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ASSESSING JOB SATISFACTION AMONG LIBRARY PROFESSIONALS THROUGH THE LENS OF GOLEMAN'S EMOTIONAL INTELLIGENCE MODEL: EVIDENCE FROM PUBLIC UNIVERSITY LIBRARIES IN PUNJAB, PAKISTAN

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KEYWORDS	ABSTRACT
Emotional Intelligence, Job Satisfaction, Library Professionals, University Libraries, Human Resource Management, Academic Libraries, Goleman's Emotional Intelligence Framework, Punjab, Pakistan.	<p>Purpose – Purpose of this study is based on Goleman's Emotional Intelligence (EI) Framework to investigate the Job Satisfaction (JS) psychological and environmental factors, among Library and Information Sciences (LIS) specialists employed in public university libraries in Punjab, Pakistan. Design/Methodology/Approach – A survey questionnaire was designed and validated by LIS experts and pretested before data collection, 315 LIS professionals filled the survey questionnaire who were employed in 54 HEC-recognized public sector university libraries in Punjab, Pakistan. Findings – The results suggest that library professionals generally possess moderate to high levels of emotional intelligence, with self-awareness emerging as the strongest competency. However, comparatively low levels were observed in motivation, empathy, and social skills. The lower JS is reported in people-centered, collaborative, and leadership-focused roles. Correlation analysis confirms self-awareness, empathy, and social skills showing stronger associations. Regression analysis identifies self-awareness as the strongest predictor of JS, followed by self-regulation, empathy, and social skills, thereby supporting Goleman's EI framework. Research Limitations/Implications – The study is limited to university library professionals in Punjab, Pakistan, which may restrict the generalizability of the findings to other regions of the country. Future studies may employ longitudinal designs to examine additional organizational and cultural factors influencing the relationship between EI and JS. Practical Implications – The findings indicate that academic library administrators should incorporate EI competencies into their Continuing Professional Development (CPD) programmes to improve workplace attitudes and organizational effectiveness. It recommends structured CPD programmes focusing on weaker EI and JS dimensions to enhance employee engagement. Originality/Value – The present study contributes to the scarce LIS literature on EI in Pakistan by presenting empirical evidence of the role of Goleman EI five dimensions in predicting JS suggests extending future research to private sector universities, employing longitudinal and mixed-method approaches, and incorporating additional variables such as organizational commitment, leadership styles, psychological well-being, and workplace stress to develop a more comprehensive understanding of JS of LIS professionals.</p>
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Introduction

Emotional Intelligence (EI) is considered as a vital psychological construct that appeared in world literature when Thorndike (1920) presented the definition of social intelligence that describes how individuals tactfully manage conflicts, communicate effectively to support commitment, to perceive and regulate their emotions and loyalty within organizations (Salovey & Mayer, 1990). The idea of EI as the capacity to recognize and manage social relationships effectually was broadened by Wechsler's (1940, 1958) studies which improve the conception of human behavior and performance towards interpersonal and intrapersonal capabilities. Gardner (1983) further expanded these ideas and presented relationship between intrapersonal intelligence connected to the awareness of one's own emotions and interpersonal intelligence to interpret and communicate with others in an efficient manner known as the Theory of Multiple Intelligences.

EI was formally coined in scientific way by Payne (1985) in his doctoral dissertation based on previous developments; he divided EI into three boards' perspectives such as emotional awareness, self-expression, and personal growth. Later, Salovey and Mayer (1990) defined EI as an aptitude which is based on a set of cognitive skills rather than personality traits having two parts: the first relates to awareness of own and others emotions, thoughts and behaviors. Moreover, Goleman (1995) study found EI gaining great importance throughout world literature and continuously evolved. He expanded the Salovey and Mayer concept and further divided EI into two dimensions such as personal and social, comprising multiple abilities to identify, manage, and express emotions among individuals. Later, Goleman (1996) presented a five-point model in his monographic writing such as (1) Self-Awareness is a capability involves recognizing own thoughts, their influence on others; (2) Self-Regulation is the aptitude to maintain professionalism in changing conditions; (3) Social Skills are related to building abilities essential for teamwork and for conflict resolution; (4) Motivation is an intrinsic drive to achieve goals and complete tasks, which aids in effective interpersonal relationships and conflict management of workplace dynamics, and (5) Empathy perceives the capability to understand people's emotions including imagining ability, what might be feeling and thinking of someone.



Figure 1: Components of Goleman's emotional intelligence model

Source: <https://militarychild.org/resource/wellbeing-toolkit/social-skills/>

In service-oriented industries, EI has been widely applied to workplace functioning. Employees showing high levels of emotional intelligence contribute effectively to decision-making processes and maintain organizational harmony (BarOn, 1997; Carmeli, 2003). In library contexts, emotionally intelligent professionals demonstrate better user service delivery, leadership quality, and organizational commitment (Baba, Makhdoomi, & Siddiqi, 2021; Balamurugan & Ranganathan, 2020).

Within Pakistan's Library and Information Science (LIS) sector, professionals face multiple challenges including financial limitations, inadequate resources, and the need to adapt to rapidly advancing technologies. Research has been done in the Pakistani culture mostly emphasized on external variables of Job Satisfaction such as remuneration, workload, and institutional culture, offering only partial understanding of psychosocial and organizational environmental factors of job satisfaction (Ashiq, Jabeen, & Mahmood, 2023; Jan, Anwar & Warraich, 2020). This gap is mostly important in the evolving nature of librarianship in Pakistan, where professionals are likely to work as educators, digital facilitators, and research partners.

Statement of the Problem

In the contemporary academic environment, EI has emerged as an important factor influencing employees' ability to manage emotions to achieve professional success. Despite its growing significance, the emotional and psychological dimensions of library professionals have received limited scholarly attention and primarily focused on extrinsic determinants of JS, such as salary, promotion opportunities, supervision, and organizational culture (Ashiq, Jabeen, & Mahmood, 2023; Jan, Anwar, & Warraich, 2020).

Consequently, there remains a significant gap the present study applies Goleman's EI Theory to examine the EI and JS level, relationship with EI and JS, and identify the strongest EI predictors of JS. The findings are expected to enhance professional motivation and improving JS among library professionals in academic institutions across Punjab, Pakistan.

Research Objectives

To assess existing level of emotional intelligence among library professionals.

To measure the status of job satisfaction among library professionals.

To examine the relationship between Goleman's EI dimensions and JS.

To identify the strongest EI predictors of JS.

Research Questions

1. What is the existing level of EI among library professionals?

2. What is the status of JS among library professionals?

3. Is there a significant relationship between EI dimensions and JS?

4. Which are the EI dimensions significantly predict JS?

Hypotheses

H1: Self-awareness positively influences JS.

H2: Self-regulation positively influences JS.

H3: Motivation positively influences JS.

H4: Empathy positively influences JS.

H5: Social skills positively influence JS.

Emotional Intelligence (EI) and Job Satisfaction (JS)

EI is a key predictor of workplace effectiveness, JS, and organizational success to regulate emotions, manage stress, adapt to change, and maintain positive workplace relationships (Côté, 2014; Stein, 2007). Research indicates that emotionally supportive organizational cultures enhance employee satisfaction, retention, productivity, and performance (Allam, 2011; Ashkanasy & Daus, 2002; Downey, Roberts, & Stough, 2011; Lynn, 2001). Employees with higher EI demonstrate stronger organizational commitment, enhanced service quality, improved decision-making abilities to manage workplace challenges, resolve conflicts exhibit higher levels of job engagement, customer orientation, and professional performance, which contribute significantly to JS that can be leading to organizational success (Beigi & Shirmohammadi, 2011; Gunavathy & Answarya, 2011; Navas & Vijayakumar, 2018). In LIS, its role in enhancing professional effectiveness could contribute positively in JS, increase collaborative initiatives to enhances organizational growth and service excellence emerged as a critical competency that supported both individual career success and the institutional effectiveness (Jan, Anwar, & Warraich, 2020; Khan, Masrek, & Nadzar, 2017; Lehner, 2020; Rahman, Ahmad, Ullah, Khan, & Ahmad, 2025; Ziaei & Mohseni, 2022). Librarians with higher EI competencies are better to cope with workplace stress, adjust themselves in changing environments, and achieve higher levels of productivity and JS. EI also enhances motivation, professional competence, and occupational satisfaction, leading to improved professional effectiveness and workplace commitment (Fadli, Modding, & Zakaria, 2023; Khan, Masrek, & Nadzar, 2017; Onuoha & Yaya, 2019).

Self-Awareness and Ethical Work Environment

Self-awareness is a fundamental dimension of emotional intelligence that serves as the foundation for ethical conduct, reflective practice, and continuous personal and professional development that align with organizational values and professional standards that contributes enhances decision-making, thereby promoting among employees, leading to stronger organizational commitment and cooperation (Igbinovia, 2016; Maukar, 2015; Samek, 2005).

Self-awareness further contributes to better stress management and psychological well-being are more likely to provide high-quality services. Individuals with high self-awareness actively seek feedback to improve their performance, develop new competencies leading to improved job performance and professional growth. The collective benefits of ethical behavior, effective communication, accountability, service quality, continuous learning, and professional development contribute significantly to the organizational effectiveness, employee productivity, and overall service excellence (Antonopoulou, 2024; Herland, 2022; Moradi, Shekofteh, & Jambarsang, 2018).

Self-Regulation and High-Stakes Roles

Self-regulation is a critical component of EI that manages impulses, and responds effectively to workplace challenges. It plays a vital role in enabling employees to perform effectively under workplace pressure and respond to the evolving needs of users and institutions. Librarians who possess strong self-regulatory skills are better able to cope with workload pressures, adapt to organizational changes, and maintain positive interactions with users and colleagues. Self-regulation enables professionals to remain calm in stressful situations to enhance emotional control, and encourage adaptive workplace behaviors to manage their responsibilities more effectively and perform their duties with greater confidence (Durodolu & Mojapelo, 2023; Onuoha, Ogunjinmi, & Owodunni, 2016).

Furthermore, self-regulation becomes increasingly important in modern library environments to evolve through the introduction of digital resources, integrated library systems, automated technologies, institutional repositories not only improves individual performance but also supports organizational success in an increasingly digital information environment. Empirical evidence suggests that self-regulation has a positive effect on job performance, psychological well-being, organizational commitment, and professional effectiveness experience lower levels of stress, stronger professional confidence, greater commitment to organizational objectives, and enhanced long-term career success in contemporary library environments (Ihsan, Kamal, & Hussain, 2025; Sabzwari, Suqlain, & Khan, 2023). To mitigate such challenges, organizations must cultivate learning-oriented and supportive work environments to demonstrate higher levels of self-regulation, adaptability, and professional effectiveness among their employees (Adil, Arif, & Asim, 2025; Hansson, 2017; Rafique, Jutt, & Idrees, 2022).

Motivation and Goal-Oriented Roles

Motivation is a vital dimension of EI (Issa, 2021; Onuoha, Ogunjinmi, & Owodunni, 2016) that drives performance, engagement, and professional achievement. Motivated employees are more likely to demonstrate high levels of engagement, productivity, innovation, and dedication to their work (Issa, 2021; Shahzad, Khan, Iqbal, & Shabbir, 2023). Motivation not only influences individual performance but also contributes to respond effectively to the evolving information needs of users and provide high-quality services (Issa, 2021). Studies have consistently demonstrated that organizational and motivational factors play a significant role in shaping the attitudes found significant to enhance organizational commitment and job satisfaction among librarians (Shahzad,

Khan, Iqbal & Shabbir, 2023). When library professionals perceive their organizations as supportive and responsive including rewards, recognition, promotion opportunities and engagement in organizational initiatives aimed at improving library services (Issa, 2021; Rafique, Jutt, & Idrees, 2022; Shahzad & Khan, 2025).

Empathy and Service-Oriented Roles

Empathy is a fundamental dimension of EI that enables librarians to create a welcoming and supportive environment act as a central component of library services to foster a sense of accomplishment greater JS and organizational commitment (Ranaweera & Bodhinayaka, 2018).

Furthermore, organizational factors such as supportive management, fair treatment, recognition, and constructive feedback strengthen their professional skills, while fairness in organizational practices and positive workplace relationships contribute substantially to employees' emotional well-being and professional satisfaction. Moreover, empathetic librarians tend to experience stronger interpersonal connections with users to improves service quality is expected to positively influence librarians' perceptions with their professional roles (Das & Rajini, 2024; Kennedy, Matteson, & Ming, 2024).

Social Skills and Leadership-Focused Roles

Social skills represent another critical component of EI which can be established productive relationships with colleagues, administrators, faculty members facilitating the achievement of organizational goals. Effective communication is particularly important in library settings to reduces misunderstandings, and promotes a cooperative work aimed at improving library services and resources (Ahmad, Boit, & Aakula, 2023; Martin, 2017).

Leadership-related social skills are equally important for fostering employee motivation to create a sense of empowerment and trust shown in supportive leadership behaviors, open communication, and collaborative decision-making contribute significantly to professional effectiveness among library and information science professionals (Christensen, Dawson, & Nielsen, 2021; Maron et al., 2019). Furthermore, social skills facilitate knowledge sharing and the development of professional networks foster a positive organizational culture characterized by mutual trust, respect, and shared learning (Mayowa-Adebara, 2018; Wong, 2017). Research also indicates that supportive work environments enhance organizational commitment, creativity, and professional engagement to build productive professional relationships, ultimately leading to higher levels of JS among LIS professionals (Popoola & Farukuoye, 2017; Roy & Habib, 2024).

Identified Research Gaps

A comprehensive review of the literature reveals several significant theoretical, methodological, and contextual gaps, particularly within Pakistan. The primarily LIS studies focused on traditional and extrinsic determinants of JS. Comparatively little attention has been given to psychological and behavioral variables, particularly EI, which may substantially influence employees'

workplace attitudes and professional well-being (Ashiq, Jabeen, & Mahmood, 2023; Jan & Gul, 2020).

Second, most previous studies have examined EI as a single aggregate construct between particular Golemans' EI five competencies with specific JS dimensions, such as reflective and ethical work environments, organizational support, service orientation, and leadership-focused roles, remain insufficiently investigated (Hamid & Younus, 2022).

Third, although international studies increasingly recognize motivation as a critical mechanism linking EI and JS, previous research on motivation among librarians has primarily focused on external motivational factors, including financial rewards, incentives, promotion opportunities, and organizational benefits (Hussain & Soroya, 2019). Consequently, limited attention has been devoted to examining motivation as a psychological mechanism through which EI influences JS.

Finally, prior studies lack an integrated model that explains how EI competencies interact with environmental conditions and demographic characteristics to shape JS (Hussain, Ali, & Jan, 2025; Shahzad & Khan, 2025). Additionally, Goleman's comprehensive EI Framework, which has been widely applied internationally, has not been thoroughly tested or adapted within Pakistani LIS research (Baba, Makhdoomi, & Siddiqi, Balamurugan & Ranganathan, 2020). While direct relationships between EI and JS have been examined (Khan, Masrek, & Nadzar, 2017), limited attention has been given to understanding the underlying mechanisms and contextual factors that may influence this relationship among library professionals in Pakistan.

Construction of Conceptual and Theoretical Framework

The EI theory (Goleman, 1995) consists of five key components: self-awareness, self-regulation, motivation, empathy, and social skills. The Self-Awareness Competencies (SAC) are used to assess the awareness of personal emotions, reflection, and openness to feedback. SAC was operationalized through SSRI, WLEIS, TEIQue, WEIP-3, and SREIT scales, aligning it with general EI and Trait EI ability models of Mayer and Salovey (1997) and Petrides (2009), used to support the understanding of emotional influence on performance and interpersonal interactions. Self-Regulation Competencies (SRC) measure emotional control, adaptability, and professional response under stress, based on MSCEIT, SREIT, MEIA, and TEIQue scales, which reflect the importance of SRC are critical for managing stress, conflicts, and workplace performance.

Motivation Competencies (MC) assess intrinsic drive, goal setting, persistence, and positive attitude, based on WLEIS, WEIP-3, SREIT, and EQ-I scales, along with the Bar-On model and Trait EI model of Petrides, which predict professional growth, performance, and user-centered service. Globally, motivation is recognized as an important factor influencing job satisfaction. Moreover, motivation as a mediating variable is based on Robbins and Judge (2017) organizational behavior framework and Ryan and Deci's (2000) Self-Determination theories provide a conceptual basis for examining how intrinsic and extrinsic motivational mechanisms translate emotional competencies into improved JS outcomes.

Empathy Competencies (EC) measure understanding others' emotions, perspective-taking, and responsiveness, based on MSCEIT, WLEIS, TEIQue, EQ-i, and SREIT Ability and Trait EI scales, used for effective communication, collaboration, and user-centered service delivery.

JS is conceptualized through psychosocial and organizational environmental factors influencing job satisfaction and performance, including reflective and ethical work environments, high-stakes and regulated roles, goal-driven and performance-oriented tasks, people-centered and service-oriented responsibilities, and collaborative and leadership-focused functions. The Reflective and Ethical Work Environment (REWE) was conceptualized from Dispositional, Social Exchange, and Herzberg's Two-Factor Theories and measured through the Job Satisfaction Survey (JSS) and Job Satisfaction Index (JSI).

The High-Stakes and Regulated Roles (HSRR) are based on Job Characteristics Theory, Equity Theory, and JSS. The Goal-Driven and Performance-Oriented Roles (GDPR) are based on Goal Setting, Expectancy and Herzberg's Two-Factor Theories along with Job Satisfaction Survey (JSS). The People-Centered and Service-Oriented Positions (PCSOP) are based on Social Exchange Theory, Affective Events Theory, Herzberg's Two-Factor Theory, and JSS, and the Collaborative and Leadership-Focused Roles (CLFR) are conceptualized with Leader-Member Exchange (LMX) Theory, Social Exchange Theory, Herzberg's Two-Factor Theory, and JSS.

On the basis of the theoretical framework, the conceptual framework was designed and has been applied to library professionals working in public sector university libraries across Punjab, Pakistan. Based on this framework, five hypotheses have been formulated. The (H1) proposed self-awareness competencies are hypothesized to be positively associated with Job Satisfaction; (H2); self-regulation competencies with Job Satisfaction; (H3); motivation competencies with Job Satisfaction; (H4); empathy competencies with Job Satisfaction; (H5); and social skills competencies with Job Satisfaction. Collectively, these hypotheses capture the correlation and combined effects that form the foundation of this study's analytical model.

Methodology

This study employed a quantitative research approach guided by Goleman's EI Theory (1995). A structured survey questionnaire was developed based on an extensive review of the existing literature on EI and JS, along with established theoretical frameworks and validated measurement scales. A total of 315 respondents filled the survey questionnaire. The instrument was validated by two LIS experts and pre-tested with 20 library professionals to ensure clarity and relevance. Reliability analysis confirmed strong internal consistency, with Cronbach's alpha values of 0.91 for overall EI and 0.92 for overall JS. The reliability of individual dimensions ranged from 0.81 to 0.88, indicating good to excellent reliability. Data were analyzed using SPSS. Descriptive statistics were used to summarize demographic characteristics, examine the mean score to find the level of EI and JS. Pearson correlation analysis was used to find the association between EI and JS. The simple linear regression was employed to test H1 to H5 to find influential predictors of EI to JS.

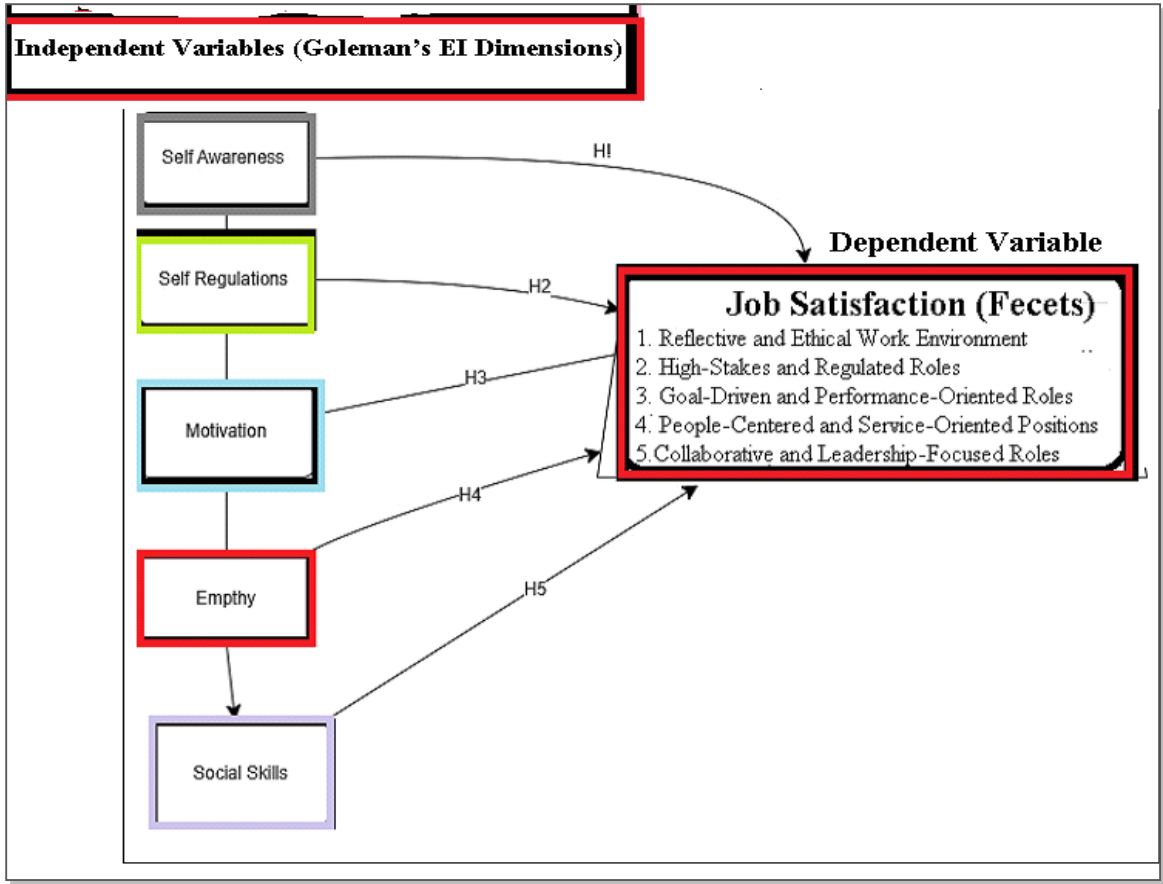


Figure 2. Conceptual and Theoretical Framework

Demographic Characteristics of Respondents

The demographic characteristics of the respondents (N = 315) were examined in terms of gender, age, professional experience, and designation. The findings presented in Table 1 indicate that the majority of the respondents, 63.5% (n = 199), were male, whereas 36.5% (n = 116) were female. In terms of age, the largest proportion of respondents belonged to the 31–35 years' age group, comprising 54.9% (n = 173) of the sample, indicating that more than half of the respondents were in the middle stage of their careers. Respondents aged above 35 years constituted 30.2% (n = 95) of the sample, representing relatively senior and experienced library professionals, whereas 14.9% (n = 47) were below 30 years of age and represented comparatively younger and potentially early-career library professionals.

Regarding professional experience, the largest proportion of respondents, 45.4% (n = 143) had 6–10 years of professional experience, indicating a considerable level of professional maturity and practical expertise. Furthermore, 33.7% (n = 106) had 11–15 years of professional experience, reflecting substantial exposure to the academic library work environment. Respondents with 16

years or more of professional experience constituted 10.2% ($n = 32$) and represented highly experienced LIS professionals with considerable exposure to leadership responsibilities, workplace decision-making, and professional management. In contrast, 10.7% ($n = 34$) of the respondents had 0–5 years of professional experience and represented relatively early-career professionals.

The results of different levels of professional experience with respect to professional designation showed the Librarians and Assistant Librarians were the largest groups respectively 45.7% ($n = 144$) and 28.3% ($n = 89$) of the sample, respectively provided routine library services. Senior/Deputy Librarians accounted for 18.4% ($n = 58$) of the respondents and occupied comparatively senior positions with greater responsibilities for supervision, coordination, and management of library operations. In comparison, Chief/Head Librarians constituted 7.6% ($n = 24$) representing senior leadership positions involving substantial responsibilities for strategic planning, organizational decision-making, staff management, and institutional coordination.

Table 1: Demographic Characteristics of the Respondents (N = 315)

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	199	63.5
	Female	116	36.5
Age Group	Below 30 years	47	14.9
	31–35 years	173	54.9
	Above 35 years	95	30.2
Professional Experience	0–5 years	34	10.7
	6–10 years	143	45.4
	11–15 years	106	33.7
	16 years and above	32	10.2
Designation	Chief/Head Librarian	24	7.6
	Librarian	144	45.7
	Assistant Librarian	89	28.3
	Senior/Deputy Librarian	58	18.4

Normality Test for Emotional Intelligence and Job Satisfaction Variables

Normality tests (Kolmogorov–Smirnov and Shapiro–Wilk) were conducted to assess whether parametric or non-parametric tests were appropriate for hypotheses H1–H5. The result of normality test showed of SAC is normality fit value ($r = .985$), SRC normality fit value ($r = .976$), Mc score value ($r = 0.983$), EC normality fit value ($r = .968$) and SSC fit value ($r = .976$) supports the conclusion that SSC is approximately normally distributed. The Q-Q plot for Job satisfaction dimensions showed reflective and ethical work environment (REWE) fit value was $r = .790$, the high-stakes and regulated roles (HSRR) value $r = .790$, the goal-driven and performance-oriented

roles (GDPOR) fit value was $r = .790$, the people-centered and service-oriented positions (PCSOP fit value was $r = .922$, and the collaborative and leadership-focused roles (CLFR) show the strongest alignment with the diagonal reference line among the job satisfaction variables. The fit value was $r = .928$, suggesting a good normality pattern. Therefore, the observed values for all five variables indicate that the all emotional intelligence and Job Satisfaction variables meet the assumption of normality, considered sufficiently normal for parametric analyses, especially given the large sample size.

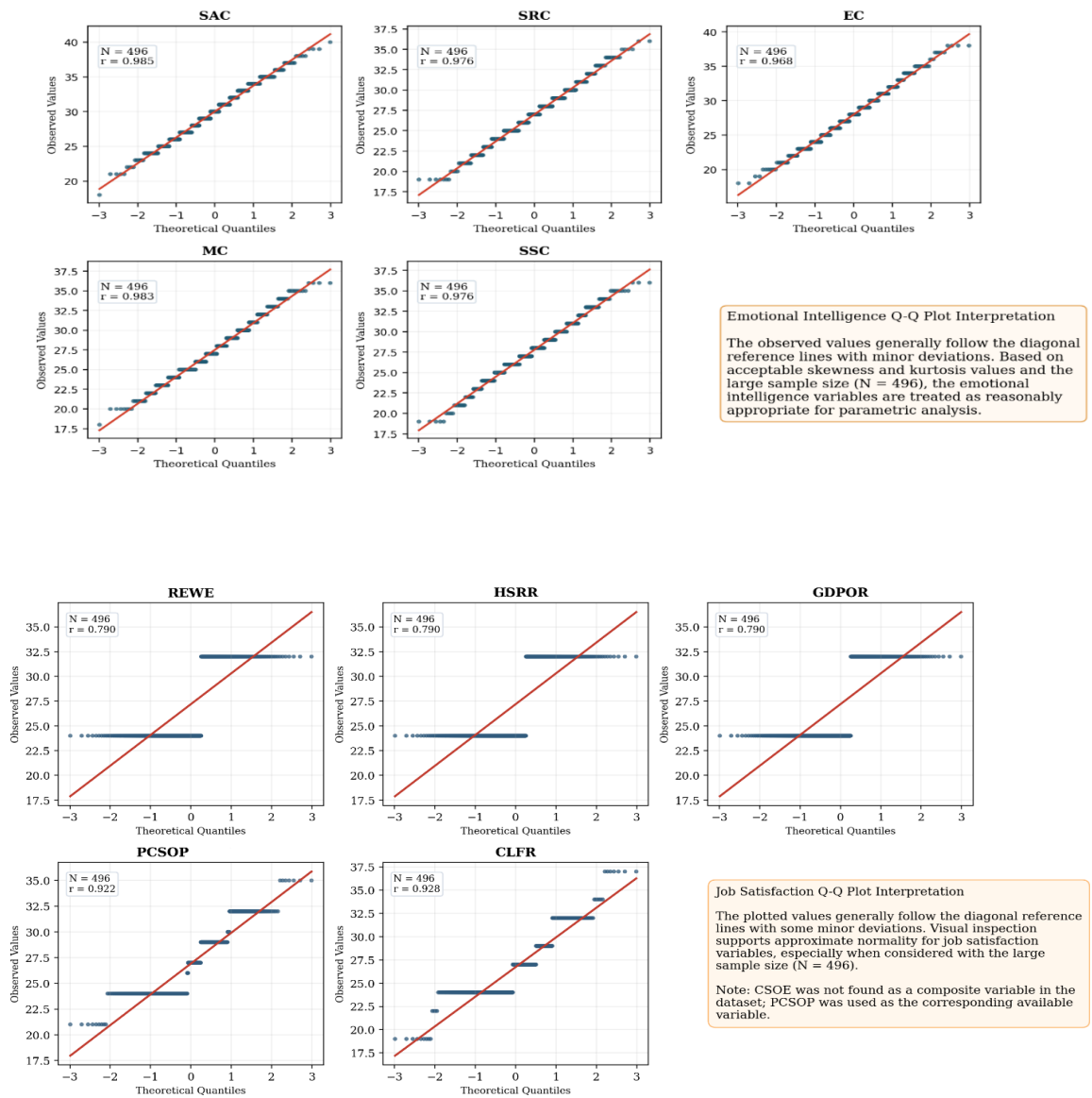


Figure3: Q-Q plots for the emotional intelligence and job satisfaction variables

Level of Emotional Intelligence among LIS Professionals

Table 2 presents the descriptive statistics of EI competencies among library professionals. The results indicate a generally moderate to high level of EI. Among all dimensions, Self-Awareness Competencies (SAC) (M = 29.52, SD = 3.51) had the highest mean score. The Self-Regulation Competencies (SRC) (M = 26.86, SD = 2.51), Motivation Competencies (M = 26.63, SD = 2.71), Empathy Competencies (M = 26.67, SD = 2.87), and Social Skills Competencies (M = 26.86, SD = 2.51) indicate a balanced but moderate level of EI across motivational, interpersonal, and social interaction domains. The Self-Awareness Competencies among LIS professionals are higher in recognizing and understanding their own and others' emotions, strengths, and limitations. Overall, the findings suggest that library professionals exhibit a well-balanced EI profile, highlighting the importance of further developing motivational and interpersonal competencies to enhance overall EI in library settings.

Table 2: Descriptive Results of Emotional Intelligence among Library Professionals

Variable	N	Mean	Std.Deviation
Self-Awareness Competencies (SAC)	315	29.52	3.51
Self-Regulations Competencies (SRC)	315	26.86	2.51
Motivation Competencies (MC)	315	26.63	2.71
Empathy Competencies (EC)	315	26.67	2.87
Social Skills Competencies (SSC)	315	26.86	2.51

Level of Job Satisfaction among LIS Professionals

The descriptive statistics of job satisfaction dimensions among library professionals (N = 315) are presented in Table 3. The results showed a moderate to relatively high level of JS across different dimensions of their professional roles. The highest mean scores were observed for Reflective & Ethical Work Environment (M = 27.19, SD = 3.92), Goal-Driven & Performance-Oriented Roles (M = 27.19, SD = 3.92), and High-Stakes & Regulated Roles (M = 27.19, SD = 3.92). The identical mean values suggest that library professionals experience a consistent level of satisfaction in ethically guided, performance-focused, and professionally demanding work environments. Among the remaining dimensions, People-Centered & Service-Oriented Positions (M = 26.92, SD = 3.24) and Collaborative & Leadership-Focused Roles (M = 26.73, SD = 3.42) showed moderate levels of satisfaction and a generally positive level of JS. These findings indicate that organizational structure, ethical environment, and performance expectations play a key role in shaping JS among library professionals.

Table 3: Descriptive Results of Job Satisfaction among Library Professionals

Variable	N	Mean	Std. Deviation
Reflective & Ethical Work Environment (REWE)	315	27.19	3.92
Collaborative & Leadership-Focused Roles (CLFR)	315	26.73	3.42

People-Centered & Service-Oriented Positions (PCSOP)	315	26.92	3.24
Goal-Driven & Performance-Oriented Roles (GDPOR)	315	27.19	3.92
High-Stakes & Regulated Roles (HSRR)	315	27.19	3.92

Relationship between Emotional Intelligence Dimensions and Job Satisfaction Facets

To measure the Relationship between EI Dimensions and JS Facets, a Pearson product–moment correlation analysis was conducted. The results showed that EI dimensions are generally positively and significantly associated with JS. The Self-Awareness → JS ($r = .761, p < .01$), Self-Regulation → JS ($r = .635, p < .01$), Empathy → JS ($r = .745, p < .01$), Social Awareness → JS ($r = .789, p < .01$), were significantly and positively correlated with JS. However, Motivation → JS Competencies showed a weak negative and non-significant relationship with JS ($r = -.075, p = .184$). Overall, the findings support the Goleman’s EI Theory and indicate that emotionally competent professionals are more likely to experience positive workplace attitudes, stronger interpersonal relationships, and greater satisfaction with their professional roles.

Table 4: Pearson Correlation between Emotional Intelligence Dimensions and Job Satisfaction

Variables	JS (r)	p-value	Significance
Self-Awareness Competencies (SAC)	.761	.000	Significant**
Self-Regulation Competencies (SRC)	.635	.000	Significant**
Motivation Competencies (MC)	-.075	.184	Not significant
Empathy Competencies (EC)	.745	.000	Significant**
Social Skills Competencies (SSC)	.789	.000	Significant**

Hypotheses (H1–H5) Testing Results

To examine the predictive effect of Goleman’s EI dimensions on JS among library professionals, the results of (H1) indicated that self-awareness competencies (Table 5) would suggest that 57.9% of the variance was explained in the dependent variable ($R^2 = .579$) and showed a significant positive effect, with Beta value ($\beta = .761, p < .001, B = 0.851$), which is statistically significant and supports Hypothesis 1. The Self-Regulation competencies (H2) values ($\beta = .635, p < .001, B = 0.853, SE = 0.047$) explained 40.4% of the variance ($R^2 = .404$) and positively predict Job Satisfaction, which supports Hypothesis 2.

The Motivation competencies (H3) results indicated negative results, with only 0.7% of the variance explained ($R^2 = .007, B = -0.119, SE = 0.065$), and do not significantly predict JS ($\beta = -.082, p = .067$), which rejects H3.

The results of Empathy Competencies (H4) predicted a significant and positively amount of variance of 43.0% ($R^2 = .430$), with statistically significant effect on JS ($\beta = .656, p < .001$), which supports Hypothesis 4.

The Social Skills Competencies (SSC) significantly predicted JS. The results were found to be significant ($B = 0.743, SE = 0.051, \beta = .545$), indicating that higher levels of social skills have a significant, positive effect on JS, which supports Hypothesis 5.

The overall regression results indicated that self-awareness emerged as the strongest predictor of JS ($\beta = .761$), suggesting that emotional competencies related to understanding oneself and managing emotions play a critical role in enhancing JS among library professionals in university libraries.

Table 5: Simple Regression Results for Hypotheses

Hypothesis	Predictor	Outcome	B	SE	β	R^2	F	p	Result
H1	Self-Awareness Competencies (SAC)	Job Satisfaction	0.851	0.033	.761	.579	678.29	<.001	Supported
H2	Self-Regulations Competencies (SRC)	Job Satisfaction	0.853	0.047	.635	.404	334.31	<.001	Supported
H3	Motivation Competencies (MC)	Job Satisfaction	-0.119	0.065	-.082	.007	3.36	.067	Not Supported
H4	Empathy Competencies (EC)	Job Satisfaction	0.739	0.038	.656	.430	373.19	<.001	Supported
H5	Social Skills Competencies (SSC)	Job Satisfaction	0.743	0.051	.545	.297	208.327	<.001	Supported

Discussion

The findings of the study highly aligned with Goleman's EI theory regarding the relationship between EI and JS among library professionals in public universities of Punjab, Pakistan. The demographic profile of respondents reflects that LIS professionals, who are professionally mature, experienced, and well aware of workplace dynamics, possess a generally moderate to high level of EI competencies and are better at recognizing and understanding their own and others' emotions to enhance overall EI in library settings. However, due to the lack of Continuing Professional Development (CPD) programmes, comparatively lower mean values are reported in Motivation, Empathy, and Social Skills. Goleman's EI theory supports the argument of various studies that EI is a strong predictor of positive workplace outcomes in LIS contexts (Carmeli, 2003; Khan, Masrek, & Nadzar, 2017).

The JS facets results have high mean scores in Reflective & Ethical Work Environment, Goal-Driven & Performance-Oriented Roles, and High-Stakes & Regulated Roles, and a slightly lower satisfaction level was shown in People-Centered & Service-Oriented Positions and in Collaborative & Leadership-Focused Roles, indicating that LIS professionals perceived a lack of teamwork culture and had limited opportunities in decision-making processes. This presents contradictory pictures of previous JS study findings, which indicate that organizational structure, ethical environment, performance expectations, and employee recognition are higher among library professionals, which they got through CPD opportunities that may positively influence and boost librarians' motivation and workplace satisfaction (Awan & Mahmood, 2010; Fatima & Bhatti, 2014; Khan & Ahmed, 2013).

The correlation analysis demonstrated that high scores on EI dimensions, particularly Self-Awareness, Empathy, and Social Skills, experience greater satisfaction to enhance workplace adaptability, interpersonal relationships, and better emotional regulation. However, Motivation Competencies showed a weak relationship with JS, which is contradictory to previous empirical studies (Fadli, Modding, & Zakaria, 2023; Onuoha & Yaya, 2019). EI might directly influence job satisfaction, which may be limited by recognition mechanisms, highlighting the importance of environmental and institutional conditions in shaping workplace outcomes. This confirms that EI competencies are based on multiple dimensions, and a single component alone does not explain them. Demographic and contextual factors have great importance in JS within academic libraries to improve JS (Carmeli, 2003).

The regression analysis further confirmed that EI is a strong predictor of JS among library professionals. Self-Awareness Competencies' beta weight was higher than the other components in the model and emerged as the most powerful predictor of JS. The beta weights of Empathy, Self-Regulation, and Social Skills distinctively contribute to workplace effectiveness under pressure situations and facilitate user-centered services to strengthen social skills. The findings support the world literature that EI competencies play a critical role not only in enhancing JS but are also helpful in improving positive workplace attitudes in academic libraries (Lucas, 2020; Saleem & Ameen, 2021; Villagran & Martin, 2022).

Conclusion

This study provides empirical evidence that EI is a significant predictor of JS among library professionals working in public universities of Punjab, Pakistan. Guided by Goleman's EI theory, the study confirms that higher levels of JS contribute to positive workplace attitudes and organizational success in academic library settings. The descriptive findings indicate that library professionals generally possess moderate to high levels of emotional intelligence. The Self-awareness mean score is high among LIS professionals, showing their strong understanding of their own and others' emotions, strengths, and professional responsibilities. In contrast, comparatively lower mean scores were observed for Motivation, Empathy, and Social Skills. These findings suggest that although library professionals possess adequate emotional competencies, continuous learning and capacity-building initiatives are essential for strengthening interpersonal and motivational skills required in the rapidly changing information environment.

The findings further revealed that library professionals reported relatively high levels of JS with Reflective & Ethical Work Environment, Goal-Driven & Performance-Oriented Roles, and High-Stakes & Regulated Roles, with clearly defined responsibilities and performance-oriented work environments. However, comparatively lower satisfaction was observed in People-Centered & Service-Oriented Positions and Collaborative & Leadership-Focused Roles, suggesting concerns regarding teamwork and participatory decision-making. These findings emphasize that organizational factors remain important determinants of JS alongside individual emotional competencies. The correlation analysis demonstrated significant positive relationships, confirming that emotionally intelligent library professionals experience higher JS. Emotional skills of EI dimensions like Self-Awareness, Empathy, and Social Skills showed relatively stronger relationships with JS. Moreover, Motivation Competencies exhibited a comparatively weaker relationship, indicating that EI is a multidimensional construct requiring multiple competencies according to organizational conditions rather than a single EI component.

The regression analysis provided further evidence that Self-Awareness emerged as the strongest predictor, highlighting its central role in maintaining positive professional attitudes. Self-Regulation, Empathy, and Social Skills also made significant contributions to JS, validating Goleman's EI theory and demonstrating that emotionally intelligent employees are more satisfied, productive, adaptable, and committed to their organizations. From a theoretical perspective, this study extends the application of Goleman's EI theory to the context of university libraries in Pakistan, suggesting that EI is an essential professional competency alongside technical and managerial skills. Institutions should design structured CPD programmes and cultures that enhance organizational commitment, service quality, user satisfaction, and overall institutional performance.

Overall, this study concludes that EI is a valuable psychological and professional resource that significantly enhances JS. Library administrations should design structured CPD programmes focused on relatively lower satisfaction areas of EI and JS to enhance employee engagement and workplace satisfaction in library management, human resource development, and organizational policy for higher education institutions in Pakistan. Future studies may be extended to private sector universities and other provinces of Pakistan to enhance generalizability. Longitudinal research designs are recommended to examine changes over time using Mixed-method approaches to explore in greater depth of daily professional practices. Future studies may also incorporate additional variables such as organizational commitment, leadership styles, psychological well-being, and workplace stress to develop a more comprehensive understanding of JS among LIS professionals. Finally, comparative studies across different professional groups may provide valuable insights into discipline-specific differences in EI and JS dynamics.

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