AMERICAN JOURNAL OF MANAGEMENT AND IOT MEDICAL COMPUTING
Peer Reviewed, Referred & Indexed Journal
E-ISSN: 3069-0110
Vol.5, No.2(1) (2026)
www.ajmimc.com

IMPACT OF EMOTIONAL INTELLIGENCE AND COMMUNICATION SKILLS ON JOB SATISFACTION AMONG ACADEMIC LIBRARIANS

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ABSTRACT

Objective: The present study explores the relationship between Emotional Intelligence (EI), Communication Skills and Job Satisfaction among library professionals working in university, college, and school.
Methodology: To conduct this study the investigators collected the data using Google Forms from 55 library professionals working academic libraries of Telangana. The data was analysed using statistical techniques – mean, standard deviation, ANOVA (to compare differences between institutions) and Pearson Correlation to determine the impact of independent variables on the dependent variable.
Findings: The findings shows that school library staff demonstrated significantly higher total Emotional Intelligence (p=.049) and Verbal Communication Skills (p=.022) than their counterparts in higher education. Correlation analysis revealed a high degree of interdependence between EI and Communication Skills (r=0.782, p<.01). However, in terms of impact on Job Satisfaction, Communication Skills emerged as a significant predictor (r=.284, p<.05) while Emotional Intelligence did not reach statistical significance (p=.069).
Conclusion: The study concludes that while EI and communication are deeply integrated, targeted communication training may be a more direct pathway to enhancing staff satisfaction. Library administrators are encouraged to address the "satisfaction gap" in school environments by looking beyond skill development to organizational support factors.
Keywords: Emotional Intelligence, Communication Skills, Job Satisfaction, Library professionals, Academic Libraries.

1.0 Introduction

Librarians serve as digital custodians, community anchors and information specialists in addition to managing, organizing, and facilitating access to information resources. In twenty first century librarians play a variety of responsibilities, including community connectors, technological experts, and AI researchers.

The job satisfaction and performance among librarians working in academic libraries are highly enhanced by emotional intelligence (EI) and communication abilities. Strong communication skills promote positive mutual connections, and high EI makes it feasible to manage demanding, patron-intensive environments.

Employee pleasure with the indispensable qualities at their work place is crucial to an organization's performance and long-term capability. It is also critical for collective effectiveness of an organization in general and academic libraries in particular, and the library professional development and success of its workers (Kaba, 2017)[1]. Furthermore, the job

satisfaction is a complex situation which is linked to several essential components (Okaro, Eze & Ohagwu, 2010)[2] as an employee of any organization, however, with regard to library professionals working in academic libraries it is important as they deal with the students and faculty of different domains. According to Tinuoye, Omeluzor, and Akpojotor (2016)[3], it totally depends upon the librarians and library staff to deliver their users with a well-organized information service. This can be achieved easily when the library staff are satisfied with their job.

2.0 Review of Literature

According to a study by Lopes et al. (2006)[4], emotionally intelligent people had higher corporate ranks and obtained more merit increases than their counterparts. In 2008, Kafetsios and Zampetakis[5] stated that the emotional intelligence is a forecaster of job satisfaction for the staff where they are working in an organisation. Emotional intelligence has been shown to be a useful ability that contributes to a person's overall success in the workplace, according to Swanson and Zobisch (2014)[6]. The results of the study of Khan, Masrek and Nadzar (2014)[7] states that the various dimensions of emotional intelligence significantly predict the organizational commitment. Yaya and Opeke (2024)[8] found the relationship between emotional intelligence and job satisfaction with r=0.032, p=0.05 of librarians working in Nigerian university librarians.

According to Rubin, Fernandez-Collado, and Hernandez-Sampieri (1992)[9], communication skills cover the most important and practical abilities that library professionals possess at their working place (libraries), such as speaking, writing, and body language. Reference librarians that possess interpersonal communication skills are able to perform effectively, communicate effectively, and thrive in the modern workplace (Haddow, 2012)[10]. As per Hakala (2008)[11] and Upev, Chorun, and Idachaba (2015)[12] research, the importance of communication skills plays important role along with effectiveness, innovation, efficiency, work relationships, communication, decision-making and value are indicators of job performance. According to Afkhami, Tajafari, Nowkarizi, and Nekah (2019)[13], there was no discernible difference between the mean scores of the librarians' communication skills in terms of professional and demographic factors, and the level of the librarians' communication skills was unacceptable. According to Khan and Ahmed (2021)[14], it appears knowledge that a librarian who is satisfied with their work will focus more on advancing their profession.

Research Gap: The above studies indicates that there is a gap on the research at national and local level on power of emotional intelligence and communication skills on job satisfaction among librarians working in academic libraries. Therefore, this research study will find out the impact of the two independent variables, such as EI and CS with one dependent variables (JS).

Objectives: The prime objective of this study is to examine the impact of Emotional Intelligence (EI) and Communication Skills on Job Satisfaction among library staff working in academic libraries.

Hypotheses: There is no significant impact of Emotional Intelligence (EI) and Communication Skills on Job Satisfaction among library staff working.

3.0 Methodology

This study employed the descriptive survey research design. A questionnaire was used as an instrument to collect the data from the respondents using a simple random sampling technique. The tool for EI measured with Wong's Emotional Intelligence Scale (WEIS/EQ-i) scales and job satisfaction is measured via Job Satisfaction Scale (JSS). The questionnaire consists of 12 emotional questions (4 on Self-Assessment, 4 on Adaptability and 4 on Service-

Orientation), 8 verbal communication skills and 10 job satisfaction questions with 5-point Likert scale. The researchers used Google Forms to gather data from 55 library professionals who work in Telangana's academic libraries for this study. Statistical methods such as mean, standard deviation, ANOVA to examine differences between academic libraries) and Pearson Correlation were used to analyze the data in order to ascertain how independent variables (Job satisfaction) impact the dependent variable (emotional intelligence and verbal communication skills). To measure the internal consistency of the questionnaire items, the researchers conducted the Cronbach Alpha result (0.888) for 30 items, which fall in between 0.80-0.89 (good), shows a strong reliability. The statistical tests were conducted using SPSS-26 version.

4.0 Data Analysis and Interpretation

Table 1: Mean, SD and ANVOVA Results on Three Factors of Emotional Intelligence

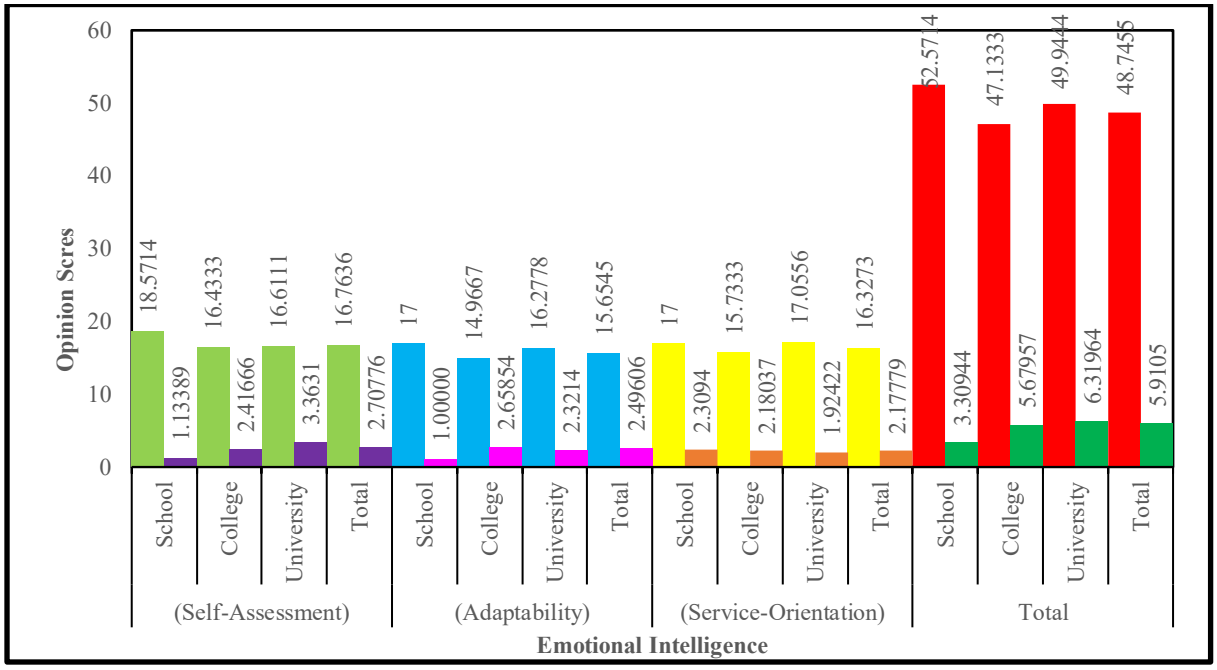
Variable	Type of Library	N	Mean	Std. Deviation	df	F-value	p-value
Emotional Intelligence (Self-Assessment)	School	7	18.5714	1.13389	BG=2, WG=52, T=54	1.870	.164 (NS)
	College	30	16.4333	2.41666			
	University	18	16.6111	3.36310			
	Total	55	16.7636	2.70776			
Emotional Intelligence (Adaptability)	School	7	17.0000	1.00000	BG=2, WG=52, T=54	2.909	.063 (NS)
	College	30	14.9667	2.65854			
	University	18	16.2778	2.32140			
	Total	55	15.6545	2.49606			
Emotional Intelligence (Service-Orientation)	School	7	17.0000	2.30940	BG=2, WG=52, T=54	2.602	.084 (NS)
	College	30	15.7333	2.18037			
	University	18	17.0556	1.92422			
	Total	55	16.3273	2.17779			
Total	School	7	52.5714	3.30944	BG=2, WG=52, T=54	3.193	.049* (S)
	College	30	47.1333	5.67957			
	University	18	49.9444	6.31964			
	Total	55	48.7455	5.91050			

Source: Field Survey through Google Forms

The above table shows the Analysis of Variance (ANOVA) to determine the Emotional Intelligence levels (EI) among library staff working in academic libraries, such as, University, College and School. The sample size (N) of a total 55 respondents from three academic libraries, they are University (N=88), College (N=30) and School (N=7). The degrees of freedom replicates between three categories of libraries (BG=2; 3-1=2) and within the groups reflects the participants minus the number of groups (WG=52; 55-3=2). Here number participants are 55 and total number of groups (university, college and school). The F-value for total emotional intelligence is higher than the variance within the groups.

The mean scores of emotional intelligences of three types of respondents working in university, college and school are 49.94, 47.13 and 52.57, respectively. This result indicates that the respondents working in schools have higher level of EI (52.57) compared to other two types of academic libraries. Further, the total Emotional Intelligence shows a significant p value ($p=0.49<0.05$), which is less than the standard significant value. Therefore, it can be interpreted that there is a statistically significant impact in the overall emotional intelligence

levels among the library staff working in three types of libraries, university, college and school. Even though, the total emotional intelligence is significant, there may/may not be significant differences among individual factors (self-assessment, adaptability and service-orientation). Hence, the individual significant tests also conducted, which shows no significant difference for self-assessment (p=.164) and service-orientation (p=0.084), whereas the adaptability (p=.063) showed a borderline level. This indicates that the library staff of all three types of academic libraries have similar level of self-assessment, adaptability and service-orientation.



Graph-1: Mean and SD scores of Emotional Intelligence of Library Staff working in Academic Libraries

The Graph-1 presents mean "Opinion Scores" for different dimensions of Emotional Intelligence (Self-Assessment, Adaptability, and Service-Orientation) across three educational levels: School, College, and University. The school and college library staff have highest mean scores (μ=18.57±1.13) and (μ=16.43±2.41) in self-assessment dimension, whereas the university respondents have more mean scores (μ=17.05±1.92) in service-orientation. The collective results of emotional intelligence indicate that the school library staff have more emotional intelligence (μ=52.57±6.31).

Table 2: Mean, SD and ANVOVA Results on Communication skills (Verbal Skills)

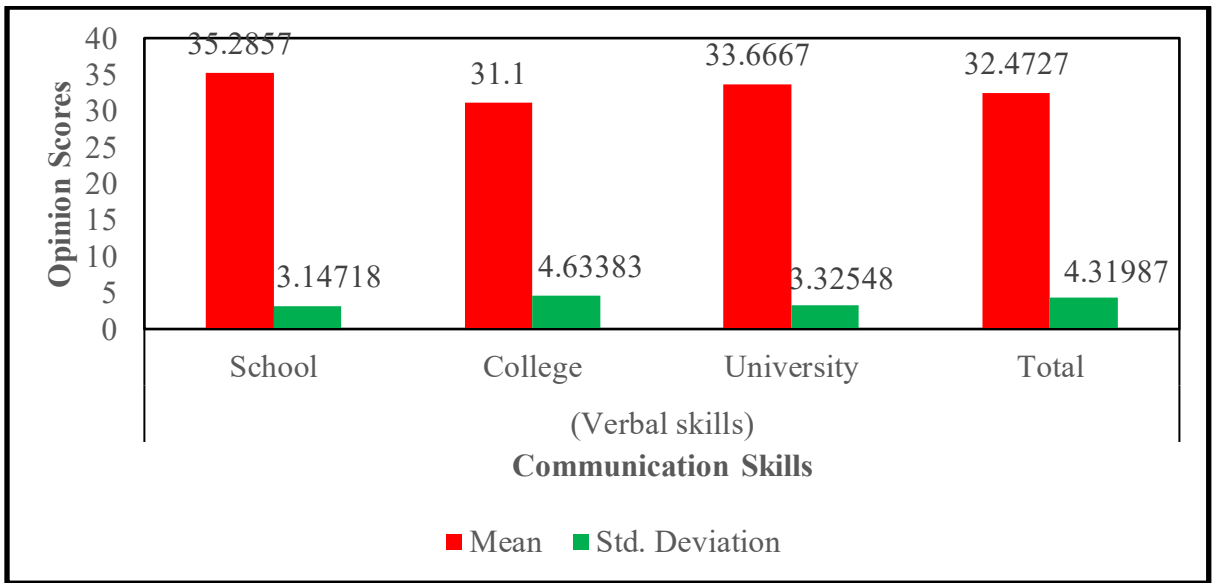
Variable	Type of Library	N	Mean	Std. Deviation	df	F-value	p-value
Communication skills (Verbal skills)	School	7	35.2857	3.14718	BG=2, WG=52, T=54	4.111	.022* (S)
	College	30	31.1000	4.63383			
	University	18	33.6667	3.32548			
	Total	55	32.4727	4.31987			

Source: Field Survey through Google Forms

The mean scores clearly show a verbal communication skills of three types of academic libraries. The library staff working in schools have shown a higher verbal communication skill

of 35.29±3.14 compared to their counter parts working in universities (33.66±3.32) and colleges (31.10±4.63).

The ANOVA results (F=4.111) is high and p-value (p=.022<0.05) low value, which show a statistically significant impact value. It means that there is a real difference in the verbal communication skills of staff depending on the type of library they work in.



Graph-2: Mean and SD scores of Communication Skills of Library Staff working in Academic Libraries

It can be visualized from the graph that the school library staff leading with a higher score (35.29). The university library staff placed in second place with 33.67 and the college staff have lowest score with 31.1. The combined mean score value of 32.47 of 55 participants vary with each individual group.

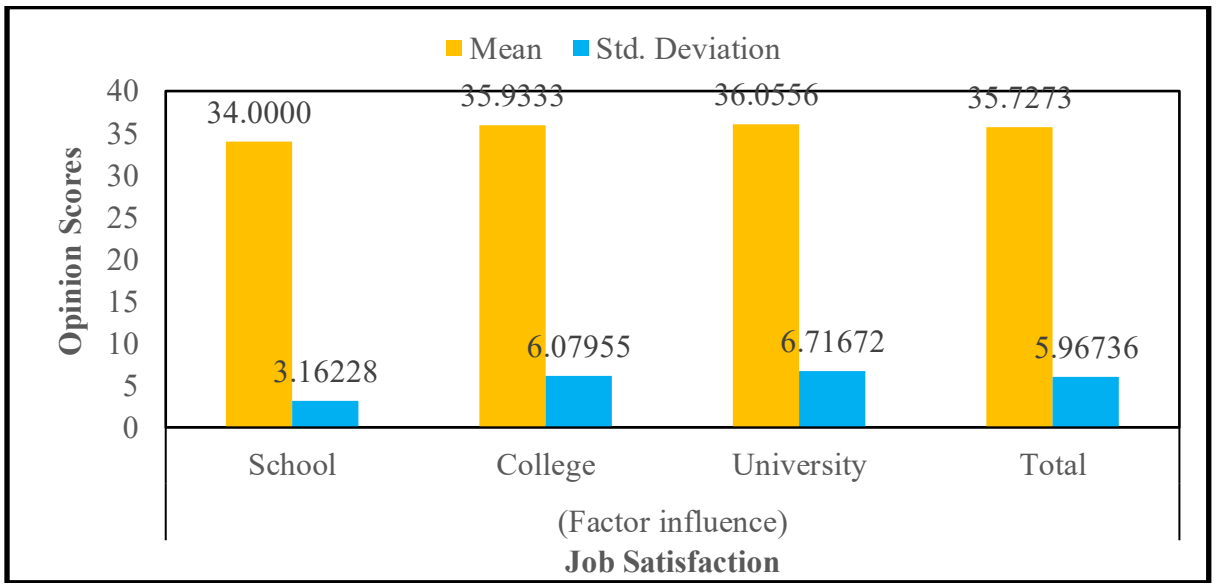
Table 3: Mean, SD and ANVOVA Results on Job Satisfaction (Factor influence)

Variable	Type of Library	N	Mean	Std. Deviation	df	F-value	p-value
Job Satisfaction (Factor influence)	School	7	34.0000	3.16228	BG=2, WG=52, T=54	0.330	.720 (NS)
	College	30	35.9333	6.07955			
	University	18	36.0556	6.71672			
	Total	55	35.7273	5.96736			

Source: Field Survey through Google Forms

The mean and standard deviation score of university library staff is 36.06±6.72 and it is followed by college library staff with 35.93±6.07, whereas the school library staff the mean is 34.00±3.16. This indicates that the library staff are very satisfied while others are not; there is a wide range of individual experiences.

The F value (0.330) which is less than standard value (1.0) and p-value is .720, which is much higher than the standard .05 threshold. Hence, the result is not significant. It can be found from the study that the type of library a person works in (School, College, or University) does not significantly impact their level of job satisfaction.



Graph-3: Mean and SD scores of Job Satisfaction of Library Staff working in Academic Libraries

The bar diagram shows higher mean value for university library staff (36.06) and the college library staff have a mean score of 35.93, where the school library staff have 34.0 mean. This shows that the library staff working at university level are higher compared to other two groups (college and library).

Table 4: Correlational Studies between Dependent Variables & Independent Variable

		Emotional Intelligence	Communication Skills	Job Satisfaction
Dependent variables				
Emotional Intelligence	Pearson Correlation	1	.782**	.247
	Sig. (2-tailed)		.000	.069
	N	55	55	55
Communication Skills	Pearson Correlation	.782**	1	.284*
	Sig. (2-tailed)	.000		.036
	N	55	55	55
Independent Variables				
Job Satisfaction	Pearson Correlation	.247	.284*	1
	Sig. (2-tailed)	.069	.036	
	N	55	55	55
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

Source: Field Survey through Google Forms

The above Table 4 reveals the correlation analysis among independent variables (Emotional Intelligence-EI and Verbal Communication Skills) which relate to dependent variable (Job Satisfaction). The Pearson correlation (r=.782) is strongest between emotional

intelligence (EI) and communication skills and the significance is .000 is highly significant at 0.01 level. Similarly, the Pearson correlation (r=.284) which is significant (.036) at 0.05 level for communication skills versus job satisfaction. Further, the Pearson correlation (r=.247) which is not significant (.069) which is higher at 0.05 level for emotional intelligence versus job satisfaction.

5.0 Findings

- The findings shows that the school library staff demonstrated significantly higher levels of total Emotional Intelligence (p=.049) and Verbal Communication Skills (p=.022) compared to their colleagues in college and university settings.
- A central finding of this research is the very strong, positive correlation (r=.782, p<.01) between Emotional Intelligence and Communication Skills.
- Communication Skills showed a statistically significant positive correlation with satisfaction (r=.284, p<.05), whereas Emotional Intelligence did not reach significance (p=.069).
- The school library staff reported the lowest levels of job satisfaction (34.00).

6.0 Conclusion

- The library staff working in academic libraries are generally similar in emotional intelligence (Self-Assessment, Adaptability, Service), when the combined Emotional Intelligence of school library staff score significantly higher than those in colleges and universities.
- The study also concludes that the school library staff are performing significantly better in Verbal Communication skills than their college and university library staff.
- Regardless of whether staff work in a school, college, or university, their perceived job satisfaction remains remarkably stable.
- On the basis of the results, it is concluded that the emotional intelligence (EI) has a strong positive relationship with communication skills. The findings also concludes that there is significant positive relationship between communication skills and job satisfaction. It cannot be definitely said that emotional intelligence does not impact job satisfaction.

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