

# The Mediating Effect of Emotional Intelligence on the Relationship between Personality Traits and Work Engagement of Library Personnel

Rosecil S. Bayot\*, Garry L. Bastida  
University of Mindanao, Davao City, Philippines

\*Corresponding Author Email: [r.bayot.521916@umindanao.edu.ph](mailto:r.bayot.521916@umindanao.edu.ph)

Date received: February 6, 2025

Date revised: February 28, 2025

Date accepted: March 23, 2025

Originality: 89%

Grammarly Score: 99%

Similarity: 11%

## Recommended citation:

Bayot, R., Bastida, G. (2025). The mediating effect of emotional intelligence on the relationship between personality traits and work engagement of library personnel. *Journal of Interdisciplinary Perspectives*, 3(4), 336-343. <https://doi.org/10.69569/jip.2025.067>

**Abstract.** Limited research has examined emotional intelligence as a mediator between personality traits and work engagement, particularly among library personnel. Despite its essential role in shaping work experiences, engagement in the library workplace has received little attention, and the personality traits of library personnel remain understudied. Addressing this gap, the study examined the degree of personality traits, the level of work engagement, and the emotional intelligence of library personnel. It also explored the relationships between these factors and whether emotional intelligence significantly linked personality traits to work engagement. The study used a non-experimental, quantitative design with a descriptive-correlational approach and mediation analysis. Data were collected through adapted questionnaires measuring personality traits, emotional intelligence, and work engagement. A total of 311 library personnel were selected through convenience sampling. Statistical tests, including correlation and mediation analyses, were conducted to determine the relationships between the variables. Findings indicated that library personnel demonstrated strong personality traits, high emotional intelligence, and high levels of work engagement. Personality traits and emotional intelligence were both significantly linked to work engagement. The other thing was the mediation of emotional intelligence on the relationship between personality traits and work engagement-indirect effect exceeding the direct effect. This highlights the importance of emotional intelligence for enhancing job performance, improving professional relationships, and heightening engagement in library work. Enhancement of emotional intelligence can enable library personnel to deal effectively with different challenges encountered in their workplaces and to adapt quickly to varying work tasks to provide enhanced quality service. Emotional intelligence training should be incorporated into leadership programs and recruitment strategies, alongside working seminars, coaching, and mentoring, to increase work engagement and productivity and enhance effective service delivery.

**Keywords:** Emotional intelligence; Mediation analysis; Personality traits; Work engagement.

## 1.0 Introduction

Work engagement is increasingly recognized as a crucial factor in organizational achievement, yet many employers struggle to understand how to motivate and meet the needs of their employees effectively (Mansor et al., 2023). Low work engagement can severely hinder individual and organizational performance, frequently caused by a lack of recognition, poor communication, a misalignment with organizational goals, and a lack of management support (Harter, 2021). Reduced job satisfaction, higher absenteeism, higher turnover rates, and worse job performance are likely outcomes for disengaged workers (Osborne & Hammoud, 2017). Examining the

fundamental elements that affect work engagement and filling in the gaps in the literature are essential, given their importance to the success of an organization. Furthermore, understanding how different variables affect worker engagement in the workplace can help create more successful plans to cultivate an inspired workforce (Kossyva et al., 2023).

On the other hand, several organizational advantages have been associated with high levels of work engagement, such as improved customer service, job satisfaction, productivity, and profitability (Gallup, 2021). Engaged workers are more likely to go above and beyond their duties, which enhances organizational success and business efficiency (Travisano, 2016). However, disengaged workplaces frequently have high levels of conflict, a bad work culture, and ambiguous expectations (Munavar, 2019). These problems can be especially harmful in settings like libraries, which are many institutions' primary knowledge and service centers. Low work engagement among librarians can impact service quality, retention, productivity, and institutional success (Akinola, 2020). Library settings remain underexplored despite the growing body of research on work engagement across disciplines. As a result, it is critical to investigate how engagement is demonstrated in this context and the factors contributing to its development. Recognizing the importance of work engagement in libraries can result in more effective policies and interventions to increase job satisfaction and institutional efficiency (Martin, 2019).

Furthermore, studies show that companies that meet their employees' basic psychological needs foster higher work engagement, indicating an urgent need for engagement-enhancing work environments (Herr et al., 2021). Individual differences in working engagement are accepted because personality traits significantly impact how individuals interact with their workplace. Their levels of involvement differ significantly even when they have the same function since each person has distinct personality traits (Zhenjing et al., 2022). Nonetheless, the mechanisms by which personality traits influence engagement warrant further investigation despite their importance in determining work engagement levels. The significance of carrying out a more comprehensive analysis of how personality traits interact with other psychological categories, such as emotional intelligence, to affect workplace engagement outcomes is highlighted by this discrepancy (Akhtar et al., 2014).

Despite extensive research on work engagement, limited studies explore emotional intelligence as a mediating factor between personality traits and work engagement, particularly among librarians. Engagement in the library workplace has received little attention in the literature (Martin, 2019). Additionally, there is little literature on emotional intelligence for librarians, particularly in academic libraries, even though it significantly impacts an individual's work experience (Villagran & Martin, 2021). Few researchers have examined the personality features of librarians despite the significance of personality (Williamson & Lounsbury, 2016). This literature gap is important because it acknowledges that personality traits can affect work engagement levels and that emotional intelligence can affect these effects. This relationship can be further investigated to understand better the psychological factors that influence work engagement in library environments.

Developing strategies that increase engagement levels requires a greater comprehension of the relationship among personality traits, emotional intelligence, and work engagement. Emotional intelligence is essential to workplace dynamics in jobs like libraries that need customer service and interpersonal contacts. Potential research topics include how Emotional Intelligence (EI) mediates the relationship between personality traits and work engagement. This would close a gap in the literature and offer helpful advice on developing a more engaged library workforce. Organizations can develop customized interventions that raise worker motivation and general job satisfaction by comprehending and applying these crucial psychological characteristics. Therefore, this study investigates the mediating function of emotional intelligence in the relationship between personality traits and library personnel's work engagement. It aims to provide valuable insights into improving library personnel's work engagement, wellness, and institutional performance.

## **2.0 Methodology**

### **2.1 Research Design**

The study used a descriptive-correlational design. Descriptive correlational research is used when a researcher wants to determine the characteristics of groups of people or investigate the connections between different variables. In a descriptive correlational design, the researcher focuses on a single group and seeks to establish the

relationship between two variables (Brodowicz, 2024). The research also involved mediation testing to explore the relationships between predictor, mediator, and criterion variables.

## **2.2 Research Locale**

The research focused on library personnel in South Cotabato, Cotabato, Sultan Kudarat, Sarangani, and General Santos City (SOCCSKSARGEN) Region XII, located in the central part of Mindanao, Philippines. As of School Year 2021-2022, there are 2,525 schools in DepEd Region XII. It encompasses 1,697 elementary schools, 120 high schools, 38 senior high schools, 353 combined junior-senior high schools, 150 schools from Kindergarten up to Grade 10, and 167 schools from Kindergarten to Grade 12 (Department of Education, n.d.). Additionally, Region XII has 97 colleges and universities (Commission on Higher Education, 2024). The official directory of the National Library of the Philippines reveals that the region is served by two provincial libraries, four city libraries, 26 municipal libraries, and 114 barangay reading centers (National Library of the Philippines, 2023).

## **2.3 Research Participants**

This study's research participants were library personnel working in Region XII. It included library personnel from diverse libraries in the region. As of 2023, there were approximately 208 librarians across all regional libraries, not including additional staff. To ensure a representative sample, the researcher used a convenience sampling technique. This non-probability sampling approach selects the most accessible or contactable individuals. While convenience sampling does not eradicate selection bias, it is valued for its ease and speed (Hassan, 2024). Participants aged 23 and older from various ethnic origins and gender identities in Region XII were invited to ensure a diverse sample. A total of 311 responses were collected.

## **2.4 Research Instrument**

The study utilized adapted questionnaire surveys designed to assess library personnel's personality traits, work engagement, and emotional intelligence. These included the Big Five Inventory, a 44-item questionnaire developed by John et al. (1991), the Utrecht Work Engagement Scale (UWES), a 17-item questionnaire developed by Schaufeli et al. (2006) to assess work engagement, and a 50-item Emotional Intelligence Questionnaire by Leading Across London (2014). Experts reviewed the questionnaires for validity, and a pilot test confirmed their reliability with a Cronbach's Alpha of 0.903 for the personality traits questionnaire, 0.944 for the work engagement questionnaire, and 0.956 for the emotional intelligence questionnaire.

## **2.5 Data Gathering Procedure**

This study undertook specific steps, including validating the adapted and modified questionnaires. After validation, the researcher sought permission from several schools, libraries, and offices within Region XII through direct communication with School Presidents and Library Heads. Approved questionnaires and informed consent were personally delivered to nearby libraries, while distant localities were engaged via e-mail or platforms like Google Forms. The researcher recorded and subjected the data gathered to statistical computation and analysis after collating the responses from each respondent.

## **2.6 Ethical Considerations**

The research study adhered to ethical guidelines, obtaining informed consent from participants and ensuring data security through encryption and passwords. Access to data was limited to authorized personnel, avoiding plagiarism and disclosing conflicts of interest. The researcher addressed potential risks, such as confidentiality breaches, emotional distress, time commitments, and data security, with strong security measures, clear expectations, support resources, and open communication.

## **3.0 Results and Discussion**

### **3.1 Personality Traits**

Table 1 illustrated the personality traits among respondents, yielding an overall mean of 3.69, categorized as high. Conscientiousness has the highest mean score among all personality traits, with a mean of 4.05, categorized as high. This is followed by agreeableness, with a mean of 4.03, also classified as high, and openness to experience, with a mean of 3.91, likewise categorized as high. The mean score for extraversion is 3.61, indicating a high level, while neuroticism has the lowest mean score at 2.86, classified as neutral.

**Table 1.** *Level of Personality Traits*

| Indicators             | Mean        | SD           | Descriptive Level |
|------------------------|-------------|--------------|-------------------|
| Extraversion           | 3.61        | 0.583        | High              |
| Agreeableness          | 4.03        | 0.666        | High              |
| Conscientiousness      | 4.05        | 0.634        | High              |
| Neuroticism            | 2.86        | 0.804        | Neutral           |
| Openness to experience | 3.91        | 0.65         | High              |
| <b>Overall Result</b>  | <b>3.69</b> | <b>0.434</b> | <b>High</b>       |

People often evaluate their conscientiousness and agreeableness as moderate to high (Fraga, 2019). This shows that these characteristics are often seen in a range of groups. In many cases, agreeableness, openness, and extraversion show moderate levels of leaning toward positive personality characteristics. This supports the view that most people, at least many, possess moderate amounts of positive personality traits, regardless of individual differences (Shuai et al., 2023). The job characteristics of libraries, for information resources, cataloging, and patron assistance, require precision, orderliness, and attention to detail; therefore, the high conscientiousness of librarians was justified (Akbar et al., 2024).

High conscientiousness can lead to both professional achievement and work benefits in the library area, resulting in high-performing librarians (Scott, 2024). Reliability, accountability, and a dedication to quality are characteristics of conscientious people crucial for librarians' work in guaranteeing proper information processing and customer pleasure (Feng et al., 2024). However, the neutral degree of neuroticism indicates that librarians are resilient and well-adjusted, capable of effectively handling stress. Lower neuroticism aligns with the job's demands since librarians frequently must keep a steady demeanor in various occasionally stressful situations while offering consumers regular, composed help. The idea that conscientiousness and emotional stability are positive qualities is supported by these personality traits (Lindner et al., 2023).

### 3.2 Work Engagement

Table 2 showed the respondents' level of work engagement, with an aggregate mean score of 3.94, which is considered high. Dedication has the highest mean score for work engagement, at 4.13, which is considered high. Vigor, with a mean of 3.87, is next. Finally, absorption, similarly classified as high, has the lowest mean score of 3.86.

**Table 2.** *Level of Work Engagement*

| Indicators            | Mean        | SD           | Descriptive Level |
|-----------------------|-------------|--------------|-------------------|
| Vigor                 | 3.87        | 0.687        | High              |
| Dedication            | 4.13        | 0.728        | High              |
| Absorption            | 3.86        | 0.712        | High              |
| <b>Overall Result</b> | <b>3.94</b> | <b>0.634</b> | <b>High</b>       |

Individuals with high work engagement frequently report an intense sensation of activity, commitment, and absorption in their tasks. These people usually have much energy and enthusiastically tackle their duties. Their dedication is shown in their commitment and love for their profession, which frequently leads to increased productivity and job satisfaction (Sonnetag, 2017). High work engagement correlates with enthusiasm and devotion to work responsibilities (Arcadio et al., 2021).

Librarians are intrinsically motivated by their work, and dedication frequently ranks high among them. They are usually deeply committed to their roles, which align with a sense of purpose in supporting community learning and facilitating access to information (Daly, 2024). However, absorption is lesser even if it is likewise high. This might be because librarians' work is complicated and frequently unpredictable, making it more challenging to focus deeply and continuously (Cunningham, 2023). The constant juggling of maintaining collections, helping patrons, and other duties may affect a librarian's ability to focus on a single activity for an extended period.

### 3.3 Level of Emotional Intelligence

Table 3 displayed the respondents' emotional intelligence level, with an aggregate mean of 3.98, categorized as high. The highest mean score for emotional intelligence is self-awareness, with a mean of 4.13, categorized as high. Motivating oneself is at 4.02, also categorized as high, and social skills are at 4.01, likewise categorized as high.

Empathy comes next, scoring a mean of 3.97, which is considered high. On the other hand, managing emotions has the lowest mean score (3.66), which is also considered high.

**Table 3.** *Level of Emotional Intelligence*

| Indicators            | Mean        | SD           | Descriptive Level |
|-----------------------|-------------|--------------|-------------------|
| Self-Awareness        | 4.13        | 0.588        | High              |
| Managing Emotion      | 3.66        | 0.673        | High              |
| Motivating Oneself    | 4.02        | 0.634        | High              |
| Empathy               | 3.97        | 0.668        | High              |
| Social Skill          | 4.01        | 0.637        | High              |
| <b>Overall Result</b> | <b>3.98</b> | <b>0.541</b> | <b>High</b>       |

Additionally, the results aligned with research demonstrating that many people consistently demonstrate emotional intelligence in various contexts. For example, it emphasizes how emotional intelligence—which encompasses motivation, managing emotion, self-awareness, empathy, and social skills—is often present in a sizable section of the population and plays a role in successful interpersonal relationships and career success (Cherry, 2023). Further highlighting the significance of these skills in various personal and professional contexts, emotional intelligence is an area where people appear to differ, typically falling between the moderately able and the highly proficient (Antonopoulou, 2024).

A crucial component of librarianship is its reflective practice, in which practitioners continuously examine themselves to improve user interactions and the general caliber of services they offer. Wallbridge (2023) asserts that self-awareness is the cornerstone of emotional intelligence because it allows people to precisely assess their emotional reactions, strengths, and shortcomings, fostering professional and personal development. On the other hand, although being ranked as "High," emotion management has a lower mean score. This might reflect the difficulties librarians have controlling their emotions due to pressures like high service expectations, few resources, and frequent encounters with a wide range of users, all of which can cause emotional tiredness (Newman, 2024).

### 3.4 Correlation Analysis of the Variables

Table 4 illustrated the correlation analysis of the variables.

**Table 4.** *Correlation Analysis of the Variables*

| Pair      | Variables                                     | Correlation Coefficient | p-value | Remarks     |
|-----------|-----------------------------------------------|-------------------------|---------|-------------|
| IV and DV | Personality traits and Work engagement        | 0.690                   | <0.001  | Significant |
| IV and MV | Personality traits and Emotional intelligence | 0.712                   | <0.001  | Significant |
| MV and DV | Emotional intelligence and Work engagement    | 0.743                   | <0.001  | Significant |

Significant connections between personality traits, emotional intelligence, and professional engagement are shown by the correlation analysis in Table 4. With a p-value of less than 0.001, there is a substantial positive association (0.690) between personality traits and work engagement, suggesting that those with favorable personality traits are more engaged at work. The data have revealed a strong positive correlation between personality traits and work engagement. Since conscientiousness and agreeableness promote proactive and decent work cultures, they have been associated with higher levels of work engagement. Work engagement and positive personality traits correlate positively, highlighting people's more significant commitment to their positions (Laguia et al., 2024).

Similarly, there is a statistically significant ( $p < 0.001$ ) and strong (0.712) correlation between emotional intelligence and personality traits, suggesting that people with positive personality traits tend to have higher emotional intelligence. Furthermore, the evidence indicates strong correlations between emotional intelligence and personality traits. The evidence of a link goes back to the premise that those high on emotional intelligence are more likely to be invested with positive personality traits. High emotional intelligence correlates strongly with positive personality traits such as openness and agreeableness (Alegre et al., 2019). This suggests that individuals with these traits can better understand and regulate their emotions. Furthermore, the fact that emotional intelligence is influenced by openness and emotional stability supports the link between favorable personality traits and high emotional intelligence (Chen, 2023).

Additionally, emotional intelligence shows a solid positive correlation (0.743) with work engagement, again with a p-value of less than 0.001, demonstrating that individuals with higher emotional intelligence are highly engaged in their work. This association is highlighted in supporting literature. For instance, workers with high emotional intelligence are more invested in their jobs because they can easily manage stress and foster productive relationships (Landry, 2019). Moreover, emotional intelligence strongly predicts work engagement and that those who can control their emotions are deeply connected and dedicated to their jobs (Darko et al., 2023). The constant rejection of null hypotheses for each pair affirms the importance of these interactions. Emotionally intelligent individuals will develop positive personality traits leading to work engagement and motivation.

### 3.5 Direct and Indirect Effects of X and Y

Presented in Table 5 is the direct and indirect effect of Personality Traits (IV) on Work Engagement (DV) through the mediator of Emotional Intelligence. The direct effect of personality traits on work engagement, controlling for emotional intelligence, is significant (Effect = 0.4776,  $p < .0001$ , 95% CI [0.3311, 0.6241]). It showed a significant direct effect of personality traits on work engagement, even when controlling for emotional intelligence.

**Table 5.** *Direct and Indirect Effects of X and Y*

|         | Effect | se     | t      | p     | LLCI   | ULCI   |
|---------|--------|--------|--------|-------|--------|--------|
| IV → DV | 0.4776 | 0.0745 | 6.4148 | .0000 | 0.3311 | 0.6241 |

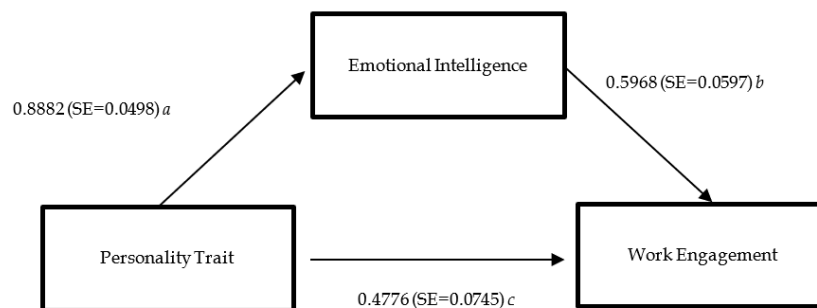
  

|         | Effect | BootSE | BootLLCI | BootULCI |
|---------|--------|--------|----------|----------|
| emotion | 0.5300 | 0.0673 | 0.3978   | 0.6633   |

Through the mediator of emotional intelligence, personality traits (IV) indirectly impact work engagement (DV). Through emotional intelligence, personality traits also substantially and indirectly impact work engagement, suggesting partial mediation. Emotion has a substantial indirect impact on Y (Effect = 0.5300, 95% CI [0.3978, 0.6633]). A significant mediation effect exists since zero is not included in the bootstrap confidence interval. In conclusion, this analysis supports a partial mediation model where personality traits, directly and indirectly, affect work engagement through emotional intelligence. The indirect effect (0.5300) is slightly more significant than the direct effect (0.4776), suggesting that a substantial portion of the effect of personality traits on work engagement is mediated by emotional intelligence. However, the significant direct effect indicates that personality traits influence work engagement independently of its effect on emotional intelligence.

### 3.6 Mediation Analysis of Emotional Intelligence Between Personality Traits and Work Engagement

Figure 2 illustrated the mediation investigation of the relationships between personality traits, emotional intelligence, and work engagement. The impact size estimations for the mediation test among the three components indicate partial mediation because the effects are statistically significant at the 0.01 level. The path from Personality Trait to Emotional Intelligence has a coefficient of 0.8882 with an SE of 0.0498. The path from Emotional Intelligence to Work Engagement has a coefficient of 0.5968 with an SE of 0.0597. The direct path from Personality Trait to Work Engagement has a coefficient of 0.4776 with an SE of 0.0745. This suggests that while emotional intelligence (EI) mediates some of the effects of personality traits on work engagement, the continuing component is mediated by other factors.



**Figure 2.** Med graph showing the mediation analysis



Emotional intelligence predicts that life satisfaction is influenced by other personality traits and environmental factors (Kartol et al., 2024). This suggests that emotional intelligence is a partial mediator among the many variables affecting results, like work engagement. Taking emotional intelligence into account as a mediating variable, a study examined the impact of leadership styles on organizational commitment and work engagement. According to the study, emotional intelligence, which partially mediated the relationship between leadership styles and work engagement, is crucial but not the only factor determining work outcomes (Aboramadan & Dahleez, 2020). Emotional intelligence acts as a partial mediator, demonstrating the complex interactions between several factors in the relationship between personality traits and work engagement.

## 4.0 Conclusion

The study revealed that among library personnel in Region XII, conscientiousness is the most valued personality trait, according to the study; they are less neurotic, which suggested better emotional stability and a lower likelihood of experiencing negative emotions; they are dedicated to their work and feel motivated, proud, and excited about their roles; and they possess emotional intelligence, which is an essential trait for library professionals because it allows them to recognize and understand their emotions, values, strengths, and weaknesses. Work engagement is strongly linked to personality traits, with a strong correlation between these traits and commitment, focus, and activity levels. The association between personality traits and work engagement is partially mediated by emotional intelligence. The results are corroborated by the Five-Factor Model, also known as the Big Five, which asserts that personality traits significantly impact the growth of emotional intelligence and work engagement. To improve emotional intelligence and work engagement, libraries should implement training programs, foster conscientiousness and low neuroticism, and create a supportive work environment. Initiatives that improve worker engagement and emotional intelligence should be given top priority by library administration. A work culture that encourages diligence and mental stability, supportive policies, and focused training programs can all help achieve this. The library personnel will become more dedicated, driven, and effective if these factors are strengthened. Further research should explore the relationship between personality traits, work engagement, and emotional intelligence, using qualitative approaches and longitudinal studies better to understand the long-term effects of treatments and environmental factors.

## 5.0 Contributions of Authors

RSB drafted the manuscript and carried out the study, while GLB assisted with editing and conducting the survey. They also developed and modified the research instruments and the research design. Both authors did editing, revising, and writing.

## 6.0 Funding

No funding agency issued a particular grant for this work.

## 7.0 Conflict of Interests

Regarding this paper's publication, the authors disclose no conflicts of interest.

## 8.0 Acknowledgment

The researcher would like to acknowledge the following individuals for their invaluable assistance in pursuing this study: Dr. Garry L. Bastida, the thesis adviser, for his patient guidance, expertise, and approachability whenever help was needed. To the panel of examiners and validators, led by Prof. Brigida E. Bacani, Dr. Estela R. Dequito, Dr. Chosel P. Lawagon, Dr. Joel B. Tan, Dr. Ramcis N. Vilchez, and Ms. Khristine Brylle B. Mancao, along with the external validator Dr. Jovita J. Felongco, for their constructive criticisms and suggestions that significantly improved this manuscript. To Dr. Vicente E. Montaño for sharing his essential expertise on the statistical instruments used in the study, and to the librarians and library staff in Region XII for their valuable time and assistance during the study. To Ma'am Marivet and Ma'am Vanessa for their financial and moral support. To the researcher's friends and classmates for their steadfast presence, help, and unwavering support throughout the study. Special thanks to the researcher's parents for their enduring inspiration. Sincere appreciation is extended to the researcher's helpful siblings, whose support helps the researcher overcome feelings of weariness and uncertainty. The researcher is most grateful to Almighty God the Father, whose unwavering direction and incomprehensible inspiration have given her courage and insight along her path.

## 9.0 References

- Aboramadan, M., & Dahleez, K. A. (2020). Leadership styles and employees' work outcomes in nonprofit organizations: the role of work engagement. *Journal of Management Development*, 39(7/8), 869–893. <https://doi.org/10.1108/jmd-12-2019-0499>
- Akbar, A., Malik, A., & Warraich, N. F. (2024). Personality traits of academic librarians and their knowledge acquisition and application behavior. *Libri*, 74(3), 305–321. <https://doi.org/10.1515/libri-2024-0012>
- Akhtar, R., Boustani, L., Tsvirikos, D., & Chamorro-Premuzic, T. (2014). The engageable personality: Personality and trait EI as predictors of work engagement. *Personality and Individual Differences*, 73, 44–49. <https://doi.org/10.1016/j.paid.2014.08.040>
- Akinola, A. A. (2020). Influence of work engagement on job burnout among librarians in University Libraries in Nigeria. *Library Philosophy and Practice*, 1–22. <https://tinyurl.com/475aa2c3>
- Alegre, A., Pérez-Escoda, N., & López-Cassá, E. (2019). The relationship between trait emotional intelligence and personality. is trait EI really anchored within the Big Five, Big Two and Big One frameworks? *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.00866>
- Antonopoulou, H. (2024). The value of emotional intelligence: Self-Awareness, Self-Regulation, motivation, and empathy as key components. *Technium Education and Humanities*, 8, 78–92. <https://doi.org/10.47577/teh.v8i.9719>
- Arcadio, A.R., Diola, D., Distor, J.M. (2023). Work Engagement and Organizational Commitment of Employees in Cavite, Philippines. *Psychology and Education: A Multidisciplinary Journal*, 8(7), 1–14. <http://doi.org/10.5281/zenodo.7905538>
- Brodowicz, M. (2024). Descriptive correlational design in research. Retrieved from <https://tinyurl.com/4uyfmbpa>

- Chen, Y. N. (2023). The relationship between personality traits, emotional stability and mental health in art Vocational and Technical College students during Epidemic Prevention and Control. *Psychology Research and Behavior Management*, 16, 2857–2867. <https://doi.org/10.2147/prbm.s417243>
- Cherry, K. (2023). 5 key emotional intelligence skills. Retrieved from <https://tinyurl.com/36m76hkw>
- Cunningham, A. C. (2023). Skills of access services workers. Retrieved from <https://tinyurl.com/53fr2wyj>
- Daly, C. (2024). How community involvement in schools Enhances student success. Retrieved from <https://tinyurl.com/vmcnxcax>
- Darko, T., Dogbe-Zungbey, O., Sokro, E., & Frimpong, F. (2023). Emotional intelligence and work engagement: The moderating effect of work-related psychological impact due to the COVID-19 pandemic. Retrieved from <https://tinyurl.com/y689fsrd>
- Feng, R., Xie, Y., & Wu, J. (2024). How is personality related to research performance? The mediating effect of research engagement. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1257166>
- Fraga, J. (2019). Being a highly sensitive person is a scientific personality trait. Here's what it feels like. Retrieved from <https://tinyurl.com/39cw52xt>
- Gallup. (2021). How to improve employee engagement in the workplace. Retrieved from <https://tinyurl.com/29u292kb>
- Harter, B. J. (2021). U.S. employee engagement holds steady in first half of 2021. Retrieved from <https://tinyurl.com/5f7f2xua>
- Hassan, M. (2024). Convenience Sampling - Method, Types and Examples. Retrieved from <https://tinyurl.com/mbmzraj2>
- Herr, R. M., Van Vianen, A. E. M., Bosle, C., & Fischer, J. E. (2023). Personality type matters: Perceptions of job demands, job resources, and their associations with work engagement and mental health. *Current Psychology*, 42(4), 2576–2590. <https://doi.org/10.1007/s12144-021-01517-w>
- John, O. P., Donahue, E. M., & Kentle, R. L. (1991). The Big Five Inventory. Retrieved from <https://tinyurl.com/yeyu928n>
- Kartol, A., Üztemur, S., Griffiths, M. D., & Şahin, D. (2024). Exploring the interplay of emotional intelligence, psychological resilience, perceived stress, and life satisfaction: A cross-sectional study in the Turkish context. *BMC Psychology*, 12(1). <https://doi.org/10.1186/s40359-024-01860-0>
- Kossyva, D., Theriou, G., Aggelidis, V., & Sarigiannidis, L. (2023). Outcomes of engagement: A systematic literature review and future research directions. *Heliyon*, 9(6), e17565. <https://doi.org/10.1016/j.heliyon.2023.e17565>
- Lagüa, A., Topa, G., Da Silva Pocinho, R. F., & Muñoz, J. J. F. (2024). Direct effect of personality traits and work engagement on job crafting: A structural model. *Personality and Individual Differences*, 220, 112518. <https://doi.org/10.1016/j.paid.2023.112518>
- Landry, L. (2019). Emotional intelligence in Leadership: Why it's important. Retrieved from <https://tinyurl.com/3579jsnc>
- Lindner, S., Stieger, M., Rügger, D., Kowatsch, T., Flückiger, C., Mehl, M. R., & Allemand, M. (2023). How is variety in daily life related to the expression of personality States? an ambulatory assessment study. *European Journal of Personality*, 38(2), 172–188. <https://doi.org/10.1177/08902070221149593>
- Mansor, F., Huzaime, Y., Muhammad, N., & Hashim, M. (2023). Employee engagement and organizational performance. Retrieved from <https://tinyurl.com/456xanuh>
- Martin, J. (2019). Workplace engagement of librarians and library staff. *Journal of Library Administration*, 60(1), 22–40. <https://doi.org/10.1080/01930826.2019.1671037>
- Munavar, S. R. (2019). What is the impact of poor employee engagement? Retrieved from <https://tinyurl.com/2dmrzmwp>
- Newman, B. (2024). Causes of burnout in libraries. Retrieved from <https://tinyurl.com/256ey5m2>
- Osborne, S., & Hammoud, M. (2017). Effective employee engagement in the workplace (Thesis). Walden University
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire: A cross-national study. *Educational and Psychological Measurement*, 66(4), 701–716. <https://doi.org/10.1177/0013164405282471>
- Scott, A. (2024). Conscientious personality trait on job performance and retention of public service employees. Retrieved from <https://tinyurl.com/6e9fyeyj>
- Shuai, Y., Wang, S., Liu, X., Kueh, Y. C., & Kuan, G. (2023). The influence of the five-factor model of personality on performance in competitive sports: a review. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1284378>
- Sonnentag, S. (2017). A task-level perspective on work engagement: A new approach that helps to differentiate the concepts of engagement and burnout. *Burnout Research*, 5, 12–20. <https://doi.org/10.1016/j.burn.2017.04.001>
- Travisano, J. A. (2016). Evaluation of the relationship between employee engagement and student engagement and student retention at a large, private, not-for-profit research university. Retrieved from <https://tinyurl.com/mm7nhu94>
- Villagran, M. A. L., & Martin, L. (2022). Academic librarians: Their understanding and use of emotional intelligence and happiness. *The Journal of Academic Librarianship*, 48(1), 102466. <https://doi.org/10.1016/j.acalib.2021.102466>
- Wallbridge, A. (2023). The importance of self-awareness in emotional intelligence. Retrieved from <https://tinyurl.com/5n8tmd62>
- Williamson, J., & Lounsbury, J. (2016). Distinctive 16 PF Personality Traits of Librarians. *Journal of Library Administration*, 56(2), 124–143. <https://doi.org/10.1080/01930826.2015.1105045>
- Zhenjing, G., Chupradit, S., Ku, K. Y., Nassani, A. A., & Haffar, M. (2022). Impact of Employees' workplace environment on Employees' performance: A Multi-Mediation Model. *Frontiers in Public Health*, 10. <https://doi.org/10.3389/fpubh.2022.890400>