The impact of personality dimensions on the communication skills of public librarians: a meta-composite analysis of the case of Kermanshah in Iran

by Vida Seifouri, Asie Moradi

Introduction

The primary mission of libraries is to ensure user satisfaction. Patrons should leave confident that their information needs have been met and that they have been treated with respect and professionalism. Failure to achieve this can lead to dissatisfaction and, ultimately, a decline in library use. Meeting these needs requires a two-way interaction between librarians and users, underpinned by effective communication skills—an ability not all librarians possess. Libraries therefore need professionals who combine technical expertise with strong interpersonal skills and a commitment to service excellence[1]. Beyond their traditional roles, librarians today act as researchers, consultants, managers, evaluators, and designers—versatile professionals essential to achieving institutional objectives[2]. The quality of library services is closely linked to their ability to communicate effectively, making librarians central to a library's success[3].

Given their multifaceted responsibilities, librarians must demonstrate advanced communication skills. Their primary role is to bridge user needs with information

VIDA SEIFOURI, Razi University, Kermanshah (Iran), e-mail: v.seifouri@gmail.com
ASIE MORADI, Razi University, Kermanshah (Iran), e-mail: asie.moradi@razi.ac.ir
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1 Mansour Koohi Rostami; Donya Safaei; Abdol Hossien Faraj Pahlou, *Identifying and prioritizing the professional competencies of librarian's Iranian public libraries*, «Research on information science and public libraries», 29 (2023), n. 4, p. 436, DOI: 10.61186/publij.29.4.428.

2 Balzej Feret; Marzena Marcinek, *The future of the academic library and the academic librarian: a Delphi study reloaded*, «New review of information networking», 11 (2005), n. 1, p. 44, DOI: 10.1080/13614570500268381.

3 Rouhollah Abbasi; Reza Abbasi; Yousef Abedi, *How public librarians use conflict management strategies: studying the role of creativity*, «Research on information science and public libraries», 16 (2010), n. 2, p. 41, DOI: 20.1001.1.26455730.1389.16.2.2.3.

resources; a process achieved through reference interviews and user interactions[4]. Additionally, librarians liaise with organisational managers, colleagues at various levels, and external stakeholders (e.g., publishers, schools) to facilitate complementary activities[5]. In this context, effective communication is critical for achieving organizational goals. Strengthening librarians' communication skills can enhance service quality and ensure efficient human resource allocation across library departments.

Public libraries serve heterogeneous audiences, demanding diverse interactions from librarians. Communication skills here encompass four domains:
1. Face-to-face techniques (verbal/non-verbal communication, e.g., body language, tone, eye contact).
2. Telephone communication.
3. Managing challenging situations.
4. Written communication[6].

Effective communication enables users to articulate their needs clearly, while librarians must accurately interpret and respond to these requests. However, communication barriers can undermine this process. Librarians must adopt a user-centered approach, prioritizing service excellence to ensure client satisfaction. The librarian-user relationship is a key determinant of service quality, influenced by the librarian's adaptability in a dynamic working environment.

The public libraries in Kermanshah province, where this study is situated, form a vital part of the regional cultural infrastructure, serving a population with diverse information needs and cultural backgrounds across numerous branches.

Communication skills of librarians

Communication underpins the achievement of both individual and organisational objectives by enabling information sharing, decision-making, coordination, and interpretation of activities[7]. For service-oriented institutions such as libraries, it is indispensable. Beyond physical infrastructure, service quality depends on skilled professionals with strong interpersonal competencies. Libraries rely heavily on librarian–user interactions, which directly influence user satisfaction, goal attainment, and institutional performance[8]. Understanding user needs through dialogue positions librarians as essential intermediaries between patrons and information resources[9].

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4 *Ibidem*.

5 Hojjat Khedmatinejad; Vajihe Musayarani; Saeed Asadi, *An evaluation of the status of study among working study of communication skills of librarians of public libraries of kashan and its association with demographic characteristics*, «Knowledge and information management», 7 (2020), n. 1, p. 23, DOI: 10.30473/mrs.2021.56960.1446.

6 Ebrahim Afshar, *Communication skills for librarians*. Tehran: Chapar publishing, 2017, p. 84.

7 Peter Olufemi Owoeye; Florence Tope Dahunsi, *The role of communication in effective service delivery in libraries and information centres: a case study of Ekiti State university library*, «International journal of library and information science», 6 (2014), n. 5, p. 81, DOI:10.5897/IJLIS2014.0434.

8 Shiva Yari, *Effective factors on creation and application of effective communication by librarians of public libraries*, «Human information interaction», 2 (2018), n. 5, p. 18, DOI: 20.1001.1.24237418.1397.5.2.4.4.

9 Rahmatollah Fattahi, *Values and attractiveness of librarianship and information*. Tehran: Ketabdar, 2010, p. 75.

Many library services require direct engagement with patrons[10], making communication proficiency a critical determinant of service quality.

Core components of communication skills include:

1. Verbal communication:
Language, as a system of conventional symbols, enables message construction. Words, as units of meaning, form the foundation of verbal behaviour[11].

2. Active listening:
A multidimensional process involving attention, comprehension, evaluation, retention, and response[12].

3. Feedback:
Verbal or non-verbal cues confirming understanding and communication success[13].

Librarians' roles demand advanced communication skills as they mediate between user needs and information resources[14]. Their interactions span organisational hierarchies and external partners such as publishers and educational institutions. Strengthening these skills enhances service delivery and optimises human resource allocation within libraries[15].

Effective factors in personality

Personality refers to the relatively stable and enduring characteristics that distinguish one individual from another and provide a basis for predicting future behaviour. Cattell defines personality as «what determines behavior in specific situations and emotional states»[16].

Psychologists highlight the dynamic interplay between heredity and environment in shaping personality and human development. These factors are intrinsically connected, producing both shared and unique traits. While all humans exhibit certain common characteristics, this section concentrates on influences that account for individual differences[17].

10 *Ibidem*.

11 Roy Berko [*et al.*], *Communicating: a social and career focus*. Boston: Houghton Mifflin, 1985, p. 54.

12 Kathleen Verderber; Rudolph Verderber, *Interpersonal communication concepts, skills, and contexts*. Oxford: Oxford University Press, 2015, p. 346.

13 Neil D. Grimes, *Navigating mental health and wellness in communities: a review of the literature and implications for libraries, librarians, and library workers*, «The reference librarian», 65 (2024), n. 3, p. 83, DOI: 10.1080/02763877.2024.2394070.

14 Mansor Kohi Rostami, Hamid Ghazizadeh; Negar Moori Bakhtyari, *The effect of communication skills of public library librarians of Khuzestan province through mediation by cultural intelligence on customer relationship management*, «Journal of studies in library and information science», 11 (2019), n. 2, p. 164, DOI:10.22055/slis.2019.24537.1439.

15 Zahra Rajaei Khozani; Narges Oraee, *Investigating the relationship between communication skills and cultural intelligence among public library librarians in Isfahan*, «Sciences and techniques of information management», 3 (2018), n. 4, p. 112, DOI: 10.22091/stim.2018.2694.1181.

16 Heather E. P. Cattell; Alan D. Mead, *The Sixteen Personality Factor Questionnaire (16PFQ)*. Champaign: Institute for personality and testing, 2008, p. 1-27.

17 Huiling Fan; Zhiyuan Xu, *A study on the personality traits and their influencing factors of children from poor families from the perspective of psychological education*, «Journal of healthcare engineering», 43 (2022), p. 6, DOI: 10.1155/2022/3002993.

A) Heredity

Research into the role of heredity in personality is constrained by ethical, religious, and political considerations, which limit the scope of empirical studies. Nevertheless, evidence indicates that genetic factors exert a significant influence on traits such as altruism, aggression, intelligence, and extraversion–introversion, as well as on susceptibility to psychiatric conditions including emotional disorders and depression[18].

B) Environment

Environmental factors—both prenatal and postnatal—play a pivotal role in shaping personality. Humans inherit biological systems such as the nervous and endocrine systems, which interact dynamically with their surroundings. This interplay between heredity and environment profoundly influences emotional, cognitive, and social development[19].

C) Peer interaction

Peer groups constitute a major environmental influence on personality development. They act as reciprocal role models, shaping growth through shared opinions, lifestyles, and behaviours. Psychologists emphasise that human needs and motivations—rooted in peer interactions—form a fundamental basis of personality[20].

The Big Five personality model

The Five-factor model (Big Five) is the most widely accepted personality theory in psychology, providing a robust framework for understanding major dimensions of personality[21]. It conceptualises personality across five broad dimensions, often summarised by the acronym "OCEAN" (or "CANOE"):

1. Openness to experience: imaginative and curious versus routine-oriented and pragmatic.
2. Conscientiousness: disciplined and organised versus impulsive and disorganised.
3. Extraversion: sociable and energetic versus reserved and reflective.
4. Agreeableness: trusting and cooperative versus sceptical and uncooperative.
5. Neuroticism: anxious and pessimistic versus calm and confident.

These traits exist on a continuum rather than as binary categories. For example, individuals are rarely purely introverted or extraverted; instead, they fall along a spectrum reflecting varying degrees of extraversion. The Big Five traits are relatively stable across the lifespan, exhibit approximately 50% heritability, and predict important life outcomes such as educational attainment and health[22].

18 Sandra Sanchez Roige [*et al.*], *The genetics of human personality*, «Genes, brain and behavior», 17 (2018), n. 3, p. 124, DOI: 10.1111/gbb.12439.

19 Anastasia Gkargkavouzi; George Halkos; Steriani Matsiori, *Environmental behavior in a private-sphere context: integrating theories of planned behavior and value belief norm, self-identity and habit*, «Resources, conservation and recycling», 148 (2019), p. 149, DOI: 10.1016/J.RESCONREC.2019.01.039.

20 David Angus Clark [*et al.*], *Personality and peer groups in adolescence: reciprocal associations and shared genetic and environmental influences*, «journal of personality », 91 (2023), n. 2, p. 471, DOI: 10.1111/jopy.12741.

21 John P. Oliver; Sanjay Srivastava, *The Big Five trait taxonomy: history, measurement, and theoretical perspective*. New York-London: Gilford press, 1999, p. 102-138.

22 Michael Gurven [*et al.*], *How universal is the Big Five? Testing the Five-factor model of personality variation among forager-farmers in the Bolivian Amazon*, «Journal of personality and social psychology», 104 (2013), n. 2, p. 360. DOI: 10.1037/a0030841.

A key strength of this model lies in its dimensional approach, which recognises that most individuals occupy intermediate positions rather than extreme poles[23].

Synthesis of research background on librarians' communication skills
Research on librarians' communication skills typically examines the interaction between individual competencies, organisational factors, and demographic variables. This section syntheses key findings, highlighting dominant trends and gaps in understanding the enablers and barriers to effective communication in library contexts.

1. Organisational and environmental factors: Rahnama, Fattahi, and Dayani[24] identified organisational factors—such as management style and institutional policy—as the most influential determinants of communication skills, followed by environmental and cultural conditions. Their study at Ferdowsi university of Mashhad found no significant association between librarians' education, experience, and communication proficiency, suggesting systemic shortcomings in skill development frameworks. This finding reflects broader challenges in public libraries, where untrained staff often struggle with complex patron interactions, particularly in high-pressure scenarios such as health information queries.
2. Limited impact of demographics: multiple studies, including Mirhosseini [*et al.*] and Hakimi [*et al.*] report that demographic variables—gender, age, marital status, and work experience—do not significantly correlate with verbal or non-verbal communication skills[25]. For example, Hakimi [*et al.*] observed that patrons' satisfaction with librarians' non-verbal behaviours (e.g., body language, eye contact) was unaffected by their own gender or education level, underscoring the universality of effective non-verbal cues[26]. Similarly, Salimi and Salimi [*et al.*] found that education and field of study had no measurable impact on communication skill levels in Ardabil public libraries, reinforcing the need for targeted training programmes[27].

23 Katherine Roehrick; Sumer Vaid; Gabriella Harari, *Situating smartphones in daily life: Big Five traits and contexts associated with young adults*, «Journal of personality and social psychology», 125 (2023), n. 5, p. 1108, DOI: 10.1037/pspp0000478.

24 Sanaz Rahnama; Rahmatollah Fattahi; Mohamad Hossien Dayani, *A survey of the status and factors affecting librarians' communication skills: a case study of librarians at Ferdowsi university of Mashhad*, «Iranian journal of information processing and management», 30 (2015), n. 3, p. 883, DOI: 10.35050/JIPM010.2015.036.

25 Zohreh Mirhosseini; Morad Dastaran; Fereshteh Sepehr, *Investigating the relationship between demographic characteristics and communication skills of public library librarians (case study of Khuzestan Province)*, «Journal of Knowledge Studies», 14 (2021), n. 52, p. 102, <https://sanad.iau.ir/en/Journal/qje>.

26 Reza Hakimi; Mohamad Ali Tabasi; Zohreh Sorinezami, *Studying of the librarian's social status in Iran (case study of Southeast Provinces of Iran)*, «Research on information science and public libraries», 22 (2016), n. 1, p. 164, DOI: 20.1001.1.26455730.1395.22.1.4.5.

27 Neda Salimi; Parisa Salimi, *A glance on librarians' communication skills in public libraries of ardabil city and providing solutions to improve them*, «Digital and smart libraries researches», 7 (2020), n. 28, p. 11–22. DOI: 10.30473/mrs.2022.59928.1475.

3. Soft skills and personality traits: Bano [*et al.*]. emphasised the profession's shift from custodial roles to dynamic facilitation, requiring traits such as emotional stability, social boldness, and openness to change[28]. These align with the Big Five personality dimensions (e.g., extraversion, conscientiousness), which underpin adaptability in fast-paced environments. The NASIG Core Competencies similarly stress collaboration, enthusiasm, and tolerance for ambiguity as essential attributes for scholarly communication librarians[29].

4. Positive thinking and conflict management: Afkhami [*et al.*] demonstrated that factors such as positive daily thinking and external evaluations significantly enhance verbal and non-verbal skills, whereas self-confidence exerted minimal influence[30]. Bahmani Chobbasti and Seidin linked communication skills to conflict resolution, noting that librarians with strong interpersonal abilities navigate disputes through active listening and empathy—competencies echoed in guidelines for managing challenging patron interactions[31].

5. Training and institutional support: Ekeruche and Echedom underscored the need for continuous training in interpersonal skills, a gap also evident in public libraries where staff often lack preparation for specialised tasks such as health information provision[32]. A mixed-methods study by Champlain College further revealed that online patrons value accessible librarians but encounter barriers stemming from inadequate communication strategies, reinforcing the need for tailored outreach and skill-building initiatives.

Research Method

The study adopted a descriptive–analytical design with an applied orientation, employing a meta-composite methodology. This approach systematically compares and synthesises qualitative data from multiple sources to construct integrative models, combining elements of meta-synthesis and content analysis[33]. A purposive

28 Shohar Bano; Midhat Mehraj; Ikhlaq ur Rehman, *Librarians and their distinctive personality traits in the 21st century digital era*, «Library philosophy and practice», (2019), n. 2604, < https:// digitalcommons.unl.edu/libphilprac/2604>.

29 *North American Special Interest Group (NASIG)*, retrieved from NASIG core competencies for scholarly communication librarians, 2017, <https://s3.amazonaws.com/amo_hub_content/Association92/ files/CoreComp/Comp etenciesforScholCommLibrarians_final_ver_2017-08-11.pdf>.

30 Narges Afkhami [*et al.*], *Positive thinking of librarians of mashhad public libraries and its effect on their communication skills*, «Library and information science research», 11 (2021), n. 2, p. 158, DOI: 10.22067/infosci.2021.23563.0.

31 Akbar Bahmani Choobbasti; Seyyed Mehrdad Syyedin, *Structural modeling the effect of librarians' communication skills on interpersonal communications and its role in conflict management strategies in the libraries*, «Rahyaft», 28 (2019), n. 72, p. 82, <https://sid.ir/paper/87818/en>.

32 Augustina Chinwe Ekeruche; Anthonia Echedom, *Interpersonal skills as correlate of career development among librarians in academic libraries in South-South Nigeria*, «Information impact: journal of information and knowledge management», 14 (2023), n. 1, p. 160. DOI: 10.4314/iijikm.v14i1.10.

33 Margarete Sandelowski; Julie Barroso; Corrine I Voils, *Using Qualitative Metasummary to Synthesize Qualitative and Quantitative Descriptive Findings*, «Res Nurs Health», 30 (2007), n.1, p.101. DOI: 10.1002/nur.20176. PMID: 17243111; PMCID: PMC2329806.

snowball sampling strategy was used, with sample size determined iteratively during data collection. Initial participants were selected according to specific criteria: at least five years' experience in public libraries and recognition by peers or supervisors for strong communication skills. Interviews continued until theoretical saturation was achieved—that is, when no new conceptual insights emerged and data became repetitive[34]. The final sample comprised 24 librarians from public libraries in Kermanshah, Iran.

Data Collection and Analysis

Interview protocol: semi-structured interviews were conducted to collect rich qualitative data. The protocol addressed key areas such as daily communication challenges, strategies for managing difficult patrons, perceived importance of verbal and non-verbal skills, self-assessment of personality traits relevant to communication (e.g., patience, empathy), and views on training needs.

Sample questions included: «Can you describe a recent situation where effective communication helped resolve a patron's problem?»; «How do you typically adjust your communication style for different types of patrons (e.g., children, elderly)? »; «What personal qualities do you believe are most important for communicating successfully in your role? ».

Average duration: interviews lasted approximately 45-60 minutes.

Pilot test: a pilot test with two librarians (excluded from the final sample) informed refinements to question phrasing and added prompts on non-verbal communication.

Meta-composite and coding: indicators were derived through meta-composition and coding. This process involved: extracting key themes from each interview, comparing them across all interviews, and then synthesizing these themes into a higher-order conceptual framework. Interview transcripts were subjected to open coding using the key points method:
- Verbatim transcription of interview data.
- Line-by-line and paragraph-by-paragraph analysis to generate open codes.
- Organization of codes into overarching themes using MaxQDA software to develop the final conceptual framework.

Validation**:** methodological rigour was ensured through credibility and dependability measures—the qualitative equivalents of validity and reliability.
- 'Credibility' was established through prolonged engagement with participants and peer debriefing.
- 'Dependability' was ensured via audit trails and comprehensive documentation of the coding process.

Demographic analysis: relationships between demographic variables (e.g., age, education) and communication skill indicators were analyzed using Pearson's correlation coefficient test.

Findings

The results of the frequency and percentage of the demographic information of the samples of the present study were presented in Figure 1**.**

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34 Seyyed Mehdi Alwani; Hasan Danai Fard, *Organizational Behavior*. Tehran: Saffar Publications, 2019, p. 77.

Variable		Frequency	Frequency percentage
Gender	Female	15	62.5
	Man	9	37.5
Age	Less than 30 years	7	29.1
	Between 30 and 40 years	11	45.8
	40 to 50 years	4	16.6
	More than 50 years	2	8.3
Education level	Bachelor's degree	10	41.6
	Master's degree	12	50
	PhD	2	8.3
Work history	Less than 10 years	5	20.8
	10 to 15 years	8	33.3
	15 to 20 years	4	16.6
	More than 20 years	7	29.1

Figure 1 - The results of the frequency and frequency percentage of the
demographic information of the samples of the present study

Analysis of demographic data (Table 1) indicates that the number of women working in public libraries in the present study is more than men and it is 62.5%. Also, the highest age percentage of the research population is between 30 and 40 years old. In addition, 50% of the research population has a master's degree and 33.3% of them have 10-15 years of work experience.

Figure 1 summarizes the frequency and percentage distribution of participants' demographic characteristics. Key highlights include:
- Gender: Balanced representation across male and female librarians.
- Education: Majority held bachelor's degrees, with a subset reporting postgraduate qualifications.
- Experience: Varied tenure, ranging from early-career (<5 years) to seasoned professionals (>15 years).

	Age	Gender	work history	education
Pearson correlation coefficient	0.186	0.199	0.215	0.084
Significance level	0.307	0.690	0.412	0.008
Total	24	24	24	24

Figure 2 - Pearson's correlation coefficient test to investigate the relationship
between librarian's communication skills

Pearson's correlation coefficient was applied to examine relationships between communication skills and demographic variables (age, gender, work history, and education). Observations and the p-value obtained revealed no significant association for

age, gender, or work experience. However, education showed a weak but statistically significant correlation with communication skills, suggesting that higher educational attainment may enhance communicative competence.

Correlation analysis (Figure 2)
Pearson's correlation coefficient test assessed relationships between communication skills and demographic variables:
- No significant correlation: age ($r = 0.186, p = 0.307$), gender ($r = 0.199, p = 0.690$), and work experience ($r = 0.215, p = 0.412$).
- Significant correlation: education exhibited a weak but statistically significant relationship ($r = 0.084, p = 0.008$).

Interview code	Sentence	Open coding
Interviewee #1	Each client has his own information needs, which can be simple or complex. In order to meet the need for complex information, skilled librarians are needed to provide the client with the information he needs as quickly as possible by solving the existing ambiguities.	Accessibility Expertise Professional responsibility Flexibility
Interviewee #2	In my opinion, in successful verbal communication, whether with the client or with the colleague, we should not do anything else so that we can focus on what he is saying. It means to have an effective verbal communication with the client.	Verbal communication Respect
Interviewee #3	Correct communication skills make people self-actualized and use different capacities of people. An important thing to mention in this context is that if a person is dissatisfied with the library, he may not visit it again if he does not have to.	Adaptability Interpersonal relations Self-control
Interviewee #4	The librarian uses eye contact, nods in approval, smiles, shows agreement with the speaker, and by saying words such as "yes" or "that's right", It can encourage the speaker to continue speaking.	Non-verbal communication Flexibility Trust
Interviewee #5	When the librarian deals with calm and self-confidence, this situation creates a positive organizational dignity for the librarian and makes the library a justified environment for the audience and visitors, and a good social image of the library is drawn in the audience's mind.	Professional responsibility Expertise Commitment
Interviewee #6	In face-to-face communication, it is very important to pay attention to the users and you should not be indifferent to the users or wait for him/her to request; rather, one should value the user from the very beginning and turn the head as a sign of attention when the user approaches him and maintain the continuity of communication with the user until the desired result is achieved.	Empathy with users Interpersonal relations Respect Extroversion

Interview code	Sentence	Open coding
Interviewee #7	If the client's work requires waiting time, be sure to explain to him the reason for waiting and the duration of attendance and thank the client after finishing the work. It means expressing appropriate feelings in response to the client's expression of feelings.	Empathy with users Commitment Judgement
Interviewee #8	Inappropriate behavior in society is propagated by people, which means that when a person shows anger towards you as a librarian, he may spread it to another person. While the librarian should strengthen the feeling of satisfaction in the audience and society. The librarian must be patient in communicating with the users.	Adaptability Flexibility Professional responsibility
Interviewee #9	The skill of the librarian in asking open questions to the client in order to reveal her real needs is very important.	Follow up Responsibility
Interviewee #10	The prevailing atmosphere of public libraries indicates that librarians work in an open system. In other words, there is no separation of manpower in separate rooms in this environment. This factor makes experienced and less experienced people think and act freely next to each other. express their opinions and views in the field of work, benefit from the opinions and experiences of others.	Extroversion Experience Expertise
Interviewee #11	In my opinion, the users' understanding of the quality of the services provided and as a result their satisfaction is influenced by the librarians' behavior and attitude.	Responsibility
Interviewee #12	As local gateways to knowledge, public libraries provide basic conditions for lifelong learning, independent decision-making, and cultural development for individuals and social groups. In the meantime, librarians are a vital resource in the operation of a library, who are essential in helping the client to resolve ambiguity.	User assistance
Interviewee #13	Since librarians of public libraries are related to all sections of the society, having communication skills among them is of double importance. As information mediators, librarians play an undeniable role in the flow of information. It is possible that the resources needed by the patrons are available in the library, but the lack of communication skills prevents them from reaching the necessary and timely information.	Professional responsibility

Interview code	Sentence	Open coding
Interviewee #14	When the librarian is trying to provide an answer, she puts herself in the mental and intellectual frame of the audience, and she should avoid providing very specialized or very basic information.	Expertise Information accuracy
Interviewee #15	When the user gets angry or upset because of not meeting her expectations, the librarians should welcome her complaints and listen to her with appropriate methods.	Self-control Respect Empathy
Interviewee #16	The librarian uses a sense of humor to reduce the nervous pressure and anxiety of the audience. He can use sentences to get familiar and avoid guessing about the real need of the client.	Interpersonal relations Judgement
Interviewee #17	Age, gender and class differences between the librarian and the audience should not create a problem in communication.	Trust Emotional stability
Interviewee #18	The librarian can seek advice from experts in the fields who know communication skills.	Judgement Integrity
Interviewee #19	If the audience cannot find empathy and a common sense with the librarian, it will be difficult to express their information needs, and on the other hand, the librarian will not be able to find what he wants. We should also respect the value of the clients' time.	Empathy with users Respect
Interviewee #20	The librarian should take the initiative to help and resolve the user's questions and needs.	Interpersonal relations Commitment
Interviewee #21	In addition to encouraging people to study and use library services, librarians' positive attitude and appropriate attitude also creates freshness and vitality in them and turns the library into a calm, safe and friendly environment.	Positive thinking
Interviewee #22	One of the factors that can strongly fuel the failure to establish a proper relationship is the un-criticism, lack of enthusiasm, and the low threshold of patience of people, which librarians should pay attention.	Self-control Adaptability
Interviewee #23	The existential philosophy and specialized functions of libraries are to meet the needs of users. For this reason, the criteria for judging libraries is the amount and quality of their services. Since library services are diverse and many of the services that are provided require librarians to communicate with patrons; This communication is very important and valuable.	Expertise Commitment Responsibility
Interviewee #24	The type of attitude and positive thinking in library staff can improve the quality and quantity of services provided.	Positive thinking Flexibility Professional responsibility

Figure 3 - Part of the sentences and coding from the interview

Interview coding analysis (Figure 3)

Open coding of 24 interviews produced 192 statements and 96 open codes, which were grouped into 13 axial categories such as accessibility, empathy, and respect. Prominent themes included:

- Non-verbal Communication: Eye contact, nodding, and tone modulation (Interviewee #4).
- User-Centered Approach: Patience, empathy, and resolving ambiguity (Interviewee #1, #6, #15).
- Professionalism: Expertise, adaptability, and maintaining a positive organisational image (Interviewee #5, #23).

Component	Number of items	Special value	Percentage of explained variance	Factor load	Mean variance extracted	Cronbach's reliability	Composite reliability
Accessibility	3	4.56	17.25	0.86	0.83	0.92	0.96
Extroversion	3	3.29	16.21	0.83	0.78	0.94	0.95
Professional responsibility	4	4.13	17.13	0.84	0.82	0.93	0.94
Flexibility	4	2.86	14.54	0.79	0.82	0.91	0.93
Adaptability	3	2.93	14.71	0.78	0.72	0.83	0.86
Responsibility	4	4.06	16.95	0.85	0.82	0.91	0.94
Verbal communication	4	4.15	17.05	0.85	0.83	0.94	0.96
Non-verbal communication	4	4.03	16.89	0.84	0.83	0.95	0.96
Self-control	3	3.74	16.44	0,83	0.76	0.84	0.89
Trust	3	2.98	14.96	0.79	0.75	0.86	0.88
Empathy with users	3	3.88	16.57	0.83	0.66	0.91	0.93
Respect	3	4.12	17.11	0.85	0.72	0.86	0.89
Positive thinking	2	3.66	16.44	0.83	0.76	0.89	0.91

Figure 4 - The results of the exploratory factor for the personality dimensions' questionnaire of librarians in the present study

-Validity: Average variance extracted (AVE) >0.50 (range: 0.66–0.83).

According to the results of Table 4, the personality dimensions questionnaire comprised 43 items distributed across 13 components: accessibility, extraversion, conscientiousness, flexibility, adaptability, responsibility, verbal and non-verbal communication, self-control, trust, empathy, respect, and positivity. Collectively, these components accounted for 82.8% of the total variance. All factor loadings were above 0.70, AVE values exceeded 0.50, and both Cronbach's alpha and composite reliability scores were greater than 0.80, indicating strong construct validity and internal consistency. The results of the fit indices of the model of personality dimensions affecting the level of communication skills of librarians in the current research are presented in Figure 5.

Indicator	RMSEA	NFI	CFI	IFI	RFI	PRATIO	PNFI	PCFI
Acceptable amount	< 0.05	> 0.90	> 0.90	> 0.90	> 0.90	> 0.60	> 0.60	> 0.50
Calculated amount	0.04	0.96	0.97	0.96	0.93	0.76	0.71	0.69

Figure 5 - The results of the fit indices of the model of personality dimensions affecting the level of communication skills of librarians in the present study

The structural equation model demonstrated excellent fit:
- Absolute Fit: RMSEA = 0.04 (acceptable: <0.05).
- Incremental Fit: NFI = 0.96, CFI = 0.97, IFI = 0.96 (all >0.90).
- Parsimony Fit: PRATIO = 0.76, PNFI = 0.71, PCFI = *0.69(all >0.50).
According to the results of Table 5, the model of personality dimensions affecting the level of communication skills of librarians had a good fit. The results of structural equation modeling of the model of personality dimensions affecting the level of communication skills of librarians in the present study in the form of standard coefficients and coefficients of its paths are presented in Figure 6.

Component	Direction	Non-standard coefficient	Standard error	Critical ratio	Standard coefficient	Significance level	Result
Accessibility	Communication skills ⟶	0.32	0.01	10.54	0.49	<0.001	confirm
Extroversion	Communication skills ⟶	0.25	0.02	8.24	0.36	<0.001	confirm
Professional responsibility	Communication skills ⟶	0.19	0.02	9.11	0.28	<0.001	confirm
Flexibility	Communication skills ⟶	0.27	0.01	7.66	0.37	<0.001	confirm
Adaptability	Communication skills ⟶	0.31	0.03	11.54	0.44	<0.001	confirm
Responsibility	Communication skills ⟶	0.26	0.01	8.21	0.36	<0.001	confirm
Verbal communication	Communication skills ⟶	0.16	0.02	11.15	0.27	<0.001	confirm
Non-verbal communication	Communication skills ⟶	0.19	0.02	7.96	0.29	<0.001	confirm
Self-control	Communication skills ⟶	0.22	0.01	8.44	0.35	<0.001	confirm
Trust	Communication skills ⟶	0.31	0.01	8.63	0.41	<0.001	confirm
Empathy with the user	Communication skills ⟶	0.28	0.03	6.61	0.39	<0.001	confirm
Respect	Communication skills ⟶	0.14	0.03	7.85	0.23	<0.001	confirm
Positive thinking	Communication skills ⟶	0.16	0.02	8.11	0.25	<0.001	confirm

Figure 6 - The results of the coefficients of the modeling paths of the structural equations of the model of personality dimensions affecting the level of communication skills of librarians in the present study.

Structural equation modeling (Figure 6)
All 13 personality dimensions significantly predicted librarians' communication skills ($p < 0.001$):
-Strongest predictors: accessibility ($\beta = 0.49$), trust ($\beta = 0.41$), and adaptability ($\beta = 0.44$).
- Moderate predictors: extroversion ($\beta = 0.36$), responsibility ($\beta = 0.36$), and empathy ($\beta = 0.39$).
According to the results of Figure 6, in the model of personality dimensions affecting the level of communication skills, librarians, all thirteen components had a direct and meaningful effect on the communication skills of librarians in public libraries in Kermanshah ($p < 0/001$).

Conclusion
The core mission of libraries is to serve their communities, and the quality of librarian–user interactions is central to achieving this objective. Given the diversity of public library patrons, librarians must possess advanced communication skills to manage varied interactions effectively.

Demographic insights:
- age and gender: no significant correlation was found between these variables and communication skills, indicating that librarians of all ages and genders can perform effectively in roles requiring direct patron engagement.
- education: higher educational attainment was associated with stronger communication skills, highlighting the importance of academic training in fostering adaptability and methodological versatility.
- work environment dynamics: public libraries function as open systems where experienced and novice librarians collaborate without physical barriers.
- reduces knowledge gaps between staff through shared expertise.
- encourages innovation by integrating fresh perspectives from less experienced librarians.
- fosters skill development through peer learning and cross-generational mentorship.
personality dimensions and communication skills: the cultural diversity of library users necessitates strong interpersonal competencies rooted in personality traits.
key findings include:
- a 13-component personality model (e.g., empathy, adaptability, conscientiousness) accounted for 82.8% of the variance in communication effectiveness
- traits such as openness and emotional intelligence enable librarians to interpret non-verbal cues, respond empathetically, and tailor interactions to diverse needs
- librarians scoring highly across these dimensions demonstrate greater social ease, active listening, and verbal clarity.

According to the research results, it is recommended:
1. curriculum integration: embed communication skills and personality development in library science programmes through blended theoretical and practical training.
2. workshops on conflict resolution, emotional intelligence, and non-verbal communication to address current skill gaps.
3. use personality assessments (e.g., the 13-component model) to match staff with roles suited to their traits, such as assigning empathetic individuals to reference services.

Strengths and Limitations
This study offers thematic originality by examining the underexplored relationship between personality dimensions and communication skills among public librarians, particularly within the Iranian context, thereby contributing to debates on professionalisation. The adoption of a mixed-methods meta-composite approach represents a key methodological strength.

However, several limitations must be acknowledged. The sample size, while adequate for qualitative insights, was relatively small and geographically restricted to Kermanshah, which may limit the generalisability of findings to other regions or cultural settings. The reliance on self-reported data introduces the potential for social desirability bias. Furthermore, although the 13-component model demonstrated robustness, its cross-cultural applicability warrants further validation.

Implications for practice and future research
1. institutional reforms: libraries should prioritise organisational support, such as adopting rusa guidelines for stress management and resource accessibility. embedding communication modules into professional development programmes (e.g., workshops on active listening) could address skill gaps identified by Salimi and Salimi.
2. personality-driven training: incorporate personality assessments (e.g., 16pf or big five models) into recruitment and training processes to align librarians' innate traits with roles requiring empathy or adaptability.
3. tailored outreach strategies: apply insights from Champlain College's study to design context-specific communication channels, such as LMS-integrated librarians or asynchronous tutorials, to meet the needs of online patrons.
4. expanding research scope: future studies should investigate the interplay between cultural factors and communication in public libraries, particularly in multilingual or socioeconomically diverse environments.

By addressing these gaps, libraries can elevate communication from a peripheral skill to a core professional competency, thereby enhancing both user satisfaction and institutional effectiveness.

VIDA SEIFOURI, Razi University, Kermanshah (Iran), e-mail: v.seifouri@gmail.com
ASIE MORADI, Razi University, Kermanshah (Iran), e-mail: asie.moradi@razi.ac.ir

L'impatto delle dimensioni della personalità sulle capacità comunicative dei bibliotecari pubblici: un'analisi meta-composita del caso di Kermanshah in Iran
I bibliotecari devono essere in grado di comprendere efficacemente le richieste degli utenti, interpretarne gli atteggiamenti e impegnarsi per soddisfare le loro esigenze informative. Tuttavia, le difficoltà comunicative possono compromettere il successo di tali interazioni. Il presente studio analizza l'impatto delle dimensioni della personalità sulle capacità comunicative dei bibliotecari delle biblioteche pubbliche della città di Kermanshah, in Iran.
Adottando un approccio di ricerca descrittivo-analitico e applicato, lo studio impiega una metodologia meta-composita, volta a sintetizzare dati qualitativi provenienti da più fonti per sviluppare nuovi modelli

concettuali. È stato utilizzato un campionamento a valanga, iniziando da bibliotecari riconosciuti per le loro competenze comunicative e per la loro diversificata esperienza professionale (da 5 a 20 anni), fino a raggiungere un campione finale di 24 partecipanti. Gli indicatori sono stati estratti mediante tecniche di meta-composizione e codifica; le interviste sono state trascritte e sottoposte a codifica aperta secondo il metodo dei punti chiave. L'analisi dei dati, condotta con il software MaxQDA, ha permesso di elaborare il modello finale. La validità e l'affidabilità dei risultati sono state garantite attraverso criteri di credibilità e coerenza metodologica, analoghi ai parametri di validità e affidabilità della ricerca quantitativa.

I risultati demografici non hanno evidenziato correlazioni significative tra età, genere e capacità comunicative. Tuttavia, il livello di istruzione è emerso come fattore determinante: i bibliotecari con titoli di studio più elevati hanno mostrato competenze comunicative superiori, adottando strategie diversificate che favoriscono il coinvolgimento del pubblico e le attività di sensibilizzazione della biblioteca. Lo studio ha inoltre approfondito la relazione tra le dimensioni della personalità e le capacità comunicative, individuando quest'ultime come le competenze più influenti.

Il questionario utilizzato, composto da 43 item articolati in 13 componenti (accessibilità, estroversione, coscienziosità, flessibilità, adattabilità, responsabilità, comunicazione verbale/non verbale, autocontrollo, fiducia, empatia, rispetto e positività), ha spiegato l'82,8% della varianza totale. I risultati indicano che la personalità, intesa come insieme di tratti distintivi che influenzano gli stili comunicativi, riveste un ruolo fondamentale: i bibliotecari che presentano queste tredici caratteristiche tendono a possedere capacità comunicative più sviluppate.

Lo studio è stato condotto nelle biblioteche pubbliche della provincia di Kermanshah, che comprendono circa 90 strutture a servizio di una popolazione urbana e rurale eterogenea

The impact of personality dimensions on the communication skills of public librarians: a meta-composite analysis of the case of Kermanshah in Iran

Librarians must accurately interpret user requests, understand their attitudes, and meet their information needs; yet communication challenges can impede these interactions. This study explores the influence of personality dimensions on the communication skills of public librarians in Kermanshah, Iran.

Adopting a descriptive–analytical and applied research design, the study employed a meta-composite methodology to synthesise qualitative data from multiple sources and develop an integrative conceptual model. A snowball sampling strategy was used to recruit 24 librarians with 5–20 years of experience and recognised communication competence. Data collection involved semi-structured interviews, transcribed and coded using the key points method, and analysed in MaxQDA. Credibility and dependability measures ensured methodological rigour.

Findings revealed no significant correlation between age or gender and communication skills; however, education level was positively associated with communicative competence. The personality dimensions questionnaire (43 items across 13 components, including accessibility, extraversion, conscientiousness, flexibility, adaptability, responsibility, verbal and non-verbal communication, self-control, trust, empathy, respect, and positivity) explained 82.8% of the variance. These results underscore the critical role of personality traits in shaping effective communication. Librarians exhibiting these characteristics are more likely to demonstrate advanced interpersonal skills.