

Analysis of Factors Influencing Implicit Conflict in University Libraries from a Librarian's Perspective

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Abstract: Purpose/Significance: The image of university libraries is often tarnished and librarians experience psychological stress due to conflicts with readers. This study aimed to develop a method for measuring the influencing factors of implicit conflicts, which is crucial for their effective prevention and resolution. Methods/Procedures: The research employed a mixed-methods approach. Initially, a questionnaire, informed by literature analysis, was utilized to identify the influencing factors of implicit conflicts between university libraries and readers. Data were descriptively analyzed and subjected to factor analysis using the SPSSAU data science platform. Subsequently, interview data were thematically coded to provide a comprehensive analysis and enrich the research findings. Results/Conclusion: The findings revealed that organizational, occupational, interpersonal, and emotional factors are the primary types of influencers in implicit conflicts. Specifically, the management system, librarians' service consciousness, professional quality, promotion of readers' understanding of library operations, readers' unreasonable demands, empathy, communication skills, and the fluency of information exchange were identified as areas requiring greater attention to mitigate implicit conflicts.

Keywords: University Libraries; Librarian; Implicit Conflict; Influencing Factors; Conflict Management.

1. Introduction

University libraries are vital to academic institutions, often regarded as their heart, as noted by Allan M. Carter in the *University Library Standards* (1979). In China, the principle of "readers first, service first" has become a cornerstone of library service, earning a positive reputation. However, the complex interdependence between libraries and readers can sometimes lead to conflicts. These conflicts, if not managed, can tarnish the library's image and affect service quality.

Conflict is an inherent part of modern society, arising in various interactions, including within organizations like university libraries. Greenwald and Banaji's research on *Implicit Measurement* (1995) emphasizes the importance of studying implicit cognition to understand social behavior, which often operates unconsciously. Implicit conflict occurs beneath the surface and can significantly impact relationships if left unaddressed.

This study addresses the need to measure the impact of implicit factors on conflicts between university libraries and readers. If unresolved, these conflicts can erode trust and escalate into explicit confrontations, further damaging the library's image and service quality. To explore these understudied aspects of library management and conflict resolution, we employ a mixed-methods approach, offering new insights into implicit conflict factors from the librarian's perspective.

2. Review of research

2.1. Processes and Manifestations of Conflict

Scholars have dissected the conflict between librarians and readers into distinct phases and types. Yuan Hongjun (2004) articulates a progression from general to adversarial conflict,

often stemming from misunderstandings and unaddressed grievances. Adversarial conflicts arise when general conflicts remain unresolved, leading to a stalemate.

Bai Su-ping (2010) further classifies these into realistic, non-realistic, and mixed conflicts. Identifying the purpose behind realistic conflicts and the underlying issues in non-realistic conflicts is crucial for resolution. Li Xiaoyan and Zeng Wenjun (2007) suggest that differentiating between verbal, behavioral, and interest-based conflicts can help maintain manageable boundaries.

Zeng Ying (2011) introduces the concepts of contingent rights conflict and legal rights conflict, offering library managers a framework to establish systems that prevent implicit conflicts from becoming explicit. Rice (2006) provides a practical approach by outlining 17 common conflict scenarios in libraries and proposing strategies for resolution.

The evolution of library conflict is a gradual process. Unmet rights, needs, and interests of readers can escalate into explicit conflicts marked by intense language and behavior. These conflicts often originate from underlying oppositions and incompatibilities. The differing perceptions and personalities of the parties involved lead to various conflict resolution strategies, such as competition, collaboration, compromise, avoidance, and reconciliation. The outcomes of these strategies can significantly impact the library's image, emphasizing the importance of effective conflict management.

2.2. Utility and Effects of Conflict

Conflict in libraries, while challenging, offers opportunities for positive transformation. Blessinger (2013) posits that conflicts can be a catalyst for necessary change when addressed constructively. Cheng Fenggang (2005) acknowledges the negative impacts on librarians' mental

health and interpersonal relationships but also recognizes the conflict's potential to enhance scientific decision-making, management, and innovation.

Abbas S M (2008) views conflict as a constructive force that fosters communication, mutual understanding, and individual psychological development. It stimulates the search for novel solutions and encourages the exploration of new strategies to improve the library environment. However, unchecked conflict can erode mutual respect and diminish self-esteem.

Esharenana et al. (2006), after surveying three Nigerian universities, found that conflicts between librarians and readers are common. They argue that such conflicts, though frequent, are beneficial for library development, prompting librarians to identify and rectify management shortcomings.

The utility and effectiveness of conflict in libraries are dualistic, carrying both negative and positive effects. It is essential to avoid overstating the negative aspects. Conflicts reflect changes in the library's internal and external environments, signaling the need for adaptive thinking and service models in library management to better serve readers.

2.3. Causes and Influences of Conflict

Conflict in libraries arises from a variety of factors that can be broadly categorized into systemic, interpersonal, and environmental dimensions.

Systemic Factors. Abbas (2008) emphasizes the importance of addressing the root causes of conflict, such as unclear roles and responsibilities, high expectations, emotional factors, and poor communication. Wang Bin (2007) points to the role positions of librarians and readers, the library management system, and librarians' work methods as primary sources of conflict.

Management and Structural Issues. Wang Yunxiang (2011) identifies imperfections in management, inequality among readers, staff structure irrationalities, appraisal system flaws, and deficiencies in manpower and funding as underlying causes. Wang Jingkai (2010) expands this view to include the management level, librarian quality, traditional and organizational culture, legal factors, competitive environment, and funding.

Interpersonal and Psychological Factors. Zhao Chunyan (2004) examines the relational perspective, highlighting interpersonal imbalances, individual inner world conflicts, disharmony between individuals and their environment, and organizational mechanisms. Hudson (1999) adds that emotional factors and work stress are significant contributors to conflict.

Cultural and Environmental Factors. Sara Parme et al. (2023) explore incivility in libraries due to identity differences, offering organizational and group theory perspectives to address disruptive behaviors. Technological changes also introduce tension and pressure, potentially leading to conflict when emotional release is inadequate (as noted in the original text but without a cited author or year).

In summary, library conflicts are multifaceted, influenced by systemic structures, interpersonal dynamics, cultural contexts, and environmental pressures. Understanding these complex causes is essential for effective conflict management.

2.4. Conflict Resolution Methods and Strategies

Effective conflict management is crucial for enhancing library efficiency and fostering a constructive environment.

Scholars propose various strategies to address and resolve conflicts from multiple perspectives:

Service Improvement. Cheng Fenggang (2008) suggests establishing a harmonious concept, prioritizing reader needs, building core competencies, and developing a library service culture to improve service performance.

Regulatory Reform. Yu Xiaomei and Zhang Jing (2010) advocate for the improvement of rules and regulations, role interchange to foster understanding, and the provision of quality services.

Systemic Change. Yan Zhiyong (2013) emphasizes the need to amend library management systems, eliminate unreasonable regulations, and empower readers with more rights.

Education and Standards. Liu Li (2012) recommends strengthening reader and user education, setting high standards for librarians, promoting electronic resources, and diversifying information services.

Planning and Coordination. Chioma Azubuike (2022) believes that effective planning and coordination practices are key to managing conflicts and improving service quality.

Bias and Discrimination Reduction. Mohamed Berray (2019) highlights the importance of bias and discrimination reduction training in aligning with diversity and inclusion strategic plans.

Managerial Harmony. Jack (2005) stresses the importance of clear roles and responsibilities, rule familiarity, listening skills, and managerial courage in achieving library harmony.

Technological Adaptability. Mary Pelzer Hudson (1999) advises developing positive attitudes and adaptability to technological changes, addressing emotional changes through communication.

Governance Approach. Tu Yuhong (2023) proposes a governance approach starting from defining violations, refining governance concepts, and ensuring the effectiveness and cost of governance measures.

Historical and Current Research Context.

While both domestic and international studies have explored library conflicts, such as Jin Zhaohui's (2001) analysis of role conflicts among female librarians and BUNDY's (1966) early work, a review of literature reveals a lack of depth and emphasis on conflict research in the library sector. Most studies focus on explicit conflicts based on librarians' practical experiences, with implicit conflicts often being neglected. The field requires more theoretical grounding and methodological rigor to uncover the root causes of conflicts and establish comprehensive solutions.

3. Methodologies

3.1. Definition of Term

Implicit conflict is the underlying tension between individuals or groups that does not escalate to open confrontation or hostility. It stems from divergent perceptions, interests, values, or needs and remains unexpressed in direct antagonism. This form of conflict can result in tension, unease, or disharmony, influencing behavior and decision-making within organizations, teams, or personal relationships. Addressing implicit conflict is essential for preserving productivity and fostering healthy interpersonal dynamics. Early recognition, understanding, and proactive management of such conflicts are vital for preventing their escalation and maintaining harmonious relationships.

3.2. Survey Methodology and Sample Selection

This study employed a mixed-methods approach, combining questionnaires and interviews to collect both quantitative and qualitative data. Creswell (2021) advocates for this orientation, which integrates data types to enrich understanding of the research problem.

The questionnaire was developed based on literature review, with the sample size calculated to be 5-10 times the number of questions. With 15 questions, the anticipated sample size ranged from 75 to 150 participants. Utilizing statistical power analysis, Light (Harvard University Graduate School of Education) determined a minimum sample size of 128 to achieve a high statistical power (>0.8), aligning with Kahn and Best's (2021) emphasis on careful sampling over size.

Simple random sampling via one-on-one contact was used to distribute questionnaires to frontline librarians at Lingnan Teachers' College, Guangzhou University, and Zhanjiang Institute of Science and Technology. A valid sample of 130 responses met the analysis conditions.

Recognizing the complex nature of library-reader conflicts, in-depth interviews with 10 frontline librarians from Lingnan Teachers College in April 2023 provided further insight. The questionnaire was informed by these interviews, ensuring that the survey instrument was grounded in the perspectives of the subjects. The integration of interview and questionnaire data bolstered the reliability and quality of the analysis.

3.3. Questionnaire Design

The questionnaire development process encompassed defining its structure, reviewing content, preparing the instrument, item screening, and revisions, following the guidelines set by Tang (2009). Interviews informed the questionnaire's content, conducted methodically with outlining, questioning, and accurate transcription.

The project's questionnaire was crafted independently, referencing existing instruments, and was designed to be comprehensive and scientifically sound. Initially, it featured 8 library-oriented, 6 librarian-oriented, and 10 reader-oriented questions. These were then integrated based on librarian perspectives and interview data dimensions, resulting in a final 15-question survey. The questionnaire used a structured format with a five-point Likert scale for responses, ensuring representativeness and ease of choice for respondents, derived from preliminary literature.

3.4. Data Acquisition

Following comprehensive interviews and coding, the research team crafted questionnaires and distributed them to frontline librarians across three university libraries. A total of 136 questionnaires were collected, from which 6 were excluded due to response time inconsistencies and item non-response, resulting in a 95.6% recovery rate and 130 valid samples.

The motivation behind the data collection was clear: to address the underlying factors driving library conflicts, thereby enhancing participants' conflict resolution skills. Prior to administration, the research team communicated the study's purpose to potential respondents, ensuring they understood their role as active participants and solvers of conflict issues. This approach fostered a high-quality response rate, as interviewees and respondents were engaged and invested in the research process.

The interviews and questionnaires were conducted

efficiently, yielding high-quality data that was both timely and insightful.

3.5. Research Design and Analytical Methods

The research design, as outlined in Figure 1, follows a dual-pronged approach to examine conflicts in libraries. Initially, a literature review informs the creation of a questionnaire targeting the implicit conflicts between librarians and readers. This quantitative phase involves data collection, synthesis, and analysis of the influencing factors, followed by statistical interpretation.

Subsequently, qualitative methods are employed through interviews to delve deeper into the implicit factors causing conflicts. These interviews are coded to enrich the quantitative findings. The integration of both datasets provides a comprehensive understanding of the issues.

Finally, leveraging the study's findings and conflict theory, the research proposes strategies for resolving implicit conflicts. This mixed-methods approach ensures a robust framework that addresses the complexity of library conflicts effectively.

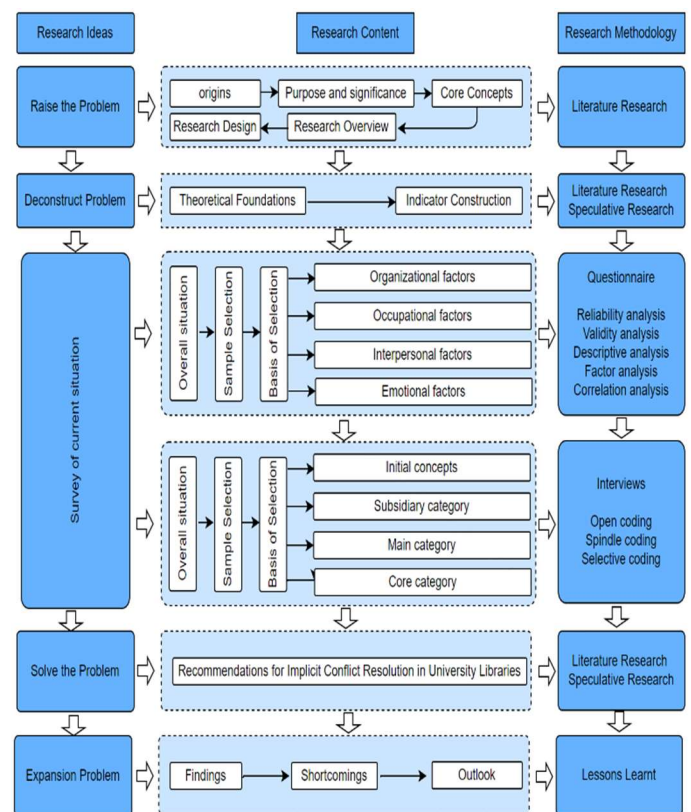


Figure 1. Study design line diagram

4. Result and Discussion

4.1. Reliability and Validity Analysis

Reliability Analysis. Assessing the questionnaire's reliability is essential to ensure the consistency of its items. Eisinga R et al. (2013) suggest that reliability coefficients between 0.60 and 0.65 should be avoided, with 0.65 to 0.70 being minimally acceptable, and 0.80 to 0.90 indicating very high reliability. In this study, the Cronbach's alpha coefficient, calculated using the SPSSAU platform, measured the questionnaire's reliability (see Tables 1).

Of the 136 questionnaires distributed, 130 were validly recovered, yielding a 95.6% recovery rate. The overall Cronbach's alpha was 0.916, signaling high internal

consistency. Individual item analysis revealed Corrected Item Total Correlations (CITC) ranging from 0.401 to 0.769, demonstrating each question's correlation with the overall questionnaire and its contribution to reliability.

Upon examining the possibility of deleting questions to enhance reliability, it was observed that excluding questions with the lowest CITC values (Q7 and Q8) did not significantly alter the Cronbach's alpha. This finding implies that all questions are integral to the questionnaire's construct validity. The consistency of the high Cronbach's alpha and CITC values confirms the questionnaire's effectiveness in measuring the factors influencing implicit conflict in university libraries.

Table 1. Cronbach's α reliability analysis for each item

Questions	CITC	α
Q1: The library's management system lacks humanization, is not flexible enough, and has imperfections.	0.606	0.911
Q2: The library or librarian utilized a dominant position and used power in management or service.	0.625	0.910
Q3: The library or librarians are unable to meet the documentary information needs of readers.	0.643	0.910
Q4: Librarians lack good professionalism and ethics to provide quality and efficient services.	0.657	0.909
Q5: Lack of good service consciousness on the part of the library or librarians.	0.667	0.909
Q6: Librarians see themselves as managers and readers see librarians as servants.	0.556	0.913
Q7: Readers are not aware of the library's rules and regulations, service programs and services.	0.401	0.917
Q8: Readers are more self-conscious and have unreasonable needs.	0.450	0.916
Q9: Poor communication skills of librarians or readers.	0.759	0.906
Q10: Poor communication of information between libraries and readers.	0.769	0.906
Q11: There is a lack of transposition between librarians and readers.	0.700	0.908
Q12: Lack of trust between librarians and readers.	0.660	0.909
Q13: Readers feel a lack of equal rights.	0.619	0.910
Q14: Readers feel a lack of right to know.	0.651	0.909
Q15: Readers feel a lack of access.	0.550	0.913

Validity Analysis. Validity analysis assesses whether the questionnaire measures what it intends to measure and aligns with research expectations. This study ensured content validity by designing questions and options that are representative and consistent with the study's purpose, based on a literature review and refined through researcher and subject feedback.

Structural validity, which measures the consistency between the survey results and the theoretical structure, was evaluated using factor analysis. The Kaiser-Meyer-Olkin (KMO) metric and Bartlett's sphericity test were employed to determine the suitability of the questionnaire data for factor analysis. The KMO value for the survey was 0.892, indicating that the data is highly suitable for factor analysis, as it exceeds the threshold of 0.8. Additionally, Bartlett's test yielded a p-value of 0.000, signifying an extremely significant result (see Table 2).

According to Shrestha (2021), a KMO value greater than 0.5 suggests that sample data is appropriate for factor analysis. Therefore, the questionnaire and data used in this study are

deemed suitable for such analysis, confirming the validity of the survey instrument.

Table 2. KMO and Bartlett's test

KMO value		0.892
Bartlett's test	Approximate chi-square	1159.154
	df	105
	P	0.000

4.2. Sample Characteristics, Behavioral Analysis

Descriptive analysis was used for sample characteristics, behavioral analysis. Descriptive statistics summarize and organize data through various measures, such as tabulation, graphical representation, and computational summaries (Yang Zefeng, 2020). This study utilized mean values, standard deviations, and medians to provide a comprehensive analysis of the conflict levels between university libraries and readers, considering factors like management systems, service quality, and communication skills.

Mean Analysis. The mean scores, ranging from 1 to 5, indicated the level of agreement, with higher scores reflecting greater consensus. Most questions received mean scores between 2.5 and 3.5, suggesting a mix of neutral to somewhat high agreement, indicative of some conflict presence. Notably, Q7 (library understanding), Q8 (unreasonable reader demands), Q10 (communication issues), and Q11 (lack of empathy) had mean scores approaching 3.5, showing higher agreement among respondents. In contrast, Q2 (domination rights), Q13 (equality), Q14 (right to know), and Q15 (right to use) had the lowest means, indicating less agreement.

Standard Deviation Analysis. Standard deviations among the questions varied from 1.028 to 1.273, reflecting the dispersion of responses. Questions like Q4 (professional ethics), Q5 (service awareness), Q13 (equality), and Q14 (information rights) had lower standard deviations, suggesting greater consensus among respondents. Conversely, higher standard deviations for Q7, Q8, and Q11 indicated diverse opinions that warrant further investigation.

Median Analysis. The median, serving as a measure of central tendency, was 3.000 for all questions except Q7 and Q8, which had a median of 4.000. This indicates that majority of responses were concentrated around the midpoint, reflecting a general agreement with the statements.

Table 3. Descriptive statistics of library and reader conflicts

Q	Val	Min	Max	Mean	SD	MD
Q1	130	1.000	5.000	3.054	1.247	3.000
Q2	130	1.000	5.000	2.562	1.245	2.000
Q3	130	1.000	5.000	2.777	1.170	3.000
Q4	130	1.000	5.000	2.708	1.273	3.000
Q5	130	1.000	5.000	2.692	1.167	3.000
Q6	130	1.000	5.000	3.300	1.218	3.000
Q7	130	1.000	5.000	3.538	1.035	4.000
Q8	130	1.000	5.000	3.592	1.083	4.000
Q9	130	1.000	5.000	3.323	1.028	3.000
Q10	130	1.000	5.000	3.354	1.056	3.500
Q11	130	1.000	5.000	3.592	1.153	4.000
Q12	130	1.000	5.000	3.054	1.196	3.000
Q13	130	1.000	5.000	2.531	1.253	2.000
Q14	130	1.000	5.000	2.569	1.099	3.000
Q15	130	1.000	5.000	2.285	1.136	2.000

4.3. Categorization and Analysis of Indicators

Factor analysis. Factors analysis aims to uncover the

underlying factors with common characteristics from the questionnaire variables, reducing the overall number of variables by consolidating those with similar traits. After establishing the suitability of the survey data for factor analysis through the KMO measure and Bartlett's test, this study utilized Principal Component Analysis (PCA) to distill the essential variables and analyze their implicit influences.

Principal Component Analysis: The analysis identified four key factors with eigenvalues exceeding 1, as per Kaiser's criterion. These factors account for 72.713% of the cumulative variance, encapsulating 72.747% of the information from the original 15 variables related to library-patron conflict. The presence of eigenvalues less than 1 for subsequent components indicates their limited contribution and suggests their exclusion from the PCA model. **Cumulative Percentage Analysis:** The incremental contribution of each principal component to the explained variance declines after the fourth component. The first principal component alone explains 46.891% of the variance, while the addition of the fifth component only adds an extra 4.424% to the cumulative percentage. This pattern implies that beyond the fourth component, the gain in variance explanation diminishes, indicating that additional components offer diminishing returns in information.

Table 4. Explanation of variance

N	Eigen root			PCA		
	Eigen root	EV %	CUM %	Eigen root	EV %	CUM %
1	7.034	46.891	46.891	7.034	46.891	46.891
2	1.663	11.084	57.975	1.663	11.084	57.975
3	1.281	8.542	66.516	1.281	8.542	66.516
4	0.930	6.197	72.713	0.930	6.197	72.713
5	0.664	4.424	77.137	-	-	-
6	0.620	4.136	81.273	-	-	-
7	0.586	3.909	85.181	-	-	-
8	0.451	3.007	88.188	-	-	-
9	0.353	2.355	90.543	-	-	-
10	0.306	2.037	92.580	-	-	-
11	0.285	1.900	94.481	-	-	-
12	0.258	1.719	96.200	-	-	-
13	0.210	1.403	97.602	-	-	-
14	0.183	1.222	98.825	-	-	-
15	0.176	1.175	100.000	-	-	-

Loading Coefficient Analysis. The loading coefficients indicate the strength of the relationship between the original variables and the principal components, with higher absolute values signifying stronger correlations. Analysis of the coefficients reveals the following:

Principal Component 1 is strongly correlated with most questions (Q1-Q6, Q9-Q15), especially Q3-Q5, Q9-Q12, and Q14, which have coefficients over 0.7. This suggests these questions measure a common underlying concept related to this component. In contrast, Q7 and Q8 show weaker associations with coefficients below the threshold.

Principal Component 2 shows a strong positive correlation with Q7 (0.512) and negative correlations with Q13, Q14, and Q15, indicated by coefficients of -0.555, -0.519, and -0.597, respectively. Other questions exhibit weaker ties to this component.

Principal Component 3 features Q4 and Q8 with significant coefficients of -0.417 and 0.445, respectively, indicating one has a strong negative correlation and the other a strong positive correlation with the component. Other questions

have lesser associations.

Principal Component 4 is significantly linked to Q1 and Q7, with coefficients of 0.432 and 0.486, respectively, pointing to a strong positive relationship. Other questions have diminished connections to this component.

Commonality Analysis. According to Hair (2010), variables with a commonality of 0.5 or higher are considered well-explained by the model. Table 5 indicates that Q1, Q4, Q5, and Q13 have high commonality near or above 0.8, suggesting they are largely accounted for by the principal components. Questions Q6, Q7, and Q8 have moderate commonality between 0.7 and 0.8, implying partial explanation by the model. Lastly, Q12 to Q15 have commonality ranging from 0.5 to 0.8, indicating that while some variance is explained, other portions of the variance remain unmodeled.

Table 5. Table of load factors

N	Load factor				Commonality
	PC 1	PC2	PC3	PC4	
Q1	0.654	0.335	-0.355	0.432	0.852
Q2	0.678	0.033	-0.349	0.181	0.615
Q3	0.700	-0.082	-0.341	0.148	0.635
Q4	0.712	0.292	-0.417	-0.259	0.834
Q5	0.725	0.240	-0.302	-0.360	0.804
Q6	0.616	0.200	0.071	-0.360	0.554
Q7	0.454	0.512	0.278	0.486	0.782
Q8	0.508	0.312	0.445	0.131	0.570
Q9	0.811	0.190	0.146	-0.199	0.754
Q10	0.821	0.037	0.225	-0.065	0.730
Q11	0.757	-0.039	0.387	-0.043	0.726
Q12	0.725	-0.165	0.380	-0.115	0.711
Q13	0.681	-0.555	-0.041	0.194	0.811
Q14	0.714	-0.519	0.025	0.002	0.780
Q15	0.613	-0.597	-0.057	0.111	0.748

Validated Factor Analysis (CFA). Validated Factor Analysis (CFA) was conducted to further substantiate the relationships observed in the principal component analysis. The principal components were categorized into organizational, occupational, interpersonal, and affective factors to examine their validity more rigorously.

As detailed in Table 6, the standardized loading coefficients for items Q4, Q5, and Q9-Q15 exceed 0.7, denoting a strong association with their respective factors. Items Q6 and Q7 exhibit weaker relationships with coefficients of 0.418 and 0.448, respectively. Item Q8 shows the weakest connection, with a coefficient of 0.321, suggesting its potential removal for better measurement fidelity.

Overall, this table provides a detailed view of the relationship between latent variables and measured items. The high loading coefficients, low standard errors, small p-values, and high SMC values all indicate a strong, statistically significant relationship between the measured items and the latent variables, and therefore, it can be concluded that a combination of organizational, occupational, interpersonal, and affective factors are the main types of factors that influence implicit conflict between libraries and patrons.

Table 6. Table of factor loading coefficients

Factor (LV)	Items (OV)	Raw loadings (Coef.)	Std. Error	Z (CR)	p	Std. Estimate	SMC
Organizational	Q1	1.000	-	-	-	0.619	0.383
Organizational	Q2	1.022	0.167	6.128	0.000	0.634	0.402
Organizational	Q3	1.003	0.158	6.337	0.000	0.662	0.438
Organizational	Q7	0.601	0.131	4.575	0.000	0.448	0.201
Organizational	Q10	1.150	0.153	7.528	0.000	0.841	0.708
Occupational	Q4	1.000	-	-	-	0.854	0.729
Occupational	Q5	0.960	0.092	10.421	0.000	0.894	0.800
Interpersonal	Q9	1.000	-	-	-	0.834	0.696
Interpersonal	Q11	1.050	0.105	10.031	0.000	0.782	0.611
Interpersonal	Q12	1.040	0.110	9.415	0.000	0.746	0.556
Emotional	Q6	1.000	-	-	-	0.418	0.175
Emotional	Q8	0.684	0.233	2.934	0.003	0.321	0.103
Emotional	Q13	2.058	0.437	4.708	0.000	0.836	0.699
Emotional	Q14	1.872	0.394	4.746	0.000	0.866	0.750
Emotional	Q15	1.775	0.382	4.645	0.000	0.795	0.632
Second-order	Organizational	1.000	-	-	-	1.000	1.000
Second-order	Occupational	1.071	0.175	6.135	0.000	0.761	0.579
Second-order	Interpersonal	1.054	0.151	6.970	0.000	0.949	0.900
Second-order	Emotional	0.488	0.123	3.956	0.000	0.741	0.548

Note: A '-' indicates that the item is a reference item.

4.4. Correlation Analysis

The analysis of the correlation of the questionnaire is mainly to study whether there is an interdependent relationship between the variables and the degree and direction of correlation between the variables with interdependent relationship. First of all, using the Kolmogorov-Smirnov test, the data of Q1-Q15 were examined, and the results of the normality test analysis showed that, although $P < 0.05$, the combination of the absolute value of the kurtosis is less than 10 and the absolute value of the skewness is less than 3, which indicates that the data, although not absolutely normal, are basically acceptable as a normal distribution, and therefore, this study adopts the method of Pearson's correlation analysis to Explore the relationship between organizational factors (Q1, Q2, Q3, Q7, Q10), occupational factors (Q4, Q5) and interpersonal factors (Q9, Q11, Q12), emotional factors (Q6, Q8, Q13, Q14, Q15).

See Table 7 showing the results of the analysis of the correlations between organizational, occupational and interpersonal and emotional factors. There is a significant positive correlation between all items except Q8 and Q3, where the relationship between Q13, Q14, Q15 and Q7 is not significant. It shows that improving management and professionalism can significantly improve interpersonal relationships and enhance emotions, which can lead to a reduction in conflict. This has great application value in practice.

Table 7. Correlation Matrix

	Q6	Q8	Q9	Q11	Q12	Q13	Q14	Q15
Q1	0.306 **	0.332 **	0.446 **	0.355 **	0.279 **	0.334 **	0.300 **	0.252 **
Q2	0.358 **	0.246 **	0.438 **	0.404 **	0.401 **	0.483 **	0.365 **	0.412 **
Q3	0.341 **	0.160	0.505 **	0.449 **	0.385 **	0.505 **	0.521 **	0.439 **
Q4	0.512 **	0.301 **	0.600 **	0.357 **	0.321 **	0.307 **	0.391 **	0.299 **
Q5	0.475 **	0.292 **	0.639 **	0.419 **	0.434 **	0.341 **	0.373 **	0.295 **
Q7	0.301 **	0.411 **	0.389 **	0.367 **	0.271 **	0.137	0.103	0.053
Q10	0.466 **	0.392 **	0.758 **	0.655 **	0.666 **	0.490 **	0.573 **	0.413 **

* $p < 0.05$ ** $p < 0.01$

4.5. Coded Analysis of Interview Data

Qualitative methods can be used to interpret and complement the results of quantitative research by providing an in-depth understanding and interpretation of the data, thus helping the researcher to more fully understand the complexity and diversity of the research population. The interview data were analyzed using a systematic coding process to identify and interpret key concepts. Initially, 10 interviews were carefully listened to and coded sentence by sentence, resulting in the extraction of 50 initial concepts and the formation of 13 categories through open coding. This process adhered to principles of openness and fidelity to the original data.

Cluster Analysis and Axial Coding. The 13 categories were then clustered to establish organic connections, followed by axial coding to identify the main category focusing on

"implicit influences on the occurrence of conflict in university libraries." This selective coding process confirmed four primary influences: organizational, occupational, interpersonal, and affective factors, corroborating the quantitative study's findings.

Theoretical Saturation Test. To ensure the analysis was comprehensive, a theoretical saturation test was performed on two reserved samples. No new categories or concepts emerged, indicating that theoretical saturation had been achieved, and the interview process was scientifically valid.

The final relationships between categories and concepts are depicted in Table 8, showcasing the structured outcome of the coding process.

Table 8. Coded categories, conceptual relationships

Main category	Subsidiary category	Initial concept
M1 Organizational Factors	S1 Management System	C1 Humanization C2 Flexibility C3 Completeness C4 Reasonableness
	S2 Management Methods	C5 Coercion C6 Normality C7 Equality C8 Service
	S3 Information Resources	C9 Richness C10 Usability C11 Accessibility
	S4 Information Disclosure	C12 Transparency C13 Scope C14 Place C15 Feedback
M2 Occupational Factors	S5 Professionalism	C16 Basic quality C17 Competence C18 Collaboration
	S6 Professional Ethics	C19 Dedication C20 Love of readers C21 Serving readers C22 Selflessness
	S7 Service consciousness	C23 Desire to serve C24 Understanding C25 Meticulousness C26 Efficiency
M3 Interpersonal Factors	S8 Communication channels	C27 Informal C28 Formal C29 Smooth
	S9 Communication Skills	C30 Training C31 Skills C32 Emotional Recognition C33 Timely and Graciousness
	S10 Thinking differently	C34 Understanding C35 Tolerance C36 Trust
M4 Emotional Factors	S11 Cognitive Differences	C37 Manager C38 Servant C39 Collaborator
	S12 Self-awareness	C40 Self-concept C41 Self-knowledge C42 Self-evaluation C43 Self-experience C44 Self-monitoring C45 Self-regulation
	S13 Personal Experience	C46 Equality Rights C47 Know Rights C48 Use Rights C49 Comfort C50 Friendliness

5. Conclusion and Recommendation

Interpretation of Findings. Through descriptive statistics, we found that respondents held neutral to more agreeable attitudes towards most of the factors related to implicit conflicts between libraries and patrons. This suggests that although university libraries have made efforts to avoid conflicts, there is still room for improvement in terms of management systems, service awareness and professionalism. In particular, the respondents expressed high levels of concern about awareness of library rules and regulations, patrons' unreasonable needs, and the fluency of information exchange, factors that may require special attention from library management.

Factor analysis revealed four main factors, namely organizational, occupational, interpersonal, and affective factors, which together explained most of the variability observed in the questionnaire (72.713%). Organizational factors include the library's management system, management methods, information resources, and information disclosure, which are closely related to the way the library is structured and operated. Professional factors are mainly related to the professional quality and ethics of librarians, and these factors directly affect service quality and reader satisfaction. Interpersonal and affective factors, on the other hand, are related to communication, role perception, and self-awareness between librarians and patrons, and these factors are essential for establishing a harmonious library-patron relationship.

Correlation analysis revealed that all items showed significant positive correlations except for the insignificant correlation between Q8 and Q3. This suggests that by improving managerial and professional factors, interpersonal and emotional factors can be significantly enhanced, thereby reducing conflict.

The coded analysis of the qualitative interview data further validated the main influencing factors identified in the quantitative study. The qualitative data provided insights into the deeper causes behind these factors and helped us to understand more fully the implicit conflict between libraries and patrons.

The results of the questionnaire and interview data analysis from the librarian's perspective led to the following conclusions:

Conclusion 1: Organizational, occupational, interpersonal and emotional factors are the main types of implicit conflict influencing factors.

Conclusion 2: The questions of Q1-Q15 expressed the implicit conflict influencing factors between libraries and patrons better. These factors are libraries and patrons because of the perfection of the library system, libraries and librarians' use of dominant position, the situation of literature and information to meet the needs of patrons, librarians' professionalism and ethics, service consciousness, their own cognitive differences, the degree of their knowledge about libraries, the strength of their self-consciousness, their communication skills, the smoothness of their information communication, the transposition of their thinking, the degree of their trust, their right to equality, the right to information, and the right to use.

Conclusion 3: Implicit conflict influences such as management system, service awareness, professionalism, developing patrons' understanding of the library, unreasonable needs of patrons, lack of transpersonal thinking,

poor communication skills, and information communication fluency need the most attention.

Recommendation. Suggestions for conflict management.

Recommendation 1: Strengthen library management by improving rules and regulations. To reduce conflict, it is important to improve the rules and regulations governing the management of university libraries. This requires a concerted effort to ensure that a clear framework of rights and responsibilities is adhered to by both library staff and patrons. The management system should be designed with a human-centered approach that emphasizes flexibility and respect for patrons' rights, thus creating an environment that is less prone to disputes.

Recommendation 2: Enhance the service awareness and professionalism of librarians. The quality of librarians' services is the key to increasing patron satisfaction and trust. Librarians, as administrators and educators, must also accept their status as service providers. To this end, they should actively enhance their service awareness, enrich their value system, and improve their professional competence. This proactive stance will enable them to provide readers with increasingly high standards of service.

Recommendation 3: Bridging the Perception Gap through Education and Communication. Differences in role perceptions between librarians and patrons can lead to different expectations of service and management. Addressing this issue requires a strategic approach that includes educational activities and enhanced communication. Given that interactions between librarians and patrons are often transactional in nature and may be one-sided or emotional, it is important to strengthen librarians' communication skills through regular training. This will promote more effective dialog and better alignment of expectations on both sides.

Recommendation 4: Enhance information dissemination and align expectations. The lack of awareness among patrons about the library's rules and regulations and the services provided highlights the urgent need for a strong information dissemination strategy. Library administrators and librarians must proactively communicate to ensure that all stakeholders are well informed about library operations, policies, and services. Such transparency is essential to prevent misunderstandings, build trust, and ensure that the library's educational and service missions are effectively communicated and understood by all users.

Research limitations and future research directions. Although the study used a combination of interviews and questionnaires to control the quality of the research data and results, the study is yet to be deepened due to factors such as research perspectives, sample size limitations, lack of long-term tracking data, and insufficiency of variables. The later study will enrich the variables from 4 main categories, 13 subsidiary categories and 50 core concepts such as organizational factors, occupational factors, interpersonal factors and emotional factors to explore the implicit conflict between libraries and patrons in depth through large sample data.

Overall, this study reveals multiple influencing factors of implicit conflict between university libraries and patrons, and puts forward corresponding management suggestions. By improving the library's management system, enhancing the professionalism of librarians, and strengthening communication and transpersonal thinking with patrons, the occurrence of implicit conflict can be effectively reduced, and

the image and quality of library services can be enhanced. The results of this study have important reference value for library managers, policy makers and researchers in the field of librarianship.

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