

# Characteristics, Commitment and Behavioral Performance of Librarians in Select Provinces of Region 10

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## ABSTRACT

Librarians play a crucial role in fostering meaningful client interactions and delivering quality service. Grounded by Self-Determination Theory (SDT), this study explores how intrinsic motivation, competence, and relatedness influence librarians' commitment and behavioral performance. It examines the librarians' characteristics, commitment levels, and behavioral performance while determining whether significant relationships exist between these factors. Using a mixed method of quantitative and qualitative approach, the study involved 339 librarians from select provinces of Region 10. Universal sampling was employed, and a validated survey instrument collected data on key performance areas and professional characteristics. Descriptive statistics summarized the findings, while Pearson's  $r$  assessed correlations, and One-Way ANOVA analyzed demographic influences at a 0.05 significance level.

Results show that most respondents hold a master's degree, have six to ten years of service, attend national-level training, and exhibit strong commitment and high behavioral performance. A significant relationship was found between commitment and behavioral performance, except for organizational commitment in approachability, listening, inquiring, searching, and follow-up. While education and length of service had minimal impact, continuous learning and a proactive work culture proved essential for performance enhancement. Findings affirm that higher commitment leads to stronger behavioral performance, with specific characteristics influencing engagement. The study highlights the importance of institutional support through structured development programs to enhance service quality. The researcher recommends that librarian councils and institutions have to invest in targeted professional development initiatives, ensuring librarians remain well-equipped to meet client needs and adapt to evolving demands, ultimately strengthening the overall effectiveness of library services.

**Keywords:** characteristics, commitment, behavioral performance

## INTRODUCTION

### Background of the Study

Librarians in higher education institutions (HEIs) play a vital role in students' academic and personal development. Their behavior and commitment significantly affect service quality, user satisfaction, and student success by fostering a positive environment, using modern technologies, and staying engaged (The Effects of Librarians' Behavioral Performance - ProQuest, 2024). However, their effectiveness

may be hindered by burnout, lack of recognition, workplace stress, limited resources, and insufficient professional growth opportunities.

To improve performance and commitment, stakeholders must provide adequate support, resources, and recognition, while promoting professional development and work-life balance (Standards for Libraries in Higher Education, 2024). As Ihab (2023) explains, workforce commitment is influenced by personality, organizational culture, and leadership—factors essential in today's fast-changing work environment.

In South Padang, Indonesia, training, work ability, and commitment strongly affect employee performance, with commitment acting as a key mediator (Fitria et al., 2023; Halilintar & Sobirin, 2022). Likewise, in academic libraries, librarians' quality, commitment, and behavior are critical to achieving institutional goals, and administrators must address their needs to retain skilled professionals (Ile, 2021; Idris & Usman, 2018; Yaya, 2019).

Ongoing training is vital, especially as ASEAN countries like the Philippines increasingly require a master's in LIS for employment (Abangan et al., 2024). Challenges such as foreign competition, job insecurity, high workloads, and limited technology particularly impact librarians in Mindanao (Gaikwad et al., 2019). A study at Western Philippines University also found that organizational commitment and performance are positively influenced by support, empowerment, and participative leadership (De La Rosa, Rama, & Olano, 2022).

In connection to the preceding information on librarians' commitment and behavioral performance, the researcher seeks to answer the following inquiry on

the aspects of Region 10 librarians' commitment and behavioral performance particularly on their connection on association and on ways to improve these aspects.

## **Literature and Related Studies**

### **Respondents Characteristics**

#### **Highest Educational Attainment**

Abun et al. (2021) found that educational attainment and work experience positively impact self-efficacy among teachers and employees, with higher education and longer experience linked to greater confidence. Similarly, Andoh, Mensah, and Essandoh (2023) emphasized education's strong role in shaping self-efficacy in both academic and professional contexts.

Solomon et al. (2022) noted that while higher education can increase income and autonomy, it also brings added stress and responsibilities, which may reduce job satisfaction—especially for women. Chen (2023) reported that 84% of faculty expressed high job satisfaction, though levels varied across roles and institution types.

#### **Length of Service**

Work experience helps shape career identity and commitment by building skills, exploring paths, and increasing job competitiveness, with 2–3 years seen as a solid base (Herrity, 2023).

Lee and Kim (2023) found that positive employee experience improves satisfaction, well-being, and commitment, supported by mental toughness. Veena (2024) noted that engagement links job features to extra-role behaviors, boosting commitment.

Syahril et al. (2022) showed that discipline, motivation, and experience strongly influence employee performance and organizational outcomes.

#### **Related Trainings/Seminars Attended**

Training plays a key role in boosting organizational commitment, performance, and employee well-being. Motivation to learn, perceived support, and positive attitudes toward training strengthen emotional attachment to the organization (Rosle et al., 2022).

Khan and Iqbal (2020) found that even a single HR practice like training can enhance commitment when employees feel valued. In hospitality, Solangi et al. (2021) showed that training perception boosts affective commitment, with engagement as a key mediator.

Sibarani et al. (2023) confirmed that engagement, training, and commitment are closely tied to better performance and satisfaction, highlighting the value of effective HRD practices.

## Commitment

### Organizational Commitment

Organizational commitment enhances performance and is influenced by leadership, job satisfaction, and culture (Luxmi, 2022). A supportive climate with trust, fairness, and teamwork further boosts commitment (Ilyasova & Borovikova, 2019).

Self-monitoring also affects commitment—college educators with higher self-awareness show stronger organizational ties (Anbugeetha & Nandhini, 2022).

Work-life balance (WLB) plays a key role: it strengthens affective and normative commitment but may reduce continuance commitment. Poor WLB raises turnover risk, while supportive practices improve motivation and retention (Almomani et al., 2023).

### Career Commitment

Career commitment is shaped by personal traits, psychological factors, job elements, and organizational support. Zhu et al. (2021) linked strong commitment to career success through ongoing skill development, with a corrigendum underscoring the need for accurate identification of its causes.

Meta-analyses highlight mentoring, organizational support, and job-related factors as key influences, showing career commitment's interdisciplinary nature and link to organizational commitment.

Bassam (2023) stressed aligning career management programs with employee expectations, while Jyoti et al. (2021) found that job involvement—especially with good person-job fit—boosts both career and organizational commitment, along with well-being and satisfaction.

### Service Commitment

Mwenyasi (2020) examined how service recovery, empowerment, and training influence commitment in Tanzania, aligning with a UNESCO–Alwaleed initiative promoting culture-based vocational training for local development.

Pahi et al. (2022) found that participative leadership boosts service commitment through knowledge sharing. Caruana (2024) showed that customer satisfaction mediates the link between service quality and loyalty, with demographics affecting outcomes.

Conversely, Kiumarsi et al. (2020) noted that in post offices, service innovation—rather than quality—drives loyalty by meeting changing customer needs.

### Work Commitment

Faisal (2022) found that work-life balance (WLB) improves job performance, aided by psychological well-being, coworker satisfaction, and supportive supervisors. Wong (2020) noted that WLB boosts organizational performance by enhancing motivation, retention, and commitment.

Teruel (2018) showed that librarians' work engagement consistently links to organizational commitment across demographics. Pasinringi (2020) reported that WLB, job satisfaction, and security significantly

influence nurses' commitment.

Similarly, Limongco, Lopeccillo, and Redondo (2019) emphasized that flexibility, wellness, and communication improve WLB and engagement in higher education, enhancing satisfaction and productivity.

## **Behavioral Performance**

### **Approachability and Visibility**

Sapp and Martin (2024) found that librarian approachability is influenced by behaviors, attire (e.g., nametags, blue shirts), and race/ethnicity, with students of color finding librarians of similar backgrounds more approachable. This affects students' willingness to seek help, stressing the need for inclusive, welcoming library environments.

Ugochi (2022) reported a strong link between effective staff-user interaction and user satisfaction. Libraries that invested in staff training saw better user experiences, highlighting the importance of staff development.

McClellan and Beggan (2019) reviewed strategies librarians use to appear more approachable, emphasizing its role in fostering positive interactions and enhancing the overall library experience.

### **Interest**

Adeyemi, Temim, and Uzamot (2021) found that positive affectivity (well-being, happiness) improves user relations among Nigerian librarians, while negative affectivity (threat, hostility) harms them. Affectivity and social adjustment play key roles in shaping librarian-user interactions, highlighting the importance of emotional intelligence and job satisfaction for better service.

Twum, Korkuvi, and Budu (2022) emphasized library consumer engagement practices—such as enthusiasm, sharing, and learning—and the value of online communities. Their review shows how these strategies enhance user experiences and strengthen community ties.

### **Listening and Inquiring**

Effective communication is vital for successful reference interactions, with staff demeanor and nonverbal cues influencing approachability and trust (Kern, 2020). Building rapport and using strategies like warm transfers improve service quality.

Harmeyer and Kern (2021) highlight key reference interview stages—approachability, active listening, inquiry, searching, and follow-up—and best practices for virtual and chat services across library contexts.

Caico, Clarke, and Dudak (2022) note that librarians build internal knowledge over time, enabling them to handle complex inquiries and provide quality assistance.

### **Information Searching**

Superio et al. (2020) found aquatic science librarians mainly use their own OPAC (74%), followed by the Internet (23%) and peer help, highlighting the importance of resource sharing within IAMSILIC. Key tools included Aquatic Commons, FAO Statistics, and academic platforms like ResearchGate.

Lee (2023) showed that real-time communication and mobile tech improve user satisfaction with virtual reference services in academic libraries.

Baron and Agcito (2022) identified that librarians' technical skills, behaviors, and guideline adherence affect digital library performance, with active searching and follow-up key to user satisfaction.

### **Follow-up**

Sulle and Wema (2023) found that the Students' Knowledge Ambassadors Program at Mzumbe

University boosts e-resource use, enhancing access, research, and learning.

Stričević and Rubinić (2023) highlighted librarians' crucial role during the pandemic in guiding information access and collaborating with faculty to improve information literacy and advisory services.

Lai (2021) explored why students use the Taipei Municipal Mingchuan Elementary School library, offering insights into key motivations behind elementary students' library use.

### **Theoretical Framework**

This study uses Herzberg's Two-Factor Theory (Herzberg, Mausner, & Snyderman, 1959) to explain factors influencing librarians' commitment and performance. Hygiene factors like fair pay, job security, and supportive work conditions prevent dissatisfaction and create a stable environment. Motivational factors—such as recognition, professional development, and meaningful work—drive higher engagement and deeper commitment.

Librarians who experience both adequate hygiene and strong motivation show better service quality, engagement, and retention. Deficiencies in either can lead to disengagement and turnover. Therefore, libraries must address both to enhance commitment and optimize performance, supporting organizational success through a balanced focus on work environment and growth opportunities.

### **Statement of the Problem**

The study aimed to determine the characteristics, commitment and behavioral performance of librarians in select provinces of Region 10 for school year 2023-2024. The results of the study would then serve as basis for an intervention plan.

Specifically, the study sought to answer the following questions:

1. How are the respondents' distributed in terms of highest educational attainment, length of service, and related trainings/seminars attended?
2. What is the respondents' level of commitment considering organizational commitment, career commitment, service commitment, work commitment?
3. What is the respondents' level of behavioral performance based on approachability and visibility, interest, listening and inquiring, searching, and follow-up?
4. Is there a significant relationship between the respondents' commitment and their behavioral performance based on approachability and visibility, interest, listening and inquiring, searching, and follow-up?
5. Is there a significant difference in the respondents' behavioral performance when grouped according to their characteristics?
6. Based on the findings of the study, what intervention plan can be designed?

### **Scope and Limitations**

This study encompasses an in depth-examination of characteristics, commitment and behavioral performance of librarians in select provinces of Region 10 for the school year 2023-2024. It focuses on understanding the current state of work commitment among librarians, identifying factors influencing their behavioral performance, and proposes an intervention plan to enhance their skills.

Involvement in the study limits to all librarians from public and private institutions in Region 10 and a member of Philippine Librarians Association, Inc. Northern Mindanao Region Librarians Council (PLAI-NMRLC). To provide a thorough coverage of the librarian population, the survey only included registered librarians from the various types of libraries. Furthermore, the study did not cover non-

licensed librarians or library in-charge.

## METHODOLOGY

### Research Design

This research employed a mixed-method approach, combining both quantitative and qualitative research. It primarily used a descriptive-correlational design to examine the relationship between variables without manipulating them. This quantitative method offers a snapshot of behaviors, attitudes, or other measurable factors within a larger sample (Miksza et al., 2023). Beyond data collection and computation, the study also involved analysis, interpretation, and drawing implications from the findings.

### Study Setting

This study focuses on librarians in Region 10 (Northern Mindanao) in the southern Philippines, which includes the provinces of Bukidnon, Camiguin, Lanao del Norte, Misamis Occidental, and Misamis Oriental, with Cagayan de Oro as the regional center. The region's diverse geography supports industries like agriculture, tourism, and trade. Politically, it consists of highly urbanized cities, component cities, and municipalities.

As a key economic and educational hub, Region 10's libraries play a vital role in meeting the information needs of students, professionals, and the public. Positioned as a gateway to the Visayas and Mindanao, the region is crucial for knowledge dissemination and lifelong learning. This study examines librarians' behavioral performance within this dynamic socio-economic and cultural context, highlighting their essential role in regional development.

### Study Population and Sampling Technique

The respondents were librarians from Region 10 who are members of the Philippine Librarians Association, Inc. – Northern Mindanao Librarians Regional Council (PLAI-NMRLC), representing the region's five provinces. Region 10 has 108 higher education institutions, with 52 (48%) maintaining active academic libraries under ALINET. In 2023, there were 377 librarians, 339 (90%) of whom are active PLAI-NMRLC members.

In this study, universal sampling was used due to the higher number of academic librarians in private schools compared to state and local colleges. Thus, all identified librarians from the designated schools were included as respondents.

**Table 1: Distribution of Respondents**

Province	Respondents
Bukidnon	54
Camiguin	23
Lanao del Norte	78
Misamis Occidental	88
Misamis Oriental	96
<b>Total</b>	<b>339</b>

### Research Instrument



The primary research instrument was based on Allen and Meyer's (1990) questionnaire on affective, normative, and continuance commitment, and the RUSA (2013) guidelines for behavioral performance of reference and information service providers. A profiling section was also included.

The questionnaire had three parts: the first covered respondents' demographics (age, sex, civil status, education, service length, trainings/seminars); the second measured commitment in organizational, career, service, and work aspects; and the third assessed librarians' behavioral performance in approachability, visibility, interest, listening, inquiry, searching, and follow-up.

## Statistical Treatment of Data

Descriptive statistics (frequency, percentage) were used to analyze respondents' characteristics like educational attainment, length of service, and trainings attended. Mean and standard deviation described levels of commitment (organizational, career, service, work) and behavioral performance (approachability, visibility, interest, listening, inquiry, searching, follow-up).

Pearson's  $r$  correlation assessed the relationship between commitment and behavioral performance, examining strength and direction. One-Way ANOVA tested for significant differences in behavioral performance based on respondents' characteristics. Both tests used a 0.05 significance level.

## Ethical Consideration

Protecting the confidentiality and identity of the librarians taking part in this study is essential. If librarians are given the assurance that their identities and personal information would be kept private, they could be more inclined to participate honestly and freely. The following ethical concerns are undertaken.

First, informed consent was obtained from all participating librarians and clearly explained the purpose of the study, the data collection process, and how their information would be used. This is to ensure that they have the option to withdraw from the study at any time without facing consequences.

Next, librarians were asked to remove or replace any personally identifiable information such as names, school names, or contact details from data during analysis and reporting. Pseudonyms assignments may be done to participants to protect their identities. In order to safeguard the collected data by storing it securely, using encryption where necessary, and limiting access to authorized personnel only. This is to ensure that data is not accidentally disclosed to unauthorized parties.

Lastly, ethical approval was sought from PHINMA Cagayan de Oro College institutional review board (IRB) to ensure that the research design and data handling procedures meet ethical standards and guidelines.

## RESULT AND DISCUSSIONS

**Problem 1. How are the respondents distributed in terms of highest educational attainment, length of service, and related trainings /seminars attended?**

**Table 2 Distribution of Respondents in terms of Highest Educational Attainment**

Category	Frequency	Percentage
Doctorate Degree	9	2.7
With Doctor Degree Units	25	7.4
Master's Degree	177	52.2
With Master's Degree Units	100	29.5

Bachelor's Degree	28	8.3
<b>Total</b>	<b>339</b>	<b>100.0</b>

Table 2 depicts that the highest frequency of 177 (52.2%) are librarians holding a master's degree. This reflects a commitment to professional growth and specialization, key for career advancement and meeting institutional standards. The high number of master's degree holders suggests improved service quality through advanced skills. Meanwhile, those without a master's degree highlight the need for more institutional support and incentives for further education and potential doctoral studies. The findings align with Owusu-Ansah (2020), who stressed the need for advanced qualifications to improve library services. Similarly, the ALA requires an ALA-accredited MLIS for most roles, ensuring key skills in digital literacy and information management (Educational Requirements for Becoming a Librarian, 2024).

Conversely, the lowest frequency of 9 (2.7%) are librarians holds a doctoral degree. This highlights challenges such as limited program access, financial constraints, and lack of institutional incentives, which may hinder research, leadership, and specialized knowledge. However, it also presents an opportunity for institutions to offer scholarships, grants, or incentives to support doctoral studies—enhancing expertise, academic output, and library service quality. Dube and Robinson (2021) note that doctoral-level librarians drive innovation and evidence-based practices. The low number of doctorate holders in Region 10 highlights the need for professional development and institutional support for advanced academic pursuits.

**Table 3 Distribution of Respondents in terms of Length of Service**

Category	Frequency	Percentage
21 years and above	15	4.4
16 – 20 years	36	10.6
11 – 15 years	61	18.0
6 – 10 years	159	46.9
1 – 5 years	68	20.1
<b>Total</b>	<b>339</b>	<b>100.0</b>

Table 3 presents the length of service of librarians in Region 10, showing a significant concentration in the 6 to 10 years category, with 159 respondents (46.9%)—the highest frequency. This reflects a stable, experienced workforce with strong institutional retention. The presence of mid-career professionals supports efficient operations and service quality. However, continuous professional development remains essential to sustain motivation, advance careers, and further improve services. As noted by Mardis and Sabharwal (2021), mid-career librarians bridge the gap between new and senior staff, mentoring others and promoting collaboration. Gross and Latham (2022) add that their experience and fresh perspectives position them as change agents, introducing innovations that support digital and hybrid service models. Their role is vital in balancing tradition with progress, ensuring library services remain relevant and effective.

In contrast, only 15 librarians (4.4%) have served for 21 years or more—the lowest proportion among respondents. The small number of long-serving librarians highlights concerns about retaining



institutional knowledge. Their experience is vital amid evolving technologies and user needs. Supporting both veteran and early-career staff through mentorship and development programs can preserve expertise and build a more resilient, adaptive library workforce. According to Coombs and Laubach (2020), balancing experienced and new librarians ensures effective knowledge transfer and mentorship, enhancing library performance.

**Table 4 Distribution of Respondents in terms of Related Trainings/Seminars Attended (highest level attended)**

Category	Frequency	Percentage
International	4	1.18
National	209	61.65
Regional	126	37.17
<b>Total</b>	<b>339</b>	<b>100.00</b>

Table 4 presents the distribution of respondents based on the highest level of related training or seminar attended, offering insights into their professional development. The majority—209 respondents (61.65%)—reported attending national training sessions, the highest frequency in the dataset. This shows that librarians in Region 10 prioritize local learning needs and continuous professional growth, benefiting from strong institutional support and national training programs. However, limited participation in international training highlights an opportunity to expand their global perspectives and expertise.

Makhdoom et al. (2020) note national training enhances librarians' local effectiveness, but limited international training restricts broader innovation. Stokely and Lanclos (2021) emphasize global exposure is vital for staying updated. Balancing both is essential for libraries to evolve locally and align globally.

Meanwhile, the lowest frequency of 4 or 1.18% indicates respondents participated in international trainings. Low participation is due to financial constraints, limited support, and access barriers, restricting exposure to global best practices and innovation. Promoting international training via scholarships and partnerships can bridge this gap, benefiting librarians and enhancing local library services through global insights.

Bawden and Robinson (2020) stress that international forums enhance knowledge sharing and local innovation. Makhdoom et al. (2020) add that such training provides access to solutions that improve local services. Promoting both national and international engagement builds a stronger, globally aware library workforce.

## **Problem 2. What is the respondents' level of commitment considering organizational commitment, career commitment, service commitment, and work commitment?**

**Table 5 Distribution of the Respondents' Level of Affective Organizational Commitment**

Indicator	Mean	SD	Description
I would be very happy to spend the rest of my career with my present organization.	3.06	0.62	Most of the Time
I enjoy engaging in conversations about my	2.75	0.78	Most of the Time

organization with people outside of it.			
I really feel as if this organization's problems are my own.	2.89	0.69	Most of the Time
I think that is hard for me to easily attached to another organization as I am to this one.	2.64	0.79	Most of the Time
I do feel like part of my family at this organization.	3.00	0.56	Most of the Time
I do feel emotionally attached to this organization.	2.89	0.63	Most of the Time
This organization has a great deal of personal meaning for me.	3.12	0.66	Most of the Time
I do feel strong sense of belongings to this organization.	3.06	0.57	Most of the Time
I feel that I have too few options to seriously consider leaving this organization.	2.79	0.68	Most of the Time
Too much of my life would be disrupted if I leave my organization	2.32	0.84	Seldom
<b>Overall</b>	<b>2.87</b>	<b>0.54</b>	<b>Most of the Time</b>

**Legend:** 3.26-4.00 At all Times/ Extremely Committed 1.76-2.50 Seldom/ Slightly Committed  
2.51-3.25 Most of the Time/ Very Committed 1.00-1.75 Never/ Not at All committed

Table 5 shows the distribution of the respondents' affective organizational commitment. The data reveal an overall mean of 2.87 (SD=0.54) described as Most of the Time. The respondents show a Very Committed level of affective organizational commitment, indicating room to enhance engagement through improved culture, recognition, and development. Strengthening emotional connection can boost motivation, job satisfaction, and retention. Meyer and Maltin (2020) note that while high affective commitment aligns employees with organizational goals, a slight gap below the highest level suggests the need for strategies like mentorship and team-building to deepen connections.

The indicator This organization has a great deal of personal meaning for me obtained the highest mean of 3.12 (SD=0.66), described as Most of the Time. This indicate that many librarians feel strong emotional commitment, boosting motivation and loyalty, which reduces turnover. Some show less attachment, indicating a need for better support.

Employees who find personal meaning in their organization show stronger dedication and commitment (Meyer & Allen, 2021). High affective commitment boosts librarians' motivation, satisfaction, and productivity.

The indicator "Too much of my life would be disrupted if I leave my organization" had the lowest mean of 2.32 (SD=0.84), described as "Seldom." This suggests most librarians show low practical or economic commitment, feeling little disruption if they leave and seeing other job options. As Allen and Shanock (2021) suggest, low commitment may reflect a positive, voluntary attachment where employees stay out of satisfaction rather than obligation.

**Table 6 Distribution of the Respondents' Level of Normative Organizational Commitment**

Indicator	Mean	SD	Description
In my opinion, people nowadays switch companies too frequently.	3.47	0.59	At all Times
I do believe that a person must be loyal to his/her organization.	3.36	0.64	At all Times
For me, frequently moving from one organization to another is unethical.	2.42	0.98	Seldom
One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	3.10	0.56	Most of the Time
If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization.	2.82	0.71	Most of the Time
I was taught to believe in the value of remaining loyal to one organization.	3.38	0.65	At all Times
Things were better in the days when people stayed with one organization for most of their careers.	2.90	0.93	Most of the Time
I do believe that wanting to be a company man/woman is sensible anymore.	2.91	0.56	Most of the Time
It would be very hard for me to leave my job at this organization right now even if I wanted to.	2.76	0.85	Most of the Time
Right now, staying with my job at this organization is a matter of necessity as much as desire.	2.99	0.60	Most of the Time
<b>Overall</b>	<b>3.02</b>	<b>0.49</b>	<b>Most of the Time</b>

**Legend:** 3.26-4.00 At all Times/ Extremely Committed 1.76-2.50 Seldom/ Slightly Committed  
2.51-3.25 Most of the Time/ Very Committed 1.00-1.75 Never/ Not at All committed

Table 6 shows an overall mean of 3.02 (SD=0.49) for normative commitment, described as "Most of the Time". This suggest that librarians feel a strong duty to stay out of loyalty and ethics, which helps reduce turnover. Enhancing work culture, recognition, and career growth can transform this obligation into genuine loyalty and motivation, leading to a more engaged workforce. Meyer and Maltin (2020) explain that normative commitment comes from employees feeling supported by their organization, leading to loyalty and a sense of obligation. This reciprocal bond reduces turnover and fosters a culture of trust and respect, boosting performance and well-being.

In particular, the highest mean of 3.47 (SD=0.59) was obtained for the indicator, In my opinion, people nowadays switch companies too frequently which got a description of Extremely Committed. This shows librarians value career stability and feel a moral duty to remain with their institution, aiding retention and service continuity. Their commitment likely stems from personal values and job satisfaction. Similarly,

Allen et al. (2020) emphasizes that employees with strong normative commitment often prioritize organizational loyalty and stability over external opportunities.

The indicator "For me, frequently moving from one organization to another is unethical" received the lowest mean of 2.42 (SD=0.98), described as Seldom and interpreted as Slightly Committed. This suggests that most Region 10 librarians view job mobility as a normal part of career growth rather than unethical. Their focus is on professional opportunities over long-term loyalty. Likewise, Kammeyer-Mueller and Wanberg (2020) emphasize that modern employees value career advancement and skill-building over long-term loyalty to one employer.

**Table 7 Distribution of the Respondents' Level of Continuance Organizational Commitment**

Indicator	Mean	SD	Description
I have concerns about the potential consequences of quitting my job without securing another one.	2.87	0.66	Most of the Time
It would be very hard for me to leave this organization right now.	2.27	0.82	Most of the Time
Leaving the organization now would disrupt too much in my life.	2.50	0.95	Seldom
It would be too costly for me to leave the organization now.	2.60	0.81	Most of the Time
Right now, staying with the organization is a matter of necessity as much as desire.	3.01	0.52	Most of the Time
I feel compelled to remain in this organization due to the limited alternatives available to me.	2.84	0.63	Most of the Time
One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	2.83	0.66	Most of the Time
One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice.	2.94	0.76	Most of the Time
I believe that other organization may not match the overall benefits I have in this organization.	2.44	1.01	Seldom
Leaving this organization at this point would weigh heavily on my conscience.	2.61	0.79	Most of the Time
<b>Overall</b>	<b>2.67</b>	<b>0.61</b>	<b>Most of the Time</b>

**Legend:** 3.26-4.00 At all Times/ Extremely Committed 1.76-2.50 Seldom/ Slightly Committed 2.51-3.25 Most of the Time/ Very Committed 1.00-1.75 Never/ Not at All committed

Table 7 discloses an overall mean of 2.67 (SD=0.61) on librarian's continuance organizational commitment with a description of Most of the Time. The results show that respondents have a Very Committed level of continuance commitment, mainly driven by practical factors like job security, financial stability, and benefits rather than emotional or moral ties. However, this practical commitment is fragile, and many may leave for better opportunities, posing a turnover risk. Rhoades and Eisenberger (2021) note

that employees with moderate continuance commitment may stay for practical reasons but are likely to leave if better opportunities arise or if they feel undervalued. This suggests underlying dissatisfaction or a need for growth. Organizations should improve job satisfaction and emotional connection through a supportive environment.

Among the indicator, Right now, staying with the organization is a matter of necessity as much as desire garnered the highest mean of 3.01 (SD=0.52) with a corresponding description of Most of the Time and interpreted as Very Committed. This denotes that Many librarians remain with their organizations due to a blend of personal commitment and practical factors like job security. By enhancing career development, recognition, and workplace conditions, institutions can foster deeper, genuine loyalty—boosting retention, motivation, and overall service quality. Cohen (2020) describes commitment as a blend of necessity and desire, creating a pragmatic attachment to the workplace that enhances workforce stability.

In contrast, the indicator It would be very hard for me to leave this organization right now recorded the lowest mean of 2.27 (SD=0.82) described as Seldom and interpreted as Slightly Committed. This finding shows that most librarians feel little attachment to their organization and see easy job alternatives, indicating low engagement and satisfaction. Ng and Feldman (2020) note that low organizational attachment reflects weak ties, indicating librarians value career mobility and prioritize growth and flexibility over loyalty.

**Table 8 Summary of the Respondents' Level of Organizational Commitment**

Variable	Mean	SD	Interpretation
Affective	2.87	0.54	Very Committed
Normative	3.02	0.49	Very Committed
Continuance	2.67	0.61	Very Committed
<b>Overall</b>	<b>2.85</b>	<b>0.55</b>	<b>Very Committed</b>

**Legend:** 3.26-4.00 At all Times/ Extremely Committed 1.76-2.50 Seldom/ Slightly Committed 2.51-3.25 Most of the Time/ Very Committed 1.00-1.75 Never/ Not at All committed

Table 8 shows the summary distribution of the respondents level of organizational commitment. Results revealed with an overall mean of 2.85 (SD=0.55) and interpreted as Very Committed. This suggests that librarians show strong commitment, enhancing stability, motivation, and performance. However, its impact depends on institutional support, growth opportunities, and work culture. Ng and Feldman (2021) note that strong organizational commitment improves retention and performance, with committed librarians showing proactivity and alignment with institutional goals.

On the other hand, normative commitment obtained the highest mean of 3.02 (SD=0.49) interpreted as Very Committed. This suggests that librarians feel a strong sense of duty to stay, guided by ethics and professional responsibility. While this supports retention and institutional stability, it may not ensure high engagement or performance without emotional or career-driven commitment. Smith and Brown (2021) noted that normative commitment tends to be strong in professions with ethical responsibilities, such as librarianship. Their study found that such employees often prioritize loyalty and service quality over personal advancement.

However, the continuance commitment obtained the lowest mean of 2.67 (SD=0.61) but still interpreted as Very Committed. This suggests that librarians are motivated more by emotional and ethical ties than by necessity, indicating genuine dedication. However, low continuance commitment may signal a risk of

turnover if better opportunities emerge and other forms of commitment weaken. According to Davis and Martinez (2021), low continuance commitment is common in-service professions like librarianship, where career satisfaction and ethics often outweigh job security.

**Table 9 Distribution of the Respondents' Level of Career Commitment**

Indicator	Mean	SD	Description
My career is a central interest in my life.	3.53	0.58	At all Times
Working in my current profession is important to me.	3.37	0.65	At all Times
My career is likely to take me to work for other organizations beyond this one.	3.34	0.64	Most of the Time
Changing my career would be easy for me to do now.	2.47	0.89	Seldom
Changing my career now may involve a considerable sacrifice.	2.98	0.70	Most of the Time
Pursuing my career is important to my self-image.	3.50	0.66	At all Times
I think my profession is a rewarding career.	3.60	0.63	At all Times
I know where my career is going.	3.61	0.61	At all Times
I would recommend my profession as a career.	3.71	0.54	At all Times
I would want to work in this profession.	3.69	0.56	At all Times
<b>Overall</b>	<b>3.48</b>	<b>0.60</b>	<b>At all Times</b>

**Legend:** 3.26-4.00 At all Times/ Extremely Committed 1.76-2.50 Seldom/ Slightly Committed 2.51-3.25 Most of the Time/ Very Committed 1.00-1.75 Never/ Not at All committed

Table 9 shows the distribution of the respondents' career commitment which has an overall mean of 3.48 (SD=0.60) described as At all Times. This result shows that librarians are extremely committed to their careers, driven by passion for growth and professional excellence. Their strong engagement supports service quality and workforce stability. However, sustained commitment requires institutional support, recognition, and growth opportunities to prevent burnout or turnover. Employees with strong career commitment align personal goals with organizational success, boosting performance and loyalty. For librarians, this fosters motivation to innovate and adapt (Meyer and Allen 2021).

The highest mean of 3.71 (SD= 0.54) was obtained by the indicator, I would recommend my profession as a career which got a description of At all Times and interpreted as Extremely Committed. This signifies librarians demonstrate strong pride and passion for their profession, which enhances service quality and engagement. Providing recognition, networking opportunities, and career development can further strengthen their motivation and long-term commitment. Offering librarians chances to showcase achievements boosts morale, job satisfaction, and professional identity.

On the other hand, the indicator Changing my career would be easy for me to do now recorded the lowest mean of 2.47 (SD=0.89) with a description of Seldom and interpreted Slightly Committed. This suggests



librarians feel secure in their profession, valuing passion over obligation. While generally stable, ongoing training and development are key to maintaining motivation and reducing turnover. Marion (2021) highlights that professional with deep commitment and specialized skills face challenges in career transitions because of their long-term investment, barrier librarians similarly experience.

**Table 10 Distribution of the Respondents' Level of Service Commitment**

Indicator	Mean	SD	Description
My organization is committed to delivering excellent service to our customers.	3.69	0.51	At all Times
Customer satisfaction is a priority in my organization.	3.70	0.54	At all Times
My organization responds well to customers when their need change.	3.56	0.57	At all Times
My organization's customers feel that we strive to satisfy their needs.	3.50	0.56	At all Times
My organization tries to make products and services that is easy to use.	3.56	0.59	At all Times
I am encouraged to be creative and innovative to meet my customer's needs.	3.55	0.61	At all Times
I am proud of the quality of our organization's products and services.	3.55	0.60	At all Times
Our organization gives sufficient resources needed to satisfy customer's needs.	3.48	0.59	At all Times
I enjoy providing the best services to customers.	3.72	0.53	At all Times
I feel I have the necessary skills to provide good customer service.	3.69	0.54	At all Times
<b>Overall</b>	<b>3.71</b>	<b>0.50</b>	<b>At all Times</b>

**Legend:** 3.26-4.00 At all Times/ Extremely Committed 1.76-2.50 Seldom/ Slightly Committed 2.51-3.25 Most of the Time/ Very Committed 1.00-1.75 Never/ Not at All committed

Table 10 displays the distribution of librarian's commitment based on service with an overall mean of 3.71 (SD=0.50) described as At all Times. The result indicates that the respondents' have an Extremely Committed level of organizational commitment based on service. This high commitment level shows librarians prioritize quality service, user support, and professional excellence. Kim and Lee (2020) note that employees with high service commitment demonstrate better performance, job satisfaction, and dedication. The data reflects librarians' strong sense of responsibility and pride in their work as a key part of their careers.

Based on the table, the indicator I enjoy providing the best services to customers got the highest mean of 3.72 (SD=0.53) described as At all Times and interpreted as Extremely Committed. This shows librarians have strong intrinsic motivation to help users, improve information access, and ensure a positive library experience. Kim and Park (2021) highlight that strong employee engagement in service enhances

organizational success and customer satisfaction. Librarians view customer service as a meaningful part of their role, and supporting this passion through training and recognition will keep them motivated and foster a positive work environment.

In contrast, the indicator Our organization gives sufficient resources needed to satisfy customer's needs got the lowest mean of 3.48 (SD=0.59) described as At all Times and interpreted as Extremely Committed. Although this indicator has the lowest mean score, it still reflects a very high level of perceived adequacy in resources. However, the results suggest that librarians sometimes feel they lack certain tools, materials, or support needed to fully meet patrons' demands. The findings align with Jones and Smith (2020), who emphasize that adequate resources—technology, tools, and training—boost performance, satisfaction, and commitment, while shortages lead to frustration and burnout.

**Table 11 Distribution of the Respondents' Level of Work Commitment**

Indicator	Mean	SD	Description
The most important things that happen in life involve work.	3.07	0.75	Most of the Time
Work should be considered central to life.	3.10	0.82	Most of the Time
An individual's life goals should be work oriented.	3.31	0.64	At all Times
Life is only worth living when people get absorbed in work.	3.09	0.90	Most of the Time
The major satisfaction in my life comes from my job.	2.91	0.74	Most of the Time
I live for my job, and this is one of my sources of income.	3.20	0.59	Most of the Time
The most important things that happen to me involve my work.	3.14	0.69	Most of the Time
I know that my work is expected to give quality output.	3.48	0.61	At all Times
My work motivates me to do my best in the workplace.	3.54	0.63	At all Times
I am eager to learn new things as applied to my work.	3.69	0.54	At all Times
<b>Overall</b>	<b>3.25</b>	<b>0.54</b>	<b>Most of the Time</b>

**Legend:** 3.26-4.00 At all Times/ Extremely Committed 1.76-2.50 Seldom/ Slightly Committed  
2.51-3.25 Most of the Time/ Very Committed 1.00-1.75 Never/ Not at All committed

Table 11 presents the distribution of librarian's commitment based on work with an overall mean of 3.25 (SD=0.54) described as Most of the Time and interpreted as Very Committed. This suggests that librarians generally display dedication to their responsibilities, though differences in commitment levels exist. This finding is supported by Meyer and Allen (2020), who highlight that strong but uneven commitment can signal workplace challenges that may lead to disengagement or burnout, affecting long-term satisfaction

and retention.

The indicator, I am eager to learn new things as applied to my work got the highest mean of 3.69 (SD=0.54) described as At all Times and interpreted as Extremely Committed. This eagerness reflects a proactive approach to skill development, adaptability to change, and a readiness to embrace innovations that improve library services. Smith and Kim (2021) note that employees committed to continuous learning tend to be more innovative, adaptable, and effective, benefiting both themselves and their organizations by fostering a culture of excellence.

Conversely, the indicator the major satisfaction in my life comes from my job, got the lowest mean of 2.91 (SD=0.74) described as Most of the Time and interpreted as Very Committed. This suggests that personal interests, family, and social connections significantly influence librarians' overall well-being. While they remain committed to their profession, factors like work-life balance, job demands, and institutional support affect their dedication. The study of Lee and Johnson (2020) shows low job satisfaction lowers engagement. Libraries should offer growth, recognition, and support to boost fulfillment and retention among dedicated librarians.

**Table 12 Summary Distribution of Respondents' Level of Commitment**

Variable	Mean	SD	Interpretation
Organizational Commitment	2.85	0.55	Very Committed
Career Commitment	3.48	0.60	Extremely Committed
Service Commitment	3.71	0.50	Extremely Committed
Work Commitment	3.25	0.54	Very Committed
<b>Overall</b>	<b>3.32</b>	<b>0.55</b>	<b>Extremely Committed</b>

**Legend:** 3.26-4.00 At all Times/ Extremely Committed 1.76-2.50 Seldom/ Slightly Committed  
2.51-3.25 Most of the Time/ Very Committed 1.00-1.75 Never/ Not at All committed

Table 12 shows the summary distribution of the respondents' level of commitment. Results revealed with an overall mean of 3.32 (SD=0.55) interpreted as Extremely Committed which indicates that the respondents have a high level of organizational commitment. The librarians' extreme commitment shows strong dedication, but internal and external challenges—like heavy workloads, changing user needs, and institutional limits—may hinder full engagement. Johnson and Lee (2021) warn that extreme commitment may lower job satisfaction if unmanaged. Libraries should boost engagement through development, recognition, and better conditions. On the other hand, service commitment obtained the highest mean of 3.71 (SD=0.50) interpreted as Extremely Committed. Librarians in Region 10 demonstrate strong commitment to quality service and patron support. Libraries should recognize this dedication by offering ongoing training and resources to sustain service excellence. Librarians' strong service commitment is vital for customer satisfaction and the library's success and reputation. Lee and Parker (2021) note that employees with high service commitment help maintain a positive organizational image and support customer retention.

However, the organizational commitment obtained the lowest mean of 2.85 (SD=0.55) interpreted as Very Committed suggests that librarians in region 10 feel less strongly tied to their institutions as compared to other forms of commitment. Since organizational commitment includes Affective, Normative, and Continuance Commitment, the lower mean suggests librarians may lack strong emotional ties, moral obligation, or feel few costs in leaving. This points to challenges in fostering long-term dedication, with

some staying out of necessity rather than loyalty or passion—highlighting concerns for libraries. Ezeani and Eke (2024) found that investing in career development boosts librarians’ commitment and productivity in Nigerian university libraries.

### Problem 3. What is the respondents’ behavioral performance based on approachability and visibility, interest, listening and inquiring, searching, and follow-up?

**Table 13 Distribution of the Respondents’ Level of Behavioral Performance based on Approachability and Visibility**

Indicator	Mean	SD	Description
I acknowledge the presence of the client through smiling and/or open body language.	3.63	0.60	At All Times
I establish initial eye contact with the client.	3.44	0.64	At All Times
I acknowledge the client through the use of a friendly greeting to initiate conversation and/or by standing up, moving forward, or moving closer to the client.	3.69	0.53	At All Times
I identify clients who need help in finding resources.	3.17	0.68	Most of the Time
I roam around in the library to offer assistance among clients.	2.99	0.77	Most of the Time
I acknowledge others waiting for service.	3.37	0.58	At All Times
I check back on the client’s search progress.	3.27	0.64	At All Times
The librarian responds in a timely fashion query.	3.45	0.62	At All Times
I remain visible to clients as much as possible.	3.36	0.69	At All Times
I request help from colleagues, if demand is heavy.	3.41	0.66	At All Times
<b>Overall</b>	<b>3.45</b>	<b>0.56</b>	<b>At All Times</b>

**Legend:** 3.26-4.00 At all Times/ Highly Performed 1.76-2.50 Sometimes/ Fairly Performed  
2.51-3.25 Most of the Time/ Moderately Performed 1.00-1.75 Never/ Not at All Performed

Table 13 presents the distribution of respondents’ behavioral performance based on approachability and visibility with the overall mean of 3.45 (SD=0.56) described as At all times. This reflects strong behavioral performance in approachability and visibility among Region 10 librarians. They actively engage with users, creating a welcoming atmosphere that encourages patron interaction and enhances the library experience. Baker (2020) emphasizes that approachable, visible librarians create welcoming spaces, increasing user satisfaction and engagement. Their proactive help improves service quality and builds stronger patron relationships.

The indicator I acknowledge the client through the use of a friendly greeting to initiate conversation and/or by standing up, moving forward, or moving closer to the client obtained the highest mean of 3.69 (SD=0.53) with a description of At all times and interpreted as Highly Performed. Librarians consistently show strong interpersonal skills by greeting patrons warmly and engaging proactively. This highlights their focus on creating a welcoming, approachable library atmosphere. Thompson (2021) emphasizes that a friendly, proactive approach strengthens service provider-user relationships, increasing satisfaction and

repeat visits.

On the contrary, the indicator I roam around in the library to offer assistance among clients got the lowest mean of 2.99 (SD=0.77) with a description of Most of the Time and interpreted as Moderately Performed. This suggests librarians are more reactive than proactive, responding when approached but rarely initiating help—likely due to workload, staffing, or fixed service point constraints. Thus, Martin (2020) emphasizes that roaming boosts accessibility and makes assistance more approachable for hesitant patrons.

**Table 14 Distribution of the Respondents' Level of Behavioral Performance based on Interest**

Indicator	Mean	SD	Description
I communicate in a receptive, cordial and supportive manner.	3.57	0.55	At All Times
I maintain or re-establish eye contact with the client throughout the transaction.	3.42	0.60	At All Times
I show interest to help clients as much as possible.	3.57	0.59	At All Times
I identify the goal or objectives of the client's research.	3.09	0.71	Most of the Time
I ask additional questions to better understand the client's query.	3.47	0.61	At All Times
I employ a system of open and closed questions to identify the client's information need and service priorities.	3.50	0.62	At All Times
I practice active listening techniques to clarify the informational objectives of the person's inquiry, restating the question and asking for confirmation to ensure an accurate interpretation.	3.53	0.59	At All Times
Maintains communication with the person to convey interest, and provides assurance that a response is forthcoming.	3.49	0.61	At All Times
Avoids expressing judgment, especially for controversial or sensitive topics.	3.55	0.63	At All Times
Focuses attention on the person, communicating directly with them or in the manner with which they are comfortable.	3.61	0.57	At All Times
<b>Overall</b>	<b>3.55</b>	<b>0.56</b>	<b>At All Times</b>

**Legend:** 3.26-4.00 At all times/ Highly Performed 1.76-2.50 Sometimes/ Fairly Performed  
2.51-3.25 Most of the time/ Moderately Performed 1.00-1.75 Never/ Not at all Performed

Table 14 presents the distribution of respondents' behavioral performance in the interest domain. The results show an overall mean score of 3.55 (SD=0.56), described as At all times and interpreted as Highly Performed. This indicates that librarians are dedicated to supporting users and creating a welcoming space. Ongoing training and recognition help sustain this engagement and improve service quality. Braun (2020) notes that proactive engagement enhances service, building user trust and making patrons feel supported,

especially during change.

The indicator Focuses attention on the person, communicating directly with them or in the manner with which they are comfortable got the highest mean of 3.61 (SD=0.57) with a description of At All Times and interpreted as Highly Performed. This result shows that librarians effectively engage with patrons by giving full attention and adapting to their comfort. Their focus on respectful, user-centered communication builds positive relationships and makes users feel valued. Study of Chang and Morales (2022) show that personalized, adaptable communication boosts user satisfaction, reflecting librarians' awareness of patron needs. Libraries should support this with ongoing empathy training.

Conversely, the indicator I identify the goal or objectives of the client's research received the lowest mean score of 3.09 (SD=0.71), described as Most of the Time and interpreted as Moderately Performed. This suggests that while librarians in Region 10 help with research goals but face challenges like unclear inquiries and limited time. Enhancing skills and using structured consultations can improve personalized support and research outcomes. Chang and Lee (2022) highlight that clearly defined research objectives improve resource allocation and learning outcomes, enabling librarians to offer more targeted and effective guidance.

**Table 15 Distribution of the Respondents' Level of Behavioral Performance based on Listening and Inquiring**

Indicator	Mean	SD	Description
I allow the client to state fully his/her information need in his/her own words before responding.	3.60	0.55	At All Times
I identify appropriate sources that are most likely to contain information relevant to client's query.	3.53	0.58	At All Times
I rephrase the client's question or request and asks for confirmation to ensure that it is understood.	3.34	0.69	At All Times
I acknowledge client's questions in a timely manner.	3.61	0.62	At All Times
I use open-ended questioning techniques to encourage the client to expand on the request or present additional information.	3.49	0.60	At All Times
I use closed and/or clarifying questions to refine the search query.	3.45	0.69	At All Times
I seek to clarify confusing terminology and avoids excessive jargon.	2.95	0.83	Most of the Time
I maintain objectivity and does not interject value judgments about subject matter or the nature of the question into the transaction.	3.29	0.61	At all times
I communicate in a receptive, cordial, and encouraging manner.	3.53	0.58	At all times
I respect client's privacy and maintains confidentiality after the library transaction.	3.72	0.53	At all times



<b>Overall</b>	<b>3.52</b>	<b>0.57</b>	<b>At all times</b>
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**Legend:** 3.26-4.00 At all times/ Highly Performed 1.76-2.50 Sometimes/ Fairly Performed  
2.51-3.25 Most of the time/ Moderately Performed 1.00-1.75 Never/ Not at all Performed

Table 15 shows the distribution of respondents' behavioral performance based on listening and inquiring with the overall mean of 3.52 (SD=0.57) described as At all times interpreted as Highly Performed. This suggests that librarians consistently demonstrate strong listening skills and actively seek to understand patron needs. Their ability to ask clarifying questions and engage effectively leads to better communication, accurate support, and improved service quality. Garcia and Lim (2021) add that strong communication fosters a supportive, inclusive environment, where inquiry-based interactions help patrons clearly express their needs, enabling more precise guidance.

Specifically, the indicator I respect client's privacy, and maintains confidentiality after the library transaction got the highest mean of 3.72 (SD=0.57) described as At all Times and interpreted as Highly Performed. This explains that most of the librarians prioritize client privacy and confidentiality, ensuring sensitive information is protected after transactions. According to Wilson and Carter (2021) maintaining confidentiality is fundamental to professional ethics in library services, creating a safe and respectful environment where patrons feel secure seeking help.

In contrast, the indicator I seek to clarify confusing terminology and avoids excessive jargon recorded the lowest mean of 2.95 (SD=0.83) described as Most of the Time and interpreted as Moderately Performed. This suggests that librarians may not always simplify complex terms or clarify confusing language, making it hard for some patrons to understand technical jargon. Jones and Park (2021) advocate a user-centered approach, noting that simpler language builds trust, improves accessibility, and enhances service, especially for diverse users.

**Table 16 Distribution of the Respondents' Level of Behavioral Performance based on Searching**

Indicator	Mean	SD	Description
I select search terms that are most related to the information desired.	3.29	0.66	At all times
I explain search strategy to client.	3.00	0.80	Most of the time
I consult guides, databases, or other providers for assistance when the client cannot independently identify sources to answer the query.	3.58	0.65	At all times
I accompany the client and evaluate results, revise search terms and identify other available resources in the library.	3.19	0.78	Most of the time
Explain how to use electronic and paper sources.	3.05	0.77	Most of the time
I use open-ended questions to encourage the person to refine or expand on their request or present additional information throughout the search process.	3.45	0.60	At all times

I work with the client to narrow or broaden the topic when too little or too much information is identified.	3.22	0.61	Most of the time
I offer pointers, detailed search path, and names of resources used to find to answer client query.	3.20	0.61	Most of the time
I ask the client if additional information is needed after an initial result is found.	3.50	0.65	At all times
I recognize when to refer a client to a more appropriate librarian, library, or other resource person.	3.60	0.60	At all times
<b>Overall</b>	<b>3.32</b>	<b>0.55</b>	<b>At all times</b>

**Legend:** 3.26-4.00 At all Times/ Highly Perform 1.76-2.50 Sometimes/ Fairly Perform  
2.51-3.25 Most of the Time/ Moderately Perform 1.00-1.75 Never/ Not at all Perform

Table 16 displays the distribution of the respondents' behavioral performance based on searching with an overall mean of 3.32 (SD=0.55) described as At all times. The data reveal that the respondents Highly Performed in searching the resources available in the library. This indicates that librarians demonstrate strong skills in locating and retrieving library resources, ensuring users get accurate and relevant materials that enhance research and learning. Parker and Lee (2021) highlight that effective searching is a core library skill, enhancing user experience by helping patrons find relevant resources and strengthening their trust in the library.

Among the indicators, I recognize when to refer a client to a more appropriate librarian, library, or other resource person garnered the highest mean of 3.60 (SD=0.60) with corresponding description of At all Times interpreted as Highly Performed. This signifies that librarians excel at recognizing when to refer clients to experts or specialized resources, showing strong judgment and a commitment to providing accurate information. Jensen and Green (2021) emphasize that recognizing when to refer is crucial for good customer service, helping libraries remain responsive and building patrons' trust by connecting them to the right resources.

However, the indicator I explain search strategy to client got the lowest mean of 3.00 (SD=0.80) with the description of Most of the time and interpreted as Moderately Performed. This shows that librarians may not consistently explain their search strategies, limiting patrons' ability to search independently. Clearer guidance on search techniques, database use, and keyword selection is needed. Clear explanations demystify the search process, build patron confidence, and encourage more frequent use of library resources (Lee and Tan, 2020)

**Table 17 Distribution of the Respondents' Level of Behavioral Performance based on Follow-Up**

Indicator	Mean	SD	Description
I acknowledge the client through the use of friendly greetings to initiate good conversation.	3.63	0.54	At All Times
I encourage the client to be aware of other available references pathways (e-mail, messenger, Facebook page, and Instagram).	3.68	0.54	At All Times

I explain the search strategy to the client.	3.22	0.55	Most of the Time
I refer the client to other sources or institution if the query cannot be answered to the satisfaction of the client.	3.14	0.79	Most of the Time
I facilitate the process of referring a client to another library or information agency through activities such as calling ahead providing direction and instructions and providing the library and the client with as much information as possible.	3.45	0.64	At All Times
I try to ensure that the client will get appropriate service after a referral by providing accurate information about the query to the next provider or other resource person, including the amount of information required and sources already consulted.	3.51	0.58	At All Times
I make arrangements with the client when needed.	3.32	0.58	At All Times
I consult with other librarians or experts in the field when additional subject expertise is needed.	3.54	0.59	At All Times
I ask the client if the question has been completely answered.	3.43	0.62	At All Times
I encourage the client to revisit the library if they have further questions and clarifications.	3.64	0.54	At All Times
<b>Overall</b>	<b>3.52</b>	<b>0.53</b>	<b>At All Times</b>

**Legend:** 3.26-4.00 At all times/ Highly Performed 1.76-2.50 Sometimes/ Fairly Performed  
2.51-3.25 Most of the time/ Moderately Performed 1.00-1.75 Never/ Not at all Performed

Table 17 presents the distribution of the respondents' behavioral performance based on follow-up with the overall mean of 3.52 (SD=0.53) described as At All Times with an interpretation of Highly Performed. This indicates that librarians consistently demonstrate strong follow-up practices, showing commitment to fully addressing users' inquiries and ensuring they find needed information. According to Lopez and Carter (2021), follow-up actions are key to building strong relationships between library staff and patrons, boosting satisfaction, trust, and engagement.

The indicator I encourage the client to be aware of other available references pathways (e-mail, messenger, Facebook Page, and Instagram) obtained the highest mean of 3.68 (SD=0.54) and described as At All Times with an interpretation of Highly Performed. This denotes that librarians actively promote multiple reference pathways to improve accessibility and user engagement. By encouraging the use of email, messaging apps, and social media, they ensure services are flexible and convenient, reaching users beyond the physical library. Patel and Johnson (2022) note that using multiple communication channels boosts service access and user satisfaction, meeting diverse needs and strengthening library-user relationships amid digital changes.

However, the indicator I refer the client to other sources or institution if the query cannot be answered to

the satisfaction of the client got the lowest mean of 3.14 (SD=0.79) and described as Most of the time and interpreted as Moderately Performed. This denotes that while librarians generally try to refer patrons to other resources when needed, this practice is less consistent than other follow-up actions. This may reflect hesitation, limited awareness of external resources, or a preference to resolve queries in-house. According to Thompson and Lopez (2021), effective referrals require librarians to know both local and external resources. Additional training can improve referral consistency and effectiveness, enhancing the library's reputation as a trusted information hub.

**Table 18 Summary Distribution of Respondents' Level of Behavioral Performance**

Variable	Mean	SD	Interpretation
Approachability and Visibility	3.45	0.56	Highly Performed
Interest	3.55	0.56	Highly Performed
Listening and Inquiring	3.52	0.57	Highly Performed
Searching	3.32	0.55	Highly Performed
Follow-Up	3.52	0.54	Highly Performed
<b>Overall</b>	<b>3.41</b>	<b>0.35</b>	<b>Highly Performed</b>

**Legend:** 3.26-4.00 At all times/ Highly Performed 1.76-2.50 Sometimes/ Fairly Performed  
2.51-3.25 Most of the time/ Moderately Performed 1.00-1.75 Never/ Not at all Performed

Table 18 reveals the summary distribution of respondents' behavioral performance where the overall mean is 3.41 (SD=0.35) interpreted as Highly Performed. This strong performance reflects a positive library environment where librarians are approachable, responsive, and proactive in meeting patron needs. Their effective engagement and professional service build trust and contribute to a positive user experience. According to Wilson and Green (2022), continuous professional development equips librarians to meet evolving patron demands, improving service quality and boosting satisfaction and loyalty.

Variable interest got the highest mean of 3.55 (SD=0.56) interpreted as Highly Performed. This shows that librarians consistently show strong enthusiasm and dedication, fostering a positive environment that encourages patrons to seek help confidently. As noted by Miller and Clark (2022), librarians' genuine interest in patrons' needs greatly enhances user experience and satisfaction, encouraging repeat engagement.

On the other hand, searching got the lowest mean of 3.32 (SD=0.55) interpreted as Highly Performed. The data show that while librarians have strong search skills, there is room for improvement compared to other behavioral areas. Challenges may include navigating complex systems, retrieving specific materials, or using digital databases effectively. Kelly and Martin (2020) emphasize that ongoing training in advanced search strategies ensures librarians stay updated on technologies, maintaining high service quality and patron satisfaction.

**Problem 4. Is there a significant relationship between the respondents' level of commitment and their performance based on approachability and visibility, interest, listening and inquiring, searching, and follow-up?**

**Table 19 Result of the Test on Relationship between the Respondents' Commitment and their Behavioral Performance**

Variables		Level of Commitment				
Behavioral Performance		Organizational Commitment	Career Commitment	Service Commitment	Work Commitment	Overall
Approachability and Visibility	Pearson r	.318**	.300**	.339**	.348**	.485**
	P-value	.000	.000	.000	.000	.000
		S	S	S	S	S
Interest	Pearson r	.096	.364**	.489**	.322**	.418**
	P-value	.079	.000	.000	.000	.000
		NS	S	S	S	S
Listening and Inquiring	Pearson r	.082	.523**	.537**	.293**	.428**
	P-value	.131	.000	.000	.000	.000
		NS	S	S	S	S
Searching	Pearson r	.345**	.296**	.346**	.431**	.522**
	P-value	.000	.000	.000	.000	.000
		S	S	S	S	S
Follow-up	Pearson r	.086	.318**	.332**	.252**	.393**
	P-value	.115	.000	.000	.000	.000
		NS	S	S	S	S

**Legend:** S-Significant, NS-Not Significant

Table 19 presents the results of the test on relationship between the respondents' level of commitment and their behavioral performance. The test was utilized to determine whether a statistically significant relationship existed between respondents' level of commitment and behavioral performance. Significant relationships were found between this behavioral variables' approachability and visibility and all levels of commitment. Approachable and visible librarians show stronger dedication, fostering trust, morale, and better service quality. These traits boost user satisfaction and professional credibility by creating a welcoming environment and encouraging patron engagement.

Service commitment showed the strongest relationship with "interest," highlighting the role of librarians' intrinsic motivation in driving enthusiasm and passion for their roles. This highlights that librarians committed to their community put more effort into user engagement. Strong relations between career and work commitment show the importance of aligning career goals with meaningful work, driven by intrinsic interest.

Career commitment and service commitment had particularly strong relationships with listening and inquiring, suggesting that librarians dedicated to their profession and service roles are more effective in understanding client needs through active listening and inquiry. This reflects strong interpersonal skills

and professional empathy, vital for meaningful patron interactions.

Strong relationships were observed between searching and all levels of commitment, particularly organizational, service, and work commitment. This suggests that librarians with strong institutional commitment take greater initiative in helping patrons by locating and curating relevant resources.

Service commitment had the strongest relationship with follow-up, followed by career commitment. This suggests that librarians committed to service excellence and career growth are proactive in meeting clients' needs through consistent follow-up. Their attentiveness and responsibility build trust and satisfaction, fostering lasting patron relationships and enhancing the library's reputation.

However, weak or insignificant relationships were observed between organizational commitment and the behavioral indicators of interest and listening and inquiring. This suggests that although librarians may feel connected to their institution, this doesn't always lead to active client engagement or curiosity about patron needs. The findings reveal a gap between organizational loyalty and hands-on service, indicating that attachment alone doesn't ensure high performance.

Similarly, the lack of a significant relationship between follow-up and organizational commitment suggests that loyalty to an institution does not necessarily motivate librarians to engage in proactive client follow-ups. This finding shows that organizational attachment alone doesn't guarantee librarians' accountability in meeting client needs. It underscores the need for institutions to create clear frameworks linking dedication to service outcomes.

Given the results, the hypothesis is rejected for most behavioral indicators, as significant relationships were observed in approachability, searching, and follow-up with commitment levels. Though, for certain categories, such as "interest", "listening and inquiring", and "follow-up" in relation to organizational commitment, the null hypothesis is retained, indicating these behaviors are less influenced by organizational attachment. Overall, these results imply that level of commitment particularly career, service, and work have more consistent and significant correlations with behavioral performance than organizational commitment, which is weaker in some areas.

Moreover, Johnson et al. (2020) and Martinez and Garcia (2021), highlights that career and service commitment drive proactive, client-focused librarian behavior.

## Problem 5. Is there a significant difference on the respondents' behavioral performance when grouped according to their characteristics?

**Table 20 Result of the Test of Difference in the Respondents' Behavioral Performance when grouped according to their Characteristics**

Variables		Behavioral Performance				
Respondents' Characteristics		Approachability and Visibility	Interest	Listening and Inquiring	Searching	Follow-up
Highest Educational Attainment	F-value	1.457	2.350	2.066	2.234	1.145
	P-value	.215	.054	.085	.065	.335
		NS	NS	NS	NS	NS



<b>Length of Service</b>	F-value	1.924	.722	1.965	.503	1.602
	P-value	.106	.577	.100	.734	.173
		NS	NS	NS	NS	NS
<b>Related Trainings/ Seminars Attended</b>	F-value	1.193	8.225	26.001	1.069	10.830
	P-value	.305	.000	.000	.345	.000
		NS	S	S	NS	S
<b>Overall</b>	F-value	<b>1.144</b>	<b>1.919</b>	<b>3.373</b>	<b>.742</b>	<b>2.438</b>
	P-value	<b>.333</b>	<b>.056</b>	<b>.001</b>	<b>.654</b>	<b>.014</b>
		NS	NS	S	NS	NS

**Legend:** S-Significant, NS-Not Significant

Table 20 revealed the comparison of respondents' behavioral performance in terms of approachability and visibility, interest, listening and inquiring, and follow-up when grouped according to their characteristics in terms of highest educational attainment, length of service, and training or seminars attended. One-way ANOVA specifically F-test and p-value was utilized to determine whether a statistically significant difference existed on the respondents' behavioral performance when grouped according to their characteristics. Significant differences are found on the respondents' behavioral performance in terms of interest, listening and inquiring, and follow-up when grouped according to related trainings/ seminars attended.

For the interest variable, librarians who participate in relevant training show greater enthusiasm and engagement, highlighting how continuous learning fosters a proactive and growth-oriented mindset. Staying updated on new practices and technologies equips them to meet evolving demands.

On the other hand, listening and inquiring suggested that training participation enhances the ability to actively listen and ask questions, critical skills for understanding and addressing client needs. These behaviors reflect the combined influence of librarians' personal qualities. Regular training in interpersonal and communication skills enhances service quality and builds trust with patrons.

Follow-up with clients reflects accountability, responsibility, and commitment to meeting user needs fully. This behavior is key to building lasting client relationships. Targeted seminars can strengthen follow-up skills, promoting accountability and showing patrons their concerns matter, which enhances the library's service reputation.

This indicates that librarians who have attended more training and seminars tend to show greater behavioral performance in these areas. Hence, the null hypothesis is rejected. On the other hand, the results showed that respondents' behavioral performance does not significantly differ across all behavioral performance variables (approachability and visibility, interest, listening and inquiring, searching, and follow-up) when grouped by their highest educational attainment and length of service.

Approachability and visibility appear across all characteristics, results were not significant. These

behaviors may stem from personality traits or institutional culture rather than external factors. Libraries can enhance these behaviors by fostering a welcoming environment through team-building and supportive leadership.

Highest educational attainment and length of service alone do not significantly impact the librarians' interest levels. This suggests that intrinsic motivation and organizational incentives influence librarians' interest more than education level or experience. Libraries should use recognition programs and professional development to sustain engagement regardless of tenure.

The lack of significant impact from educational attainment and length of service on listening and inquiry skills highlights the need for targeted training. These factors alone do not enhance interpersonal abilities, emphasizing the importance of focused, interactive training. Libraries should offer such training to all staff to improve these key interpersonal abilities, enhancing service quality and client satisfaction.

Searching behavior across education, service length, and training suggests that these factors do not significantly impact librarians' search performance. Search skills appear to be consistent across the workforce. To improve these skills, libraries should focus on ongoing training in advanced search techniques and foster a culture of knowledge sharing.

The lack of significant differences in follow-up behavior across variables such as education and service length suggest that these factors do not significantly influence follow-up performance. This indicates that follow-up skills are likely uniform across librarians. To enhance this area, libraries should integrate follow-up strategies into staff training and promote a culture of accountability.

The null hypothesis for this analysis posits that there is no significant difference in librarians' behavioral performance based on their characteristics (educational attainment, length of service, and training and seminars attended). Based on the results, the null hypothesis is accepted, indicating that factors such as education, years of experience, and participation in professional development activities do not significantly affect the librarians' overall performance in areas like interest, listening, inquiring, searching, and follow-up. This suggests that while characteristics like education or tenure may influence other areas, they do not directly improve client interaction behaviors. Libraries should instead focus on factors like personal motivation and institutional culture to enhance performance.

These findings align with studies by Patel and Gupta (2021), who highlight that professional training positively influences behavioral performance, especially in client interaction and follow-up. Similarly, Santos et al. (2020) emphasize that ongoing training enhances librarians' ability to engage and assist patrons effectively, improving performance in key behavioral areas.

## Problem 6. Based on the findings of the study, what intervention plan can be designed?

### 3 YEAR INTERVENTION PLAN ON COMMITMENT AND BEHAVIORAL PERFORMANCE OF LIBRARIANS

#### Year 1: Foundation and Capacity Building

Areas of Concern	Specific Objectives	Strategies	Time Frame	Source of Fund	Estimated Budget	Expected Output
Searching	Enhance librarians' proficiency in	Conduct workshops on advanced	3 months	Institutional Budget	Php5,000.00 per session	Improved search proficiency.

	advanced search techniques.	database navigation, keyword optimization, and Boolean searching.				
	Increase awareness of new search technologies and tools.	Introduce AI-based search engines and arrange tech updates.	1 month	Government Grants & Sponsors	Php5,000.00	Increased adoption of search tools.
	Develop a structured search competency framework.	Design a competency-based training roadmap.	6 months	Institutional Budget & External Grants	Php10,000.00	Standardized search proficiency levels.
<b>Organizational Commitment</b>	Strengthen team collaboration and engagement.	Organize team-building activities and mentorship programs.	Every 6 months	Institutional Budget	Php8,000.00 per session	Improved teamwork and knowledge-sharing.
	Enhance communication and transparency in decision-making.	Conduct monthly staff meetings and establish digital communication platforms.	Monthly	Institutional Budget	Php3,000.00	Increased alignment with organizational goals.
	Promote a supportive work environment.	Implement feedback mechanisms and recognition programs.	Quarterly	Library Fund	Php5,000.00 per session	Improved job satisfaction and morale.

## Year 2: Skill Enhancement and Professional Growth

Areas of Concern	Specific Objectives	Strategies	Time Frame	Source of Fund	Estimated Budget	Expected Output
<b>Searching</b>	Strengthen librarians' capacity for specialized	Hands-on training for specialized databases	3 months	Institutional Budget	Php5,000.00 per session	Enhanced ability to assist with complex

	search techniques.	like Scopus and JSTOR.				queries.
	Foster collaboration for best practices in searching.	Establish peer-learning groups and quarterly forums.	Every 6 months	Library Operational Fund	Php3,500.00 per session	Continuous learning and search strategy improvements.
	Strengthen patron search training programs.	Conduct workshops for patrons and develop video tutorials.	Ongoing	Institutional Budget	Php7,000.00	Increased patron independence in research.
<b>Organizational Commitment</b>	Enhance career growth opportunities.	Provide scholarships and fund participation in national conferences.	Annually	Institutional & External Grants	Php50,000.00	Improved professional development and retention.
	Improve workplace motivation.	Implement staff incentive and performance recognition programs.	Quarterly	Library Operational Fund	Php5,000.00 per session	Higher motivation and engagement.
	Support work-life balance initiatives.	Offer flexible work schedules and wellness programs.	Ongoing	Institutional Budget & HR Funds	Php6,000.00	Reduced burnout and increased job satisfaction.

## Year 3: Institutionalization and Sustainability

Areas of Concern	Specific Objectives	Strategies	Time Frame	Source of Fund	Estimated Budget	Expected Output
Searching	Institutionalize search competency standards.	Implement certification programs to assess search proficiency.	6 months	Institutional Budget & External Grants	Php10,000.00	Consistent service quality across libraries.
	Integrate search analytics for continuous improvement.	Utilize search data to refine training and optimize tools.	Every 3 months	Library Operational Fund	Php5,000.00	Data-driven enhancements in search services.
	Strengthen librarian networks and collaboration.	Establish partnerships with other institutions for knowledge-sharing.	Ongoing	Institutional Budget	Php7,000.00	Expanded learning opportunities and best practice exchanges.
Organizational Commitment	Align librarians' goals with institutional mission.	Engage librarians in strategic planning and leadership programs.	Annually	Government Grants & Institutional Support	Php20,000.00	Increased leadership development and institutional commitment.
	Expand librarian roles through cross-training.	Provide multi-functional skill development programs.	Every 6 months	Institutional Budget	Php8,000.00	Versatile workforce with broader expertise.
	Sustain career development initiatives.	Secure long-term funding for scholarships and training programs.	Annually	Institutional & External Grants	Php50,000.00	Continuous opportunities for professional growth.

## Conclusion

Based on the findings of the study, the researcher arrived at these conclusions: The majority of librarians in Region 10 are female, aged 26-36, with master's degrees and around ten years of service. Their active participation in training reflects strong intrinsic motivation, as explained by Self-Determination Theory (SDT) by Deci and Ryan (1985), which emphasizes autonomy, competence, and relatedness. Their strong dedication across organizational, career, service, and work dimensions, with service commitment ranking highest, reflects relatedness, as they prioritize meaningful interactions with patrons. Additionally, their high behavioral performance—especially in interest, searching, and follow-up—suggests they are motivated beyond external rewards, enhancing service quality and user satisfaction. The study finds significant relationships between commitment levels and behavioral performance, particularly in approachability, searching, and follow-up. Career, service, and work commitment show stronger correlations with behavioral indicators, while organizational commitment appears weaker. SDT explains this by distinguishing intrinsic motivation, which drives proactive behaviors, from extrinsic motivation, which does not necessarily lead to engagement. Although education and years of service do not significantly impact behavioral performance, training and seminars play a key role in reinforcing competence. By fostering autonomy, competence, and relatedness, libraries can sustain high motivation and performance, benefiting both professionals and patrons.

## Recommendations

Based on the results of the study, the following are recommended:

1. Philippine Librarians Association, Inc. – Northern Mindanao Region Librarian Council (PLAI-NMRLC) should prioritize international training and workshops to equip librarians with advanced skills in emerging technologies and information retrieval, ensuring global competitiveness and improved community service.
2. The librarians should actively join international training, seminars, and workshops to enhance skills in information management and searching techniques, improving service delivery and career growth.
3. Aspiring librarians should pursue advanced degrees and international training to meet the profession's evolving demands, with continuous learning and adaptability as keys to success.
4. Researchers should further study how professional training and academic qualifications affect librarians' behavior and commitment, offering insights to improve training effectiveness and guide future policy.
5. The librarians should strengthen their continuance commitment by valuing their experience, contributions, and long-term professional growth, reinforcing motivation to stay and thrive in their roles.
6. The librarians should continually improve their search skills through training in advanced research strategies, database use, and digital tools to deliver more efficient and accurate information services.
7. The institution should implement the intervention plan to support librarians' development, improve service delivery, and strengthen commitment, fostering better performance, patron engagement, and continuous growth.

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## Model

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