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Job Satisfaction Among University Librarians and Library Staff in Myanmar: An Exploratory Study

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ABSTRACT

Job satisfaction among librarians and staff is a critical human resource concern that influences organizational effectiveness, yet it remains underexplored in Myanmar's university libraries. This study aims to assess job satisfaction levels and identify key influencing factors among librarians and staff in Myanmar's university libraries, with attention to demographic and positional disparities. A cross-sectional quantitative survey was conducted with 111 participants from 49 university libraries. Data were analyzed using IBM SPSS version 25 (IBM Co., Armonk, NY, USA) and IBM SPSS AMOS version 25 (IBM Co.), employing exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). Career training and user interface friendliness were found to significantly enhance job satisfaction, while salary, working environment, and supervisory factors had no significant impact. Notably, library assistants (5) reported lower satisfaction compared to deputy directors and librarians. The findings also indicate that Myanmar librarians prioritize user service over personal job satisfaction. Prioritizing career training and user interface design is essential for improving job satisfaction among Myanmar's university library staff. Strategic initiatives should focus on enhancing training opportunities and user-centered service delivery to foster a more satisfying and effective workplace.

Keywords: job satisfaction, librarians and library staff, career training and user interface, university libraries, Myanmar

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1. INTRODUCTION

Effective human resource management (HRM) is widely recognized as a cornerstone of organizational success, contributing to productivity, employee morale, and sustained competitiveness (DeCenzo et al., 2015). In academic libraries, personnel play a pivotal role in delivering quality services and advancing knowledge (Lakos & Phipps, 2004; Xu & Wang, 2024). As libraries navigate an increasingly dynamic educational environment, promoting workforce engagement and satisfaction has become increasingly important for institutional growth and service excellence.

While job satisfaction and motivation (JSM) are well-established drivers of employee performance, collaboration, and innovation, existing research has predominantly focused on global or general organizational contexts (Adams, 2024). In Myanmar, where higher education is undergoing significant transformation, the specific experiences of academic library personnel remain largely unexplored. Previous studies in Myanmar have examined job satisfaction in various sectors (Khaing, 2019; Perez et al., 2023; Thaung, 2019), but empirical attention has not been devoted to university libraries, despite their central role in academic support.

Addressing this gap is essential for enhancing the operational effectiveness of academic libraries and fostering educational achievement. Therefore, this study investigates how Myanmar's unique cultural values, institutional norms, and socio-political context influence job satisfaction among university librarians. By examining these factors, the research aims to provide insights that can inform HRM strategies and promote professional development within Myanmar's academic libraries.

2. STATEMENT OF RESEARCH PROBLEM

Library services are essential for university communities, and librarians play a critical role in providing information for research, teaching, learning, preservation, personal enlightenment, and career development. Librarian professionals in Myanmar manage library services, including collection development, cataloging, and classification (Win et al., 2019). They use software systems such as E-Lib and SOLIB for tasks cataloguing and inventory management. Libraries also offer information literacy and outreach programs, technology services, and user services. Consequently, the performance of librarians and library staff also directly reflects the current state of university library services in Myanmar. Paraprofessional staff typically handle membership registration, reference services, and circulation. Professional librarians are responsible for preserving library materials, and facility management plays a crucial role in this effort. Chief librarians encourage staff to participate in professional development programs and connect with other libraries for knowledge exchange. Nevertheless, management of salary payments, promotions, recognition, compensation, years of service, performance evaluations, passing specific civil service exams, educational attainment, and pensions and benefits adheres to national civil service policies (Win, 2019). Therefore, some librarians express dissatisfaction due to a lack of incentives, poor working conditions and leadership practices, and low salary payments. Such situations can lead to dissatisfaction, absenteeism, and lateness, which in turn hinder the progress of research, scholarship, and institutional development. Hence, this study aims to investigate job satisfaction as a predictor of librarians' functioning in university libraries in Myanmar, in order to improve librarians' overall performance. In addition, insights from global literature offer valuable perspectives that not only help us to understand the problems librarians in Myanmar confront but also how academic libraries can foster worker morale and job satisfaction. Thus, the purpose of this study is to evaluate academic librarians' and staff's degree of job satisfaction in Myanmar, highlighting the need for decision-makers and accountable authorities to address their issues. This study specifically identifies the following objectives.

2.1. Research Objectives and Questions

The main purpose of the research objectives is to assess the level of job satisfaction among librarians and library staff in Myanmar universities, identify the key factors influencing their satisfaction, and provide evidence-based insights to inform decision-makers in academic libraries. To achieve this purpose, the following research questions are addressed:

1. What is the current level of job satisfaction among librarians and library staff in Myanmar universities?
2. What are the primary factors influencing job satisfaction among these professionals?
3. What strategies or interventions could enhance job satisfaction in Myanmar's academic libraries?

3. LITERATURE REVIEW

Academic librarians are widely recognized as key contributors to research growth and community success, and many countries believe they are critical to national development. Research on job satisfaction among librarians has become both a global endeavor and a locally focused effort to identify the factors that influence professional well-being and performance. Inevitably, supportive work environments are crucial everywhere. According to research conducted in both established and emerging Association of Southeast Asian Nations (ASEAN) countries, some studies have examined how organizational culture, leadership, work-life balance, career advancement, and pay affect the job satisfaction of academic librarians and staff.

An affective commitment and organizational tenure were key indicators for job satisfaction with Malaysian academic librarians (Abdul Karim, 2017); likewise, meeting users' expectations, providing constructive knowledge, staff development opportunities, social events, and religion with race were predominant factors for the job satisfaction of Malaysian library staff (Haque et al., 2012); similarly, knowledge, attitudes, and practices are influences for Brunei Darussalam public sector librarians (Tuah et al., 2024).

Cultural intelligence is a strong predictor of job performance, and so knowledge conversion skills lead to a creative work design in Indonesian academic librarians (Masrek et al., 2021; 2024). However, work environment and compensation did not have a significant relationship with Indonesian academic librarians (Kusumaningrum et al., 2016). Conversely, while performance and competency levels remained statistically similar, the knowledge characteristics of work design in Indonesian libraries showed significant variation (Mutia et al., 2024).

Moreover, librarianship is regarded as a lifelong profession that requires continuous skill development and new opportunities (Listor, 2024). Along the same lines, skillful leaders could support affectivity and self-efficacy, promoting positive emotional management and confidence in handling work-related challenges (Abatayo et al., 2023). Besides this, Dorado (2025) also critiqued the financial landscape, salary structures, benefits, and economic challenges required for the library profession's sustainability. Similarly, orientation, meeting user needs, and building satisfaction are important for Thai professionals' academic libraries (Tanloet & Tuamsuk, 2011). Tanloet and Tuamsuk (2011) further mentioned the need for ethical and moral competencies, marketing skills, and user interface fulfilment in future careers.

To provide a comprehensive evaluation of job satisfaction, Myanmar library professionals are needed to fill the research gap. Therefore, this study could address the need for localized studies, compared with ASEAN neighbor countries, to explore the particular opportunities and challenges faced by Myanmar university libraries. Pioneering research offers instructive perspectives on proven strategies for academic libraries to enhance employee morale and organizational performance.

3.1. Global and Local Perspectives of Job Satisfaction in Academic Libraries

Globally, academic librarians report higher satisfaction where HRM practices prioritize collaboration, recognition, and personal development (Ranaweera & Li, 2018). Greek academic librarians are most satisfied with their jobs, supervision, and working conditions, whereas they are less satisfied with pay and promotion (Togia et al., 2004). Professional duties account for 86% of all duties, underscoring their importance for efficient management (Mouza & Grigoriadou, 2016). Similarly, extrinsic, intrinsic, and performance characteristics substantially affect job satisfaction among public librarians in Northern Province, Sri Lanka (Shanmugathasan, 2020). In India, 50% of librarians express satisfaction with salary, 48.2% with promotion criteria, 46% with job security, and 69.8% with organizational relationships and recognition (Arumugam & Radha, 2023).

Persistent challenges, such as low salaries, inadequate infrastructure, and limited professional growth opportunities negatively impact morale in developing countries (Fatima & Bhatti, 2014; Ikonne & Onuoha, 2015). These HRM-related issues have direct consequences for service quality and institutional effectiveness. Likewise, remuneration, working conditions, autonomy, and professional relationships influence job satisfaction among Karachi University librarians in Pakistan (Nasrullah & Suhag, 2024). Additionally, librarians' job satisfaction is influenced by factors like job security, professional relationships, and client interactions. In contrast, dissatisfaction stems from issues like salary, benefits, working conditions, and research opportunities at the Federal University of Agriculture, Makurdi Library in Nigeria (Igbashal et al., 2016).

Within academic libraries, job satisfaction is profoundly shaped by identification with institutional culture, quality of leadership, and a sense of being valued at work (Martin, 2020a). Supportive colleagues, fair compensa-

tion, and recognition play pivotal roles in fostering motivation and enhancing performance. Further studies highlight that professional development, access to resources, inclusivity, and flexible working arrangements collectively contribute to a fulfilling work environment, ultimately raising the standard of services provided to students and faculty (Igbashal et al., 2016; Shahzad et al., 2023; Upev & Beetseh, 2017; Yu et al., 2018).

3.2. Distinctive Human Resource Management Challenges and Opportunities in Myanmar

Academic libraries in Myanmar face a range of distinct HRM challenges that directly affect job satisfaction and organizational effectiveness. Key barriers include inadequate compensation, insufficient physical infrastructure, and a shortage of skilled personnel (Kupryte & Nyein, 2018; Pipe & Tuamsuk, 2023). In addition, outdated administrative practices and limited opportunities for professional development persist, compounded by a lack of emphasis on staff well-being (Swe & Yang, 2024; Zar Kyaw et al., 2025). While initiatives such as the e-Library Myanmar project have made some progress in bridging these gaps, ongoing resource limitations, traditional leadership styles, and entrenched cultural norms continue to hinder meaningful advancement (Nyein, 2016; Win et al., 2019). Recent studies show that librarians in Myanmar's academic libraries often prioritize user needs and the quality of their services provided over their own job satisfaction.

Internationally, the adoption of modern HRM practices such as continuous training, flexible policies, and a supportive workplace culture has been shown to enhance employee well-being and boost overall organizational performance (Kumar & Boddeda, 2024). This trend underscores the importance of professional development and user experience, emphasizing the need for human resource (HR) strategies that strike a balance between service delivery and staff well-being. Factors such as access to career development and user-friendly library systems have a greater impact on service effectiveness than traditional concerns like salary or supervisory style.

However, current challenges, such as low salaries, outdated career progressions, and conventional management approaches, remain widespread and are especially acute in the Myanmar university libraries setting. Overcoming these challenges is essential for motivating staff, enhancing service quality, and supporting the nation's broader educational objectives. Given these ongoing issues, there is a clear need for empirical research to better understand the determinants of job satisfaction in this area, to inform future HRM strategies, and to foster sustainable institutional growth.

3.3. Job Structure of Myanmar University Libraries

The overall structure of education development in Myanmar includes 164 universities and colleges (Hayden & Martin, 2013), and this number has continued to rise due to increasing student enrolment, government educational reforms, and the growing recognition of higher education as essential to national development. Consequently, college and university libraries have expanded as an integral part of this educational system. Furthermore, the duty allocation in the structure of university libraries is shown in Fig. 1. As well, this sample may be representative of Myanmar university librarians and staff in the evaluation of job satisfaction and was the first exploration in this area. According to previous literature and theoretical findings, many researchers and organizations have conducted studies on employee job satisfaction, as no organization and institution should neglect its HR. Job satisfaction is

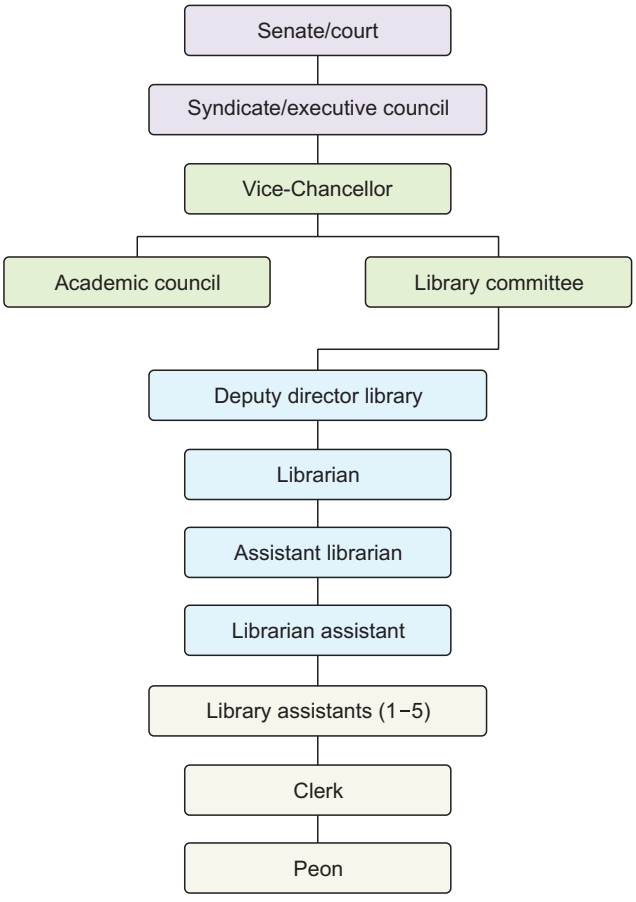


Fig. 1. Line type of staffing in university library.

essential for HRM; it is fundamentally linked to the education system and can influence national development and the government's standing (Bolatito & Mohamoud, 2024).

Fig. 1 depicts the organizational structure of the library system. The senate/court and syndicate/executive council offer overarching governance and strategic guidance for the institution. The vice-chancellor functions as the head executive, supervising all academic and administrative activities. The academic council, accountable for academic policy, and the library committee, which supervises library affairs, report to the vice-chancellor. The deputy director of the library oversees operations, supported by the librarian. The librarian oversees the assistant librarian and the library assistants, who may range from one to five in number to denote numerous roles. The supporting staff comprises the clerk, tasked with administrative responsibilities, and the peon, who manages general chores.

3.4. Conceptual Framework for Job Satisfaction

Job satisfaction is a fundamental construct in HRM, directly impacting organizational success, employee engagement, and retention (Ahmad et al., 2021; Karuna Sri et al., 2024; Oloyede & Soyemi, 2022). Conversely, dissatisfaction often arises from inadequate remuneration, outdated management practices, and restricted access to professional development, particularly in resource-constrained environments (Ranaweera et al., 2018; Townsend & Bugg, 2020). Key determinants of job satisfaction include fair compensation, effective leadership, supportive organizational culture, work-life balance, and opportunities for professional development (Adams, 2024; Kumar & Boddeda, 2024; Martin, 2020a; 2020b). These factors are not only vital globally but also prevalent in developing regions, where insufficient salary, limited recognition, and a lack of career advancement opportunities persist (Fatima & Bhatti, 2014; Ikonne & Onuoha, 2015). Many scholars have addressed theories like Herzberg's Two-Factor Theory, Maslow's Hierarchy of Needs, Hackman and Oldham's Job Characteristics Model, and the Job Demands-Resources (JD-R) Model, which have been relevant to job satisfaction factors (Demerouti et al., 2001; Herzberg, 2015; Mohd Rokeman et al., 2024). These theories highlight job design, job demands, and resources in enhancing motivation, productivity, and retention, including both intrinsic and extrinsic motivation. Comprehending these frameworks is crucial for firms to establish a nurturing and stimulating work environment. Therefore, the following hypotheses have been drawn from the above literature review, theories, and cultural conditions, given that there is no prior research in this area.

3.4.1. Hypothesis Development

Competitive compensation remains a foundational determinant of job satisfaction across industries (Karuna Sri et al., 2024). Studies have consistently shown that financial incentives, equitable remuneration, and robust benefits packages are vital for attracting and retaining talent in academic libraries. Dissatisfaction with salaries and inadequate benefits often contribute to higher attrition rates, especially in developing countries (Yaya, 2019). This concept leads to the following hypothesis.

H1. Salary and benefits significantly impact job satisfaction.

Modern HRM emphasizes the importance of work-life balance, flexible work arrangements, and continuous professional development. Access to training, ongoing learning opportunities, and recognition programs are linked to higher motivation and job satisfaction (Kumar & Boddeda, 2024; Ranaweera & Li, 2018; Ranaweera et al., 2018). A healthy balance between professional demands and personal life is essential for long-term employee well-being and productivity (Townsend & Bugg, 2020). Accordingly, the following hypothesis was formulated.

H2. The work environment significantly affects job satisfaction.

Rapid technological advancement and automation are reshaping the HRM landscape. While automation can drive operational efficiency, its successful implementation depends on careful change management and a focus on human needs (Vrontis et al., 2022). Moreover, while automation streamlines processes, its impact on job satisfaction is largely determined by how thoughtfully these technologies are implemented to address employees' needs and aspirations (Winkelhaus et al., 2022). These insights underscore the fundamental importance of prioritizing employee satisfaction and engagement in highly digitized environments for organizational performance. Therefore, the addressed hypothesis is "H3. Career training (CT) significantly affects job satisfaction."

Effective leadership and a constructive organizational culture are critical drivers of satisfaction among library staff. Supportive supervisors, transparent communication, and participative management foster trust and motivation (Adams, 2024; Martin, 2020b). Collaborative work environments, a sense of appreciation, and opportunities for staff input into decision-making processes further enhance engagement and morale (Oloyede & Soyemi, 2022).

Therefore, the following hypothesis is proposed.

H4. Supervisory management has a strong impact on job satisfaction.

Consequently, librarians are needed to enhance the library's image and service quality by communicating with users and information materials (Majid & Haider, 2008). Therefore, social capital partially mediates the significant effects of librarians' subjective well-being (SWB) on job satisfaction. Hence, SWB, job satisfaction, and social capital exhibited moderate levels (Bahrudin & Lawang, 2023). Thus, the following hypothesis was drawn.

H5. A user-friendly interface enhances job satisfaction.

3.5. Construction Factors and Items for Job Satisfaction

This section presents the items from the above section of the literature review, the conceptual framework, and the theories that affect job satisfaction, particularly for academic librarians. The items fit four theories of job satisfaction theoretical frameworks, and the way things work in the local professional world, and were adapted to reflect the flexible nature of Myanmar's social culture (see Table 1 [Abatayo et al., 2023; Abdul Karim, 2017; Aghaei et al., 2021; Arumugam & Radha, 2023; Dorado, 2025; Fatima & Bhatti, 2014; Igbashal et al., 2016; Ikonne & Onuoha, 2015; Khan & Ahmed, 2013; Kusumaningrum et al., 2016; Listor, 2024; Martin, 2020a; Martin, 2020b; Masrek et al., 2024; Mouza & Grigoriadou, 2016; Muthukumaran, 2014; Mutia et al., 2024; Nasrullah & Suhag, 2024; Oloyede & Soyemi, 2022; Ranaweera & Li, 2018; Ranaweera et al., 2018; Shahzad et al., 2023; Shanmugathasan, 2020; Togia et al., 2004; Unegbu et al., 2020; Upev & Beetseh, 2017; Williamson et al., 2005; Win et al., 2019; Yaya, 2019; Yu et al., 2018] and the Appendix). Furthermore, this study uses four main theories of job satisfaction: Herzberg's Two-Factor Theory, Maslow's Hierarchy of Needs, Hackman and Oldham's Job Characteristics Model, and the JD-R Model, to adapt questions from other studies to make them relevant to librarians at Myanmar universities.

4. METHODS

This study employed a quantitative, exploratory research design and an empirical approach to assess job satisfaction among librarians and library staff systematically. There were a total of 38 closed-ended questions in the survey (see Appendix), organized into six thematic dimensions of job satisfaction theories, with the conceptual framework and hypothesis development outlined above. The participants' opinions were assessed using a 5-point Likert scale, where 1 indicated "strongly disagree," and 5 indicated "strongly agree."

After drawing inspiration from other proven surveys, the questionnaire was pilot-tested with a select group of librarians to assess clarity, reliability, and content validity. The researcher conducted a pilot study with 30 people before drafting the final analysis. At that point, she removed one component, such as work-life balance, from the analysis. Therefore, the researcher amended the final instrument using Google Forms (Google LLC., Mountain View, CA, USA) and then sent a link to the Google Form from an individual head librarian to university personnel. Furthermore, the researcher contacted individuals directly by telephone for enhanced involvement. The data collection process lasted roughly three months, commencing in October 2024 and concluding in December. The primary

Table 1. Construction factors for job satisfaction

Construct	Items	Adapted
Salary benefits	7	Muthukumaran (2014); Ikonne & Onuoha (2015); Igbashal et al. (2016); Ranaweera & Li (2018); Ranaweera et al. (2018); Yaya (2019); Martin (2020a); Nasrullah & Suhag (2024); Dorado (2025)
Work environment conditions	6	Togia et al. (2004); Kusumaningrum et al. (2016); Martin (2020b); Oloyede & Soyemi (2022); Arumugam & Radha (2023)
Supervisor management	6	Fatima & Bhatti (2014); Mouza & Grigoriadou (2016); Shanmugathasan (2020); Aghaei et al. (2021); Abatayo et al, (2023)
Career training	6	Williamson et al. (2005); Upev & Beetseh (2017); Win et al. (2019); Yu et al. (2018); Shahzad et al. (2023); Listor (2024)
Job satisfaction and motivation	6	Abdul Karim (2017); Unegbu et al. (2020); Aghaei et al. (2021); Masrek et al. (2024); Shahzad et al. (2023)
User interface friendliness	6	Khan & Ahmed (2013); Mouza & Grigoriadou (2016); Mutia et al. (2024)

Table 2. Respondents' institutional affiliation

No.	Name of university library	Frequency	Percent
1	East Yangon University	2	1.8
2	Yangon University of Foreign Languages (YUFL)	3	2.7
3	Yadanabon University	8	7.2
4	Sport Library Yangon (Institute of Sports and Physical Education Yangon)	2	1.8
5	University of Computer Studies, Yangon	2	1.8
6	Kyauk Se University	5	4.5
7	Yangon University of Economic	1	0.9
8	University of Co-operative and Management, Sagaing	1	0.9
9	University of Yangon	1	0.9
10	Other libraries	1	0.9
11	Yezin Agricultural University	2	1.8
12	Naypyitaw State Academy	5	4.5
13	Sagaing Universtiy of Education	4	3.6
14	Mandalay Institute of Technology (MIT)	4	3.6
15	Sagaing Universtiy	2	1.8
16	University of Medicine, Mandalay	2	1.8
17	Magaway University	1	0.9
18	Ministry of Broder Affair, Education and Training Department, Central Training School, Sagaing	1	0.9
19	Information and Communication Technology Training Institute (ICTTI), Yangon	1	0.9
20	Mandalay University	1	0.9
21	Meiktila University of Economics	2	1.8
22	University of Medicine, Yangon	1	0.9
23	Meiktila University	3	2.7
24	Technological University, Mandalay (TUM)	2	1.8
25	Monywa University	2	1.8
26	Pathein University	1	0.9
27	Department of Medical Research (Pyin Oo Lwin Branch) Departmental Library	1	0.9
28	Shwebo University	1	0.9
29	Mandalay University of Foreign Language (MUFL)	3	2.7
30	Universities' Central Library	1	0.9
31	Mandalar University	6	5.4
32	Mawlamyine University	1	0.9
33	Dagon University	2	1.8
34	Taunggyi University	2	1.8
35	Hinthada University	10	9
36	Hpa-An University	3	2.7
37	Myingyan University	4	3.6
38	Panglong University	1	0.9

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Table 2. Continued

No.	Name of university library	Frequency	Percent
39	Taungoou University	1	0.9
40	Pyay University	1	0.9
41	Bago University	1	0.9
42	University for the Development of the National Races of the Union (UTYCC-Library, Sagaing)	1	0.9
43	Mandalay University of Distance Education	1	0.9
44	Teachers Training College Mandalay (Mandalay Education College)	3	2.7
45	Myanmar Mercantile Marine College, Yangon	4	3.6
46	Technology University, Taunggyi	1	0.9
47	Technology University, Yamaetheinn	1	0.9
48	Government Technological Institute, Mandalay	1	0.9
49	Government Technical Institute, Insein	1	0.9
Total		111	100

data was collected from 53 universities, including 127 participants.

The study used cluster sampling, chosen for its efficiency in obtaining data from geographically dispersed populations while maintaining representativeness. Probability sampling techniques were employed, with outlier removal and normality testing to enhance the dataset's robustness. This methodological framework enhances the study's reliability and validity, leading to well-grounded conclusions. Hence, the final sample consisted of 111 librarians and staff from 49 universities across Myanmar (see Table 2). The data set represented the entire population of Myanmar university librarians and staff because job satisfaction levels were not different across universities. Additionally, the Ministry of Education's organizational structure for civil staff has led to the relocation of librarians and staff to various local university libraries.

This research strictly adhered to ethical guidelines. All data were obtained with the informed agreement of each participating librarian and library staff member by a request to fill out the Google Forms.

Data were analyzed using IBM SPSS version 25 (IBM Co., Armonk, NY, USA) and IBM SPSS AMOS version 25 (IBM Co.).

5. RESULTS

5.1. Respondent Profile

The majority of respondents are women (92.8%), while men represent only 7.2%. The largest group is aged 41-50 (29.7%). The next age groups are 20-30 (26.1%) and 31-40 (24.3%). A smaller percentage of respondents are in older age brackets: 51-60 (17.1%) and above 60 (2.7%). A significant portion of respondents are single (57.7%). Married individuals make up 36.9%, while a small percentage are separated (0.9%) or widowed (4.5%). The majority hold a master's degree in library and information science (40.5%). Other qualifications include bachelor's degrees in library science (5.4%) and various specializations (29.7%). Experience levels vary, with notable concentrations among staff with 1-5 years (22.5%) and 21-25 years (22.5%) of experience. The workforce also includes those with less than one year of experience (6.3%) and those with over 30 years of experience (6.3%), suggesting a mix of both newer and more seasoned professionals. The majority of respondents hold positions as library assistant 2 (26.1%) and librarian (16.2%). Other positions include assistant librarian (15.3%) and various levels of librarian assistants, indicating a hierarchical structure within the library staff. The presence of lower-level positions (such as clerks) suggests a varied staffing structure; see Table 3.

5.2. Kaiser-Meyer-Olkin and Bartlett's Test for Factor Analysis Suitability

The Kaiser-Meyer-Olkin (KMO) measure assesses the adequacy of the sample for factor analysis, where values closer to 1 reflect greater suitability. Generally, a KMO value above 0.7 is considered acceptable; see Table 4 (Kaiser, 1974; Hair et al., 2019). Moreover, principal component analysis was conducted to identify the underlying

Table 3. Demographics of respondents

No.	Categories	Types	Frequency	Percent
1.	Gender	Man	8	7.2
		Woman	103	92.8
2.	Age (yr)	20-30	29	26.1
		31-40	27	24.3
		41-50	33	29.7
		51-60	19	17.1
		Above over 60	3	2.7
3.	Marital status	Single	64	57.7
		Married	41	36.9
		Separated	1	0.9
		Widowed	5	4.5
4.	Education level	B.A. (LIS)	6	5.4
		M.A. (LIS)	45	40.5
		Diploma (LIS)	19	17.1
		Ph.D. (LIS)	3	2.7
		B.A. (Other specialization subject)	33	29.7
		B.Sc. (Other specialization subject)	3	2.7
		M.Sc. (Other specialization subject)	1	0.9
		Diploma (Other specialization subject)	1	0.9
5.	Working experience (yr)	During 1 year	7	6.3
		1-5	25	22.5
		6-10	6	5.4
		11-15	14	12.6
		16-20	17	15.3
		21-25	25	22.5
		26-30	10	9.0
		Over 30 years	7	6.3
6.	Position	Deputy director	3	2.7
		Librarian	18	16.2
		Assistant librarian	17	15.3
		Library assistant 2	29	26.1
		Library assistant 3	15	13.5
		Library assistant 4	14	12.6
		Library assistant 5	11	9.9
		Clerk	4	3.6
Total			111	100

LIS, library and information studies.

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Table 4. Value of KMO and Bartlett's test

Factor		Value
KMO measure of sampling adequacy		0.866
Bartlett's test of sphericity	Approximately Chi-square	1,873.699
	df	253
	Sig.	<0.001

Sig.=0.000 (or <0.05), the result is statistically significant, meaning your data is suitable for factor analysis.
KMO, Kaiser-Meyer-Olkin; df, degrees of freedom; Sig., significance level.

structure of the questionnaire items. Six components with eigenvalues greater than 1 were retained based on the Kaiser criterion. These six components together accounted for 73.85% of the total variance, indicating a robust and meaningful factor structure. After rotation, the first component explained 22.09% of the variance, followed by the second (13.78%), third (10.82%), fourth (10.17%), fifth (8.57%), and sixth (8.42%). Additionally, Bartlett's Test of Sphericity evaluates whether correlations among variables are significant; a p-value of <0.001 confirms that the data is appropriate for factor analysis (Bartlett, 1950). The Rotated Component Matrix presents variable loadings on extracted components after Varimax rotation, where

Table 5. Exploratory factor analysis (EFA) results

	Rotated component matrix[a)]					
Factors	1	2	3	4	5	6
UIF2	0.868					
UIF3	0.861					
UIF4	0.859					
UIF5	0.825					
UIF6	0.816					
UIF1	0.790					
CT2		0.866				
CT3		0.807				
CT1		0.790				
CT5		0.642				
WEC4			0.859			
WEC5			0.681			
WEC2			0.656			
WEC3			0.604			
SM2				0.876		
SM1				0.842		
SM3				0.688		
JSM1					0.743	
JSM4					0.683	
JSM6					0.546	
SB3						0.838
SB7						0.835
SB2						0.590

Extraction method: Principal component analysis. Rotation method: Varimax with Kaiser normalization.[a)]
UIF, user interface friendliness; CT, career training; WEC, work environment conditions; SM, supervisor management; JSM, job satisfaction and motivation; SB, salary benefits.
[a)]Rotation converged in 6 iterations.

loadings exceeding 0.6 signify strong associations with the factors (Hair et al., 2019). This matrix facilitates the identification of underlying constructs, informing both research and practical applications by elucidating variable clustering and improving measurement strategies. As a result, the researcher conducted additional exploratory factor analysis (EFA) analyses (see Table 5).

5.3. Factor Analysis Results of Reliability and Validity Assessment

The study's factor analysis revealed moderate satisfaction with salary, positive perceptions of the work environment, strong confidence in supervisory management, favourable views of CT, high overall job satisfaction, and a high level of satisfaction with the user interface. The Cronbach's alpha values indicated good reliability (>0.7); nevertheless, a value below 0.7 suggests only moderate reliability (Taber, 2018). Therefore, the value of the salary benefit (SB) was moderate. The study also showed high reliability in job satisfaction, with a value above 0.723, and excellent reliability in user interface satisfaction, indicating consistent measurement of satisfaction (Sürücü & Maslakci, 2020); see Table 6.

5.4. Convergent Validity Analysis of Composite Reliability, Average Variance Extracted, and Maximum Shared Variance Results

The convergent validity analysis of the study showed that the factors that were measured, SB, work environment conditions (WEC), supervisory management, CT, job satisfaction, and user interface friendliness (UIF), are very similar to each other and only slightly overlap. The items explain over 50% of the variance in SB, indicating adequate convergent validity, as indicated by the average

Table 6. Factor analysis result of reliability and validity

No.	Variable	Item	Mean	Standard deviation	Cronbach's alpha
1.	Salary benefits	SB2	3.39	0.844	0.658
		SB3	2.18	0.907	
		SB7	2.89	0.918	
2.	Work environment conditions	WEC2	3.8	0.615	0.751
		WEC3	3.57	0.655	
		WEC4	3.64	0.615	
		WEC5	3.73	0.587	
3.	Supervisor management	SM1	3.81	0.611	0.812
		SM2	3.76	0.664	
		SM3	3.59	0.694	
4.	Career training	CT1	3.61	0.69	0.873
		CT2	3.68	0.753	
		CT3	3.72	0.677	
		CT5	3.64	0.685	
5.	Job satisfaction and motivation	JSM1	3.74	0.723	0.795
		JSM4	3.82	0.621	
		JSM6	3.87	0.676	
6.	User interface friendliness	UIF1	3.94	0.717	0.912
		UIF2	4.14	0.658	
		UIF3	4.03	0.667	
		UIF4	3.92	0.634	
		UIF5	3.96	0.7	
		UIF6	4.21	0.74	

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variance extracted (AVE) of 0.511. The composite reliability (CR) (0.783) is acceptable, indicating reasonable internal consistency. The AVE of 0.4458 falls slightly below the threshold of 0.5, suggesting that the items may not fully capture some variance. Nevertheless, the AVE value is below 0.50, and although the CR indices exceed 0.60, the convergent validity of the concept may still be adequate (Fornell & Larcker, 1981; Henseler et al., 2015; Cheung et al., 2024). The CR (0.839) is strong, suggesting excellent internal consistency. Also, this part had maximum shared variance (MSV), which was defined as the strongest link between that construct and any other construct in the model. All constructs have AVE>MSV, indicating that they exhibit good discriminant validity (Leguina, 2015); see Table 7.

5.5. Pearson Correlation Matrix of Job Satisfaction Factors

Job satisfaction exhibited a strong correlation with UIF (r=0.652**) and CT (r=0.554**), both significant at the 0.01 level. Improvements in the user interface and CT correlated with increased job satisfaction. There is a moderate correlation with supervisory management (r=0.339**) and WEC (r=0.401**), both significant at the 0.01 level. The SB exhibit a weak positive correlation with job satisfaction (r=0.200*), significant at the 0.05 level, suggesting that SB contribute minimally to job satisfaction. There is a positive correlation with WEC (r=0.220*) and supervisory management (r=0.190*), both significant at the 0.05 level; however, these correlations are relatively weak. In regard to WEC, there is a strong correlation with supervi-

Table 7. Results of convergent validity analysis CR, AVE, and MSV

No.	Variable	Item	Standardized regression weight	AVE	CR	MSV
1.	Salary benefits	SB2	0.341	0.511	0.783	0.064
		SB3	0.566			
		SB7	1.047			
2.	Work environment conditions	WEC2	0.681	0.4458	0.839	0.210
		WEC3	0.675			
		WEC4	0.757			
		WEC5	0.54			
3.	Supervisor management	SM1	0.874	0.6158	0.983	0.210
		SM2	0.802			
		SM3	0.663			
4.	Career training	CT1	0.763	0.6367	0.925	0.295
		CT2	0.845			
		CT3	0.836			
		CT5	0.743			
5.	Job satisfaction and motivation	JSM1	0.617	0.5836	0.876	0.295
		JSM4	0.818			
		JSM6	0.837			
6.	User interface friendliness	UIF1	0.783	0.5803	0.948	0.295
		UIF2	0.856			
		UIF3	0.876			
		UIF4	0.762			
		UIF5	0.714			
		UIF6	0.779			

CR, composite reliability; AVE, average variance extracted; MSV, maximum shared variance.

sory management (r=0.418**), and moderate correlations with CT (r=0.339**) and UIF (r=0.363**), all significant at the 0.01 level. Supervisory management is positively correlated with CT (r=0.349**) and UIF (r=0.253**), suggesting that improved HRM practices may enhance training effectiveness and user interface design. CT exhibits a significant correlation with UIF (r=0.472**) at the 0.01 level, indicating that effective training may improve user interface design; see Table 8.

5.6. Discriminant Validity Analysis Results

The study also analyzed the validity of various constructs, including SB, WEC, leadership practices, CT, and user-friendly interfaces. The AVE value above 0.5 indicated adequate convergent validity, and all constructs showed AVE values above 0.5, indicating effective capture of their respective constructs. The correlation values showed varying degrees of validity, with AVE values above 0.5 indicating discriminant validity. The study concluded that all constructs effectively capture their respective constructs; see Table 9.

5.7. Model Fit Indices Analysis Results

The model's fit is analyzed using various metrics, including Chi-square, the goodness of fit index, the adjusted goodness of fit index, the normal fit index, the incremental fit index, the comparative fit index, the root mean square error of approximation, the probability of close fit, and the Tucker-Lewis index. The results indicate a good fit, but not a close one, as values fall below the recom-

Table 8. Pearson correlation matrix of job satisfaction factors

Factor	JSM	SB	WEC	SM	CT	UIF
JSM	1					
SB	0.200*	1				
WEC	0.401**	0.220*	1			
SM	0.339**	0.190*	0.418**	1		
CT	0.554**	0.153	0.339**	0.349**	1	
UIF	0.652**	0.06	0.363**	0.253**	0.472**	1

JSM, job satisfaction and motivation; SB, salary benefits; WEC, work environment conditions; SM, supervisor management; CT, career training; UIF, user interface friendliness.
*p<0.05, **p<0.01.

Table 9. Analysis results of discriminant validity (AVE) and correlation value

Factor	SB	WEC	SM	CT	UIF
Salary benefits	0.714				
Work environment conditions	0.252	0.668			
Supervisor management	0.228	0.459	0.785		
Career training	0.066	0.395	0.359	0.797	
User interface friendliness	0.017	0.415	0.257	0.543	0.797

AVE, average variance extracted; SB, salary benefits; WEC, work environment conditions; SM, supervisor management; CT, career training; UIF, user interface friendliness.

Table 10. Analysis result of model fit indices

Measurement	X^2/df	GFI	AGFI	NFI	IFI	CFI	TCL	RMSEA
Good-fit	<3	>0.9	>0.9	>0.9	>0.9	>0.9	>0.9	<0.08
Measurement model	1.616	0.793	0.735	0.775	0.9	0.897	0.879	0.075

df, degrees of freedom; GFI, goodness-of-fit index; AGFI, adjusted goodness-of-fit index; NFI, normed fit index; IFI, incremental fit index; CFI, comparative fit index; TLI, Tucker-Lewis index (sometimes called NNFI); RMSEA, root mean square error of approximation.

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Table 11. Path coefficients and hypothesis testing results

Path	Path coefficient	CR	p-value	Hypothesis result
Salary Benefits → job satisfaction and motivation	0.093	0.825	0.409	Rejected
Work environment condition → job satisfaction and motivation	0.13	0.863	0.388	Rejected
Supervisor management → job satisfaction and motivation	0.035	0.455	0.649	Rejected
Career training → job satisfaction and motivation	0.219	2.456	0.014	Accepted
User interface friendly → job satisfaction and motivation	0.474	4.635	<0.001***	Accepted

CR, composite reliability.
***p<0.001.

mended threshold of 0.9. The model's root mean square error of approximation value is 0.075, indicating a moderate fit; see Table 10.

5.8. Path Coefficients and Hypothesis Testing Results for Job Satisfaction

The structural equation model (SEM) depicts the relationships between various factors and JSM among library staff. The results indicate that both CT and UIF have significant positive effects on JSM. This is evidenced by their substantial path coefficients leading to JSM in the model. In contrast, supervisor management (SM), SB, and WEC do not demonstrate statistically significant effects on JSM, as their path coefficients are relatively small and not significant.

The results indicate that while SB, working environment conditions, and leadership practices do not significantly influence job satisfaction, both CT and UIF have a positive and significant impact; see Table 11, and Figs. 2 and 3. Therefore, Fig. 3 illustrates the visual analysis details by SEM.

H1. SB do not significantly affect job satisfaction.

H2. Working environment conditions do not significantly affect job satisfaction.

H3. Supervisory management has no significant effect on job satisfaction.

H4. CT significantly affects job satisfaction (p-value=0.05).

H5. UIF significantly affects job satisfaction (p-value=0.001).

5.9. Analysis of Variance Analysis Result of Job Satisfaction by Participants

The analysis of variance (ANOVA) results indicate significant differences in job satisfaction across library roles. The overall p-value of 0.002 suggests that at least one group has a different level of satisfaction compared to others. The ANOVA results indicate a statistically significant difference in job satisfaction across different positions (F=3.497, p=0.002); see Table 12. However, post hoc analysis reveals that most positions exhibit relatively similar levels of job satisfaction, except library assistant 5, which shows significantly lower satisfaction compared to the deputy director (p=0.043) and librarian (p=0.003); see Fig. 4.

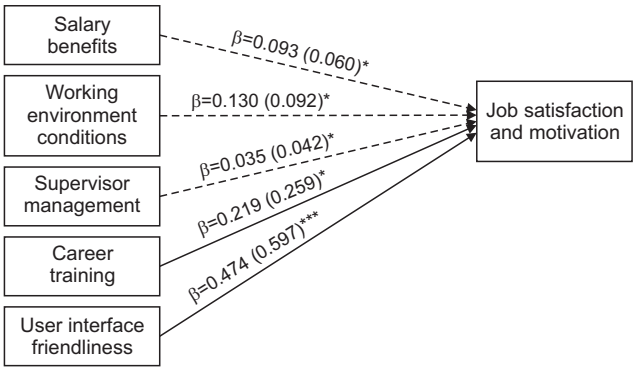


Fig. 2. Path coefficients and hypothesis testing results. *p<0.05, ***p<0.001.

6. DISCUSSION

The tabulated data illustrate the respondents' institutional affiliation with the highest numbers (see Table 2), and the findings provide a realistic overview of job satisfaction among librarians and library staff across various roles and institutional contexts. The analysis reveals that professional development opportunities and user-friendly library systems are the principal drivers of job satisfaction among academic librarians. CT and accessible, well-designed user interfaces were found to significantly enhance satisfaction, whereas salary, general working conditions, and management practices did not show a notable effect.

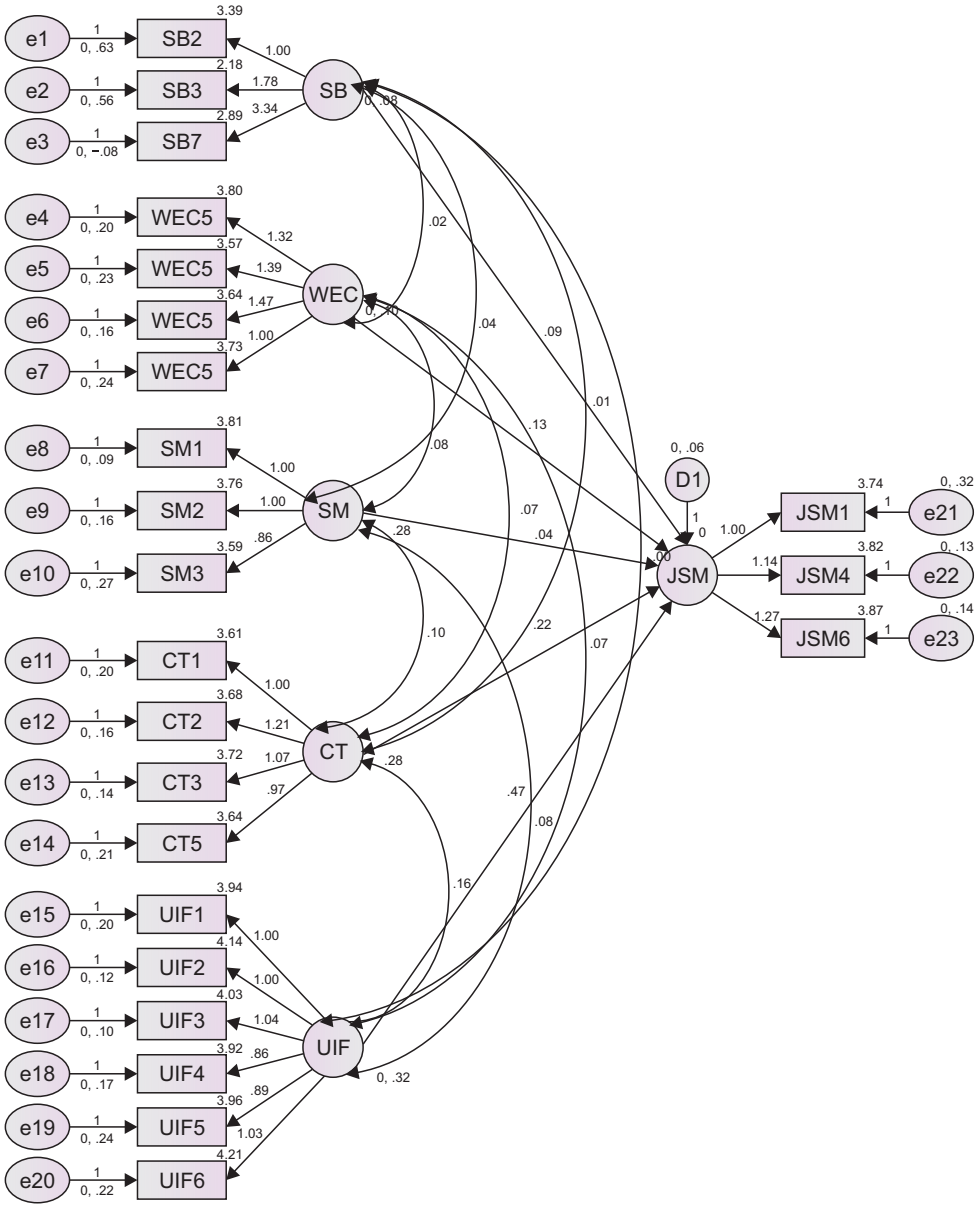


Fig. 3. Visual representation of factors influencing job satisfaction. SB, salary benefits; WEC, work environment conditions; SM, supervisor management; CT, career training; UIF, user interface friendliness; JSM, job satisfaction and motivation.

Table 12. ANOVA analysis result of job satisfaction by participants

Job satisfaction and motivation between librarians and staffs	Sum of squares	df	Mean square	F	Sig.
Between groups	6.811	7	0.973	3.497	0.002
Within groups	28.660	103	0.278		
Total	35.471	110			

Sig.=0.000 (or <0.05), the result is statistically significant, meaning your data is suitable for factor analysis.
ANOVA, analysis of variance; df, degrees of freedom; Sig., significance level.

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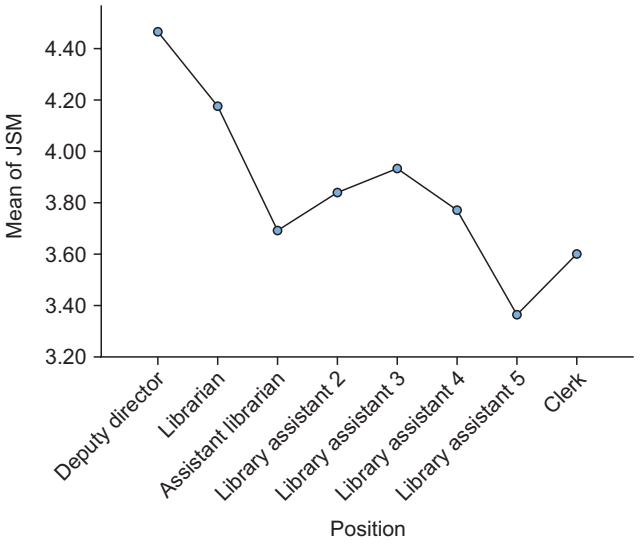


Fig. 4. Level of job satisfaction by participants. The mean difference is significant at 0.05 level. JSM, job satisfaction and motivation.

These results align with prior research, which emphasizes the importance of ongoing training and effective communication tools in supporting both satisfaction and service quality in academic library settings (Aghaei et al., 2021; Sare & Edward Bales, 2014; Win, 2019). Correlation analysis confirms strong associations between work satisfaction and these two main components. This shows that the Myanmar university library workers are devoted to their jobs and want to provide the greatest service to users. Given their semi-professional status, most librarians and staff want training and workshops to enhance their capacity to deliver user-centered services. Thus, the study supported the findings of Detlor et al. (2024) and King (2025).

Further statistical analysis revealed significant variation in job satisfaction by occupational role, with librarians generally reporting higher satisfaction than library assistants. This finding suggests that targeted support and tailored development opportunities for specific staff groups could help address disparities and optimize overall workplace satisfaction. The study's exploratory and confirmatory factor analyses validated the reliability and distinctiveness of the measured constructs. Importantly, the results highlight a shift away from traditional assumptions that salary and leadership practices are central to job satisfaction. Instead, the evidence indicates that skill development and modern training programs exert a stronger influence on employee morale and motivation. These findings are consistent with global trends that underscore the growing significance of professional growth and user experience in the academic library sector (Tella et al., 2007).

The objectives of the study set out to examine whether most positions have similar levels of job satisfaction, except for library assistant 5. ANOVA revealed statistically significant differences in job satisfaction ($F=3.497$, $p=0.002$) (see Table 12). Therefore, in response to the first research question, identifying the level of job satisfaction, the results indicate that deputy directors ($p=0.043$) and librarians ($p=0.003$) were satisfied in their job (see Fig. 4). Addressing the second research question, which explored the role of professional development and technology, the data reveal that both CT and UIF significantly affect job satisfaction. Specifically, librarians who have access to ongoing training opportunities and work with intuitive, user-friendly library systems report higher levels of satisfaction. These results were confirmed through hypothesis testing with both CT ($p=0.05$) and user interface usability ($p=0.001$) emerging as significant predictors (see Table 11). Neither SB, working environment conditions, nor leadership management had a significant impact. These findings are supported by the hypothesis tests, which showed no statistically significant relationships between these traditional workplace factors and overall job satisfaction.

The third objective and research question considered that university senate members and rectors (see Fig. 1) must prioritize library development, librarian professional development, and user service improvement. As mentioned by Oh (2017), library administration should focus on librarian JSM. Hence, university administrators and policymakers should report to the government by improving librarians' and staff's compensation benefits, working environments, and leadership practices. Deputy directors (chief librarians) should also engage with policymakers and relevant authorities in initiating collaborations with international library associations, such as library consortia, to form alliances and provide training. Additionally, the library and information science departments of Myanmar universities should actively support training and continuing education. To improve workplace satisfaction, institutions should prioritize CT and user interface design. Policymakers should consider mentorship programs, online training, and tech-driven skill-building seminars. Moreover, policymakers should foster job satisfaction among librarians and staff to ensure high workplace engagement and the future of Myanmar's universities.

Moreover, this research shows that many Myanmar universities must locate library specialists and staff in the

correct places. Therefore, the study aligns with Phinney (2025) in suggesting that administrators and managers should implement organizational improvements, including the employment of permanent equity, diversity, and inclusion (EDI) experts, formalized compensation structures, training programs, dedicated funding for equity-deserving groups, and accountability measures for leaders. Although the results suggest that HR policies should shift away from an exclusive focus on compensation and managerial oversight and instead prioritize professional development and digital resource design, in practical terms, this means investing in robust training programs and ensuring that library systems are easy to use, not only to improve staff satisfaction but also to promote service quality and institutional effectiveness.

In summary, while traditional factors such as salary and supervision are less influential in this research, opportunities for career growth and efficient, user-centered technology are crucial for supporting job satisfaction among librarians in Myanmar's academic libraries. Addressing these findings through targeted HRM and institutional strategies will be essential for advancing the performance and well-being of university library staff nationwide.

7. CONCLUSION

The current cross-sectional research results enhance the existing literature on job satisfaction among academic librarians in Myanmar by highlighting vocational training and user interface design as significant variables. The two factors enable users to locate information efficiently, navigate digital resources, and access library services with minimal barriers, thereby fostering a more supportive and productive work environment for librarians. Interestingly, the recent political climate in Myanmar has led to the retirement of many library professionals, creating a demand for skilled and qualified staff. This transition has highlighted how working conditions, as well as structural and institutional constraints, affect job satisfaction. The findings provide a comprehensive examination of job satisfaction within national higher education institutions, helping to understand the factors that influence workplace satisfaction by analyzing with EFA and confirmatory factor analysis.

According to the survey, library assistants, particularly at level 5, report lower job satisfaction than senior positions. Myanmar librarians and staff generally have similar levels of job satisfaction influenced by CT and user interface service rather than financial incentives, except for library assistants (level 5). Expanding career development programs at national and international levels is also crucial. According to gender differences and census reports, the results showed that there are more women than men librarians and staff in the workplace. Moreover, this study highlights the dedication and ethical commitment of Myanmar's predominantly women library workforce, which actively seeks advanced training to enhance its expertise.

Overall, additional research is required to investigate factors such as leadership practices, employee performance, corporate culture, and technology improvements. Researchers should conduct longitudinal studies to track changes in librarians' job satisfaction over time. The librarians and staff of Myanmar's universities exhibit robust professional principles, a commitment to user service, and a dedication to lifelong learning. Despite obstacles, they emphasize professional advancement and knowledge dissemination over monetary compensation, underscoring the need for strategic investment in librarianship education and infrastructure. By cultivating a friendly and adequately resourced professional environment, institutions can improve work satisfaction and the overall quality of library services, thereby advancing higher education in Myanmar.

7.1. Contribution

This research advances understanding of job satisfaction for Myanmar's librarians by highlighting the importance of CT and user-focused systems, and by challenging the traditional emphasis on salary and management. It also underscores the value of considering demographic and cultural factors when developing HR policies. This study found that salary and managerial practices did not contribute to job satisfaction, highlighting the need to prioritize employee motivation and skill development over traditional leadership approaches. This shift emphasizes the growing importance of professional growth and user experience, as illustrated by the research model.

7.2. Implications

For practice and policy, the findings suggest that academic libraries should invest in comprehensive training programs and improved system design to enhance job satisfaction and service quality. Organizations are encouraged to adopt a holistic approach to employee well-being, while policymakers should support initiatives that promote professional growth. Addressing these areas will help

build a more motivated library workforce and strengthen the broader educational mission.

7.3. Recommendations

To enhance job satisfaction and efficiency among library staff, it is essential to establish competitive pay structures, improve digital infrastructure, and expand inclusive professional development opportunities. Future research should focus on the qualitative aspects of librarian satisfaction, particularly regarding workplace culture, technological innovations, and career advancement over time.

Based on these findings, it is recommended that university administrators and policymakers prioritize developing and implementing comprehensive training programs, mentorship opportunities, and technology-driven skill-building seminars for library staff. Enhancing the usability of library interfaces and providing more opportunities for career advancement will create a more motivated workforce and further improve the quality of library services.

While this study offers valuable insights, it is important to recognize its limitations. Although the study includes a geographically diverse sample, certain regions faced challenges with Internet access, affecting questionnaire completion. Therefore, future studies should aim for a more representative population by employing interviews or focus groups to increase participation. Besides this, future research should adopt longitudinal and mixed methods to gain a deeper understanding of trends in job satisfaction and to explore the evolving needs of academic librarians in greater detail, considering other influencing factors by structuring a theoretical and practical model. Notably, this study serves as a pioneering effort to examine job satisfaction among academic librarians and library staff in Myanmar.

Additional government exchange programs for librarians and staff, such as job training programs, seminars, workshops, conferences, internships, and study programs, should be coordinated with other developed countries, and, if necessary, continuous assistance should also be sought from international library professionals to strengthen their library skills and user service delivery.

CONFLICTS OF INTEREST

No potential conflict of interest relevant to this article was reported.

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APPENDIX. Factor analysis items

No	Items	SD	D	N	A	SA
	Salary benefits items	1	2	3	4	5
1.	My salary fairly reflects my job duties and responsibilities					
2.*	I am satisfied with the regular salary increases I receive					
3.*	My salary adequately supports my personal and family expenses					
4.	The fringe benefits provided by my university (e.g., health insurance, paid leave) enhance my job satisfaction					
5.	The pension benefits offered by my organization provide me with a sense of financial security for the future					
6.	The combination of salary and pension benefits motivates me to remain in my role					
7.*	My salary and benefits are competitive compared to other positions in similar fields					
	Work environment condition items					
1.	My physical workspace is comfortable, organized, and conducive to productivity					
2.*	There is a culture of respect, inclusivity, and support among my colleagues					
3.*	Communication within my team and with other departments is effective and keeps me well-informed					
4.*	My organization promotes diversity and values inclusivity in the workplace					
5.*	Constructive feedback is encouraged, helping to create a positive work environment					
6.	I feel comfortable voicing my opinions and suggestions to my supervisors					
7.	I like the Burmese culture of respect and dignity in workplace relationships					
	Supervisor management items					
1.*	My supervisor is competent in their role and supportive of my efforts					
2.*	My supervisor values and shows interest in my professional development					
3.*	I am given adequate autonomy in making decisions related to my daily tasks and responsibilities					
4.	I participate in decision-making processes that impact my work and library services					
5.	The rules and procedures in place support rather than hinder my ability to do a good job					
6.	The rules and regulations related to my work are consistent with the standards I know and understand					
	Career training items					
1.*	My organization offers sufficient opportunities for professional development, including workshops, conferences, and training sessions					
2.*	I am encouraged to pursue further education or professional certifications to advance my career					
3.*	The organization values lifelong learning and provides resources to enhance my skills (e.g., online courses, seminars)					
4.	The training provided has made me confident in using the latest library technologies					
5.*	Continuous learning and skill development are prioritized and supported by my organization					
6.	In my free time, I often study new technologies related to library science (information literacy, digital literacy) on my own					

 https://doi.org/10.1633/JISTaP.2026.14.2.2

No	Items	SD	D	N	A	SA
	Job satisfaction and motivation items					
1.*	The stability and security of my job motivate me to stay engaged and perform well					
2.	Recognition and rewards for my work make me feel appreciated and motivate me to work harder					
3.	The mission and values of my university align with my personal values, enhancing my job commitment					
4.*	I find personal fulfillment in assisting library users and contributing to their academic success					
6.*	The intellectual challenges of my role as a library professional keep me engaged and motivated					
	User interface friendliness items					
1.*	I feel very happy and fulfilled when interacting with library users					
2.*	Assisting users in finding the information they need brings me satisfaction					
3.*	Engaging with users enhances my overall job satisfaction					
4.*	Positive interactions with library users motivate me to perform my duties effectively					
5.*	I enjoy the opportunities to help and support library users in their academic and personal endeavors					
6.*	I am willing to help library users with their needs at any time, without any prompting from others					

SD, strongly disagree; D, disagree; N, neither agree nor disagree; A, agree; SA, strongly agree.
*The asterisk indicates that the question was included in the factor analysis.