

Emotional Exhaustion and Job Demands-Resources as Correlates of Library Personnel's Work Performance in Higher Education Institutions

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Date received: January 26, 2025

Date revised: February 10, 2025

Date accepted: February 22, 2025

Originality: 90%

Grammarly Score: 99%

Similarity: 10%

Recommended citation:

Flores, L.R.F., Dequito, E. (2025). Emotional exhaustion and job demands-resources as correlates of library personnel's work performance in higher education institutions. *Journal of Interdisciplinary Perspectives*, 3(3), 317-323. <https://doi.org/10.69569/jip.2025.044>

Abstract. This study examines the relationship between emotional exhaustion, job resources, and work performance among library personnel in higher education institutions. Addressing the research gap on how these factors interact, the study aims to determine whether emotional exhaustion and job resources significantly influence work performance. Employing a descriptive-correlational research design, data were collected through census sampling, covering 207 library personnel across the Caraga Region. Validated survey instruments measured emotional exhaustion, job demands, job resources, and work performance. Statistical analyses, including Mean and Pearson's correlation, assessed relationships among the variables. Findings revealed that emotional exhaustion was moderately present but did not significantly impact work performance. Job demands and resources were moderately manifested, while work performance remained consistently high across task, contextual, and adaptive domains. Although job demands and resources significantly contributed to emotional exhaustion, they did not directly influence work performance. Therefore, it is recommended that higher education institutions focus on enhancing job resources and implementing strategies to manage emotional exhaustion and support library personnel effectively.

Keywords: Emotional exhaustion; Higher education; Job demands-resources; Library personnel and work performance.

1.0 Introduction

The rapid transformation of higher education institutions (HEIs) has significantly altered the roles and responsibilities of library personnel. Traditionally seen as custodians of printed resources, library staff now navigate digital databases, manage online research tools, and provide specialized academic support. These evolving job demands and expectations for continuous service and technological adaptation can lead to emotional exhaustion—chronic fatigue, reduced motivation, and psychological strain (Maslach & Leiter, 2016). Emotional exhaustion has been widely recognized as a key component of burnout, which may negatively impact an employee's effectiveness and overall work performance. Given the critical role of library personnel in supporting academic excellence, understanding how emotional exhaustion interacts with job-related factors and performance is essential.

The Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2007) provides a valuable framework for examining the balance between workplace stressors and support mechanisms. The model suggests that high job

demands—such as workload, time pressure, and emotional labor—can lead to exhaustion. Job resources—including autonomy, social support, and professional development—serve as protective factors that enhance motivation and performance. Several studies have explored this framework in various professional settings, demonstrating that job resources can buffer the adverse effects of job demands (Tari & Schaufeli, 2015). However, research on the JD-R model within academic libraries remains scarce, particularly in examining how emotional exhaustion affects work performance in higher education settings.

Prior studies have primarily focused on faculty members and corporate employees, often overlooking non-teaching personnel such as librarians and support staff (Demerouti et al., 2001). While existing research has established a link between emotional exhaustion and decreased work performance, findings remain inconsistent. Some scholars argue that substantial job resources can counteract exhaustion's negative impact, while others suggest that persistent emotional strain inevitably reduces work efficiency (Bakker et al., 2014). These conflicting perspectives underscore the need for a more focused examination of library personnel, whose work environment is uniquely shaped by digital transformation and evolving academic demands.

Despite their integral role in higher education, library personnel often receive limited institutional attention regarding workplace stress and performance outcomes. With increasing expectations to provide digital literacy training, manage research repositories, and deliver high-quality services, understanding how job demands and resources influence emotional exhaustion and work performance is crucial. Addressing this gap can help institutions design targeted interventions that promote staff well-being and operational efficiency.

This study investigates the relationship between emotional exhaustion, job demands, and work performance among library personnel in HEIs. By analyzing whether emotional exhaustion significantly affects work performance and assessing the role of job demands and resources in this dynamic, the study seeks to contribute to the growing literature on workplace well-being in academic settings. The findings will provide valuable insights for higher education administrators and policymakers in developing strategies to enhance job resources, mitigate emotional exhaustion, and sustain high performance among library personnel.

2.0 Methodology

2.1 Research Design

This study employed a descriptive-correlational research design, which is appropriate for examining relationships between variables without manipulating them (Creswell, 2021). This design was selected to analyze how emotional exhaustion and job resources relate to work performance among HEI library personnel. Descriptive research allows for a detailed and systematic analysis of a specific population, accurately representing the phenomenon under investigation (Kim et al., 2017). The correlational analysis further enables the identification of significant associations between variables, offering insights into potential patterns and trends (Zakhidov, 2024). By utilizing this approach, the study effectively captures how emotional exhaustion and job resources influence work performance, providing a foundation for future research and institutional interventions.

2.2 Research Participants

This study targeted all library personnel working in higher education institutions (HEIs) across the Caraga Region, with a total population of 500 individuals. Using the Raosoft sample size calculator with a 5% margin of error, 95% confidence level, and 50% response distribution, the required sample size was determined to be 207 participants. A census sampling procedure was employed to ensure a representative sample. Library personnel outside the Caraga Region or not directly engaged in library functions were excluded, while no restrictions were placed on age, gender, or ethnicity to promote inclusivity. To uphold ethical standards, strict confidentiality measures were implemented, with personal identifiers removed and data securely stored for research purposes only, ensuring participants' anonymity and minimizing potential conflicts with their professional roles.

2.3 Research Instrument

The study modified and adapted existing survey questionnaires from various researchers to assess Emotional Exhaustion, Job Resources, and Work Performance. The Emotional Exhaustion scale, derived from the Maslach Burnout Inventory (Rutledge et al., 2005), consists of eight items measured on a five-point Likert scale, with a reliability score of 0.945 Cronbach's Alpha. The Job Demands-Resources questionnaire, adapted from Demerouti

et al. (2001), includes 14 items divided into job demands (7 items) and job resources (7 items), with a reliability score of 0.858 Cronbach's Alpha. The Individual Work Performance Questionnaire, based on Koopmans et al. (2014), comprises 31 items assessing task performance (10 items), contextual performance (11 items), and adaptive performance (10 items), with a reliability score of 0.949 Cronbach's Alpha. The survey utilized a five-point Likert scale ranging from 5 (always manifested/observed) to 1 (rarely manifested/observed). Expert validation and pilot testing were conducted to ensure the questionnaire's reliability and applicability to the study's respondents.

2.4 Data Gathering Procedure

All library personnel working in various libraries in the CARAGA region were included as members of the respondents for this study. However, all library personnel not from the Caraga region and who did not work in the library were excluded. There are no discriminating limitations on the age, race, or gender preferences of its participants. The researcher pledged to maintain the tightest confidentiality on any information used in the study that would clash with or jeopardize their other interests or line of work. The information gathered was kept private from the wider public. If not, the material would still be used, but names and other personally identifiable information were removed. Paper records were eventually destroyed through methods such as burning or cross-shredding that made them irreconcilable.

Respondents were free to leave the survey at any time, did not have to respond to any questions, and chose not to divulge personal information when prompted. The respondent's convenience is given priority because the refusal was voluntary, did not result in a loss of benefits, and would not end the respondent-researcher connection. The researcher thanked the participants and ensured their well-being throughout the study. The researcher did her best to choose examples that fit and enhanced the final result with her knowledge and experience. This study offers a fresh perspective on how linked elements were interpreted in connection to their digital readability.

2.5 Data Analysis

Various statistical tools were employed in this study to ensure a comprehensive and precise analysis of the research questions. The Average Weighted Mean was utilized to assess the levels of emotional exhaustion, job resources, and work performance among library personnel in higher educational institutions, providing a precise measure of central tendency. To determine the strength and direction of relationships among the variables, the Pearson Product-Moment Correlation Coefficient (r) was applied, identifying significant associations between emotional exhaustion, job resources, and work performance. Furthermore, Multiple Regression Analysis was conducted to evaluate the combined influence of emotional exhaustion and job resources on work performance, offering insights into their predictive power. These statistical techniques enabled a robust and data-driven interpretation, ensuring that the findings accurately captured the dynamics between the independent and dependent variables.

2.6 Ethical Considerations

The study was conducted only after obtaining the required compliance certificate (UMERC-2024-231) issued by the University of Mindanao Ethics Review Committee (UMERC). This strategy was adopted to ensure that the output's credibility depended on the researcher's ability to develop a coherent argument while neutrally representing data. The process of verification by the Committee ensured the research's authenticity, accuracy, and fairness, along with responsible and accountable authorship. Regarding truthfulness, fraudulent claims, especially related to authorship, were excluded altogether. It meant distinguishing between errors or inaccuracies and not misstatements of intention. The authors further showed their credibility when they tried to minimize bias while interpreting and presenting factual data to the reader. The findings from the study were meant to be kept confidential; the researcher ensured the proper anonymization of all participants. The researcher further adhered to recommendations and guidelines availed by UMERC during the entire research process.

3.0 Results and Discussion

3.1. Perceived Emotional Exhaustion of Library Personnel in HEI

Table 1 presents the data regarding the emotional exhaustion of Library Personnel in HEI

Table 1. *Level of emotional exhaustion of library personnel in HEI*

Indicators	Mean	SD	Descriptive Level
I feel emotionally drained from my work as library personnel.	3.02	1.01	Moderate
I feel used up at the end of the workday in the library.	3.26	1.03	Moderate
I feel fatigued when I get up in the morning.	3.07	1.01	Moderate
I feel pressured when I have to face another day of the job in the library.	2.71	1.01	Moderate
I feel burned out from my work in the library.	3.00	1.20	Moderate
I feel frustrated by my job as library personnel.	2.88	1.29	Moderate
I feel I'm working too hard on my job as library personnel	3.08	1.17	Moderate
Working with co-employees directly puts too much stress on me in the library.	2.78	1.22	Moderate
Overall	2.98	1.12	Moderate

The analysis of Table 1 indicates that the emotional exhaustion of library personnel in higher education institutions (HEIs) is moderate, with an overall mean score of 2.98 (SD = 1.121). The highest mean score was recorded for the statement "I feel used up at the end of the workday in the library" (3.26), while the lowest was for "I feel pressured when I have to face another day of the job in the library" (2.71). This suggests that emotional exhaustion is seldom manifested among library personnel. The moderate levels can be attributed to available job resources such as professional development opportunities, colleague support, and flexible work arrangements, which help minimize emotional exhaustion. Supporting this, previous studies by Smith et al. (2022) and Rutkowski and Saunders (2018) found that while emotional exhaustion is common, effective coping mechanisms and supportive working conditions help keep it manageable. Similarly, Taris et al. (2015) argued that emotional exhaustion is reduced when staff has professional autonomy and supportive relationships, highlighting that library personnel are less likely to experience severe burnout when they feel competent and supported.

3.2. Perceived Job Demands-Resources of Library Personnel

Table 2 depicts the motivation level of Job Demands-Resources of Library Personnel.

Table 2. *Level of job resources of library personnel*

Indicators	Mean	SD	Descriptive Level
Job Demands	3.31	0.64	Moderate
Job Resources	2.77	0.73	Moderate
Overall	3.04	0.57	Moderate

Table 2 presents the job demands and resource levels among library personnel in higher educational institutions, showing an overall mean score of 3.04 (SD = 0.575), indicating a moderate level. Job demands had the highest mean score of 3.31 (SD = 0.646), suggesting moderate and seldom manifested. In contrast, job resources had a slightly lower mean score of 2.77 (SD = 0.733), indicating that resources are seldom utilized. This finding is consistent with Neuber et al. (2022), who emphasized the importance of job resources such as flexible work schedules, advanced training, and supportive leadership in helping librarians manage job demands. Likewise, Olivar (2021) found that while library staff experience moderate job demands, such as administrative tasks and user interactions, these rarely lead to significant stress or burnout. This supports the JD-R model's view that manageable demands can be handled when adequate resources are available. Prajogo (2019) also noted that although workloads can sometimes be heavy, supportive supervisors and collaborative environments help mitigate negative impacts. However, Pulakos et al. (2000) reported that although professional development and social support exist, these resources are not always fully utilized, reducing their potential benefits. This supports the JD-R model's assumption that resource provision and appropriate usage can buffer job demands and alleviate potential adverse effects.

3.3. Work Performance among Library Personnel

Table 3 illustrates the work performance levels of librarians.

Table 3. *Level of work performance among library personnel*

Indicators	Mean	SD	Descriptive Level
Task Performance	4.29	0.48	Very High
Contextual Performance	4.46	0.45	Very High
Adaptive Performance	4.37	0.44	Very High
Overall	4.38	0.39	Very High

Table 3 presents the work performance of library personnel in higher educational institutions, with an overall mean score of 4.38 (SD = 0.399), indicating consistently high performance across all areas. Task performance (mean = 4.29), contextual performance (mean = 4.46), and adaptive performance (mean = 4.37) all exhibit very high levels of execution, suggesting that library personnel excel in their roles, adapt well to changes, and contribute positively to the organizational environment. This aligns with Saidi et al. (2019), who noted that high task performance is a hallmark of library staff, attributed to professional training and clear role understanding. Furthermore, the findings support Shamsi et al. (2021), who emphasized that library staff often engage in behaviors beyond formal job requirements, promoting a collaborative and supportive work atmosphere. As observed by Shoman et al. (2022), the strong adaptability of library personnel also resonates with the study's results, particularly in the context of technology-driven changes in library services. These findings highlight the importance of continuous professional development and organizational support in maintaining high performance. However, while the results demonstrate high work performance, future research could explore how external factors, such as institutional policies or technological advancements, influence these outcomes. Additionally, investigating the relationship between emotional exhaustion and work performance may provide deeper insights into the factors that sustain or hinder library personnel's effectiveness.

3.4. Correlation Analysis of the Variables

Table 4 presents the results concerning the relationship between motivation, leadership styles, and the work performance of librarians in the Caraga Region.

Table 4. *Correlation analysis of the variables*

Pair	Variables	Correlation Coefficient	Interpretation	p-value	Decision on Ho
IV and DV	Emotional Exhaustion and Work Performance	-0.005	Negligible Correlation	0.946	Do not Reject
IV and DV	Job Demands-Resources and Work Performance	-0.083	Negligible Correlation	0.233	Do not Reject

Table 4 presents the correlation analysis of emotional exhaustion, job resources, and work performance among library personnel in higher educational institutions. The correlation between emotional exhaustion and work performance was -0.005 ($p = 0.946$), while the correlation between job demands and resources and work performance was -0.083 ($p = 0.233$). Both correlations were deemed statistically insignificant at 0.05, indicating that neither emotional exhaustion nor job resources significantly affect work performance. This suggests that despite job demands or emotional strain, library personnel's work performance remains unaffected, potentially due to intrinsic motivation or professional commitment, as noted by Amer et al. (2022). The findings align with Herzberg's two-factor theory (1966), which distinguishes between satisfaction and dissatisfaction, suggesting that these factors do not directly impact performance. The results from this study emphasize that library personnel demonstrate resilience, not allowing environmental or emotional factors to hinder their work performance. This calls attention to personal motivation, professional dedication, and supportive work environments to maintain high performance despite job-related stressors. Future research could explore other variables or moderating factors influencing the relationship between emotional exhaustion, job resources, and work performance in different settings.

4.0 Conclusion

The findings of this study reveal that emotional exhaustion among library personnel in higher educational institutions is only occasionally manifested, suggesting that staff are generally able to manage their emotional well-being despite occasional feelings of strain. This moderate emotional exhaustion reflects a balanced work

environment where library personnel can cope with job demands without experiencing significant emotional depletion. Job demands, such as workload and mental strain, were also found to have a manageable impact on library staff. These demands do not frequently lead to burnout, likely due to the moderate availability of job resources, such as communication channels, autonomy, and appropriate compensation. However, enhancing these resources could better support library staff in effectively managing these demands.

Regarding work performance, library personnel consistently demonstrated high task, contextual, and adaptive performance levels, reflecting their strong commitment and capabilities. Staff members excelled in planning their work, collaborating with colleagues, and handling tasks with minimal supervision. Moreover, library personnel frequently exceeded their job requirements by assisting colleagues and contributing to a positive work environment. Their adaptability, crucial in a dynamic field like library and information science, enabled them to manage uncertainties and provide innovative solutions to emerging challenges effectively. Despite this, the analysis showed very weak negative correlations between emotional exhaustion, job resources, and work performance, suggesting that emotional exhaustion and job demands do not significantly impact the work performance of library personnel. These results point to the resilience of library staff in maintaining performance despite emotional strain and job demands facilitated by their coping mechanisms and job resources.

The study's findings align with key theoretical frameworks, including the Theory of Burnout, JD-R Theory, and the Theory of Performance. These frameworks suggest that while emotional exhaustion may be present, its impact on work performance is buffered by sufficient resources or personal coping strategies. Therefore, when adequate resources are available, library personnel's work performance is not directly influenced by emotional exhaustion or job demands.

These findings propose several recommendations for Philippine Higher Educational Institutions (PHEIs) to enhance library personnel's well-being and performance. First, mental health support should be prioritized by offering regular wellness programs, stress management workshops, and counseling services. This would help alleviate feelings of emotional exhaustion and improve overall job satisfaction. Improving job resources is also essential, mainly by providing modern tools, reliable technology, and continuous professional development opportunities to help staff meet the evolving demands of library users.

In addition, to support task performance, PHEIs should establish clear performance metrics, provide constructive feedback, and recognize accomplishments. Clear goal-setting and performance reviews will guide library staff toward continuous improvement. Institutions should promote a supportive work culture by offering flexible schedules, wellness resources, and peer support sessions to reduce emotional exhaustion. Addressing gaps in job resources through feedback will empower library staff to perform effectively, while regular training and updated technology will help them stay prepared for evolving challenges.

Future research could explore causal relationships between emotional exhaustion, job resources, and work performance. Additionally, studies could test interventions to reduce burnout and enhance resource utilization or expand the research to other regions and sectors to compare findings across different job contexts. By refining the understanding of these dynamics, future studies can offer valuable insights into optimizing the work environment for library personnel and other professionals in similar settings.

5.0 Contributions of Authors

Both authors contributed equally to this study. Their responsibilities encompassed writing, editing, data analysis, and questionnaire preparation. Both authors played a key role in refining the study framework. Author 1 initially drafted the manuscript, while Author 2 focused on revisions and editing. Together, they collaboratively finalized and approved the manuscript for publication.

6.0 Funding

This research was conducted without financial support from any funding agency or sponsor.

7.0 Conflict of Interests

The authors declare no conflicts of interest, financial or non-financial, that could have influenced the conduct or outcomes of this research.

8.0 Acknowledgment

I want to express my sincere gratitude to my thesis adviser, Estela R. Dequito, for her unwavering support and dedication throughout this study. My appreciation also goes to the external validator, Dr. Angelita A. Bisares, and the panel of examiners: Brigida E. Bacani, MAEd-LS; Garry L. Bastida, DBM; and Chosel P. Lawagon, PhD, for their invaluable feedback and constructive critiques. I also thank Dr. Vicente E. Montaña for his expert guidance on the statistical techniques used in this research. Special thanks to all the librarians in the Caraga Region who participated in this study for their time and insights. Finally, I am deeply grateful to the Most Powerful God, Jehovah, for granting me the strength, knowledge, and perseverance to complete this journey.

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