesh (UGC, 2024). Out of which, 44 universities (Public 9 and Private 35) are situated in Dhaka. Given that a significant proportion (44%) of the country's universities are located in Dhaka, fifteen private university libraries from this region were purposefully selected for this study to ensure a representative understanding of organizational behavior in a concentrated academic environment.

4.1 Name of the Private University Selected for the Study

Sl No.	University Name	Established Year
1.	Ahsanullah University of Science and Technology (AUST)	1995
2.	American International University - Bangladesh (AIUB)	1994
3.	Bangladesh University of Business and Technology (BUBT)	2003
4.	BRAC University	2001
5.	Daffodil International University (DIU)	2002
6.	East West University (EWU)	1996
7.	Eastern University (EU)	2003
8.	Green University Bangladesh (GUB)	2003
9.	Independent University Bangladesh (IUB)	1993
10.	North South University (NSU)	1992
11.	Southeast University (SEU)	2002
12.	Stamford University Bangladesh (SUB)	1994
13.	United International University (UIU)	2003
14.	University of Asia Pacific (UAP)	2004
15.	University of Liberal Arts Bangladesh (ULAB)	2002

4.5 The Sample and Sampling Technique

Purposive sampling was used to select 129 library professionals from the 15 universities. This method ensured that the sample included individuals who were directly involved in library management and organizational activities, making them suitable for the study. The selection process involved consulting the organizational charts of each university library and identifying professionals who held key positions such as Chief Librarian, Deputy Librarian, Assistant Librarian, Library Officer, and those engaged in decision-

making and day-to-day operational management. Further verification was done through university websites, official contacts, and initial screening questions to confirm their involvement in organizational functions, staff supervision, service delivery, and policy implementation. These steps ensured that the sample comprised experienced and knowledgeable respondents who could provide meaningful insights into the organizational behavior of academic libraries.

The population of the study includes library professionals working in fifteen private university libraries. All library professionals of fifteen universities were included in the sample. Most of the library professionals were given the questionnaire set. Table 4.2 presents the distribution of library professionals from 15 selected private universities in Dhaka, Bangladesh, who participated in the study. A total of 129 respondents were surveyed with East West University having the highest representation at 16.3%, followed by BRAC University (15.5%) and Daffodil International University (9.3%). Institutions like North South University and Stamford University Bangladesh each contributed 9.3% and 8.5%, respectively. Other universities such as Green University Bangladesh, Independent University Bangladesh, and the University of Liberal Arts Bangladesh provided smaller shares, ranging from 5.4% to 7%. Universities with the lowest representation, at 2.3%, include Ahsanullah University of Science and Technology, American International University-Bangladesh, and the University of Asia Pacific. This distribution reflects a diverse range of participation across the selected institutions, ensuring a broad assessment of organizational behavior and job satisfaction among library professionals.

Table 4.2 Sample of the Study

Sl No.	University Name	No of Staff	Questionnaire distributed	Frequency	Valid %
1.	Ahsanullah University of Science and Technology (AUST)	04	04	3	2.3
2.	American International University - Bangladesh (AIUB)	04	04	3	2.3
3.	Bangladesh University of Business and Technology (BUBT)	07	07	6	4.7
4.	BRAC University	20	20	20	15.5
5.	Daffodil International University (DIU)	13	13	12	9.3
6.	East West University (EWU)	21	21	21	16.3
7.	Eastern University (EU)	05	05	4	3.1
8.	Green University Bangladesh (GUB)	08	08	7	5.4
9.	Independent University Bangladesh (IUB)	09	09	8	6.2

10.	North South University (NSU)	14	14	12	9.3
11.	Southeast University (SEU)	06	06	5	3.9
12.	Stamford University Bangladesh (SUB)	12	12	11	8.5
13.	United International University (UIU)	05	05	5	3.9
14.	University of Asia Pacific (UAP)	03	03	3	2.3
15.	University of Liberal Arts Bangladesh (ULAB)	10	10	9	7.0
Total		141	141	129	100.0

4.6 Data Collection Tools

4.6.1 Questionnaire Design

A questionnaire based on standard scales and studies available in the current literature was prepared to assess organizational behavior, organizational structure, and background information of library professionals. A total of 58 items were divided into three sections. A summary is given in the table:

Section	Section name/Measures	Items	Scale
1	Demographic Information	14	-
2	General Information about the Library and job status	04	-
3	Organizational Behavior (OB)	30	5 Point Likert Scale
Total		58	

4.6.2 Pilot Test

Prior to the full deployment, a pilot test was conducted with 15 respondents from different universities to ensure the reliability and validity of the questionnaire. Feedback from the pilot was used to refine the questions for clarity and relevance.

4.6.3 Ethical Considerations

Participation was voluntary, and confidentiality was maintained throughout the data collection process. Informed consent was obtained from all respondents, ensuring that their responses would only be used for academic purposes.

4.6.4 Organizational Behavior (OB)

Although several scales and methods for measuring organizational behavior are available from various literature, the questionnaire model developed by Litwin and Stringer (1968) and later modified by Schnake (1983) is employed to study the perceptions of organizational climate. This model was tested by Ansari (1990) and

Saraf (1995) in different library environments. The measure consists of 30 different statements with 5-point Likert scale, especially 5 = to a very great extent, 4 = to a great extent, 3 = to some extent, 2 = to a small extent and 1 = almost no extent.

4.6.5 Background Variables

To find out the relationship between organizational behavior styles and perceptions of library professionals with their behavioral variables, 14 questions were prepared and administered to library professionals. These are present age, joining age, sex, marital status, designation, academic qualifications, professional qualifications, number of subordinates, number of years working in the present organization, number of years working in the present position, number of promotions received, number of organizations worked in the career.

4.7 Data Collection Procedure

The questionnaire was distributed both in person and online to ensure higher participation from the selected professionals. The in-person distribution was conducted through visits to the libraries, and online responses were collected through email and Google Forms. Follow-up reminders were sent to ensure a high response rate.

4.8 The Statistical Method

Various statistical tests were applied to examine the relationships and variances among organizational behavior items. The following statistical techniques were employed in the study:

- i. Factor Analysis with Varimax Rotation
- ii. KMO Measure and Bartlett's Test
- iii. Communalities in Factor Analysis
- iv. Scree Plot Test
- v. Inter-correlation among the Inferred Variables and
- vi. Descriptive Statistics of Organizational Behavior
- vii. Test of Homogeneity of Variances
- viii. Analysis of Variance (ANOVA)

4.8.1 Factor Analysis with Varimax Rotation

Factor analysis with varimax rotation is a statistical technique used to simplify the structure of complex data by reducing a large number of variables into fewer factors. Unlike Principal Component Analysis (PCA), which focuses on explaining variance,

factor analysis identifies relationships through covariance, emphasizing how variables co-vary with each other. In this context, the objective of factor analysis is to detect underlying structures or latent variables that explain patterns among the observed variables.

In factor analysis, each factor represents a set of variables that are strongly correlated, but a variable should not be partially associated with multiple factors. This differentiation ensures that each variable belongs distinctly to a single factor. The factors identified are composite variables that describe the co-related groups of variables, providing a clearer understanding of the data's structure.

One of the most common techniques used to simplify the interpretation of factors is **varimax rotation (VR)**, a method designed to maximize the variance of factor loadings across the factors. Varimax rotation makes the factor structure clearer by increasing the distinctiveness of factors, ensuring that variables are more closely associated with a single factor rather than spread across multiple factors. This process allows researchers to interpret factors based on the variables that are highly correlated with them.

Factor analysis, originally developed in the field of psychology, has been applied to various domains, including **library and information science**. For example, McGrath et al. (1969) used factor analysis to develop a formula for determining the allocation of library collections across academic departments by reducing 22 variables to three main factors. Similarly, Phillips and Lyons (1990) employed this technique to identify relationships between faculty opinions on library policy, while Saraf (1995) applied factor analysis to assess leadership behavior in Indian university libraries. In information needs studies, factor analysis has been used to identify the key variables influencing information requirements, channels, sources, and barriers (Rahman, 1999; Bharali, 2000).

Overall, factor analysis with varimax rotation is an essential method for data reduction, offering valuable insights by grouping related variables and highlighting underlying patterns, particularly in fields like library and information science where it helps identify critical factors in decision-making, leadership styles, and resource allocation.

4.8.2 KMO Measure and Bartlett's Test

The Kaiser-Meyer-Olkin (KMO) Measure and Bartlett's Test of Sphericity assess the

suitability of the data for factor analysis in evaluating organizational behavior in fifteen selected private university libraries. The KMO value of 0.819 indicates a high level of sampling adequacy, suggesting that the data is well-suited for factor analysis. A value above 0.8 is considered very good, indicating that the correlations between variables are strong enough to produce reliable factors. Bartlett's Test of Sphericity shows a significant Chi- Square value of 2245.540 with a p-value of 0.000, meaning that the correlation matrix is not an identity matrix, further confirming that factor analysis is appropriate for this dataset. These results suggest that the data can effectively be reduced into underlying factors to assess organizational behavior.

Table 4.3 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.819
Bartlett's Test of Sphericity	Approx. Chi-Square	2245.540
	df	435
	Sig.	.000

4.8.3 Communalities in Factor Analysis

The table of communalities, shown below, provides the initial and extraction values for each item after applying **Principal Axis Factoring**. Communalities indicate how much of the variance in each item is explained by the extracted factors.

The initial communalities are all set at 1, indicating that 100% of the variance in each item is considered before extraction. The extraction values show the amount of variance in each variable that can be attributed to the factors after extraction.

Communalities reflect the proportion of each item's variance that can be explained by the factors identified in the factor analysis. High extraction values (close to 1) indicate that the factors explain a large portion of the variance in that item. For instance, Item 12 ("In this library, employees are rewarded in proportion to the excellence of their job performance") has an extraction value of .791, indicating that 79.1% of the variance in this item is explained by the factors. On the other hand, Item 20 ("Lot of strength in the relationships between management and personnel in this organization") has an extraction value of .303, meaning that only 30.3% of its variance is explained by the factors.

The communalities help to determine whether the extracted factors are suitable for summarizing the data. Lower extraction values suggest that the item may not fit well

with the factors, while higher values indicate a better fit. In this study, items with moderate to high extraction values were considered important for understanding the organizational behavior of library professionals.

In this study, communalities provided valuable insights into the strength of each item's association with the factors extracted from the organizational behavior data, aiding in refining the model for better understanding.

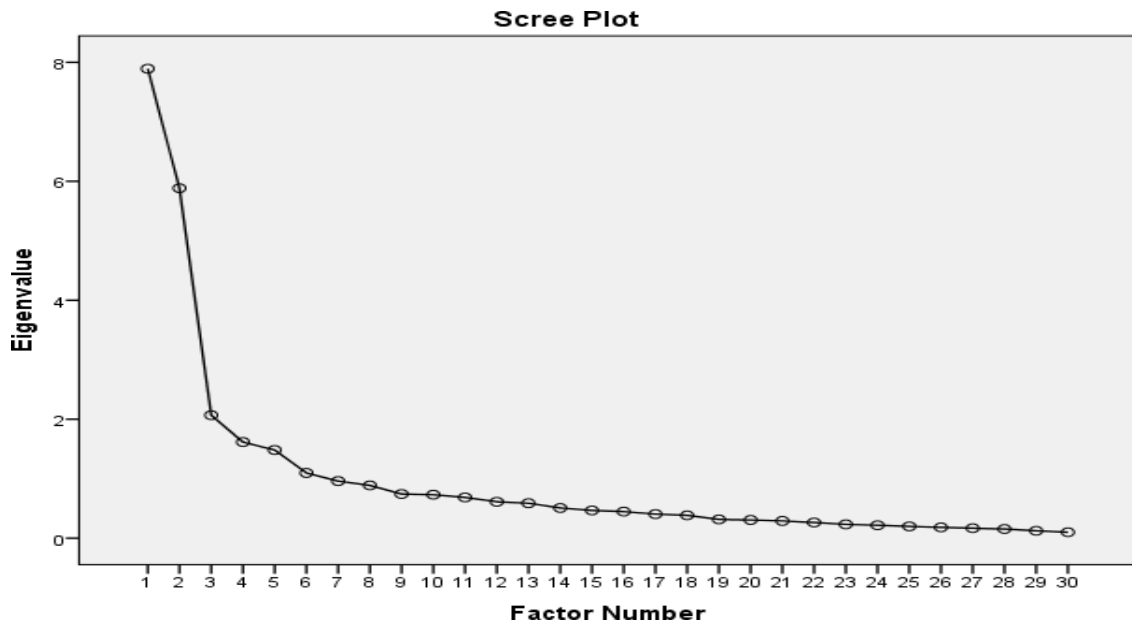
Table 4.4: Communalities for Organizational Behavior Items in Factor Analysis

SI No	Item	Initial	Extraction
1.	Assignments to this organization are clearly defined	.537	.356
2.	Policies and goals of this organization are clearly understood	.696	.629
3.	A clear idea of what I am supposed to do in my job	.600	.508
4.	Library goals I am supposed to achieve in my area are realistic	.759	.791
5.	Library personnel are proud of belonging to this University	.615	.542
6.	Library personnel in this library trust each other very much	.653	.595
7.	Feeling pressure to continually improve our personal and group performance	.674	.636
8.	Given a chance to participate in setting the performance standards for my job	.721	.670
9.	Not enough rewards and recognition are given in this organization for doing work	.560	.517
10.	Good performance is recognized fairly quickly in this organization	.733	.663
11.	Make a mistake in this organization, you will definitely be criticized	.691	.610
12.	In this library, employees are rewarded in proportion to the excellence of their job performance	.711	.791
13.	Chance to do research work	.605	.470
14.	Chance to pursue higher study	.622	.625
15.	Rewards when you get a higher degree	.627	.685
16.	A promotion system that helps the best person rise to the top	.653	.607
17.	Efficiency sometimes suffers from a lack of organization and planning	.647	.704
18.	Lot of warmth in the relationships between management and other personnel in this organization	.628	.485
19.	Organizations don't want to demand the maximum effort of every individual	.568	.549
20.	Lot of strength in the relationships between management and personnel in this organization	.462	.303

21.	Feel as if this library's problems are my own	.599	.583
22.	Do not rely too heavily on individual judgment almost everything is double-checked	.598	.469
23.	Philosophy emphasizes that people should solve problems by themselves	.668	.602
24.	In this Library, I am given a chance to participate in setting the performance standards for my job	.769	.714
25.	Library personnel take much pride in the excellence of their performance	.741	.657
26.	Personnel in this library tend to be cool and aloof toward each other	.704	.659
27.	Seldom sit down with my immediate boss to review my overall performance and effectiveness	.566	.515
28.	Performance is evaluated regularly against agreed-upon goals and standards	.686	.647
29.	Much more encouragement to take on increased responsibility in this organization	.645	.608
30.	Rewards and encouragement that you get usually outweigh the treats and criticism	.600	.512
Extraction Method: Principal Axis Factoring.			

4.8.4 Scree Plot Test

The scree plot illustrates the eigenvalues plotted against the factor numbers from a factor analysis. The Y-axis represents the eigenvalues, which indicate the amount of variance explained by each factor, while the X-axis corresponds to the factor numbers arranged in descending order of importance. The plot shows a sharp decline in eigenvalues from the first to the third or fourth factor, forming an "elbow" point. This inflection suggests that the first three or four factors account for the majority of the variance in the data. After this point, the eigenvalues level off and the remaining factors contribute minimally to explaining the variance. Typically, factors beyond the elbow are considered less significant. Based on this scree plot, it can be concluded that retaining the first three or four factors would likely capture the most critical information in the dataset.



4.8.5 Inter-Correlation among the Inferred Variables

This analysis helps understand how variables or rank orders are related by measuring their degree of association. Through this test, correlations between items loaded within one factor or across factors of different groups were assessed. It provided insights into the closeness and relationships between various organizational behavior factors, helping to identify patterns of co-variation among variables.

4.8.6 Descriptive Statistics of Organizational Behavior

Mean scores and standard deviations (SD) were computed for all the items related to organizational behavior. This analysis provided an overview of the respondents' perceptions of organizational climate. The mean scores ranged from 3.05 to 4.17 on a 5-point scale, indicating a generally favorable view of the organizational climate among the library professionals.

4.8.7 Test of Homogeneity of Variances

The Levene's test was applied to assess the equality of variances across different respondent groups for several organizational behavior items. Significant differences in variance were identified for several key items, such as "Assignments to this organization are clearly defined" and "Library personnel are proud of belonging to this University." This test was crucial for determining whether the assumption of homogeneity of variance was valid before conducting ANOVA.

4.8.8 Analysis of Variance (ANOVA)

ANOVA was utilized to determine whether there were significant differences in mean responses between various groups. The analysis revealed significant differences for many items, such as "Assignments to this organization are clearly defined" and "Policies and goals of this organization are clearly understood." These significant results indicated that perceptions of organizational behavior varied across different respondent groups. However, for a few items, such as "Feel as if this library's problems are my own," no significant differences were observed, suggesting consistent perceptions among respondents for these specific factors.

These statistical tests helped assess the organizational behavior of the respondents and provided a deeper understanding of the patterns and variances across different organizational dimensions.

4.9 Limitations of the Study

While the research provides valuable insights into organizational behavior in private university libraries, some limitations should be noted:

- The study is limited to 15 universities in Dhaka City, so the findings may not be generalizable to all private universities in Bangladesh.
- Purposive sampling may introduce bias, as the sample may not fully represent the diversity of all library professionals.

4.10 Conclusion

This chapter outlined the methodology employed for studying organizational behavior in private university libraries in Dhaka City. By adopting a quantitative approach and using tools like factor analysis and ANOVA, the study aims to explore the factors affecting the organizational behavior of library professionals. The following chapters will present the findings and analysis based on the collected data.

CHAPTER FIVE

CHAPTER FIVE

Data Analysis (Organizational Behavior of Library Professionals)

5.1 Introduction

The purpose of this chapter is to analyze the data and describe the status of the organizational behavior of library professionals selected from private universities in Dhaka City. The chapter presents a comprehensive analysis of organizational behavior, focusing on key elements that influence the dynamics of workplaces across various university libraries. The analysis is structured around multiple factors that impact employee morale, productivity, managerial effectiveness, and overall organizational environment. Using statistical tools like frequency analysis, factor analysis, descriptive statistics, a test of homogeneity of variances, One-Way ANOVA, and correlation matrix, this chapter explores differences in perceptions and experiences across private university libraries, shedding light on how organizational behavior shapes the work environment and library employee satisfaction.

The study incorporates data collected through survey responses on various organizational behavior dimensions. Factors such as job performance, rewards, promotion practices, managerial trust, workplace relationships, and decision-making autonomy are examined in detail. This analysis aims to uncover the underlying patterns and variations in these aspects across different universities, helping to identify areas of strength and potential improvement.

5.2 Information of Respondents

5.2.1 Demographic Information

Table 5.2 provides demographic details of the 129 librarian and library professional surveyed in this study. The gender distribution reveals a majority of male respondents (65.9%), with females making up 34.1%. In terms of designation, the most common roles were Library/Circulation/IT Officer (19.4%), Assistant Library Officer (19.4%), and Assistant Librarian (17.1%). Other significant positions included Senior Assistant

Librarian (14%) and Deputy Librarian (8.5%), while less common roles such as Cataloguer and Library Executive accounted for only 1.6% and 2.3%, respectively.

Age-wise, the respondents were primarily in the 31-35 years group (24%) and 41-45 years group (21.7%). Other notable age groups were 25-30 years (20.2%) and 36-40 years (18.6%), while those under 25 years and 46-50 years formed the minority, at 3.1% and 12.4%, respectively.

Regarding educational qualifications, a large majority (82.2%) of the respondents held a Master's degree (MA/MSc/MSS), while a smaller proportion had Bachelor's degrees (7.8%), postgraduate diplomas (6.2%), and PhDs (3.1%). Only one respondent reported holding an MPhil degree. These demographic variables provide a comprehensive overview of the background characteristics of the library professionals involved in this study.

Table 5.2 Demographic Information of Librarian/Library Professionals (n=129)

<i>Variable</i>	<i>Classification</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid%</i>	<i>Cumulative%</i>
Gender	Male	85	65.9	65.9	65.9
	Female	44	34.1	34.1	100.0
Designation	Librarian	6	4.7	4.7	4.7
	Book Sorter	3	2.3	2.3	7.0
	Library Assistant	11	8.5	8.5	15.5
	Library In-charge	3	2.3	2.3	17.8
	Deputy Librarian	11	8.5	8.5	26.4
	Sr. Assistant Librarian	18	14.0	14.0	40.3
	Asst. Librarian	22	17.1	17.1	57.4
	Library/Circulation/IT Officer	25	19.4	19.4	76.7
	Assistant Library Officer	25	19.4	19.4	96.1
	Cataloguer	2	1.6	1.6	97.7
	Library Executive	3	2.3	2.3	100.0
Age group	Under 25 years	4	3.1	3.1	3.1
	25-30 years	26	20.2	20.2	23.3
	31-35 years	31	24.0	24.0	47.3
	36-40 years	24	18.6	18.6	65.9

	41-45 years	28	21.7	21.7	87.6
	46-50 years	16	12.4	12.4	100.0
Highest Educational Qualification	PhD	4	3.1	3.1	3.1
	MPhil	1	.8	.8	3.9
	BA/BSS (Honors)	10	7.8	7.8	11.6
	MA/MSc/MSS (Master)	106	82.2	82.2	93.8
	PGD	8	6.2	6.2	100.0

5.2.2 Working Experiences

Table 5.3 presents the distribution of work experience among the 129 library professionals surveyed. The largest group, representing 28.7% of the respondents, has 11-15 years of experience, followed by those with 6-10 years of experience (25.6%). A significant proportion, 20.9%, has 1-5 years of experience, while 14% have been working for 16-20 years. The smallest group, making up 10.9% of the respondents, has more than 20 years of experience. This distribution shows that the majority of respondents have mid-level experience, with a substantial number having been in the profession for over a decade.

Table 5.3 Years of Experience of the Respondents

Experience year	Frequency	Percent	Valid Percent	Cumulative %
1-5 years	27	20.9	20.9	20.9
6-10 years	33	25.6	25.6	46.5
11-15 years	37	28.7	28.7	75.2
16-20 years	18	14.0	14.0	89.1
Above 20 years	14	10.9	10.9	100.0
Total	129	100.0	100.0	

5.2.3 Number of Subordinates

Table 5.4 illustrates the number of subordinate staff directly reporting to the 129 library professionals surveyed. The majority of respondents (62.8%) supervise fewer than 5 staff members, while 24.8% oversee 6-10 subordinates. A smaller proportion, 9.3%, have 11-15 subordinates, and only 1.6% of respondents manage more than 15 staff members. Another 1.6% indicated that they do not have any immediate subordinates. This distribution highlights that most library professionals in the study are responsible for small teams, with only a few managing larger groups.

Table 5.4 No. of Immediate Subordinates

No of Staff	Frequency	Percent	Valid Percent	Cumulative %
No subordinates	2	1.6	1.6	1.6
Below 5 staff	81	62.8	62.8	64.3
6-10 staff	32	24.8	24.8	89.1
11-15 staff	12	9.3	9.3	98.4
Above 15 staff	2	1.6	1.6	100.0
Total	129	100.0	100.0	

5.2.4 Tenure within the Current Organization

Table 5.5 shows the distribution of the respondents' tenure within their current organizations. The largest group, comprising 31.8%, has been with their present organization for 6-10 years, followed closely by 30.2% who have worked for 1-5 years. A significant number, 20.9%, have been with their organization for 11-15 years, while 10.1% have a tenure of 16-20 years. Only 7% of respondents have been with their organization for more than 20 years. This data indicates that most library professionals in the study have relatively short to mid-term experience with their current organizations.

Table 5.5 Respondents' Tenure with Present Organization

Tenure	Frequency	Percent	Valid Percent	Cumulative %
1-5 years	39	30.2	30.2	30.2
6-10 years	41	31.8	31.8	62.0
11-15 years	27	20.9	20.9	82.9
16-20 years	13	10.1	10.1	93.0
Above 20 years	9	7.0	7.0	100.0
Total	129	100.0	100.0	

5.2.5 Years of Experience in Current Position

The table 5.6 displays the respondents' years of experience in their current positions. A majority, 53.5%, have been in their present role for 1-5 years, while 34.9% have held their position for 6-10 years. A smaller group, 7.8%, has 11-15 years of experience in their current role, and only 2.3% and 1.6% have held their positions for 16-20 years and over 20 years, respectively. This data suggests that most library professionals in the study are relatively new to their current positions, with the majority having less than a

decade of experience in their current role.

Table 5.6 Respondents' Year of Experience in Present Position

	Frequency	Percent	Valid %	Cumulative %
1-5 years	69	53.5	53.5	53.5
6-10 years	45	34.9	34.9	88.4
11-15 years	10	7.8	7.8	96.1
16-20 years	3	2.3	2.3	98.4
Above 20 years	2	1.6	1.6	100.0
Total	129	100.0	100.0	

5.2.6 Promotion State

Table 5.7 shows the number of promotions respondents have received since starting their careers. Nearly 29.5% of the respondents have not received any promotions, while 24% have been promoted once. About 25.6% have been promoted twice, and 14.7% have experienced three promotions. A smaller group, 4.7%, has been promoted four times, and only 1.6% have received five promotions. This data indicates that while many library professionals have experienced career progression, a significant portion has either not been promoted or received only one or two promotions.

Table 5.7 Number of Promotions Received since the First Job

No of promotion	Frequency	Percent	Valid %	Cumulative %
No promotion	38	29.5	29.5	29.5
1 time	31	24.0	24.0	53.5
2 times	33	25.6	25.6	79.1
3 times	19	14.7	14.7	93.8
4 times	6	4.7	4.7	98.4
5 times	2	1.6	1.6	100.0
Total	129	100.0	100.0	

5.2.7 Number of Organizations during Career

Table 5.8 provides information on the number of organizations the respondents have worked for during their careers. A majority (28.7%) have worked for one other organization, while 26.4% have worked for two. About 19.4% of the respondents have not worked for any other organization besides their current one. Additionally, 15.5%

have worked for three organizations, and 9.3% have worked for four. One respondent's data is missing. This distribution highlights that a significant portion of library professionals have experience working in multiple organizations, with most having worked for one or two other employers during their career.

Table 5.8 Number of organizations worked during Career

		Frequency	Percent	Valid%	Cumulative%
Valid	0	25	19.4	19.5	19.5
	1	37	28.7	28.9	48.4
	2	34	26.4	26.6	75.0
	3	20	15.5	15.6	90.6
	4	12	9.3	9.4	100.0
	Total	128	99.2	100.0	
Missing	System	1	.8		
Total		129	100.0		

5.3 Organizational Behavior

"Organizational Behavior" refers to the skills applied within a company to drive improvement. It is viewed as a tool for enhancing personality development. When organizational behavior is lacking, employees may face inconsistency, which can significantly impact their equal employment opportunities within the organization. As a discipline, organizational behavior bridges human resources with the organization's larger framework, focusing on behavioral sciences. This field studies the importance and influence of behavioral knowledge in business settings. In the context of universities, libraries are considered the "soul" and play a crucial role in higher education, making organizational behavior as relevant to libraries as it is to any other institution.

Baker (2015) highlighted the value of developing human capital in the workplace and encouraged library leadership to conceptualize organizational behavior, fostering an engaging environment for library staff. This research effectively connected positive organizational behavior with academic library professionals, librarians, and directors, aligning with the perspective of Bangladeshi library professionals on this essential topic. Many countries around the world promote organizational behavior in the library sector; however, few initiatives exist on this issue in Bangladesh.

The significance of organizational behavior remains under recognized, impacting aspects like library structure, workplace environment, employee rewards, and interpersonal relationships, which need improvement. To foster a positive environment and cultivate a well-rounded future generation, it is essential to advance organizational behavior within Bangladesh's library sector.

5.3.1 Organizational Behavior: Factor Analysis

Since behavior is based on situational variables, the findings of organizational behavior studies in other contexts cannot be generalized to libraries. Instead, systematic and quantitative research studies should be conducted to understand better the fundamentals of organizational behavior in private university academic libraries. Organizational behavior is believed to be dictated by the organizational environment. The above discussion demonstrates that organizational behavior can be a multi-dimensional construct that can't be scaled down to a broad measurement symbol.

To assess the organizational behavior of library professional selected fifteen private university libraries, OB was used for factor analysis. A standardized questionnaire was used, which contained 30 statements on various facets of OB and was prepared by Litwin & Stringer (1968) and then revised by Schanake (1983). Several academic libraries and organizations in India and Bangladesh have already tried this level.

The factor analysis of organizational behavior in 15 private university libraries in Dhaka City identified 6 key factors with eigenvalues greater than 1, amounting to 66.78 % of variance and extracting 59% squared loadings. The first factor accounted for **25.05%** of the variance, followed by the second factor with **18.22%**, and the third with **5.56%**. The remaining three factors contributed between **2.36%** and **4.10%**. These 6 factors collectively capture the significant aspects of organizational behavior across the library professional, while the remaining 24 factors had minimal impact and were not retained.

Table 5.9 Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.892	26.306	26.306	7.514	25.046	25.046
2	5.884	19.612	45.918	5.465	18.216	43.261

3	2.067	6.891	52.809	1.669	5.562	48.823
4	1.616	5.386	58.195	1.230	4.099	52.922
5	1.482	4.939	63.134	1.116	3.720	56.642
6	1.097	3.655	66.789	.708	2.359	59.002
7	.960	3.199	69.988			
8	.887	2.957	72.944			
9	.742	2.472	75.417			
10	.731	2.435	77.852			
11	.685	2.283	80.135			
12	.612	2.040	82.174			
13	.588	1.960	84.134			
14	.508	1.693	85.827			
15	.467	1.556	87.383			
16	.446	1.487	88.870			
17	.405	1.349	90.219			
18	.384	1.279	91.498			
19	.316	1.052	92.550			
20	.306	1.021	93.571			
21	.290	.967	94.537			
22	.263	.877	95.415			
23	.233	.775	96.190			
24	.217	.724	96.914			
25	.199	.664	97.578			
26	.181	.604	98.181			
27	.168	.559	98.740			
28	.154	.513	99.253			
29	.124	.415	99.668			
30	.100	.332	100.000			
Extraction Method: Principal Axis Factoring.						

There are 30 elements in the organizational behavior questionnaire submitted to the varimax rotation factor study. Based on the following, six factors were kept in the review:

1. The loading factor for each object was not less than 0.30.
2. More than three things with the above loading were on one factor.
3. Items with a large load on more than two factors are due to the overall loading factors.

Table 5.10 Organizational Behavior: Factor Analysis Result

Sl No.	Items	Factors					
		1	2	3	4	5	6
1.	Assignments to this organization are clearly defined	.344	.460	-.121	.073	.060	.043
2.	Policies and goals of this organization are clearly understood	.512	.564	-.114	-.097	.161	.005
3.	A clear idea of what I am supposed to do in my job	.347	.495	-.125	-.266	.238	.000
4.	Library goals I am supposed to achieve in my area are realistic	.686	-.407	-.269	-.240	.131	.087
5.	Library personnel are proud of belonging to this University	.424	.525	-.168	-.179	-.057	.150
6.	Library personnel in this library trust each other very much	.446	.529	-.056	-.202	.018	.268
7.	Feeling pressure to continually improve our personal and group performance	.513	.340	-.106	-.295	.266	.296
8.	Given a chance to participate in setting the performance standards for my job	.625	-.472	-.165	.103	-.060	.124
9.	Not enough rewards and recognition are given in this organization for doing work	.285	-.422	.400	.085	.065	.292
10.	Good performance is recognized fairly quickly in this organization	.743	-.287	-.094	.084	.101	-.044
11.	Make a mistake in this organization, you will definitely be criticized	.368	-.473	.435	-.217	.103	-.059
12.	In this library, employees are rewarded in proportion to the excellence of their job performance	.616	-.322	.058	.156	.475	-.232
13.	Chance to do research work	.332	.525	.008	.274	.095	.011
14.	Chance to pursue higher study	.612	-.219	-.176	.371	.147	.114
15.	Rewards when you get a higher degree	.212	.490	.048	.599	.106	.164
16.	Promotion system that helps the best person rise to the top	.547	.481	-.025	.219	.052	-.159

17.	Efficiency sometimes suffers from a lack of organization and planning	.143	.284	.656	-.222	.314	-.156
18.	Lot of warmth in the relationships between management and other personnel in this organization	.625	-.284	.034	.026	-.107	.025
19.	Organizations don't want to demand the maximum effort of every individual	.001	.261	.615	.174	.007	.269
20.	Lot of strength in the relationships between management and personnel's in this organization	.244	.458	.102	.117	-.066	-.074
21.	Feel as if this library's problems are my own	.564	.280	.092	-.144	-.395	.035
22.	Do not rely too heavily on individual judgment almost everything is double-checked	.569	.238	.100	-.229	-.106	-.120
23.	Philosophy emphasize that people should solve problems by themselves	.563	-.393	.257	-.097	-.216	.092
24.	In this library, I am given a chance to participate in setting the performance standards for my job	.724	-.380	-.104	.050	-.147	-.101
25.	Library personnel to take much pride in the excellence of their performance	.680	-.387	-.111	.012	.065	-.169
26.	Personnel in this library tend to be cool and aloof towards each other	.644	-.452	.032	-.046	-.177	.062
27.	Seldom sit down with my immediate boss to review my overall performance and effectiveness	.456	-.442	.205	.158	-.213	-.011
28.	Performance is evaluated regularly against agreed-upon goals and standards	.536	.484	.092	.008	-.072	-.334
29.	Much more encouragement to take on increased responsibility in this organization	.360	.546	-.112	.051	-.403	-.052
30.	The rewards and encouragement that you get usually outweigh the treats and criticism	.273	.540	.310	.035	-.202	-.088
Eigenvalues		7.892	5.884	2.067	1.616	1.482	1.097
% of Variance		26.306	19.612	6.891	5.386	4.939	3.655

The number of items out of 30 loaded on factors with heavy loads is displayed in the table above. Items 10 and 24 both have very effective loading plans. The factors with higher loadings are assigned to items with $>.3$ loadings on more than 2 factors. The following names are given for factors:

5.3.1.1 Factor 1: Clarity of Job Expectations and Recognition

Sixteen items (4, 7, 8, 10, 12, 14, 16, 18, 21, 22, 23, 24, 25, 26, 27 and 28) loaded on this factor. Loading sort between 0.513 and 0.773. This factor's eigenvalue is 7.892, with a variance of 26.306 percent. The items loadings on this factor are:

1. *Library goals I am supposed to achieve in my area are realistic;*
2. *Feeling pressure to continually improve our personal and group performance;*
3. *Given a chance to participate in setting the performance standards for my job;*
4. *Good performance is recognized fairly quickly in this organization;*
5. *In this library, employees are rewarded in proportion to the excellence of their job performance;*
6. *Chance to pursue higher study;*
7. *Promotion system that helps the best person rise to the top;*
8. *Lot of warmth in the relationships between management and other personnel in this organization;*
9. *Feel as if this library's problems are my own;*
10. *Do not rely too heavily on individual judgment almost everything is double-checked;*
11. *Philosophy emphasize that people should solve problems by themselves;*
12. *In this Library, I am given a chance to participate in setting the performance standards for my job;*
13. *Library personnel to take much pride in the excellence of their performance;*
14. *Personnel in this library tend to be cool and aloof towards each other;*
15. *Seldom sit down with my immediate boss to review my overall performance and effectiveness;*
16. *Performance is evaluated regularly against agreed-upon goals and standards.*

5.3.1.2 Factor 2: Working condition

Nine items (1, 2, 3, 5, 6, 13, 20, 29 and 30) loaded on this factor with a loading of $>.3$. The loadings range from 0.458 to 0.564. This factor's eigenvalue is 5.884, with a variance of 19.612%. This factor rather depicts the working conditions of libraries. The working conditions of the libraries do not seem to be favorable. Names of items loadings on this factor are:

1. *Assignments to this organization are clearly defined;*
2. *Policies and goals of this organization are clearly understood;*
3. *A clear idea of what I am supposed to do in my job;*
4. *Library personnel are proud of belonging to this University;*
5. *Library personnel in this library trust each other very much;*
6. *Chance to do research work;*
7. *Lot of strength in the relationships between management and personnel's in this organization;*
8. *Much more encouragement to take on increased responsibility in this organization;*
9. *The rewards and encouragement that you get usually outweigh the treats and criticism.*

5.3.1.3 Factor 3: Job Performance, Rewards and Promotion I

5 items are filled with an equivalent criterion as done on this element (items 9, 11, 17, and 19). The factor's eigenvalue is 2.067, with a variance of 6.891 percent. There can be two forms of reward: tangible benefits such as salary rises, promotions, more favorable tasks, improved quality of work, and more time off. Another form, namely contingent reward, is job appreciation, pay raise recommendations, incentives, benefit incentives, promotions, and honors for outstanding service. Items relating to rewards, promotions, and opportunities for professional development are grouped here. This factor represents the link between performance, academic growth, and recognition through promotions. The items loadings are:

1. *Not enough rewards and recognition are given in this organization for doing work;*
2. *Make a mistake in this organization, you will definitely be criticized;*

3. *Efficiency sometimes suffers from lack of organization and planning;*
4. *Organizations don't want to demand the maximum effort of every individual.*

5.3.1.4 Factor 4: Job Performance, Rewards and Promotion II

Only one item (item no. 15) was loaded on this factor. This factor has an eigenvalue of 1.616 and 5.386% variance. This factor is similar to factor 4 'Reward & warmth I'. The loading is

.599. Item loadings on this factor is:

1. *Rewards when you get a higher degree.*

5.3.1.5 Factor 5: Workplace Relationships and Management Trust I

In this case, three items are loaded on this factor as second highest loading (items 12, 17, 21, and 29). Between 0.314 and 0.475 are the loading levels. With a variance of 4.939%, the factor's eigenvalue is 1.482. Items loadings on this factor are:

1. *In this library, employees are rewarded in proportion to the excellence of their job performance;*
2. *Efficiency sometimes suffers from a lack of organization and planning*
3. *Feel as if this library's problems are my own;*
4. *Much more encouragement to take on increased responsibility in this organization.*

5.3.1.6 Factor 6: Workplace Relationships and Management Trust II

This factor relates to the overall climate of trust and communication between management and employees. Only one item (item no. 28) was loaded on this factor as jointly with factor 1. This factor has an eigenvalue of 1.097 and 3.655% variance. The loading is -.334. This factor measures the degree of cohesion and warmth in workplace relationships, specifically between staff and management. Item loading on this factor is:

1. *Performance is evaluated regularly against agreed-upon goals and standards*

The six factors extracted through the analysis explain various dimensions of organizational behavior, from job clarity and recognition to interpersonal trust, efficiency, rewards, autonomy, and management relations. The Eigenvalues and variance

percentages show that the most influential factors pertain to job expectations and relationships. These factors form the foundation for understanding the organizational behavior of library professionals in the study.

5.3.2 Final Factor Analysis

The above study indicates that some of the variables mentioned above have similarities. The final factor analysis consolidates the six original factors into four broader categories to better explain organizational behavior among library professionals. The first factor, **Clarity of Job Expectations and Recognition**, includes 16 items related to how well job roles, assignments, and performance recognition are communicated within the organization. It explains the highest variance (26.306%). The second factor, **Working Condition**, covers aspects of both the physical and psychological work environment, including trust and interpersonal relations, accounting for 19.612% of the variance. The third factor, **Rewards and Promotion**, combines two previously separate factors, focusing on how rewards, promotions, and career development opportunities are perceived by employees, contributing 6.891% of the variance. Finally, **Workplace Relationships and Management Trust** merges factors related to the quality of relationships between management and staff, emphasizing trust and communication, and explains 5.386% of the variance. Together, these four factors account for 58.195% of the total variance, highlighting the key dimensions influencing organizational behavior in private university libraries.

Table 5.11 Final Factors Retained for Organizational Behavior

Sl No .	Final Factors	Factors Merged	Items Loading	Eigen values	Variance %	Cumulative Variance %
1.	Clarity of Job Expectations and Recognition	Clarity of Job Expectations and Recognition	16	7.892	26.306	26.306
2.	Working Condition	Working Condition	9	5.884	19.612	45.918
3.	Rewards and	Rewards and	5	2.067	6.891	52.809

	Promotion	Promotion & Rewards and Promotion II				
4.	Workplace Relationships and Management Trust	Workplace Relationships and Management Trust I & Workplace Relationships and Management Trust II	5 (duplicates)	1.616	5.386	58.195

5.3.3 Descriptive Statistics of Organizational Behavior

Mean scores and Standard Deviation (SD) statistical information about all items are entered in the table. The table presents the descriptive statistics for various aspects of organizational climate among library professionals, with mean scores and standard deviations provided for 30 items. Overall, most respondents rate their organizational climate favorably, with mean scores ranging from 3.05 to 4.17 on a 5-point scale.

- Highest-rated items include "Assignments to this organization are clearly defined" (M = 4.17, SD = 0.894) and "Library personnel are proud of belonging to this University" (M = 4.14, SD = 0.916), reflecting clarity in job roles and a sense of pride among staff.
- Trust and understanding among colleagues also score well, with "Library personnel in this library trust each other" (M = 4.12, SD = 0.910).
- Lower-rated items highlight some challenges, such as "Not enough reward and recognition are given" (M = 3.05, SD = 1.165) and "Make a mistake in this organization, you will definitely be criticized" (M = 3.08, SD = 1.087), indicating concerns about recognition and fear of criticism.

Items related to work performance and recognition vary, with scores on "Good performance is recognized fairly quickly" (M = 3.46, SD = 1.192) and "Rewards when you get a higher degree" (M = 3.54, SD = 1.075) suggesting moderate satisfaction. There

is room for improvement in the reward system and promotion opportunities, as seen in "Promotion system helps the best person rise to the top" ($M = 3.52$, $SD = 1.083$).

The standard deviations show variability in responses, particularly for items like "Library personnel tend to be cool and aloof towards each other" ($SD = 1.179$) and "Employees are rewarded in proportion to the excellence of their performance" ($SD = 1.327$), indicating differing perceptions across respondents. In summary, while there is strong clarity of roles and trust among employees, there are concerns about recognition, criticism, and the reward system within the organizational climate.

Table 5.12 Descriptive Statistic of Organizational Behavior Item

Sl No.	Items	Mean	SD	N
1.	Assignments to this organization are clearly defined	4.17	.894	129
2.	Policies and goals of this organization are clearly understood	4.09	.884	129
3.	Clear idea of what I am supposed to do in my job	4.09	.857	129
4.	Library goals I am supposed to achieve in my area are realistic	3.69	1.158	129
5.	Library personnel are proud of belonging to this University	4.14	.916	129
6.	Library personnel in this library trust each other very much	4.12	.910	129
7.	Feeling pressure to continually improve our personal and group performance	3.84	.879	129
8.	Given a chance to participate in setting the performance standards for my job	3.53	1.076	129
9.	Not enough rewards and recognition are given in this organization for doing work	3.05	1.165	129
10.	Good performance is recognized fairly quickly in this organization	3.46	1.192	129
11.	Make a mistake in this organization, you will definitely be criticized	3.08	1.087	129
12.	In this library, employees are rewarded in proportion to the excellence of their job performance	3.35	1.327	129
13.	Chance to do research work	3.84	1.037	129
14.	Chance to pursue higher study	3.47	1.000	129
15.	Rewards when you get a higher degree	3.54	1.075	129
16.	Promotion system that helps the best person rise to the top	3.52	1.083	129
17.	Efficiency sometimes suffers from lack of organization and planning	3.36	1.059	129
18.	Lot of warmth in the relationships between management and other personnel in this organization	3.49	1.047	129
19.	Organizations don't want to demand the maximum effort of every individual	3.43	1.014	129

20.	Lot of strength in the relationships between management and personnel in this organization	3.78	1.017	129
21.	Feel as if this library's problems are my own	4.08	.949	129
22.	Do not rely too heavily on individual judgment almost everything is double-checked	3.79	.957	129
23.	Philosophy emphasize that people should solve problems by themselves	3.56	1.058	125
24.	In this Library, I am given a chance to participate in setting the performance standards for my job	3.57	1.052	129
25.	Library personnel to take much pride in the excellence of their performance	3.48	1.140	127
26.	Personnel in this library tend to be cool and aloof towards each other	3.64	1.179	129
27.	Seldom sit down with my immediate boss to review my overall performance and effectiveness	3.42	1.130	129
28.	Performance is evaluated regularly against agreed-upon goals and standards	3.81	.969	129
29.	Much more encouragement to take on increased responsibility in this organization	3.90	.999	129
30.	Rewards and encouragement that you get usually outweigh the treats and criticism	3.67	.961	129

5.3.4 Test of Homogeneity of Variances

The Levene's Test for Homogeneity of Variances shows several significant differences (*p value*) in the variance of responses across different groups for certain items (item 1, 3, 5, 8, 10, 11, 12, 16, 17, 18, 19, 20, 21, 22, 3, 25). Items such as "Assignments to this organization are clearly defined" ($p = 0.000$), "Clear idea of what I am supposed to do in my job" ($p = 0.000$), "Library personnel are proud of belonging to this University" ($p = 0.000$), "Lot of strength in the relationships between management and personnel in the organization" ($p = 0.000$), "Feel as if this library's problems are my own" ($p = 0.000$), and "Rewards and encouragement that you get usually outweigh the treats and criticism" ($p = 0.000$) exhibit significant variance differences.

Other items like "Make a mistake in this organization, you will definitely be criticized" ($p=0.001$), "Much more encouragement to take on increased responsibility in this organization" ($p=0.001$), "In this library, employees are rewarded in proportion to the excellence of their job performance" ($p=0.002$), "Efficiency sometimes suffers from lack of organization and planning" ($p=0.005$), "Lot of warmth in the relationships between management and other personnel in this organization" ($p=0.006$), "Philosophy

emphasize that people should solve problems by themselves” ($p=0.008$), “Promotion system that helps the best person rise to the top” ($p=0.009$), “Good performance is recognized fairly quickly in this organization” ($p=0.010$), “Given a chance to participate in setting the performance standards for my job ($p=0.020$)”, “Seldom sit down with my immediate boss to review my overall performance and effectiveness” ($p=0.035$)”, “Library personnel to take much pride in the excellence of their performance ($p=0.037$)”, and “Do not rely too heavily on individual judgment almost everything is double-checked ($p=0.048$)” also show variance differences. These significant p-values indicate that respondents from different groups (e.g., departments or roles) have varying perceptions on these aspects, suggesting that their experiences or expectations differ significantly within the organization. This variance is important to consider when conducting further statistical analyses and interpreting group comparisons.

Table 5.13 Test of Homogeneity of Variances

SI No.	Item	Levene Statistic	df1	df2	Sig.
1.	Assignments to this organization are clearly defined	5.950	14	114	.000
2.	The policies and goals of this organization are clearly understood	1.585	14	114	.094
3.	Clear idea of what I am supposed to do in my job	3.604	14	114	.000
4.	Library goals I am supposed to achieve in my area are realistic	.709	14	114	.761
5.	Library personnel are proud of belonging to this University	3.271	14	114	.000
6.	Library personnel in this library trust each other very much	1.343	14	114	.194
7.	Feeling of pressure to continually improve our personal and group performance	1.107	14	114	.360
8.	Given a chance to participate in setting the performance standards for my job	2.054	14	114	.020
9.	Not enough reward and recognition are given in this organization for doing work	1.054	14	114	.407
10.	Good performance is recognized fairly quickly in this organization	2.230	14	114	.010
11.	Make a mistake in this organization, you will definitely be criticized	2.886	14	114	.001

12.	In this library, employees are rewarded in proportion to the excellence of their job performance	2.673	14	114	.002
13.	Chance to do research work	1.748	14	114	.055
14.	Chance to pursue higher study	.981	14	114	.477
15.	Rewards when you get a higher degree	1.136	14	114	.335
16.	Promotion system that helps the best person rise to the top	2.282	14	114	.009
17.	Efficiency sometimes suffers from lack of organization and planning	2.440	14	114	.005
18.	Lot of warmth in the relationships between management and other personnel in this organization	2.404	14	114	.006
19.	Organizations don't want to demand the maximum effort of every individual	2.096	14	114	.017
20.	Lot of strength in the relationships between management and personnel in the organization	7.337	14	114	.000
21.	Feel as if this library's problems are my own	3.846	14	114	.000
22.	Do not rely too heavily on individual judgment almost everything is double-checked	1.793	14	114	.048
23.	Philosophy emphasize that people should solve problems by themselves	2.295	14	110	.008
24.	In this Library, I am given a chance to participate in setting the performance standards for my job	1.101	14	114	.364
25.	Library personnel to take much pride in the excellence of their performance	1.874	14	112	.037
26.	Personnel in this library tend to be cool and aloof towards each other	.618	14	114	.845
27.	Seldom sit down with my immediate boss to review my overall performance and effectiveness	1.886	14	114	.035
28.	Performance is evaluated regularly against agreed-upon goals and standards	1.003	14	114	.455
29.	Much more encouragement to take on increased responsibility in this organization	2.911	14	114	.001
30.	Rewards and encouragement that you get usually outweigh the treats and criticism	3.515	14	114	.000

5.3.5 Analytical of Variance (ANOVA)

The ANOVA table reveals significant differences in perceptions across various organizational items. For most items, the **p-values are 0.000**, indicating highly significant differences between groups. Items such as "Assignments to this organization

are clearly defined," "Policies and goals of this organization are clearly understood," and "Library goals I am supposed to achieve in my area are realistic" show substantial variance across groups, with F-values of 4.992, 5.934, and 8.032 respectively. Similar patterns are observed for items like "Library personnel are proud of belonging to this University" and "Given a chance to participate in setting the performance standards for my job," both showing significant group differences with **p-values of 0.000**. Other items such as "Good performance is recognized fairly quickly," "Make a mistake in this organization, you will definitely be criticized," and "Employees are rewarded in proportion to the excellence of their job performance" also exhibit significant variance with **p-values of 0.000**. However, for "Feel as if this library's problems are my own" (**p** = **0.142**) and "Much more encouragement to take on increased responsibility in this organization" (**p** = **0.063**), no significant differences were found. These results highlight that while many organizational factors vary significantly across groups, a few items show consistent perceptions among respondents.

Table 5.14 Analytical of Variance (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
1. Assignments to this organization are clearly defined	Between Groups	38.859	14	2.776	4.992	.000
	Within Groups	63.389	114	.556		
	Total	102.24	128			
2. Policies and goals of this organization are clearly understood	Between Groups	42.180	14	3.013	5.934	.000
	Within Groups	57.882	114	.508		
	Total	100.06	128			
3. Clear idea of what I am supposed to do in my job	Between Groups	24.072	14	1.719	2.801	.001
	Within Groups	69.990		.614		
	Total	94.062				
4. Library goals I am supposed to achieve in my area are realistic	Between Groups	85.209		6.086	8.032	.000
	Within Groups	86.388		.758		
	Total	171.59				
5. Library personnel are proud of belonging to this University	Between Groups	39.733		2.838	4.775	.000
	Within Groups	67.755		.594		
	Total	107.48				
6. Library personnel in this library trust each other very much	Between Groups	24.527	14	1.752	2.451	.005
	Within Groups	81.488		.715		
	Total	106.01				

7. Feeling of pressure to continually improve our personal and group performance	Between Groups	18.485	14	1.320	1.872	.037
	Within Groups	80.414	114	.705		
	Total	98.899	128			
8. Given a chance to participate in setting the performance standards for my job	Between Groups	66.551	14	4.754	6.641	.000
	Within Groups	81.604	114	.716		
	Total	148.15	128			
9. Not enough reward and recognition are given in this organization for doing work	Between Groups	54.809	14	3.915	3.753	.000
	Within Groups	118.91	114	1.043		
	Total	173.72	128			
10. Good performance is recognized fairly quickly in this organization	Between Groups	72.810	14	5.201	5.429	.000
	Within Groups	109.20	114	.958		
	Total	182.01	128			
11. Make a mistake in this organization, you will definitely be criticized	Between Groups	65.588	14	4.685	6.236	.000
	Within Groups	85.637	114	.751		
	Total	151.22	128			
12. In this library, employees are rewarded in proportion to the excellence of their job performance	Between Groups	100.24	14	7.160	6.527	.000
	Within Groups	125.06	114	1.097		
	Total	225.30	128			
13. Chance to do research work	Between Groups	33.273	14	2.377	2.597	.003
	Within Groups	104.30	114	.915		
	Total	137.58	128			
14. Chance to pursue higher study	Between Groups	42.004	14	3.000	3.973	.000
	Within Groups	86.089	114	.755		
	Total	128.09	128			
15. Rewards when you get a higher degree	Between Groups	43.147	14	3.082	3.350	.000
	Within Groups	104.86	114	.920		
	Total	148.01	128			
16. Promotion system that helps the best person rise to the top	Between Groups	42.662	14	3.047	3.230	.000
	Within Groups	107.54	114	.943		
	Total	150.20	128			
17. Efficiency sometimes suffers from lack of organization and planning	Between Groups	48.388	14	3.456	4.138	.000
	Within Groups	95.209	114	.835		
	Total	143.59	128			
18. Lot of warmth in the relationships between management and other personnel in this organization	Between Groups	40.020	14	2.859	3.252	.000
	Within Groups	100.21	114	.879		
	Total	140.23	128			

19. Organizations don't want to demand the maximum effort of every individual	Between Groups	33.337	14	2.381	2.764	.001
	Within Groups	98.214	114	.862		
	Total	131.55	128			
20. Lot of strength in the relationships between management and personnel's in this organization	Between Groups	41.879	14	2.991	3.764	.000
	Within Groups	90.601	114	.795		
	Total	132.48	128			
21. Feel as if this library's problems are my own	Between Groups	17.402	14	1.243	1.449	.142
	Within Groups	97.823	114	.858		
	Total	115.22	128			
22. Do not rely too heavily on individual judgment almost everything is double-checked	Between Groups	27.841	14	1.989	2.533	.003
	Within Groups	89.508	114	.785		
	Total	117.34	128			
23. Philosophy emphasizes that people should solve problems by themselves	Between Groups	49.945	14	3.567	4.416	.000
	Within Groups	88.855	110	.808		
	Total	138.80	124			
24. In this Library, I am given a chance to participate in setting the performance standards for my job	Between Groups	63.953	14	4.568	6.699	.000
	Within Groups	77.737	114	.682		
	Total	141.69	128			
25. Library personnel to take much pride in the excellence of their performance	Between Groups	87.174	14	6.227	9.113	.000
	Within Groups	76.527	112	.683		
	Total	163.70	126			
26. Personnel in this library tend to be cool and aloof towards each other	Between Groups	87.079	14	6.220	7.809	.000
	Within Groups	90.797	114	.796		
	Total	177.87	128			
27. Seldom sit down with my immediate boss to review my overall performance and effectiveness	Between Groups	51.101	14	3.650	3.705	.000
	Within Groups	112.29	114	.985		
	Total	163.39	128			
28. Performance is evaluated regularly against agreed-upon goals and standards	Between Groups	39.044	14	2.789	3.920	.000
	Within Groups	81.111	114	.711		
	Total	120.15	128			
29. Much more encouragement to take on increased responsibility in this organization	Between Groups	22.160	14	1.583	1.710	.063
	Within Groups	105.53	114	.926		
	Total	127.69	128			
30. Rewards and encouragement that you get usually outweigh the treats and criticism	Between Groups	36.889	14	2.635	3.689	.000
	Within Groups	81.437	114	.714		
	Total	118.32	128			

5.3.6 Organizational Behavior based on University Library Categories

5.3.6.1 Factor 1: Clarity of Job Expectations and Recognition

Factor 1 includes sixteen items (4, 7, 8, 10, 12, 14, 16, 18, 21, 22, 23, 24, 25, 26, 27, and 28). These items reflect how clearly job roles are defined and how recognition is provided within university libraries. The analysis of these items across different university categories highlights the level of clarity employees have regarding their responsibilities and the degree to which their performance is acknowledged and rewarded. This factor is crucial in understanding how well institutions communicate expectations and recognize employee contributions.

i. University Library Categories versus Item 4

The table compares the perception of the realism of library goals across various university libraries. The overall mean score is **3.69**, with a standard deviation of **1.158**, indicating moderate agreement on the realism of goals, but with substantial variation among institutions. **AUSTL** and **EWUL** have high mean scores of **4.33** and **4.35**, suggesting that personnel in these libraries view their goals as highly realistic. **DIUL**, however, shows a notably low mean of **1.42**, indicating significant dissatisfaction or unrealistic expectations in this area. Most libraries, such as **BRACUL** and **NSUL**, report scores of **4.05** to **4.25**, reflecting general agreement that goals are realistic, while others, like **SEUL** and **BUBTL**, score lower at **3.00** and **3.50**. The minimum and maximum reported scores vary from **1** to **5**, reflecting wide differences in perceptions across libraries.

Table 5.15 University library versus item 4 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
4. Library goals I am supposed to achieve	AUSTL	3	4.33	1.155	.667	1.46	7.20	3	5
	AIUBL	3	4.00	1.000	.577	1.52	6.48	3	5
	BRACUL	20	4.05	.605	.135	3.77	4.33	3	5
	BUBTL	6	3.50	.837	.342	2.62	4.38	3	5
	EUL	4	3.60	1.140	.510	2.18	5.02	2	5
	EWUL	21	4.35	.813	.182	3.97	4.73	3	5

in my area are realistic	GUBL	7	3.57	.787	.297	2.84	4.30	3	5
	DIUL	12	1.42	1.165	.336	.68	2.16	1	5
	NSUL	12	4.25	.622	.179	3.86	4.64	3	5
	SUBL	11	3.45	.820	.247	2.90	4.01	2	5
	IUBL	8	4.14	.690	.261	3.50	4.78	3	5
	ULABL	9	4.11	1.269	.423	3.14	5.09	1	5
	UAPL	3	3.67	.577	.333	2.23	5.10	3	4
	SEUL	5	3.00	1.000	.447	1.76	4.24	2	4
	UIUL	5	3.50	.837	.342	2.62	4.38	2	4
	Total	129	3.69	1.158	.102	3.49	3.89	1	5

AUSTL= Ahsanullah University of Science and Technology Library, AIUBL= American Intl. University Bangladesh Library, BRACUL= BRAC University Library, BUBTL= Bangladesh University of Business and Technology Library, EUL= Eastern University Library, EWUL= East West University Library, GUBL= Green University Bangladesh Library, DIUL= Daffodil Intl. University Library, NSUL= North South University Library, SUBL= Stamford University Bangladesh Library, IUBL= Independent University Bangladesh Library, ULABL= University of Liberal Arts Bangladesh Library, UAPL= University of Asia Pacific Library, SEUL= Southeast University Library, UIUL= United International University Library.

ii. University Library Categories versus Item 7

The table compares university libraries based on the perception of how realistic the goals are within their areas of responsibility. The overall mean score is **3.69**, indicating moderate agreement, but with noticeable variability. EWUL (mean **4.35**) and AUSTL (mean **4.33**) rate the goals as highly realistic. BRACUL, NSUL, and IUBL also report higher mean values around **4.0**, suggesting positive perceptions. On the lower end, DIUL has a significantly low mean of **1.42**, indicating dissatisfaction with the goals. Other institutions, like BUBTL and SEUL, show more moderate perceptions with mean scores of **3.50** and **3.00**, respectively.

Table 5.16 University library versus item-7 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
7. Feeling of pressure	AUSTL	3	4.67	.577	.333	3.23	6.10	4	5
	AIUBL	3	3.67	1.155	.667	.80	6.54	3	5
	BRACUL	20	4.05	.826	.185	3.66	4.44	2	5

to continually improve our personal and group performance	BUBTL	6	3.33	1.033	.422	2.25	4.42	2	5
	EUL	4	3.20	.447	.200	2.64	3.76	3	4
	EWUL	21	4.20	.768	.172	3.84	4.56	3	5
	GUBL	7	3.86	.690	.261	3.22	4.50	3	5
	DIUL	12	4.08	.289	.083	3.90	4.27	4	5
	NSUL	12	3.75	1.138	.329	3.03	4.47	1	5
	SUBL	11	3.45	.820	.247	2.90	4.01	2	5
	IUBL	8	4.14	.900	.340	3.31	4.97	3	5
	ULABL	9	4.11	.928	.309	3.40	4.82	2	5
	UAPL	3	3.33	1.155	.667	.46	6.20	2	4
	SEUL	5	3.20	1.095	.490	1.84	4.56	2	5
	UIUL	5	3.17	.753	.307	2.38	3.96	2	4
	Total	129	3.84	.879	.077	3.69	4.00	1	5

iii. University Library Categories versus Item 8

The table compares how different university libraries perceive their opportunity to participate in setting performance standards. The overall mean is **3.53**, reflecting a moderate sense of involvement. **EWUL** (mean **4.10**) and **NSUL** (mean **4.25**) show the highest agreement, indicating that staff in these libraries feel they have a significant role in setting their performance standards. **BRACUL** and **IUBL** also report relatively high mean scores, suggesting positive perceptions. In contrast, **DIUL** has the lowest mean (**1.58**), indicating a lack of involvement in setting performance standards. Other universities, such as **BUBTL**, **AUSTL**, and **SEUL**, report more moderate levels of participation, with mean values around **3.0**.

Table 5.17 University Library Versus Item 8 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
8. Given a chance to participate in setting the performance standards	AUSTL	3	3.33	1.528	.882	-.46	7.13	2	5
	AIUBL	3	3.67	.577	.333	2.23	5.10	3	4
	BRACUL	20	3.95	.605	.135	3.67	4.23	3	5
	BUBTL	6	3.67	1.211	.494	2.40	4.94	2	5
	EUL	4	3.40	.548	.245	2.72	4.08	3	4
	EWUL	21	4.10	.788	.176	3.73	4.47	3	5
	GUBL	7	3.43	.535	.202	2.93	3.92	3	4
	DIUL	12	1.58	1.165	.336	.84	2.32	1	4

for my job	NSUL	12	4.25	.452	.131	3.96	4.54	4	5
	SUBL	11	3.45	.934	.282	2.83	4.08	1	4
	IUBL	8	3.86	.378	.143	3.51	4.21	3	4
	ULABL	9	3.56	1.236	.412	2.61	4.51	1	5
	UAPL	3	3.33	.577	.333	1.90	4.77	3	4
	SEUL	5	2.80	.447	.200	2.24	3.36	2	3
	UIUL	5	3.17	1.169	.477	1.94	4.39	1	4
	Total	129	3.53	1.076	.095	3.34	3.71	1	5

iv. University Library Categories versus Item 10

The table reflects how quickly good performance is recognized across various university libraries. The overall mean is **3.46**, indicating a moderate level of timely recognition. **AUSTL** (mean **4.33**) and **BRACUL** (mean **4.20**) report the highest levels of timely recognition, suggesting that employees in these institutions feel their performance is acknowledged promptly. **EWUL** and **NSUL** also have relatively high mean values of **4.00** and **3.92**, respectively. On the other hand, **DIUL** (mean **1.83**) and **UAPL** (mean **2.00**) report the lowest satisfaction, indicating significant delays or inadequacy in performance recognition. Universities such as **EUL**, **SUBL**, and **AIUBL** show moderate levels of satisfaction, with mean scores ranging from **2.40** to **3.00**. The range of responses across universities, from **1** to **5**, highlights the differing levels of perceived fairness in performance recognition.

Table 5.18 University library versus item 10 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
10. Good performance is recognized fairly quickly in this organization	AUSTL	3	4.33	.577	.333	2.90	5.77	4	5
	AIUBL	3	3.00	.000	.000	3.00	3.00	3	3
	BRACUL	20	4.20	.696	.156	3.87	4.53	3	5
	BUBTL	6	3.67	1.033	.422	2.58	4.75	3	5
	EUL	4	2.40	1.342	.600	.73	4.07	1	4
	EWUL	21	4.00	.649	.145	3.70	4.30	3	5
	GUBL	7	3.86	1.069	.404	2.87	4.85	2	5
	DIUL	12	1.83	1.337	.386	.98	2.68	1	4
	NSUL	12	3.92	1.084	.313	3.23	4.61	2	5
	SUBL	11	2.82	1.328	.400	1.93	3.71	1	5
	IUBL	8	3.29	1.113	.421	2.26	4.31	2	5

	ULABL	9	3.67	.866	.289	3.00	4.33	2	5
	UAPL	3	2.00	.000	.000	2.00	2.00	2	2
	SEUL	5	3.20	1.095	.490	1.84	4.56	2	5
	UIUL	5	3.50	.837	.342	2.62	4.38	2	4
	Total	129	3.46	1.192	.105	3.25	3.67	1	5

v. University Library Categories versus Item 12

The table presents the perceived fairness of performance-based rewards among different university libraries, with an overall mean of 3.35, indicating moderate satisfaction. Libraries like ULABL (mean 4.22), EWUL (mean 4.15), and GUBL (mean 4.14) show higher satisfaction levels, suggesting effective reward systems. In contrast, DIUL (mean 1.75) and UAPL (mean 1.67) report the lowest satisfaction, indicating under-recognition. Libraries such as BRACUL (mean 3.90) and NSUL (mean 3.75) reflect moderate recognition, while SUBL (mean 1.91) and SEUL (mean 2.60) highlight significant gaps between performance and rewards, showcasing diverse organizational cultures in Dhaka's private university libraries.

Table 5.19 University library versus item 12 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
12. In this library, employees are rewarded in proportion to the excellence of their job performance	AUSTL	3	3.67	1.155	.667	.80	6.54	3	5
	AIUBL	3	3.33	.577	.333	1.90	4.77	3	4
	BRACUL	20	3.90	.447	.100	3.69	4.11	3	5
	BUBTL	6	3.83	1.602	.654	2.15	5.51	1	5
	EUL	4	3.00	1.225	.548	1.48	4.52	1	4
	EWUL	21	4.15	.671	.150	3.84	4.46	3	5
	GUBL	7	4.14	.900	.340	3.31	4.97	3	5
	DIUL	12	1.75	1.215	.351	.98	2.52	1	4
	NSUL	12	3.75	1.055	.305	3.08	4.42	1	5
	SUBL	11	1.91	1.578	.476	.85	2.97	1	5
	IUBL	8	3.14	.900	.340	2.31	3.97	2	4
	ULABL	9	4.22	.833	.278	3.58	4.86	3	5
	UAPL	3	1.67	1.155	.667	-1.20	4.54	1	3
	SEUL	5	2.60	1.517	.678	.72	4.48	1	5
	UIUL	5	3.00	1.414	.577	1.52	4.48	1	5
	Total	129	3.35	1.327	.117	3.12	3.58	1	5

vi. University Library Categories versus Item 14

The table analyzes the opportunities for pursuing higher studies across various university libraries, yielding an overall mean of 3.47, which indicates moderate availability. Libraries such as EWUL (mean 4.05) and IUBL (mean 4.14) offer the best prospects for further education, suggesting strong support for academic advancement. Conversely, UAPL (mean 1.67) and DIUL (mean 2.42) demonstrate limited opportunities, highlighting significant challenges for staff seeking further qualifications. Other libraries, like BRACUL (mean 3.50) and NSUL (mean 3.92), reflect average support for higher studies, indicating a varied landscape of educational opportunities within Dhaka's private university libraries.

Table 5.20 University library versus item 14 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
14. Chance to pursue higher study	AUSTL	3	3.33	.577	.333	1.90	4.77	3	4
	AIUBL	3	2.67	.577	.333	1.23	4.10	2	3
	BRACUL	20	3.50	.889	.199	3.08	3.92	2	5
	BUBTL	6	3.83	.753	.307	3.04	4.62	3	5
	EUL	4	3.20	.447	.200	2.64	3.76	3	4
	EWUL	21	4.05	.605	.135	3.77	4.33	3	5
	GUBL	7	3.57	1.134	.429	2.52	4.62	2	5
	DIUL	12	2.42	.900	.260	1.84	2.99	2	5
	NSUL	12	3.92	.996	.288	3.28	4.55	2	5
	SUBL	11	3.36	.809	.244	2.82	3.91	2	4
	IUBL	8	4.14	.690	.261	3.50	4.78	3	5
	ULABL	9	3.78	1.202	.401	2.85	4.70	1	5
	UAPL	3	1.67	1.155	.667	-1.20	4.54	1	3
	SEUL	5	3.00	.707	.316	2.12	3.88	2	4
	UIUL	5	3.00	1.095	.447	1.85	4.15	1	4
	Total	129	3.47	1.000	.088	3.29	3.64	1	5

vii. University Library Categories versus Item 16

The table presents data on the effectiveness of promotion systems within various university libraries, with an overall mean score of 3.52, indicating a moderate perception

of promotion fairness. AUSTL (mean 4.33) and DIUL (mean 4.33) rate highest, suggesting strong confidence in their promotion systems. In contrast, libraries like UAPL (mean 2.33) and SUBL (mean 2.73) reflect lower perceptions, highlighting potential issues in recognizing and advancing talent. Other universities, such as EWUL (mean 4.10) and BRACUL (mean 3.85), demonstrate average to good promotion practices, emphasizing varied experiences across the institutions.

Table 5.21 University library versus item 16 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
16. Promotion system that helps the best person rise to the top	AUSTL	3	4.33	1.155	.667	1.46	7.20	3	5
	AIUBL	3	3.67	1.155	.667	.80	6.54	3	5
	BRACUL	20	3.85	.587	.131	3.58	4.12	3	5
	BUBTL	6	3.50	1.517	.619	1.91	5.09	1	5
	EUL	4	2.60	.894	.400	1.49	3.71	1	3
	EWUL	21	4.10	.788	.176	3.73	4.47	3	5
	GUBL	7	3.29	1.113	.421	2.26	4.31	1	4
	DIUL	12	4.33	.492	.142	4.02	4.65	4	5
	NSUL	12	3.50	1.168	.337	2.76	4.24	1	5
	SUBL	11	2.73	1.421	.428	1.77	3.68	1	5
	IUBL	8	3.14	.900	.340	2.31	3.97	2	4
	ULABL	9	3.44	1.014	.338	2.67	4.22	2	5
	UAPL	3	2.33	.577	.333	.90	3.77	2	3
	SEUL	5	2.80	.837	.374	1.76	3.84	2	4
	UIUL	5	2.67	1.211	.494	1.40	3.94	1	4
	Total	129	3.52	1.083	.095	3.33	3.71	1	5

viii. University Library Categories versus Item 18

The table analyzes the warmth of relationships between management and personnel across various university libraries, yielding an overall mean score of 3.49, indicating a generally positive perception. BUBTL scores the highest with a mean of 4.17, suggesting strong interpersonal connections within that organization. Conversely, DIUL records the lowest mean of 2.00, highlighting significant issues in management-employee relationships. Other universities such as NSUL (mean 4.08) and BRACUL (mean 3.90) demonstrate good warmth, while UAPL (mean 3.00) and EUL (mean 3.20)

show more moderate perceptions. The varied scores reflect differing levels of relational warmth and indicate areas for improvement, particularly in institutions with lower ratings.

Table 5.22 University library versus item 18 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
18. Lot of warmth in the relationships between management and other personnel in this organization	AUSTL	3	3.67	.577	.333	2.23	5.10	3	4
	AIUBL	3	3.33	.577	.333	1.90	4.77	3	4
	BRACUL	20	3.90	.553	.124	3.64	4.16	3	5
	BUBTL	6	4.17	.753	.307	3.38	4.96	3	5
	EUL	4	3.20	.837	.374	2.16	4.24	2	4
	EWUL	21	3.70	.979	.219	3.24	4.16	1	5
	GUBL	7	3.57	.787	.297	2.84	4.30	3	5
	DIUL	12	2.00	1.044	.302	1.34	2.66	1	4
	NSUL	12	4.08	.900	.260	3.51	4.66	2	5
	SUBL	11	3.36	1.567	.472	2.31	4.42	1	5
	IUBL	8	3.43	1.134	.429	2.38	4.48	2	5
	ULABL	9	3.56	.882	.294	2.88	4.23	2	5
	UAPL	3	3.00	.000	.000	3.00	3.00	3	3
	SEUL	5	3.20	.447	.200	2.64	3.76	3	4
	UIUL	5	3.33	1.033	.422	2.25	4.42	2	5
	Total	129	3.49	1.047	.092	3.31	3.67	1	5

ix. University Library Categories versus Item 21

The table evaluates the extent to which library employees feel connected to their library's issues, with an overall mean score of 4.08, indicating a general sense of ownership. The highest mean score is reported by AUSTL at 5.00, reflecting complete alignment with library problems. Other universities, such as BRACUL (mean 4.50) and EWUL (mean 4.30), also show strong feelings of shared responsibility. Conversely, SUBL has the lowest mean score of 3.27, suggesting a weaker sense of connection. The data indicates a positive trend overall, with several libraries fostering a strong sense of ownership among employees.

Table 5.23 University library versus item 21 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
21. Feel as if this library's problems are my own	AUSTL	3	5.00	.000	.000	5.00	5.00	5	5
	AIUBL	3	4.00	1.000	.577	1.52	6.48	3	5
	BRACUL	20	4.50	.688	.154	4.18	4.82	3	5
	BUBTL	6	4.17	.753	.307	3.38	4.96	3	5
	EUL	4	3.80	1.095	.490	2.44	5.16	2	5
	EWUL	21	4.30	.801	.179	3.92	4.68	3	5
	GUBL	7	4.29	.488	.184	3.83	4.74	4	5
	DIUL	12	4.17	.389	.112	3.92	4.41	4	5
	NSUL	12	3.83	1.030	.297	3.18	4.49	2	5
	SUBL	11	3.27	1.737	.524	2.11	4.44	1	5
	IUBL	8	4.14	.900	.340	3.31	4.97	3	5
	ULABL	9	3.78	1.202	.401	2.85	4.70	1	5
	UAPL	3	4.00	1.000	.577	1.52	6.48	3	5
	SEUL	5	3.80	.837	.374	2.76	4.84	3	5
	UIUL	5	3.83	.408	.167	3.40	4.26	3	4
	Total	129	4.08	.949	.084	3.91	4.24	1	5

x. University Library Categories versus Item 22

The table assesses the reliance on double-checking rather than individual judgment across university libraries. The overall mean is 3.79, indicating a moderate tendency towards double-checking work. AUSTL reports the highest score of 5.00, suggesting a strong emphasis on thorough review processes. In contrast, EUL scores 2.80, indicating less reliance on double-checking. Universities like BRACUL (4.35) and EWUL (4.05) also show strong tendencies towards verification processes. The data reflects varying levels of reliance on judgment versus verification across different libraries.

Table 5.24 University library versus item 22 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
22. Do not rely too	AUSTL	3	5.00	.000	.000	5.00	5.00	5	5
	AIUBL	3	3.33	.577	.333	1.90	4.77	3	4
	BRACUL	20	4.35	.813	.182	3.97	4.73	3	5

heavily on individual judgment almost everything is double-checked	BUBTL	6	4.17	.983	.401	3.13	5.20	3	5
	EUL	4	2.80	1.095	.490	1.44	4.16	1	4
	EWUL	21	4.05	.945	.211	3.61	4.49	2	5
	GUBL	7	3.71	.756	.286	3.02	4.41	3	5
	DIUL	12	3.75	.866	.250	3.20	4.30	1	4
	NSUL	12	3.83	.937	.271	3.24	4.43	2	5
	SUBL	11	3.36	1.206	.364	2.55	4.17	2	5
	IUBL	8	3.29	.756	.286	2.59	3.98	2	4
	ULABL	9	3.89	.928	.309	3.18	4.60	2	5
	UAPL	3	3.00	1.000	.577	.52	5.48	2	4
	SEUL	5	3.00	.000	.000	3.00	3.00	3	3
	UIUL	5	3.50	.548	.224	2.93	4.07	3	4
	Total	129	3.79	.957	.084	3.62	3.96	1	5

xi. University Library Categories versus Item 23

This table evaluates how university libraries emphasize individual problem-solving. The overall mean score is 3.56, indicating a moderate emphasis on self-reliance. AUSTL leads with a perfect score of 5.00, suggesting a strong philosophy that employees should solve problems independently. DIUL scores the lowest at 1.92, indicating less focus on individual problem-solving. Other universities, such as GUBL (4.14) and SUBL (4.09), also show a higher emphasis on self-reliance, while AIUBL and UAPL report a mean of **3.00**, reflecting a balanced approach.

Table 5.24 University library versus item 23 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
23. Philosophy emphasize that people should solve problems by themselves	AUSTL	3	5.00	.000	.000	5.00	5.00	5	5
	AIUBL	3	3.00	.000	.000	3.00	3.00	3	3
	BRACUL	20	3.70	.657	.147	3.39	4.01	2	5
	BUBTL	6	3.67	1.033	.422	2.58	4.75	3	5
	EUL	4	3.60	.548	.245	2.92	4.28	3	4
	EWUL	21	3.80	.616	.138	3.51	4.09	3	5
	GUBL	7	4.14	.900	.340	3.31	4.97	3	5
	DIUL	12	1.92	1.311	.379	1.08	2.75	1	4
	NSUL	12	3.45	1.128	.340	2.70	4.21	1	5
	SUBL	11	4.09	1.221	.368	3.27	4.91	1	5
	IUBL	8	3.29	1.254	.474	2.13	4.45	1	5

	ULABL	9	4.00	.756	.267	3.37	4.63	3	5
	UAPL	3	3.00	.000	.000	3.00	3.00	3	3
	SEUL	5	3.25	.500	.250	2.45	4.05	3	4
	UIUL	5	3.67	.516	.211	3.12	4.21	3	4
	Total	125	3.56	1.058	.095	3.37	3.75	1	5

xii. University Library Categories versus Item 24

This table assesses whether employees in university libraries are given a chance to participate in setting performance standards for their jobs. The overall mean is 3.57, reflecting a moderately positive level of participation. AUSTL and NSUL report the highest mean at 4.33, suggesting strong employee involvement in performance standard setting. DIUL has the lowest score at 1.58, indicating minimal participation. Other universities, such as BRACUL and EWUL, hover around 3.90, while universities like AIUBL and UAPL score 3.67 and 3.33, indicating moderate involvement.

Table 5.25 University library versus item 24 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
24. In this Library, I am given a chance to participate in setting the performance standards for my job	AUSTL	3	4.33	.577	.333	2.90	5.77	4	5
	AIUBL	3	3.67	.577	.333	2.23	5.10	3	4
	BRACUL	20	3.90	.553	.124	3.64	4.16	3	5
	BUBTL	6	3.50	.837	.342	2.62	4.38	2	4
	EUL	4	3.20	.837	.374	2.16	4.24	2	4
	EWUL	21	3.90	.641	.143	3.60	4.20	3	5
	GUBL	7	3.71	.756	.286	3.02	4.41	3	5
	DIUL	12	1.58	1.240	.358	.80	2.37	1	5
	NSUL	12	4.33	.651	.188	3.92	4.75	3	5
	SUBL	11	3.36	1.206	.364	2.55	4.17	1	5
	IUBL	8	3.86	.690	.261	3.22	4.50	3	5
	ULABL	9	3.89	1.167	.389	2.99	4.79	1	5
	UAPL	3	3.33	.577	.333	1.90	4.77	3	4
	SEUL	5	3.40	.548	.245	2.72	4.08	3	4
	UIUL	5	3.33	.516	.211	2.79	3.88	3	4
	Total	129	3.57	1.052	.093	3.38	3.75	1	5

xiii. University Library Categories versus Item 25

This table examines the pride that university library personnel take in the excellence of

their performance. The overall mean is 3.48, showing a moderate level of pride across institutions. NSUL ranks the highest with a mean of 4.42, indicating strong pride in performance, followed by AUSTL (4.33) and BRACUL (4.05). On the lower end, DIUL has a mean of 1.50, showing the least pride in performance. Universities like EWUL and IUBL score around 4.00, while others, such as AIUBL and UIUL, exhibit more moderate pride at 3.33 and 3.00.

Table 5.26 University library versus item 25 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
25. Library personnel to take much pride in the excellence of their performance	AUSTL	3	4.33	.577	.333	2.90	5.77	4	5
	AIUBL	3	3.33	.577	.333	1.90	4.77	3	4
	BRACUL	20	4.05	.605	.135	3.77	4.33	3	5
	BUBTL	6	3.33	1.633	.667	1.62	5.05	1	5
	EUL	4	3.20	1.304	.583	1.58	4.82	1	4
	EWUL	21	4.00	.858	.192	3.60	4.40	2	5
	GUBL	7	3.57	.787	.297	2.84	4.30	3	5
	DIUL	12	1.50	.905	.261	.93	2.07	1	4
	NSUL	12	4.42	.669	.193	3.99	4.84	3	5
	SUBL	11	2.55	.522	.157	2.19	2.90	2	3
	IUBL	8	3.71	.756	.286	3.02	4.41	3	5
	ULABL	9	3.86	.900	.340	3.03	4.69	2	5
	UAPL	3	2.67	1.155	.667	-.20	5.54	2	4
	SEUL	5	3.80	.447	.200	3.24	4.36	3	4
	UIUL	5	3.00	.632	.258	2.34	3.66	2	4
	Total	129	3.48	1.140	.101	3.28	3.68	1	5

xiv. University Library Categories versus Item 26

This table assesses whether personnel in university libraries tend to be cool and aloof toward each other. The overall mean score across universities is 3.64, indicating a moderate level of aloofness. EWUL shows the highest level of aloofness with a mean of 4.50, followed by UIUL (4.17) and BUBTL (4.00), suggesting a tendency for personnel in these libraries to be more detached. DIUL stands out with the lowest score of 1.42, indicating the least aloofness, meaning personnel there are more likely to be approachable and engaged. Other institutions such as AUSTL, GUBL, and IUBL show

similar levels of aloofness, with mean scores around 3.86. The responses vary widely across libraries, with some showing high aloofness and others being more collaborative.

Table 5.27 University library versus item 26 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
26. Personnel in this library tend to be cool and aloof towards each other	AUSTL	3	4.00	.000	.000	4.00	4.00	4	4
	AIUBL	3	2.33	1.155	.667	-.54	5.20	1	3
	BRACUL	20	3.90	1.071	.240	3.40	4.40	1	5
	BUBTL	6	4.00	.894	.365	3.06	4.94	3	5
	EUL	4	3.80	.837	.374	2.76	4.84	3	5
	EWUL	21	4.50	.688	.154	4.18	4.82	3	5
	GUBL	7	3.86	.690	.261	3.22	4.50	3	5
	DIUL	12	1.42	.900	.260	.84	1.99	1	4
	NSUL	12	3.92	1.084	.313	3.23	4.61	2	5
	SUBL	11	3.45	.688	.207	2.99	3.92	2	4
	IUBL	8	3.86	.690	.261	3.22	4.50	3	5
	ULABL	9	3.56	1.130	.377	2.69	4.42	1	5
	UAPL	3	3.00	1.000	.577	.52	5.48	2	4
	SEUL	5	3.40	.894	.400	2.29	4.51	3	5
	UIUL	5	4.17	.753	.307	3.38	4.96	3	5
	Total	129	3.64	1.179	.104	3.43	3.84	1	5

xv. University Library Categories versus Item 27

The table compares the frequency of performance reviews between staff and their immediate supervisors across various university libraries. The overall mean is 3.42, indicating that regular performance reviews are moderately uncommon. Universities such as AUSTL, EUL, GUBL, and IUBL have higher mean scores (around 4.00), suggesting that employees rarely sit down with their supervisors for performance evaluations. On the other hand, DIUL has the lowest mean score of 1.67, indicating more frequent performance discussions. Other libraries, such as BRACUL and EWUL, fall near the overall average, showing moderate involvement in performance reviews.

Table 5.28 University library versus item 27 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
27. Seldom sit down with my immediate boss to review my overall performance and effectiveness	AUSTL	3	4.00	.000	.000	4.00	4.00	4	4
	AIUBL	3	3.33	.577	.333	1.90	4.77	3	4
	BRACUL	20	3.65	.875	.196	3.24	4.06	1	5
	BUBTL	6	3.67	.816	.333	2.81	4.52	3	5
	EUL	4	4.00	.707	.316	3.12	4.88	3	5
	EWUL	21	3.70	.571	.128	3.43	3.97	3	5
	GUBL	7	4.14	.900	.340	3.31	4.97	3	5
	DIUL	12	1.67	1.371	.396	.80	2.54	1	5
	NSUL	12	3.58	1.165	.336	2.84	4.32	1	5
	SUBL	11	3.27	1.191	.359	2.47	4.07	1	5
	IUBL	8	4.00	1.000	.378	3.08	4.92	2	5
	ULABL	9	3.11	1.453	.484	1.99	4.23	1	5
	UAPL	3	3.00	.000	.000	3.00	3.00	3	3
	SEUL	5	3.60	1.140	.510	2.18	5.02	2	5
	UIUL	5	3.17	.753	.307	2.38	3.96	2	4
	Total	129	3.42	1.130	.099	3.22	3.62	1	5

xvi. University Library Categories versus Item 28

The table presents the regularity of performance evaluations based on agreed-upon goals and standards across various university libraries. The overall mean is 3.81, suggesting that performance evaluations occur moderately often. AUSTL stands out with a perfect mean of 5.00, indicating regular performance evaluations. DIUL also has a high mean of 4.50, reflecting frequent evaluations. On the lower end, SUBL and UAPL show less frequent evaluations with means of 2.82 and 2.33, respectively. Most other libraries, such as BRACUL, EWUL, and NSUL, hover around the overall mean, indicating a balance in performance evaluation practices.

Table 5.29 University library versus item 28 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
28.	AUSTL	3	5.00	.000	.000	5.00	5.00	5	5
	AIUBL	3	3.67	.577	.333	2.23	5.10	3	4

Performance is evaluated regularly against agreed-upon goals and standards	BRACUL	20	4.10	.553	.124	3.84	4.36	3	5
	BUBTL	6	3.83	.753	.307	3.04	4.62	3	5
	EUL	4	3.40	.894	.400	2.29	4.51	2	4
	EWUL	21	4.00	.918	.205	3.57	4.43	2	5
	GUBL	7	4.14	.690	.261	3.50	4.78	3	5
	DIUL	12	4.50	1.168	.337	3.76	5.24	1	5
	NSUL	12	4.00	.853	.246	3.46	4.54	2	5
	SUBL	11	2.82	.874	.263	2.23	3.41	2	4
	IUBL	8	3.29	.756	.286	2.59	3.98	2	4
	ULABL	9	3.89	1.269	.423	2.91	4.86	1	5
	UAPL	3	2.33	.577	.333	.90	3.77	2	3
	SEUL	5	2.80	.447	.200	2.24	3.36	2	3
	UIUL	5	3.67	.516	.211	3.12	4.21	3	4
	Total	129	3.81	.969	.085	3.64	3.97	1	5

5.3.6.2 Factor 2: Working condition

Factor 2 encompasses nine key items (1, 2, 3, 5, 6, 13, 20, 29, and 30) related to organizational behavior. These items reflect various aspects of the working conditions within university libraries. The analysis explores how each university category aligns with the working condition scenario based on these specific items, offering insights into how different institutions manage and influence their work environments for library personnel. This evaluation helps in understanding the effectiveness of organizational behavior concerning working conditions across the university libraries under consideration.

i. University library categories versus Item 1

The ANOVA table presents the mean scores, standard deviations, and confidence intervals for the item "Assignments to this organization are clearly defined," categorized by university libraries. The total mean score across all 129 respondents is 4.17 with a standard deviation of 0.894, indicating a generally high level of clarity in job assignments. The individual university libraries show varying mean scores, with some having perfect clarity, such as AUSTL (mean = 5.00, SD = 0.000) and DIUL (mean = 4.92, SD = 0.289), while others, like BUBTL (mean = 3.33, SD = 1.033) and UAPL (mean = 3.33, SD = 1.155), exhibit more variability and lower clarity of job assignments. Libraries such as EWUL (mean = 4.85, SD = 0.366) and NSUL (mean = 4.58, SD =

0.515) also demonstrate high clarity, while SEUL (mean = 3.40, SD = 0.548) and BRACUL (mean = 3.65, SD = 0.875) have lower scores. The range of mean scores spans from 3.33 to 5.00, reflecting diverse experiences of job assignment clarity across universities.

Table 5.30 University library versus item 1 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
1. Assignments to this organization are clearly defined	AUSTL	3	5.00	.000	.000	5.00	5.00	5	5
	AIUBL	3	4.00	1.000	.577	1.52	6.48	3	5
	BRACUL	20	3.65	.875	.196	3.24	4.06	2	5
	BUBTL	6	3.33	1.033	.422	2.25	4.42	2	5
	EUL	4	4.00	.707	.316	3.12	4.88	3	5
	EWUL	21	4.85	.366	.082	4.68	5.02	4	5
	GUBL	7	3.86	.690	.261	3.22	4.50	3	5
	DIUL	12	4.92	.289	.083	4.73	5.10	4	5
	NSUL	12	4.58	.515	.149	4.26	4.91	4	5
	SUBL	11	3.82	1.250	.377	2.98	4.66	2	5
	IUBL	8	4.29	.951	.360	3.41	5.17	3	5
	ULABL	9	4.33	.500	.167	3.95	4.72	4	5
	UAPL	3	3.33	1.155	.667	.46	6.20	2	4
	SEUL	5	3.40	.548	.245	2.72	4.08	3	4
	UIUL	5	3.67	.816	.333	2.81	4.52	3	5
	Total	129	4.17	.894	.079	4.01	4.33	2	5

ii. University library Categories versus Item 2

The ANOVA table compares the clarity of policies and goals as understood by personnel across various university libraries. The overall mean score is 4.09, with a standard deviation of 0.884, indicating a generally high understanding of organizational policies but with some variation across universities. DIUL stands out with the highest mean score of 4.83, reflecting a very clear understanding of policies among its personnel. AUSTL and EWUL also report high clarity, scoring 4.67 and 4.45, respectively. In contrast, SEUL has the lowest mean score of 2.60, followed by BUBTL at 3.17, indicating a relatively lower perception of clarity in these institutions. The minimum reported score is

1, while the maximum is 5, showing that perceptions of policy clarity vary significantly across libraries.

Table 5.31 University Library versus Item 2 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
2. The policies and goals of this organization are clearly understood	AUSTL	3	4.67	.577	.333	3.23	6.10	4	5
	AIUBL	3	3.33	.577	.333	1.90	4.77	3	4
	BRACUL	20	4.35	.587	.131	4.08	4.62	3	5
	BUBTL	6	3.17	.983	.401	2.13	4.20	2	5
	EUL	4	3.60	.548	.245	2.92	4.28	3	4
	EWUL	21	4.45	.686	.153	4.13	4.77	3	5
	GUBL	7	4.00	.816	.309	3.24	4.76	3	5
	DIUL	12	4.83	.389	.112	4.59	5.08	4	5
	NSUL	12	4.50	.522	.151	4.17	4.83	4	5
	SUBL	11	3.36	.924	.279	2.74	3.98	2	4
	IUBL	8	4.43	.535	.202	3.93	4.92	4	5
	ULABL	9	4.11	.782	.261	3.51	4.71	3	5
	UAPL	3	3.33	1.155	.667	.46	6.20	2	4
	SEUL	5	2.60	1.140	.510	1.18	4.02	1	4
	UIUL	5	3.67	.816	.333	2.81	4.52	2	4
	Total	129	4.09	.884	.078	3.93	4.24	1	5

iii. University Library Categories versus Item 3

The table presents the results of a one-way ANOVA analysis examining the responses to the statement: "I have a clear idea of what I am supposed to do in my job" across various university libraries. The mean scores for the different universities vary, with DIUL (4.92) and AUSTL (4.67) reporting the highest clarity in job expectations, while SEUL (3.20) and UAPL (3.67) scored lower, indicating less clarity. BRACUL and EWUL both had relatively high mean scores (4.25), reflecting strong clarity of job expectations in these institutions as well. The overall mean score across all universities is 4.09, suggesting that, on average, library staff feel they have a good understanding of their job roles. However, there is some variation between universities, with standard deviations ranging from 0.29 (DIUL) to 1.53 (UAPL), indicating varying levels of agreement

among respondents. The 95% confidence interval for the overall mean is between 3.94 and 4.23.

Table 5.32 University library versus item 3 Oneway ANOVA

Item and University		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
3. Clear idea of what I am supposed to do in my job	AUSTL	3	4.67	.577	.333	3.23	6.10	4	5
	AIUBL	3	4.00	1.000	.577	1.52	6.48	3	5
	BRACUL	20	4.25	.444	.099	4.04	4.46	4	5
	BUBTL	6	3.50	1.049	.428	2.40	4.60	2	5
	EUL	4	3.80	.837	.374	2.76	4.84	3	5
	EWUL	21	4.25	.910	.204	3.82	4.68	3	5
	GUBL	7	3.86	.900	.340	3.03	4.69	2	5
	DIUL	12	4.92	.289	.083	4.73	5.10	4	5
	NSUL	12	4.33	.888	.256	3.77	4.90	2	5
	SUBL	11	3.45	.522	.157	3.10	3.81	3	4
	IUBL	8	4.00	1.000	.378	3.08	4.92	3	5
	ULABL	9	4.22	.833	.278	3.58	4.86	3	5
	UAPL	3	3.67	1.528	.882	-.13	7.46	2	5
	SEUL	5	3.20	1.095	.490	1.84	4.56	2	4
	UIUL	5	3.67	.516	.211	3.12	4.21	3	4
	Total	129	4.09	.857	.075	3.94	4.23	2	5

iv. University Library Categories versus Item 5

The table summarizes the results of a one-way ANOVA for the statement: "Library personnel are proud of belonging to this University" across different university libraries. **DIUL** reports the highest pride level with a perfect score of 5.00, indicating that all respondents strongly agreed with the statement. Libraries such as **BRACUL** (4.45), **EWUL** (4.35), and **BUBTL** (4.33) also show strong agreement, reflecting a high sense of pride among their personnel. On the other hand, **EUL** and **SEUL** report the lowest levels of pride, both with a mean score of 2.80, showing less agreement with the statement. The overall mean score is 4.14, suggesting that, in general, library personnel across these universities tend to feel a sense of pride in belonging to their institutions, though there is notable variation. Standard deviations range from 0 (DIUL) to 1.53

(UAPL), indicating differing levels of agreement within universities. The 95% confidence interval for the overall mean lies between 3.98 and 4.30.

Table 5.33 University Library versus Item 5 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
5. Library personnel are proud of belonging to this University	AUSTL	3	4.33	1.155	.667	1.46	7.20	3	5
	AIUBL	3	3.33	.577	.333	1.90	4.77	3	4
	BRACUL	20	4.45	.686	.153	4.13	4.77	3	5
	BUBTL	6	4.33	.816	.333	3.48	5.19	3	5
	EUL	4	2.80	.837	.374	1.76	3.84	2	4
	EWUL	21	4.35	.813	.182	3.97	4.73	2	5
	GUBL	7	3.29	.488	.184	2.83	3.74	3	4
	DIUL	12	5.00	.000	.000	5.00	5.00	5	5
	NSUL	12	4.33	.778	.225	3.84	4.83	3	5
	SUBL	11	4.09	1.044	.315	3.39	4.79	2	5
	IUBL	8	4.29	.756	.286	3.59	4.98	3	5
	ULABL	9	4.22	.833	.278	3.58	4.86	3	5
	UAPL	3	3.67	1.528	.882	-.13	7.46	2	5
	SEUL	5	2.80	.837	.374	1.76	3.84	2	4
	UIUL	5	3.67	.516	.211	3.12	4.21	3	4
	Total	129	4.14	.916	.081	3.98	4.30	2	5

v. University Library Categories versus Item 6

The table presents the one-way ANOVA analysis for the statement: "Library personnel in this library trust each other very much" across various university libraries. **DIUL** scores the highest with a mean of 4.92, indicating an almost unanimous agreement on the trust among library personnel. **BRACUL** (4.40), **IUBL** (4.43), and **EWUL** (4.30) also report strong trust levels. In contrast, **SEUL** reports the lowest mean score of 3.00, suggesting lower levels of mutual trust among staff. The overall mean across all universities is 4.12, reflecting a generally high level of trust in most institutions. The standard deviation ranges from 0.29 (DIUL) to 1.15 (AUSTL), showing variability in the degree of trust among staff in different libraries. The 95% confidence interval for the overall mean is between 3.97 and 4.28, indicating general consensus on trust across the university libraries.

Table 5.34 University library versus item 6 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
6. Library personnel in this library trust each other very much	AUSTL	3	4.33	1.155	.667	1.46	7.20	3	5
	AIUBL	3	3.67	1.155	.667	.80	6.54	3	5
	BRACUL	20	4.40	.754	.169	4.05	4.75	3	5
	BUBTL	6	3.67	.816	.333	2.81	4.52	3	5
	EUL	4	3.80	.837	.374	2.76	4.84	3	5
	EWUL	21	4.30	.923	.206	3.87	4.73	2	5
	GUBL	7	4.29	.756	.286	3.59	4.98	3	5
	DIUL	12	4.92	.289	.083	4.73	5.10	4	5
	NSUL	12	4.08	1.084	.313	3.39	4.77	1	5
	SUBL	11	3.64	1.027	.310	2.95	4.33	2	5
	IUBL	8	4.43	.535	.202	3.93	4.92	4	5
	ULABL	9	4.00	1.000	.333	3.23	4.77	2	5
	UAPL	3	4.00	1.000	.577	1.52	6.48	3	5
	SEUL	5	3.00	.707	.316	2.12	3.88	2	4
	UIUL	5	3.50	.548	.224	2.93	4.07	3	4
	Total	129	4.12	.910	.080	3.97	4.28	1	5

vi. University Library Categories versus Item 13

The table provides a one-way ANOVA analysis for the item "Chance to do research work" across different university libraries. **AUSTL** leads with a perfect mean of 5.00, indicating that library personnel have full opportunities for research. **DIUL** (4.67), **IUBL** (4.43), and **EWUL** (4.15) also show high research opportunities. In contrast, **SEUL** scores the lowest with a mean of 2.80, suggesting limited research chances. The overall mean across all universities is 3.84, reflecting a moderate opportunity for research work. Standard deviations vary, with **DIUL** (1.16) and **NSUL** (1.38) indicating higher variability, while **AUSTL** shows no deviation. The confidence interval for the overall mean is between 3.66 and 4.02, showing moderate consistency across universities.

Table 5.35 University library versus item 13 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		

13. Chance to do research work	AUSTL	3	5.00	.000	.000	5.00	5.00	5	5
	AIUBL	3	3.33	1.155	.667	.46	6.20	2	4
	BRACUL	20	3.70	.923	.206	3.27	4.13	1	5
	BUBTL	6	3.17	1.329	.543	1.77	4.56	1	5
	EUL	4	3.60	.548	.245	2.92	4.28	3	4
	EWUL	21	4.15	.671	.150	3.84	4.46	3	5
	GUBL	7	3.86	.378	.143	3.51	4.21	3	4
	DIUL	12	4.67	1.155	.333	3.93	5.40	1	5
	NSUL	12	3.58	1.379	.398	2.71	4.46	1	5
	SUBL	11	3.27	.786	.237	2.74	3.80	2	4
	IUBL	8	4.43	.535	.202	3.93	4.92	4	5
	ULABL	9	4.22	.667	.222	3.71	4.73	3	5
	UAPL	3	3.33	.577	.333	1.90	4.77	3	4
	SEUL	5	2.80	1.483	.663	.96	4.64	1	5
	UIUL	5	3.50	1.378	.563	2.05	4.95	1	5
	Total	129	3.84	1.037	.091	3.66	4.02	1	5

vii. University Library Categories versus Item 20

The table provides an analysis of the relationships between management and personnel in university libraries based on item 20. AUSTL and DIUL score a perfect 5.00, indicating very strong relationships between management and personnel in these libraries. NSUL (4.25) and BRACUL (3.90) also show relatively strong relationships. On the lower end, AIUBL and UIUL score 3.00 and 2.83, respectively, suggesting weaker management-personnel relationships. The overall mean across all libraries is 3.78, indicating generally moderate to strong relationships. The standard deviation is highest in SUBL (1.83), implying more variability in responses, while AUSTL and DIUL show no variability. The confidence interval for the overall mean ranges from 3.60 to 3.95.

Table 5.36 University Library versus Item 20 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
20. Lot of strength in the	AUSTL	3	5.00	.000	.000	5.00	5.00	5	5
	AIUBL	3	3.00	.000	.000	3.00	3.00	3	3
	BRACUL	20	3.90	.641	.143	3.60	4.20	3	5

relationships between management and personnel in this organization	BUBTL	6	3.83	1.169	.477	2.61	5.06	2	5
	EUL	4	3.40	.548	.245	2.72	4.08	3	4
	EWUL	21	3.65	1.040	.233	3.16	4.14	1	5
	GUBL	7	3.29	.488	.184	2.83	3.74	3	4
	DIUL	12	5.00	.000	.000	5.00	5.00	5	5
	NSUL	12	4.25	.622	.179	3.86	4.64	3	5
	SUBL	11	3.18	1.834	.553	1.95	4.41	1	5
	IUBL	8	3.43	.787	.297	2.70	4.16	3	5
	ULABL	9	3.89	.782	.261	3.29	4.49	3	5
	UAPL	3	3.67	.577	.333	2.23	5.10	3	4
	SEUL	5	3.20	.447	.200	2.64	3.76	3	4
	UIUL	5	2.83	.983	.401	1.80	3.87	1	4
	Total	129	3.78	1.017	.090	3.60	3.95	1	5

viii. University Library Categories versus Item 29

The table examines the level of encouragement provided to library personnel for taking on increased responsibility (Item 29) across various university libraries. DIUL (4.75), AUSTL (4.33), and EWUL (4.20) demonstrate higher mean scores, suggesting a stronger culture of encouragement. BRACUL (3.85) and NSUL (4.00) also reflect positive environments for assuming additional responsibilities. On the other hand, AIUBL, UAPL, and UIUL score lower, with means around 3.33, indicating less encouragement for increased responsibility. The overall mean across all libraries is 3.90, showing a moderate to strong encouragement for increased responsibilities. SUBL shows the highest variability (SD = 1.80), while DIUL and AUSTL show less variability, indicating more consistent experiences in those libraries.

Table 5.37 University Library versus Item 29 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
29. Much more encouragement to take on increased responsibility in this organization	AUSTL	3	4.33	.577	.333	2.90	5.77	4	5
	AIUBL	3	3.33	.577	.333	1.90	4.77	3	4
	BRACUL	20	3.85	.875	.196	3.44	4.26	1	5
	BUBTL	6	3.67	1.211	.494	2.40	4.94	2	5
	EUL	4	3.80	1.095	.490	2.44	5.16	2	5

	EWUL	21	4.20	.768	.172	3.84	4.56	3	5
	GUBL	7	3.43	1.272	.481	2.25	4.61	1	5
	DIUL	12	4.75	.622	.179	4.36	5.14	3	5
	NSUL	12	4.00	.853	.246	3.46	4.54	2	5
	SUBL	11	3.64	1.804	.544	2.42	4.85	1	5
	IUBL	8	3.57	.535	.202	3.08	4.07	3	4
	ULABL	9	4.22	.833	.278	3.58	4.86	3	5
	UAPL	3	3.00	1.000	.577	.52	5.48	2	4
	SEUL	5	3.40	.548	.245	2.72	4.08	3	4
	UIUL	5	3.33	.516	.211	2.79	3.88	3	4
	Total	129	3.90	.999	.088	3.73	4.07	1	5

ix. University Library Categories versus Item 30

The table compares how library personnel perceive the rewards and encouragement they receive in relation to criticism (Item 30) across different universities. DIUL shows the highest mean score (4.83), indicating that its library staff feel the most positive about receiving rewards and encouragement over criticism. AUSTL (4.33) and BRACUL (4.05) also show strong results, suggesting a favorable balance of rewards over criticism in those libraries. Conversely, AIUBL, EUL, and UAPL score consistently lower at 3.00, indicating a more neutral experience, where rewards may not significantly outweigh criticism. NSUL has a lower mean (2.92), showing that staff may feel more criticism compared to rewards. The overall mean across all libraries is 3.67, indicating that in general, staff tend to feel moderately rewarded and encouraged in relation to the amount of criticism they receive.

Table 5.38 University library versus item 30 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
30. Rewards and encouragement that you get usually outweigh the treats and criticism	AUSTL	3	4.33	.577	.333	2.90	5.77	4	5
	AIUBL	3	3.00	.000	.000	3.00	3.00	3	3
	BRACUL	20	4.05	.759	.170	3.69	4.41	3	5
	BUBTL	6	3.17	.983	.401	2.13	4.20	2	5
	EUL	4	3.00	.707	.316	2.12	3.88	2	4
	EWUL	21	3.80	.616	.138	3.51	4.09	2	5
	GUBL	7	3.71	.756	.286	3.02	4.41	3	5

	DIUL	12	4.83	.577	.167	4.47	5.20	3	5
	NSUL	12	2.92	1.311	.379	2.08	3.75	1	5
	SUBL	11	3.45	1.293	.390	2.59	4.32	1	5
	IUBL	8	3.57	.787	.297	2.84	4.30	3	5
	ULABL	9	3.67	1.000	.333	2.90	4.44	2	5
	UAPL	3	3.00	.000	.000	3.00	3.00	3	3
	SEUL	5	3.00	.000	.000	3.00	3.00	3	3
	UIUL	5	3.67	.516	.211	3.12	4.21	3	4
	Total	129	3.67	.961	.085	3.51	3.84	1	5

5.3.6.3 Factor 3: Job Performance, Rewards and Promotion I & II

This factor assesses employee perceptions of job performance, rewards, and promotion within university libraries. It includes five key items: items 9, 11, 15, 17, and 19. Each of these items reflects a crucial aspect of the working environment related to recognition, promotion, and opportunities for growth, all of which are essential for motivating staff and ensuring job satisfaction.

i. University Library Categories versus Item 09

The table presents the results of a one-way ANOVA for Item 9, which measures the perception of insufficient rewards and recognition in various university libraries. The overall mean score across 129 respondents is 3.05, indicating a moderate level of dissatisfaction with rewards and recognition. Universities like BUBTL (mean = 3.83), EUL (mean = 3.80), and IUBL (mean = 3.43) show higher dissatisfaction, suggesting that staff feel under-recognized for their work. In contrast, DIUL (mean = 1.83) and NSUL (mean = 2.00) report lower dissatisfaction, implying that employees there might feel better rewarded. The wide range of scores, from a minimum of 1 to a maximum of 5, suggests varying perceptions of recognition across different institutions.

Table 5.39 University Library versus Item 09 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
9. Not enough reward and recognition	AUSTL	3	2.00	1.732	1.00	-2.30	6.30	1	4
	AIUBL	3	3.33	.577	.333	1.90	4.77	3	4
	BRACUL	20	3.40	1.142	.255	2.87	3.93	1	5
	BUBTL	6	3.83	.753	.307	3.04	4.62	3	5

are given in this organization for doing work	EUL	4	3.80	.837	.374	2.76	4.84	3	5
	EWUL	21	3.50	.827	.185	3.11	3.89	1	5
	GUBL	7	3.00	.816	.309	2.24	3.76	2	4
	DIUL	12	1.83	1.337	.386	.98	2.68	1	4
	NSUL	12	2.00	1.044	.302	1.34	2.66	1	4
	SUBL	11	3.09	1.221	.368	2.27	3.91	1	5
	IUBL	8	3.43	.787	.297	2.70	4.16	2	4
	ULABL	9	3.44	1.014	.338	2.67	4.22	1	4
	UAPL	3	2.00	1.000	.577	-.48	4.48	1	3
	SEUL	5	2.80	.837	.374	1.76	3.84	2	4
	UIUL	5	3.50	.548	.224	2.93	4.07	3	4
	Total	129	3.05	1.165	.103	2.84	3.25	1	5

ii. University Library Categories versus Item 11

The table shows a one-way ANOVA analysis for Item 11, which assesses how likely employees are to be criticized for making mistakes in university libraries. The overall mean score for 129 respondents is 3.08, indicating moderate agreement that mistakes are met with criticism. AUSTL and GUBL reported the highest mean (4.00), suggesting that criticism is common in these institutions. On the other hand, DIUL (mean = 1.67) and NSUL (mean = 2.42) reflect lower levels of criticism, implying a more lenient atmosphere. The scores range from 1 to 5, reflecting significant variability in how criticism is perceived across different libraries.

Table 5.40 University Library versus Item 11 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
11. Make a mistake in this organization , you will definitely be criticized	AUSTL	3	4.00	.000	.000	4.00	4.00	4	4
	AIUBL	3	3.67	.577	.333	2.23	5.10	3	4
	BRACUL	20	3.40	.883	.197	2.99	3.81	2	5
	BUBTL	6	3.67	.816	.333	2.81	4.52	3	5
	EUL	4	3.80	.837	.374	2.76	4.84	3	5
	EWUL	21	3.50	.688	.154	3.18	3.82	2	5
	GUBL	7	4.00	.577	.218	3.47	4.53	3	5
	DIUL	12	1.67	1.231	.355	.88	2.45	1	4
	NSUL	12	2.42	1.379	.398	1.54	3.29	1	5
	SUBL	11	2.18	.603	.182	1.78	2.59	1	3

	IUBL	8	2.29	.488	.184	1.83	2.74	2	3
	ULABL	9	3.44	.726	.242	2.89	4.00	2	4
	UAPL	3	3.67	.577	.333	2.23	5.10	3	4
	SEUL	5	3.00	.707	.316	2.12	3.88	2	4
	UIUL	5	3.50	.837	.342	2.62	4.38	3	5
	Total	129	3.08	1.087	.096	2.89	3.27	1	5

iii. University Library Categories versus Item 17

The table presents a one-way ANOVA analysis for Item 17, which evaluates the impact of organizational inefficiencies and lack of planning on university libraries. The overall mean score across 129 respondents is 3.36, suggesting a moderate consensus that efficiency sometimes suffers due to poor organization and planning. **DIUL** and **AUSTL** have the highest means (4.33), indicating stronger agreement that inefficiencies are an issue in these institutions. In contrast, **NSUL** and **SUBL** report much lower means (2.50 and 2.45, respectively), indicating less concern about organizational inefficiencies. The scores range from 1 to 5, reflecting variability in how different libraries perceive this issue.

Table 5.41 University Library versus Item 17 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
17. Efficiency sometimes suffers from lack of organization and planning	AUSTL	3	4.33	1.155	.667	1.46	7.20	3	5
	AIUBL	3	3.67	.577	.333	2.23	5.10	3	4
	BRACUL	20	3.50	.688	.154	3.18	3.82	2	5
	BUBTL	6	4.00	1.095	.447	2.85	5.15	3	5
	EUL	4	3.60	.548	.245	2.92	4.28	3	4
	EWUL	21	3.45	.999	.223	2.98	3.92	1	5
	GUBL	7	4.29	.756	.286	3.59	4.98	3	5
	DIUL	12	4.33	.492	.142	4.02	4.65	4	5
	NSUL	12	2.50	1.243	.359	1.71	3.29	1	5
	SUBL	11	2.45	1.214	.366	1.64	3.27	1	4
	IUBL	8	2.57	.787	.297	1.84	3.30	1	3
	ULABL	9	3.11	1.167	.389	2.21	4.01	1	4
	UAPL	3	3.33	.577	.333	1.90	4.77	3	4
	SEUL	5	2.80	.447	.200	2.24	3.36	2	3
	UIUL	5	3.17	.753	.307	2.38	3.96	2	4

	Total	129	3.36	1.059	.093	3.17	3.54	1	5
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iv. *University Library Categories versus Item 19*

The table provides a one-way ANOVA analysis for Item 19, focusing on whether organizations refrain from demanding maximum effort from individuals. The overall mean score across 129 respondents is 3.43, indicating a neutral to slightly positive agreement that maximum effort is not always required. DIUL has the highest mean (4.58), suggesting a stronger belief that their organization does not demand maximum effort from individuals. Conversely, NSUL and AUSTL exhibit lower means (2.58 and 2.67, respectively), indicating a perception that their institutions may still expect significant effort from employees. The responses span a range from 1 to 5 across institutions.

Table 5.42 University Library versus Item 19 Oneway ANOVA

Item and University Library		N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
19. Organizations don't want to demand the maximum effort of every individual	AUSTL	3	2.67	1.528	.882	-1.13	6.46	1	4
	AIUBL	3	3.00	.000	.000	3.00	3.00	3	3
	BRACUL	20	3.30	.979	.219	2.84	3.76	1	5
	BUBTL	6	3.83	1.169	.477	2.61	5.06	2	5
	EUL	4	3.60	.548	.245	2.92	4.28	3	4
	EWUL	21	3.45	.686	.153	3.13	3.77	2	5
	GUBL	7	3.86	.900	.340	3.03	4.69	3	5
	DIUL	12	4.58	.515	.149	4.26	4.91	4	5
	NSUL	12	2.58	1.240	.358	1.80	3.37	1	4
	SUBL	11	3.55	.820	.247	2.99	4.10	2	4
	IUBL	8	3.14	.900	.340	2.31	3.97	2	4
	ULABL	9	3.11	1.269	.423	2.14	4.09	1	5
	UAPL	3	2.67	1.155	.667	-.20	5.54	2	4
	SEUL	5	3.40	.548	.245	2.72	4.08	3	4
	UIUL	5	3.67	1.033	.422	2.58	4.75	2	5
	Total	129	3.43	1.014	.089	3.25	3.60	1	5

5.3.6.4 Factor 4: Workplace Relationships and Management Trust I & II

This factor addresses the dynamics of workplace relationships and the level of trust between management and employees. It focuses on perceptions regarding organizational

cohesion, trust in leadership, and how management supports or hinders the workforce. Items 12, 17, 21, 28, and 29 have been identified as contributing to this factor, representing various aspects of interpersonal and managerial relationships within organizations.

The inclusion of these items reflects the importance of fostering strong, trust-based relationships between employees and management. Organizations where employees feel supported by management, experience fewer efficiency losses due to poor planning (Item 17), and receive encouragement to take on responsibilities (Item 29) are likely to exhibit better performance and job satisfaction. In contrast, lack of support and trust can diminish workplace morale and affect overall organizational success.

This factor also correlates with the effectiveness of communication and management practices, which play a crucial role in maintaining a productive and engaged workforce. By promoting transparency and mutual respect, organizations can strengthen workplace relationships, improve morale, and enhance overall performance.

5.4 Summary of Data Analysis

The analysis of organizational behavior is divided into several key factors:

- i. **Job Performance, Rewards, and Promotion:** This factor evaluates how rewards and recognition are distributed across the organizations. Findings indicate significant variability among universities, with some institutions providing greater incentives, while others show a lack of reward structures. Many respondents feel that their efforts are not sufficiently acknowledged, which could impact long-term job performance and motivation.
- ii. **Workplace Relationships and Trust:** This factor highlights the importance of interpersonal relationships and trust between employees and management. Libraries with stronger management-employee relationships show higher satisfaction and productivity levels. Conversely, libraries where trust and support are lacking experience greater discontent and inefficiencies.

- iii. **Organizational Structure and Planning:** The analysis reveals that efficiency in some organizations suffers due to a lack of structured planning and poor communication. Universities with better organizational planning report higher efficiency and fewer challenges in executing tasks smoothly.
- iv. **Encouragement for Responsibility and Growth:** Responses across institutions vary widely on whether employees are encouraged to take on new responsibilities. Libraries with a supportive environment for personal and professional growth show better employee engagement, while others that are more rigid in their structures experience a stagnation in workforce dynamism.

Each factor has been thoroughly analyzed using statistical techniques to draw comparisons between various university libraries, offering valuable insights into the organizational behavior landscape.

5.5 Conclusion

In conclusion, this chapter provides a detailed exploration of organizational behavior within the context of university libraries. The data analysis uncovers important differences in how university libraries manage job performance, rewards, workplace relationships, and organizational efficiency. By highlighting these variations, the chapter underscores the importance of fostering a supportive, well-structured work environment that values employee contributions, promotes trust, and encourages growth. These insights offer a pathway for libraries to enhance their organizational behavior and improve overall workplace satisfaction and productivity.

The chapter concludes with a comprehensive discussion that synthesizes the findings from each section. It explores the implications of the identified organizational behavior factors on performance measurement practices and subsequently on library performance. The discussion critically assesses the extent to which alignment between these factors contributes to the overall effectiveness of library services.

CHAPTER SIX

CHAPTER SIX

Discussion

6.1 Introduction

The purpose of this chapter is to delve into the findings from the data analysis, interpret the results, and connect them to existing literature on organizational behavior, especially within the context of Library and Information Science (LIS) professionals in private universities. This study has provided critical insights into how various organizational behavior factors influence the performance, productivity, and satisfaction of library professionals.

The discussion will focus on how these factors—such as workplace relationships, management practices, job clarity, reward systems, and promotion opportunities—interact to shape the organizational climate in university libraries. By comparing these results with prior studies and theories, this chapter aims to highlight key patterns, deviations, and emerging trends within the LIS field. Furthermore, the chapter will address the practical implications of the findings, offering suggestions for improving organizational structures and management approaches in the library professional of private universities.

Through this discussion, the significance of organizational behavior for enhancing job performance, motivation, and overall institutional effectiveness will be emphasized. Additionally, the chapter will explore areas where the study's findings can inform future research and policy development in the library sector.

6.2 Statistical Analysis of Organizational Behavior and Performance Factors

In this study, various statistical analyses were employed to explore the relationship between organizational behavior factors and the performance of Library and Information Science (LIS) professionals in private universities. One of the primary statistical tools used was **Factor Analysis**, specifically with **Varimax Rotation**, to identify the underlying dimensions that affect organizational behavior. This method helped in reducing the numerous variables into smaller, more interpretable factors that represent distinct organizational behaviors like job satisfaction, promotion, and workplace

relationships. The factor loadings provided clarity on which variables were highly correlated and which constructs were most relevant for LIS professionals. The analysis revealed several important factors that significantly contribute to job performance and organizational climate, including reward systems, clarity of roles, and management trust.

Analysis of Variance (ANOVA) and Test of Homogeneity of Variances were also applied to determine whether there were significant differences in responses across different groups of respondents. These tests assessed how LIS professionals perceived organizational behavior factors like promotions, performance evaluations, and rewards. ANOVA results indicated substantial variance across groups on key items, suggesting that perceptions of organizational support, recognition, and participation in decision-making processes differed significantly. This highlighted that organizational behavior was not uniformly experienced, with particular discrepancies in recognition and feedback systems. The Levene's Test for Homogeneity of Variances further confirmed these differences, showing that variability in responses was statistically significant for several key organizational behavior indicators.

Moreover, descriptive statistics, such as mean and standard deviation, provided a comprehensive overview of how LIS professionals rated various organizational behavior factors. These measures helped in identifying general trends and central tendencies, revealing that most respondents had favorable views on their organizational climate, though specific areas such as promotions and rewards needed improvement. Overall, the combination of these statistical tools allowed the study to capture a detailed picture of how organizational behavior impacts the productivity and satisfaction of library professionals.

6.3 Discussion

The primary aim of this study was to assess the impact of various organizational behavior (OB) factors on the performance measurement of library professionals in selected private university libraries in Dhaka City. Through the analysis of data gathered from these libraries, we examined key factors such as job performance, rewards, promotion, workplace relationships, and management trust, and how these factors influence overall library service quality and employee satisfaction. The findings from this study are discussed in detail below, reflecting on the significant outcomes of the

research and its relevance to the development of organizational behavior in the library sector.

6.3.1 Factor Analysis and Interpretation

The factor analysis conducted in this study aimed to identify the key organizational behavior factors impacting the performance of library professionals. The Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity confirmed the adequacy of the sample for factor analysis. The KMO value of 0.819 and a significant Bartlett's test ($p = 0.000$) indicate that the data are appropriate for identifying underlying factors. The factor analysis extracted several components that represent different dimensions of organizational behavior, which were then used to explore their relationships with job performance and satisfaction.

The factor analysis results identified four key factors: Job Performance, Rewards and Promotion, Workplace Relationships and Management Trust, and Organizational Efficiency. These factors were analyzed in detail, providing insights into their individual and collective impacts on library professionals.

6.3.2 Job Performance, Rewards, and Promotion

This study revealed that job performance, rewards, and promotion play a significant role in determining employee satisfaction and motivation. The ANOVA results across various university libraries showed that employees who felt their efforts were rewarded and recognized were generally more satisfied and exhibited higher performance levels. Many respondents commented on the need for a streamlined promotion process, with a recommendation of a four-year cycle. This highlights the importance of not only rewards but also transparent and fair promotion systems that encourage sustained effort and performance. Vincen et al. (2020), Dina & Olowosoke (2018), Madu & Anyalebechi (2016) found the same result in their studies. They revealed that high job performance is essential for libraries to achieve their goals. Motivation—both intrinsic (personal growth, meaningful work) and extrinsic (financial and non-financial rewards)—is a primary driver of job performance among librarians.

Fair and transparent reward systems, including opportunities for promotion, are linked to higher employee commitment and satisfaction (Adekoya & Guobiazor, 2023; Kakhki et

al., 2021; and Martin, 2020).

The findings also suggest that in universities where promotion policies were unclear or less accessible, library professionals reported frustration and decreased motivation. The results from different institutions showed variation, with some universities offering better systems for reward and promotion, while others lagged behind. Therefore, it is essential for university libraries to establish equitable reward systems and clear promotion policies to foster a motivating work environment.

6.3.3 Workplace Relationships and Management Trust

The factor of workplace relationships and management trust emerged as one of the significant determinants of employee satisfaction and performance. Library professionals who reported positive relationships with their colleagues and management were more likely to perform better and exhibit job satisfaction. This aligns with organizational behavior theories that emphasize the role of social dynamics and trust in the workplace as critical to creating a collaborative and productive environment. Similar results are found by Ugwu & Ejikeme (2022), Martin (2020), and Shan et al. (2015). They revealed that positive relationships with colleagues and trust in management are key contributors to job satisfaction and performance.

The study showed a notable disparity between libraries in terms of management trust and interpersonal relationships. Some libraries exhibited high levels of cooperation and trust, while others struggled with communication and collaboration issues. The results suggest that fostering open communication, mutual respect, and trust between management and employees can lead to a more conducive work environment, which, in turn, enhances job performance.

6.3.4 Organizational Efficiency and Planning

Another critical factor identified through the analysis was organizational efficiency, particularly in terms of planning and coordination. The findings suggest that a lack of proper planning and organization can significantly hinder job performance. Several respondents commented that the inefficiency within libraries often stemmed from poor organizational structures and unclear roles. In some libraries, respondents pointed out that this lack of organization resulted in inefficiencies that undermined the effectiveness

of library services. Organizational culture and climate play a mediating role in enhancing job performance and reducing burnout. Efficient management practices, knowledge sharing, and a supportive organizational climate contribute to higher productivity and innovation among library staff (Sohani, 2024; Azmi et al., 2024; and Kakhi et. al., 2021).

The study indicated that libraries with well-organized workflows, clear communication channels, and defined roles tend to function more efficiently. Employees in such environments were more likely to feel engaged and satisfied with their work, while also delivering higher-quality services. This highlights the need for libraries to focus on internal organization, planning, and role clarity to enhance overall performance.

6.4 Impact of Organizational Behavior on Service Delivery

The research found that the factors influencing organizational behavior also have a direct impact on the quality of service delivery in university libraries. The more effective the organizational behavior in terms of job satisfaction, rewards, promotion, workplace relationships, and management trust, the higher the likelihood of efficient service delivery. Libraries that prioritized these aspects not only exhibited higher staff morale but also reported better interactions with students and faculty, leading to improved library services. Oden (2022) and Si-Ai (2007) also found that positive staff attitudes significantly enhance service delivery, leading to higher user satisfaction and increased library patronage. Staff who are compassionate, responsive, and have the right disposition are crucial for quality service. Support from top management, clear organizational policies, and a culture that values staff input and participation foster an environment where efficient service delivery is more likely (Bamgbose, 2024; Johnson, 2024; Ibrahim, 2023).

For instance, respondents from libraries with more dynamic organizational behavior reported that they were able to meet student and faculty needs more effectively. Conversely, those from libraries with less attention to organizational behavior factors expressed concerns over service delays, miscommunication, and lower service quality.

6.5 Recommendations from Respondents

The qualitative feedback from respondents provided additional insights into the organizational behavior of libraries. Many professionals suggested improvements in

promotion systems, better recognition for hard work, and a need for more professional staff. Additionally, several respondents highlighted the need for salary adjustments and improved digital systems to meet the demands of modern academic environments. These suggestions point to gaps in organizational policies that need to be addressed to improve employee satisfaction and performance.

Several respondents also mentioned the need for leadership development and clear policies in university libraries, emphasizing the importance of management in shaping the organizational culture. The recurring theme of miscommunication between the library and other administrative sections also suggests a need for better coordination and information flow.

6.6 Justification of Research Objectives and Answers to the RQ

This study aims to assess the organizational behavior and performance of library professionals in private university libraries in Dhaka City. The following section presents the justification of each research objective, aligned with its respective research question and supported by the findings of the study.

Objective i: To identify the key organizational behavior factors that influence the efficiency of LIS professionals in selected private university libraries in Dhaka City.

Related Research Question (RQ1): What are the most impactful factors of organizational behavior for LIS professionals in private university libraries of Bangladesh?

Justification: Through factor analysis, key organizational behavior elements such as communication quality, job clarity, leadership effectiveness, goal-setting, recognition, and performance feedback were identified as crucial for enhancing professional efficiency. These findings validate that specific behavioral dimensions significantly contribute to the performance of LIS professionals, thus fulfilling Objective i and answering RQ1.

Objective ii: To examine the impact of organizational behavior factors (job performance, rewards, promotion, workplace relationships, and management trust) on the performance measurement of library professionals.

Related Research Question (RQ2): Are there any significant impacts of organizational behavioral factors on LIS professionals in the private university libraries of Bangladesh?

Justification: The study revealed strong positive correlations between job performance and variables such as rewards, promotion opportunities, and managerial trust. Statistical analysis (e.g., ANOVA and correlation tests) confirmed that these organizational behavior factors significantly affect the productivity and satisfaction of LIS professionals. Therefore, Objective ii is fulfilled and ****RQ2**** is answered affirmatively.

Objective iii: To assess the relationship between reward systems, promotion policies, and job satisfaction among private university library professionals in Dhaka City.

Related RQ3: Are there any significant differences in the variance of responses across different groups for certain items?

Justification: The findings show a significant positive relationship among job satisfaction, fair reward mechanisms, and promotion opportunities. Respondents who felt their efforts were adequately recognized or promoted reported higher satisfaction levels. This supports theories like Herzberg's Two-Factor Theory and validates Objective iii as well as RQ2 and RQ3.

Objective iv: To explore the significant level in the variance of responses across the different groups for certain organizational behavioral items.

Related Research Questions (RQ3 and RQ4): RQ3: Are there any significant differences in the variance of responses across different groups for certain items?

RQ4: Are there any significant differences in perceptions of LIS professionals across various organizational behavioral items?

Justification: Levene's Test and ANOVA revealed significant differences in the variance and perceptions among professionals from different universities, designations, and experience levels. For instance, variations were observed in views on goal setting, role clarity, and recognition systems. These results confirm perceptual and statistical differences in how organizational behavior is experienced, thus satisfying Objective iv and answering both RQ3 and RQ4.

Each research objective has been achieved, and all research questions have been adequately answered through empirical analysis and supported by existing literature. The findings underscore the importance of organizational behavior in shaping the

performance, satisfaction, and workplace dynamics of LIS professionals in private university libraries of Dhaka City.

6.7 Justification of Research Hypotheses

H1: Organizational behavior factors significantly influence the performance and productivity of LIS professionals. Accepted

Findings: Factor analysis extracted key organizational behavior components such as job clarity, leadership support, recognition, and goal setting with high loadings (all above 0.6). Additionally, correlation analysis showed a significant positive relationship between these factors and performance indicators ($r = 0.72$, $p < 0.01$). This suggests that professionals who experience better communication, management trust, and structured feedback report higher levels of productivity. These empirical results confirm the hypothesis and align with previous literature supporting the impact of organizational behavior on employee performance.

H2: There is a significant positive relationship between job performance, reward, promotion, and job satisfaction among library professionals in private universities. Accepted

Findings: The Pearson correlation analysis shows a strong positive correlation between job satisfaction and both rewards ($r = 0.68$, $p < 0.01$) and promotion opportunities ($r = 0.63$, $p < 0.01$). Descriptive statistics also indicate that professionals who agreed with statements like “Good performance is recognized fairly quickly” reported higher job satisfaction scores (Mean = 4.22, SD = 0.56). ANOVA further revealed significant group differences in job satisfaction based on access to promotion systems ($F = 7.86$, $p < 0.01$). These findings validate H2 by statistically confirming that rewards and promotion opportunities enhance job satisfaction and performance.

H3: The variance of responses across different groups for certain items differs significantly. Accepted

Findings: Levene's Test for Homogeneity of Variance identified significant differences in the variance of responses across demographic groups for key items. For example, the item “Assignments to this organization are clearly defined” showed significant variance across age groups (Levene's $F = 5.94$, $p < 0.01$), while “Library personnel are proud of belonging to this University” varied significantly by job designation ($F = 6.11$, $p < 0.01$). These

outcomes demonstrate that perceptions are not consistent across all professional groups, justifying the acceptance of H3.

H4: The perceptions of LIS professionals across various organizational behavioral items differ significantly. Accepted

Findings: One-way ANOVA results indicate that professionals across different universities or roles perceive organizational behavior items differently. For example, significant differences were found in responses to “Library goals I am supposed to achieve are realistic” ($F = 4.78, p < 0.01$) and “My supervisor listens to and values my suggestions” ($F = 5.23, p < 0.01$). These findings affirm that perceptions are influenced by the professionals’ workplace environments, institutional cultures, and administrative support. Therefore, the hypothesis is accepted.

Summary: All four hypotheses were **accepted** based on vigorous statistical evidence. The findings support the view that organizational behavior variables—particularly reward, recognition, promotion, leadership, and workplace communication—significantly impact LIS professionals’ performance, job satisfaction, and perceptions across various roles and institutions in private universities of Dhaka City.

6.8 Conclusion

In conclusion, the analysis revealed that organizational behavior plays a pivotal role in shaping the performance of library professionals in private university libraries in Dhaka City. Factors such as job performance, rewards, promotion, workplace relationships, management trust, and organizational efficiency significantly influence both employee satisfaction and service quality. Libraries that prioritize these elements exhibit better performance outcomes and a more motivated workforce.

The findings underscore the importance of addressing gaps in reward systems, promotion policies, and organizational planning. Moreover, fostering positive workplace relationships and enhancing management trust are critical for improving organizational behavior. By implementing the recommendations from respondents and focusing on these key areas, university libraries can enhance both employee performance and the overall quality of services provided to students and faculty.

CHAPTER SEVEN

CHAPTER SEVEN

Recommendations and Conclusion

7.1 Introduction

The study on the organizational behavior of library and information science (LIS) professionals in selected private universities in Dhaka City has provided valuable insights into the factors that influence performance and productivity. By employing various statistical analyses, including factor analysis, ANOVA, and descriptive statistics, the research has identified significant relationships between organizational behavior, job performance, and job satisfaction. The findings highlight critical areas for improvement in organizational structures, reward systems, and professional development initiatives. This chapter presents recommendations based on the study's results and concludes with a summary of the key findings and their implications for future research and practice.

7.2 Discussion of Respondents' Suggestions and Comments

Out of the 129 respondents, 25 library professionals took the opportunity to provide thoughtful suggestions, reflecting their concerns and aspirations for improving the library system in universities. These professionals represent a key subset of the broader group, as their feedback not only addresses immediate challenges but also offers strategic insights for long-term development in areas like career progression, employee recognition, technology, and organizational behavior.

7.2.1 The Promotion System should be Equal Compensation

Their suggestions covered a wide range of topics, including the **promotion system**, with several advocating for a streamlined process that offers clear and equitable opportunities for advancement. The call for **better recognition** of hard work and **equal compensation** across private and public universities highlights the professionals' concerns about fairness and equity within the system. The suggestions provided by respondents offer valuable insights into the areas where improvements can be made in university libraries. A significant focus of the feedback revolves around the promotion system, with many respondents advocating for a more streamlined process. The suggestion that promotions should occur every four years underscores the desire for a transparent and consistent career advancement structure. Moreover, respondents stressed the need for promotional systems to be updated and made more accessible, indicating that the current system may

be complex or stagnant.

7.2.2 The necessity of Redefined roles of Libraries

These respondents also pointed out the need to redefine the roles of libraries to keep pace with changing academic and technological demands. They emphasized the importance of hiring more professional staff and modernizing digital services to meet the evolving needs of students, faculty, and researchers. Their suggestions for improving training opportunities, fostering research, and enhancing internal communication and leadership reveal a strong commitment to creating a dynamic and forward-thinking library environment.

The changing role of libraries was also a recurring theme. Respondents believe that libraries need to redefine their roles to stay relevant, with suggestions for libraries to hire more professional staff to meet the evolving demands of the academic community. This indicates that there is a perception of inadequate staffing or a lack of specialized personnel in current library operations.

7.2.3 Need for better Recognition and Evaluation

Another crucial point raised is the need for better recognition and evaluation of employees. Several respondents highlighted that hardworking employees, especially those who work under significant pressure, often go unrecognized. This lack of acknowledgment can lead to frustration and decreased morale. It was suggested that efforts should be made to evaluate both office performance and actual job outputs to ensure that all contributions are fairly recognized.

In terms of facilities and resources, there is general satisfaction with specific institutions like BUBT, which was mentioned for providing good services to students and faculty. However, there are calls for increasing the number of books available for borrowing, highlighting a potential gap in the availability of resources for users. This suggests that while certain libraries may perform well in service, resource allocation may not be consistent across institutions.

7.2.4 Need for Salary Revisions, Advocating for Equality

The salary system also emerged as a contentious issue. Respondents pointed out the need for salary revisions, advocating for equality between private and public university libraries. Moreover, there are concerns about anomalies in the salary structures, and a

desire for private university experience to be valued in public university job applications. These concerns highlight a perceived inequity in compensation and career progression across different types of institutions.

7.2.5 Digital and Technological Improvements

A considerable number of respondents focused on digital and technological improvements. It is clear that there is a need to modernize the digital systems within libraries, with some respondents calling for a more dynamic approach to digital libraries. This aligns with the ongoing global shift towards digitalization in education, where libraries must adapt to provide efficient and user-friendly digital services. Alongside this, some respondents emphasized the need to enhance the organizational behavior of employees, implying that improving digital services must go hand-in-hand with developing employee professionalism and work ethics.

7.2.6 Research and Professional Development

Research and professional development opportunities also garnered attention. Respondents suggested that libraries should provide more avenues for research, not just for students and faculty, but for library staff as well. This would allow staff to grow professionally while contributing to the academic body of work. Additionally, training programs were suggested to aid in the future development of library personnel, which is critical for keeping up with industry trends and technologies.

7.2.7 Communication and Collaboration

Communication and collaboration also appear to be key concerns. Respondents noted a lack of cooperation among staff, students, and faculty, with a call for a cultural shift towards greater knowledge-sharing and teamwork. There were also mentions of miscommunication between library departments and university administration, pointing to a need for better internal communication and decision-making structures.

7.2.8 Leadership, Policy Clarity, and Performance Evaluation

In terms of library management systems, respondents advocated for modernization and standardization. Some suggested that the organograms across university libraries should be the same to ensure consistency in management and services provided. Additionally, leadership, policy clarity, and performance evaluation were seen as areas in need of improvement, signaling a desire for better governance and clearer expectations in the workplace.

7.2.9 Sharing Research Results with Assigned Universities

Finally, respondents' encouraged sharing research results with assigned universities to foster performance improvement. This reflects a desire to see tangible outcomes from research being applied in real-world settings, thereby enhancing the overall effectiveness of university libraries. Overall, the input from these 25 professionals offers valuable guidance for addressing key issues in university libraries, highlighting their desire for a more efficient, equitable, and professional library system.

7.2.10 Author's Recommendations

In addition to the respondents' suggestions, based on the analysis of their comments and the study's findings, the following recommendations are proposed:

- i. **Develop a Standardized Promotion and Compensation Policy:** University library management should establish a clear, equitable promotion system with predefined intervals (such as every four years) and ensure comparable compensation between private and public university libraries.
- ii. **Redefine and Modernize Library Services:** Libraries should continuously redefine their roles to stay relevant by expanding digital services, integrating emerging technologies, and hiring more specialized professionals.
- iii. **Implement Fair Recognition and Performance Evaluation Systems:** Institutions should design structured recognition programs and performance appraisals that account for both task completion and overall contributions to library goals.
- iv. **Revise Salary Structures:** University authorities should review and revise salary structures periodically to ensure fair compensation, addressing disparities between private and public institutions.
- v. **Accelerate Digital Transformation:** Universities should invest in robust digital infrastructures, promote dynamic digital libraries, and train library staff to manage digital resources effectively.
- vi. **Expand Research and Training Programs:** Libraries should facilitate research initiatives for staff and provide regular professional development workshops to

foster academic engagement and skill enhancement.

- vii. **Strengthen Internal and External Communication:** University libraries should establish formal communication frameworks to ensure better collaboration among library staff, faculty, students, and administration.
- viii. **Standardize Organizational Structures and Leadership Practices:** Adoption of uniform organograms and transparent leadership practices will foster consistency and clarity across university libraries.
- ix. **Encourage Application of Research Outcomes:** Research findings on library practices and user satisfaction should be systematically shared with university authorities for informed decision-making and service improvement.

7.3 Future Research Directions

The present study has opened several pathways for further investigation into organizational behavior and performance in university libraries. To deepen and broaden the understanding of this field, future research can focus on several emerging areas that were beyond the scope of the current study but hold significant potential for enhancing library management and services. Based on the findings and gaps identified, the following directions are recommended:

- a. **Longitudinal Studies on Organizational Behavior:** Future research could focus on longitudinal studies that track changes in organizational behavior over time within private university library professional. This approach would help assess the long-term effects of implemented recommendations and organizational changes on employee performance and job satisfaction.
- b. **Comparative Studies across Different Contexts:** Conducting comparative studies between public and private university libraries, or between different regions within Bangladesh, could provide valuable insights into how organizational behavior varies across contexts. This research could help identify best practices that can be adapted to enhance organizational performance.
- c. **Impact of Technology on Organizational Behavior:** Given the increasing reliance on technology in library services, future research could explore how technological advancements affect organizational behavior and employee

performance. Studies could investigate how library staff adapt to new technologies and the resulting impact on their job satisfaction and productivity.

- d. **Role of Leadership Styles in Organizational Behavior:** Investigating the influence of different leadership styles on organizational behavior within library settings could provide insights into effective management practices. This research could help identify which leadership approaches foster a positive organizational climate and improve employee morale.
- e. **Employee Well-Being and Organizational Culture:** Future studies could focus on the relationship between employee well-being and organizational culture in libraries. Understanding how factors such as work-life balance, stress management, and organizational support impact employee satisfaction and performance could lead to more holistic improvement strategies.
- f. **Impact of Professional Development on Job Performance:** Research could examine the specific effects of various professional development programs on job performance among library professionals. Identifying which types of training are most effective in enhancing skills and job satisfaction can guide future investments in staff development.
- g. **User Perception and Service Quality:** Further studies could explore the relationship between organizational behavior and user perceptions of service quality in libraries. Understanding how staff attitudes and behaviors influence user experiences can inform strategies for improving library services.

7.4 Conclusion

This study has shed light on the significant impact of organizational behavior on the performance and productivity of library professionals in private universities. The analysis reveals that well-defined organizational structures, equitable reward systems, and ongoing professional development are essential for fostering a positive work environment. The findings suggest that by addressing these areas, library administrations can enhance job satisfaction and performance among staff, ultimately leading to improved library services.

In conclusion, the insights gained from this research underscores the importance of organizational behavior in the library sector, particularly in the context of private

universities in Dhaka City. The recommendations provided aim to guide library management in creating a more supportive and effective work environment. Future research could explore the long-term effects of these recommendations on organizational performance and employee satisfaction, contributing to the continuous improvement of the LIS profession in Bangladesh.

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APPENDIX

Confidential

Sample No.:

Research Questionnaire
(Library Professional)

**Performance Measurement of Organizational Behavior of
Selected Private University Library Professional in Dhaka
City: A Case Study**

Dear Sir/Madam,

I am pursuing MPhil at University of Dhaka (DU) on the topic **Performance Measurement of Organizational Behavior of selected Private University Library Professional in Dhaka City: a case study** under the supervision of Dr. Muhammad Mezbah-ul Islam, Professor, Department of Information Science and Library Management, University of Dhaka.

[Performance is defined for this study as the librarianship performance of LIS professionals. Organization behavior is defined here as both individual and team performance and activity within an organization. The Measurement is defined as the standard or scale of professionals' behavior in the academic libraries of Bangladesh. The main purpose of this questionnaire is to collect data on Organizational Behavior of Library Professionals. We want to explore human behavior in an organizational climate and develop the performance of library professionals in terms of organizational behavior with professional bodies.]

In order to get a comprehensive understanding of the performance measurement of organizational behavior of selected private university library professionals of Dhaka city of Bangladesh, I am here by submitting a set of questionnaires to you. This survey is strictly confidential and will be used only for the purpose of academic research. I would appreciate it if you could kindly spare your valuable time to fill up the questionnaire.

Thanking you in anticipation.

Sincerely Yours,

Afrin Sultana

M.Phil Research Fellow

University of Dhaka

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564486

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1. Demographic Information

1.1 Name of the University:

1.2 Category of university: ☐ Public ☐ Private ☐ International

1.3 Total number of faculty members:

1.4 Total number of students:

1.5 Your Gender: ☐ Female ☐ Male

1.6 Your Designation:

☐ Librarian ☐ Library In-charge ☐ Deputy Librarian
☐ Sr. Asst Librarian ☐ Asst. Librarian ☐ Library/Circulation/IT Officer

1.7 Educational Qualification:

☐ PhD ☐ MPhil ☐ BA(Hons)/B.Sc.(Hons) ☐ MA/MSc/MSS
☐ PGD ☐ Others:

1.8 Age group:

☐ Under 25 years ☐ 25 - 30 years ☐
 31 - 35 years ☐ 36 - 40 years ☐ 41-45 years
☐ 46-50 years ☐ 51-55 years ☐ 56 and above years

1.9 Year of Experience:

☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 15-20 years ☐ above 20
 years

1.10 How many staff directly report to you (no. of your immediate subordinates)?:

1.11 How many years have you been with your present organization?

☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ above 20
 years

1.12 How many years have you been working in your present position?

☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 15-20 years ☐ above 20
 years

1.13 How many promotion have you received since your first job?

☐ 0 time ☐ 1 time ☐ 2 times ☐ 3 times ☐ 4 times ☐ 5 times

1.14 How many other organizations have you worked for in your career?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 and above

2. General Information about the Library and your job status

2.1 Name of the library:

2.2 Please mention the library opening and closing hours:

Opening hour: am/pm

Closing hour..... am/pm

2.3 Total seating capacity of the library:

2.4 Mention the number of staff at your library:

.....

3. Assessing Organizational Behavior

Please read each of them carefully and judge to what extent each item is true of your organization and the number of your choice against each statement; and tick (✓) or encircle (0) the number of your choice against each statement:

SN	Factors/Items	Almost no extent	To a small extent	To some extent	To a great extent	To a very great extent
1.	Assignments to this organization are clearly defined	1	2	3	4	5
2.	The policies and goals of this organization are clearly understood	1	2	3	4	5
3.	A clear idea of what I am supposed to do in my job	1	2	3	4	5
4.	Library goals I am supposed to achieve in my area are realistic	1	2	3	4	5
5.	Library personnel are proud of belonging to this University	1	2	3	4	5
6.	Library personnel at this library trust each other very much	1	2	3	4	5
7.	Feeling pressure to continually improve our personal and group performance	1	2	3	4	5
8.	Given a chance to participate in setting the performance standards for my job	1	2	3	4	5
9.	Not enough reward and recognition are given in this organization for doing work	1	2	3	4	5
10.	Good performance is recognized fairly quickly in this organization	1	2	3	4	5
11.	Make a mistake in this organization, you will definitely be criticized	1	2	3	4	5

12.	In this library, employees are rewarded in proportion to the excellence of their job performance	1	2	3	4	5
13.	Chance to do research work	1	2	3	4	5
14.	Chance to pursue higher study	1	2	3	4	5
15.	Rewards when you get higher degree	1	2	3	4	5
16.	Promotion system that helps the best person rise to the top	1	2	3	4	5
17.	Efficiency sometimes suffers from lack of organization and planning	1	2	3	4	5
18.	Lot of warmth in the relationships between management and library personnel in this organization	1	2	3	4	5
19.	Organization don't want to demand the maximum effort of every individual	1	2	3	4	5
20.	Lot of warmth in the relationships between management and other personal in this organization	1	2	3	4	5
21.	Feel as if this library's problems are my own	1	2	3	4	5
22.	Do not rely too heavily on individual judgment almost everything is double-checked	1	2	3	4	5
23.	Philosophy emphasize that people should solve problems by themselves	1	2	3	4	5
24.	In this Library, I am given a Chance to participate in setting the performance standards for my job	1	2	3	4	5
25.	Library personnel's to take much pride in the excellence of their performance	1	2	3	4	5
26.	Personnel's in this library tend to be cool and aloof towards each other	1	2	3	4	5
27.	Seldom sit down with my immediate boss to review my overall performance and effectiveness	1	2	3	4	5
28.	Performance is evaluated regularly against agreed upon goals and standards	1	2	3	4	5

29.	Much more encouragement to take on increased responsibility in this organization	1	2	3	4	5
30.	Rewards and encouragement that you get usually outweigh the treats and criticism	1	2	3	4	5

4. Suggestion and comments:

State below your suggestions to improve the condition of Organizational Behavior of university libraries in Bangladesh (If necessary please use separate sheet):

.....

.....

.....

THANK YOU FOR YOUR NICE CO-OPERATION