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Emotional Self Awareness and Information Literacy Competence as Correlates of Task Performance of Academic Library Personnel

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ABSTRACT

The academic library of the 21st century is challenged with the need to make the library lucrative for users, hence the performance of academic library personnel is emphasized as an important factor influenced by variables such as the emotional self awareness and information literacy competence of library personnel. Thus, this study seeks to investigate emotional self awareness and information literacy competence as correlates of task performance among personnel in academic libraries in Edo state, Nigeria. The survey research design was employed for the study with a population size of 181 library personnel in the 15 academic libraries under study and total enumeration was adopted as the sampling technique. Of the 181 copies of questionnaire administered, 163 copies were retrieved and found valid for analysis. Five research questions and four null hypotheses were formulated to guide the study. The result of the study showed that personnel in the academic libraries in studied have high emotional self awareness, good information literacy competence and high task performance. The independent variables of emotional self awareness and information literacy competence had significant positive correlation with task performance. Emotional self awareness had significant positive correlation to information literacy competence and both emotional self awareness and information literacy competence jointly and significantly correlate with task performance of personnel. It was recommended that self development by personnel and capacity building by management of academic libraries, with the aim of enhancing the emotional self awareness and information literacy competence of the academic library personnel should be ensured.

Keywords: Emotional self awareness, Information literacy competence, Task performance, Academic library personnel.

1.0 INTRODUCTION

Today's library has changed tremendously as human civilization makes possible. This change which is majorly necessitated by the influx, adoption and use of Information and Communication Technologies (ICTs) both at the individual and organisational level have shifted the paradigm and this has great implication on the expectations from the library. With increased expectations from libraries by stakeholders there is need for library personnel to perform highly in their respective jobs. In view of this, job performance has received scholarly attention in the area of organisational psychological. The performance of individuals in their jobs is predicted by so many factors which have also received scholarly attention. Job performance according to Ferris, Brown, Pang and Keeping (2010) is the set of behaviors that are relevant to the goals of the organisation or the organisational unit in which a person works. This job performance could be scalable actions, behaviour and outcomes that employees engage

in or bring about that are linked with and contribute to organisational goals, (Viswesvaran and Ones, 2000). Job performance is considered mainly under task performance and contextual performance. Task performance refers to an individual's proficiency with which he or she performs activities which contribute to the organisation's technical core. While contextual performance refers to activities which do not contribute to the technical core but which support the organisational, social and psychological environment in which organisational goals are pursued, (Borman and Motowidlo, 1993). The thrust of this work however will be on task performance of library personnel as this is core in meeting stakeholders' expectation of the library vis-à-vis achieving the library's objectives. Task performance is not an isolated variable but one correlated by others among which are the emotional self awareness and the information literacy competence of the library personnel.

The library is a social and service oriented institution concerned with meeting the information needs of its stakeholders which varies according to the library's parent institution. In discharging his/her duties, the library personnel display certain emotions which could either jeopardise or assist his/her chances of performing highly. Thus an awareness and understanding of his emotion will equip him/her to take advantage(s) of his/her emotion using it to ensure high task performance. It is germane to state also that since library personnel are engaged with the general management of information, it is expected of them to be an information literate to perform highly. The emotional self awareness and information literacy competence of library personnel is therefore worthy of scholarly attention, hence this study.

2.0 STATEMENT OF PROBLEM

Previous studies reveal that library personnel engage in task related behaviours which negate their chances of performing highly on their jobs (Igbinovia, 2015). This subsequently affects the general performance of the personnel at the individual level and by extension, the library at the organisational level; at a crucial time like this where high performance gives competitive advantage. While several studies has shown the correlation between emotional intelligence and job performance (Van Rooy and Viswesvaran, 2004; Cote and Miners, 2006; Law, Wong, Huang and Li, 2008; Afolabi, Awosola and Omole, 2010), few has shown the correlation between self awareness and job performance, (Center for Advanced Human Resource Studies, 2010; Okpara and Edwin, 2015) but little or no empirical studies has been carried out to show the relationship between self awareness (as a dimension of emotional intelligence) and task performance of personnel especially in the library environment.

Preliminary investigation has revealed that there is low level of information literacy among personnel which could hinder their chances of performing highly. This corroborates empirical studies, which revealed low information literacy skills as a barrier impeding performance (Lafferty, 2014), while low information literacy rate has been recorded among LIS professionals which is a major challenge faced by LIS professionals especially in developing countries, (Khan and Bhatti, 2012). In the light of this, the study examines emotional self awareness and information literacy competence as correlate of task performance among library personnel in academic libraries in Edo State, Nigeria.

3.0 LITERATURE REVIEW

This section of the article review literature on the independent variables of emotional self awareness and information literacy competence, and the dependent variable of task performance as they relate to personnel in the academic library environment. Attempt was made to relate each of these variables to a theory considered suitable for the study. From the review of related literature, research questions were raised and hypotheses formulated to guide the study.

3.1 Emotional self awareness

It has been documented in previous literature that in the context of social and organisational psychology, emotional intelligence plays a significant role in work environment (Cekmecelioglu, Günsel and Ulutas, 2012), workplace performance (Anne, et al., 2007) and job performance (Jaeger, 2003). The concept of emotional intelligence has thus gain the attention of researchers as a number of alternative measures began to appear. Emotional intelligence like every other psychological constructs has attracted several definitions by scholars and researchers. Mayer and Salovey (1995) define emotional intelligence as the ability to perceive emotions, integrate emotions to facilitate thought, understand emotions and to regulate emotions to promote personal growth. Whereas, Dulewicz and Higgs in Sutton (2006) refer to emotional intelligence as achieving one's goals through the ability to manage one's own feelings and emotions, being sensitive to and able to influence key people and being able to balance one's own motives and drives with conscientious and ethical behavior. Goleman (1995) on his mixed model of emotional intelligence outline four main constructs or clusters of general emotional intelligence abilities which includes: self awareness, self management, social management and relationship management. Self awareness is thus considered as the first stage of emotional intelligence as a subset of social intelligence. Emotional Intelligence thus begins at the individual level of analysis, with self-awareness typically cited as the starting point for EI discovery (Bar-On, 1997; Goleman, 1995; Nelson & Low, 2011; Salovey & Mayer, 1990). This implies that emotional self awareness precedes all stages of emotional intelligence development as ability. Singh (2010) note that self-awareness is the basic foundation on which emotionally intelligent behaviour germinates and that self awareness refers to the ability to read one's own emotions and recognising their impact to guide decisions. It is necessary for the individuals to have an accurate self assessment by knowing his/her own strengths and limitations. Cote and Miners (2006) are of the view that individuals with low cognitive intelligence may reap relatively large returns from high emotional intelligence, because job performance that is not attained through cognitive intelligence may be attained through emotional intelligence. To them, an employee who accurately detects colleagues' emotions may facilitate coordination and interpersonal functioning that may, in turn enhance task performance (Law, Wong, and Song, 2004).

Goleman, Boyatzis and McKee in Sutton (2006) present an emotional intelligence competence framework which considers the self awareness cluster as "recognizing and understanding your emotions in the moment as well as your tendencies across time and situation. It includes individuals who are neither overly critical nor unrealistically hopeful but honest with themselves and others. It extends to a person's understanding of his or her value and goals". Moreover, Singh (2010) opined that

Self-awareness include some degree of self-disclosure so that we can develop effective relationship with other people around us and lead a more fulfilling life by sharing and receiving information. While Emotional intelligence is a set of both intra and interpersonal skills, self awareness is more of intrapersonal skill as it deals with an awareness and understanding of one's own emotions. In the process of seeking, and in the general use and management of information that qualifies an individual to be information literate, emotions are involved. Thus emotional self awareness could relate to information literacy competence of an individual.

Theory: Mixed Model of Emotional Intelligence

The mixed model of emotional intelligence focuses on emotional intelligence as a wide array of competencies and skills that drive leadership performance. According to Goleman (1995) the emotional task of a leader is primal, because it is the original and the most important act of leadership. His model is premised on four main constructs which are: self awareness, self-management, social awareness and relationship management.

1. **Self-awareness:** The ability to read and understand one's emotions, strengths, weakness, drives, values and goals, and recognise their impact on others. By implication such understanding or awareness of self is used to guide decisions made using gut feeling. Singh (2010) asserts that Self-awareness is being conscious of and being able to connect with our personal feelings, thoughts and actions. This helps a person get a clearer perception of what he wants to achieve in life and therefore be able to work on his level of competencies.
2. **Self-management:** Is also in a sense seen as self-regulation or the ability to control and redirect disruptive emotions and impulses, as well as adaptability to changing circumstances. The hallmarks for this construct are trustworthiness, integrity, conscientiousness, adaptability, self-control, achievement drive, initiative and comfort with ambiguity and change.
3. **Social awareness:** this subsumes empathy which is an ability to put into consideration, other's feelings, especially when making decisions. It also implies treating people according to their emotional reactions. Social awareness also entails been service centered and having the organisation at the forefront.
4. **Relationship management:** Is an ability to manage relationships by inspiring, influencing, developing and building-up others in the desired direction in order to achieve set objectives. Here there is a need for effective communication, building bonds, team work or collaboration and ability to manage conflict with inspirational leadership.

The mixed model of emotional intelligence is adopted for this study because of the attention the model gives to the competences and skills that drive performance. Also it is one of the few models that splits emotional intelligence into clusters showing the place of emotional self awareness (which is of interest to this present study) as the first component of emotional intelligence.

3.2 Information Literacy Competence

In this information age, information has become important to thrive in one's profession like librarianship, (Igbinoia and Ikenwe, 2014). They further assert that Information is a necessary resource for the development of an academic librarian, and that reliable information is the chief corner stone for building the expertise and practice of librarian's performance. The meaning of Information is not new but has however varies from one author to another and from one discipline to another. Reitz in Abdullahi, Igbinoia and Solanke (2015) describes the concept of information concretely as "all facts, conclusion, ideas, and creative works of the human intellect and imagination that have been communicated formally and informally, in any form. At the overabundance of this information, where information exceeds one's capacity to evaluate it, the concept of information literacy was introduced by Zurkowski in 1974 to mean the learned techniques and skills for utilizing the wide range of information tools as well as primary sources in molding information solutions to their problems, (Kirinić, 2012). Whereas, information literacy is considered by ALA (1989) as a life-long learning process for all professionals to be effective users of information and to solve problems by finding, examining, and evaluating new information throughout their lifetime. Information literacy stands today as a major focus and purpose of librarianship (Marcum, 2002) as the librarian is concerned with the general management of information to meet the information need of their clientele.

Guskin (2007) asserts that Information literacy has a long history, with references dating back to the late 1800s describing some academic librarians teaching bibliographic sessions and providing library tours and that Information literacy instruction has however changed and evolved to incorporate technology. The information literacy has five specific competency standards known as the information literacy competence (ILC) which is given by ALA (2002) as: identify when information is needed; access the needed information; evaluate the information found; apply the information to accomplish a specific purpose; and understand the economic, legal and social issues in using information in any context. The exchange of role-related information [facilitated by information literacy competence] among members regarding individual's role within a team, are crucial to the development of a team's self awareness, (Center for Advanced Human Resource Studies, 2010). The relationship between information literacy competence and emotional self awareness is reflected in the affective domain of the information literacy competence. The affective domain is an important aspect of the instructional process in that it addresses motivation and involvement in the learning process, experience of self actualization and discovery, and feelings in context of the library environment." (Vidmar in Schroeder and Cahoy, 2010) which is related to Kuhlthau's framework on Information Search Process (ISP).

Theory: Information Search Process (ISP)

The Information Search Process (ISP) is a model of information science postulated by Carol Kuhlthau in the 1980s based on the theory of constructivism. Matteson, Farooq and Mease (2013) note that central to the ISP is the notion that uncertainty, both affective and cognitive, increases and decreases in the process of information seeking. They added that the theory shows, there is an affective component to interacting with information. The processes of recognizing a need for information, of locating the information, of making sense of what we find, and of putting it to use in some way are linked to a range

of emotions. Kuhlthau refers to the action and process by which information is searched through six stages: initiation, selection, exploration, formulation, collection and presentation with the reactions of three tasks: feelings (affective), thoughts (cognitive), and actions (physical), as well as the zones of intervention, (Chu, Yeung and Chu, 2012). Going through these six stages of the information search process, the individual experience emotions ranging from uncertainty, confusion, and frustration, to optimism, confidence, and satisfaction, (Kuhlthau, 1991). Nahl carried out further investigation on the impact of Affect on information users as well as the interaction between cognitive and affective skills and theorises the role of social and emotional factors on information literacy. She stated that individual's emotional traits could contribute to outcomes such as information adjustment problems, search process problems, and personal information problems, (Nahl, 2007). The ISP was considered a theory suitable for this study because of its affective component in the interactive process that makes individual, information literate; revealing the emotional involvement in the information literacy competency.

3.3 Task Performance

It has been recently observed that industrial and organisational psychology has given prior attention to the concept of performance both at the individual and organisational level. Both levels of performance are related as the aggregate individual performance within an organisation is tantamount to the organisation's performance. Individual performance on their job has been given serious attention by managers as it determines the success of their organisation in the face of adverse competition. Performance has thus been considered as one of the main goal of organisational researchers, (Viswesvaran, 2001). Several attempts have been made to define the concept of performance in this regard. However, Cascio (2006) opines that the degree of an achievement to which an employee fulfill the organisational mission at workplace is called performance. Whereas, all the behaviours employees engage in while at work is considered as job performance (Jex 2002). Also, Muchinsky (2003) asserts that job performance is a set of workers' behaviours that can be monitored, measured and assessed, and that these behaviours should be in agreement with the organisational goals.

Performance is a multi-dimensional concept which could either be task or contextual performance. Borman and Motowidlo in Sonnentag and Frese (2001) distinguish between task and contextual performance, stating that task performance refers to an individual's proficiency with which he or she performs activities which contribute to the organisation's technical core. While contextual performance refers to activities which do not contribute to the technical core but which support the organisational, social and psychological environment in which organisational goals are pursued. Contextual performance includes not only behaviours such as helping coworkers or being a reliable member of the organization, but also making suggestions about how to improve work procedures.

Task performance is core and crucial to the concept of job performance and is in itself multi-dimensional in nature as it encapsulate most sub-constructs of job performance. Thus, when the term "job performance" is mentioned, the task dimension of performance quickly comes to mind. Motowidlo & Schmit, (1999) note that activities relevant for task performance varies between jobs, is related to the

individual's abilities and skills, and is more prescribed and constitutes in-role behaviour. A major theory of job performance is the Campbell (1990) eight factor theory of performance which is based on the factor analytic research that attempts to capture dimensions of job performance existing, to a greater or lesser extent, across all jobs. A consideration of this Campbell's eight factor theory of performance shows that five factors of the eight refer to task performance. The five factors which refer to task performance include: job-specific task proficiency; non-job-specific task proficiency; written and oral communication proficiency; supervision (in the case of a supervisory or leadership position) and management/administration (which however is in partial reference to task performance).

Theory: Eight Factor Theory of Performance

The Eight factor theory of job performance was developed by Campbell around 1990 which from a psychological perspective, was described by Campbell as an individual level variable. That means, performance is something a single person does, differentiating it from more encompassing constructs such as organisational performance or national performance which are higher level variables, (Aboyade, 2013).

Campbell's eight factor theory of performance captures dimensions of job performance across all jobs to include: task specific behaviours; non-task specific behaviours; written and oral communication task; demonstrating effort; maintaining personal discipline; facilitating peer and team performance; supervision/ leadership; and, managerial and administrative performance. As stated earlier five of these factors constitute the task performance of an individual. This underpins the relevance of this theory to the study.

The following research questions were raised to guide the study:

1. What is the level of task performance of personnel in academic libraries in Edo State, Nigeria?
2. What is the level of emotional self awareness of personnel in academic libraries in Edo State, Nigeria?
3. What is the level of information literacy competence of personnel in academic libraries in Edo State, Nigeria?
4. What is the relationship between emotional self awareness and information literacy competence of personnel in academic libraries in Edo State, Nigeria?
5. What is the relative influence of emotional self awareness and information literacy competence on task performance of personnel in academic libraries in Edo State, Nigeria?

While the following null hypothesis were formulated and were tested at .05 level of significance:

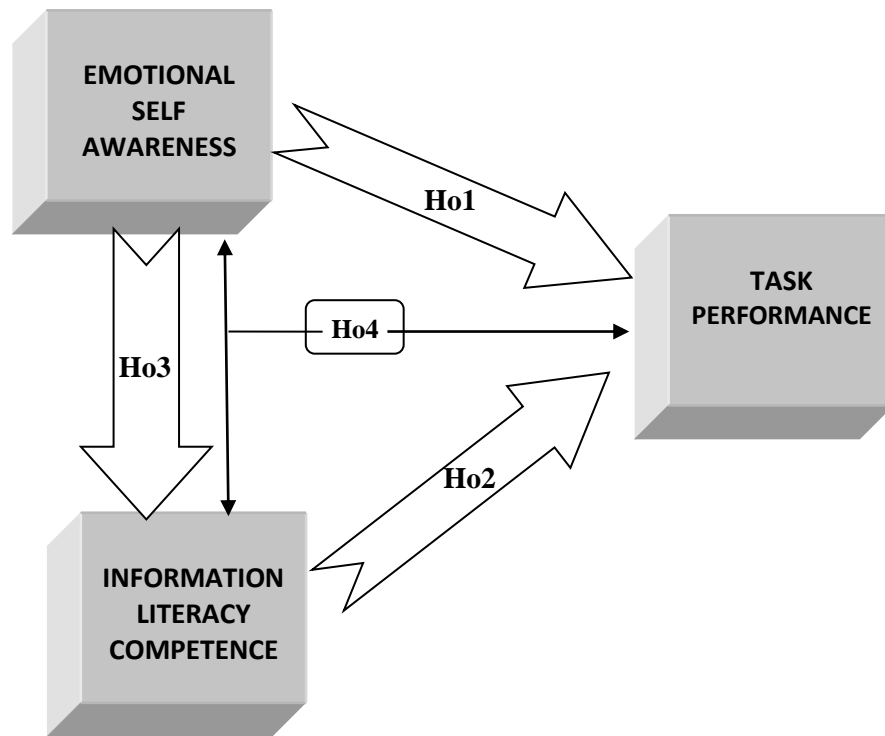
Ho1. There is no significant relationship between emotional self awareness and task
Performance of personnel in academic libraries in Edo state, Nigeria

Ho2: There is no significant relationship between information literacy competence and task
performance of personnel in academic libraries in Edo state, Nigeria

Ho3: There is no significant relationship between self awareness and information literacy
competence of personnel in academic libraries in Edo State, Nigeria

Ho4: The combination of self awareness and information literacy competence does not have Significant Joint relationship on the task performance of personnel in academic libraries in Edo State, Nigeria

Figure 3.1: Conceptual framework showing relationship between variables and hypotheses generated.



4.0 METHODOLOGY

This study adopt the survey research design which according to Ifidon and Ifidon (2007) helps to gather data from members of a population in order to determine the current status of that population with respect to one or more variables which in this case are emotional self awareness, information literacy competence and task performance.

The population of the study consists of personnel in academic libraries in Edo State, Nigeria. This includes university libraries and non-university academic libraries both government (federal and state) and private owned. The total number of personnel was 181 drawn from the 15 academic libraries under study and total enumeration was employed as the sampling technique due to the manageable population of the study.

4.1 Instrument

A modified questionnaire tagged Emotional Self Awareness, Information Literacy Competence and Task Performance (ESAILCTP) was designed to elicit data from the respondents and subsequently accomplish the objectives (reflected in the research questions and hypotheses) of the study. The first part of the instrument contains the demographic information of the respondents to include gender, age,

marital status and highest educational qualification. The second part of the instrument was divided into three sections:

Section 1: This section of the instrument measures emotional self awareness using the Eight (8) items of perception dimension adopted from the Trait Meta-Mood scale (TMMS), developed by Salovey et.al (1995). This scale had an original cronbach alpha of 0.88 which was validated through a pretest to give a cronbach alpha of 0.74. The items were on Likert scale with responses ranging from Strongly Agree (SA)=5; Agree(A) =4; Undecided(UN)=3; Disagree(D) = 2; and Strongly Disagree(SD) =1.

Section 2: This section of the instrument measures information literacy competence using a scale of 15 items extracted from the pool of items generated in the Information Literacy Test Manual by Swain, Sundre and Clarke (2014) which exhibited a strong score internal consistency for the total score. These 15 items were subjected to a pretest and a reliability coefficient of 0.81 cronbach alpha was yielded. The items were on Likert scale with responses ranging from Strongly Agree (SA)=5; Agree(A) =4; Undecided(UN)=3; Disagree(D) = 2; and Strongly Disagree(SD) =1.

Section 3: This section of the instrument which is to be filled by the respondents' immediate boss, contains scale which measures task performance using 12 items extracted from the Job performance scale by Popoola (2002) which gave a reliability coefficient of 0.87. This was validated through a pretest and yielded a reliability coefficient of 0.79. The items were on Likert scale with responses ranging from Strongly Agree (SA)=5; Agree(A) =4; Undecided(UN)=3; Disagree(D) = 2; and Strongly Disagree(SD) =1.

4.2 Data collection procedure and Analysis

The researcher with the aid of a research assistant was responsible for the distribution and collection of the instrument from the 15 academic libraries under study. Out of the 181 copies of questionnaire distributed, 163 was returned and found usable for the study constituting 90% response rate which is considered adequate for the study. Descriptive statistics, Pearson Multiple Correlation, and Multiple regression were employed to analyse the collected data

5.0 PRESENTATION OF RESULTS

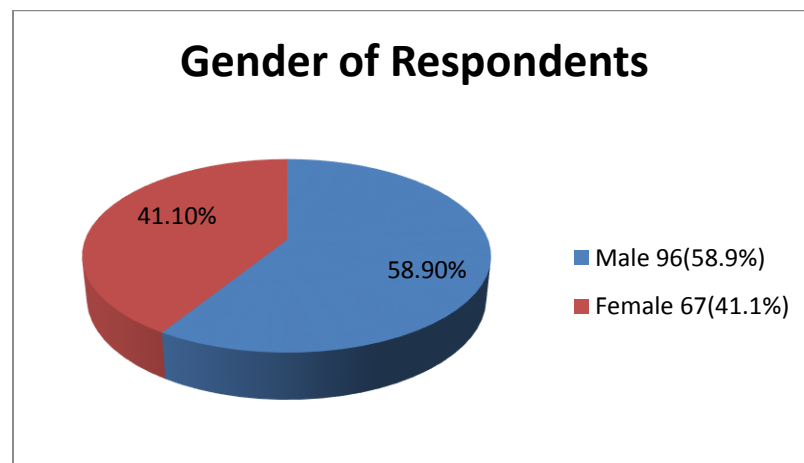


Figure 5.1: Distribution of Respondents by Gender

Figure 5.1 shows that 58.9% of the whole respondents are male. This could mean that there is more male staff in the study area as at the time of this study.

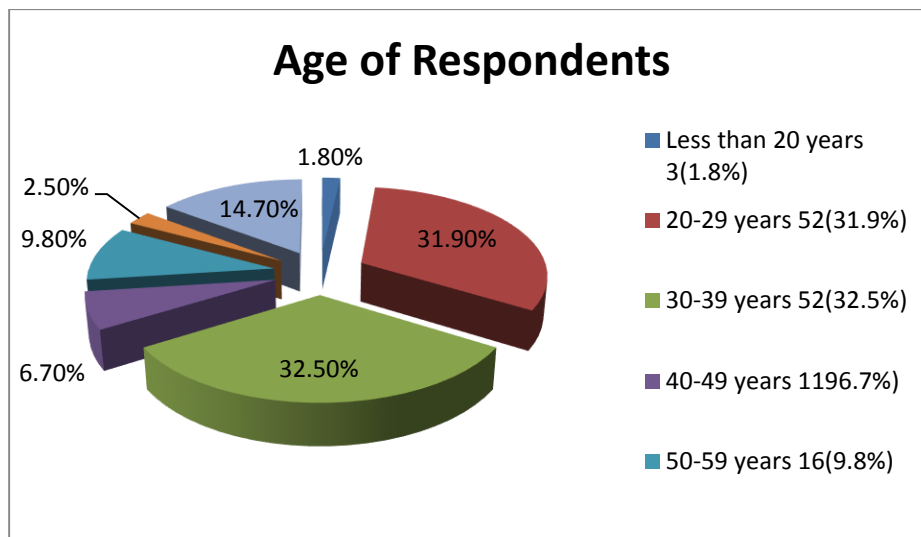


Figure 5.2: Distribution of Respondents by Age

On age distribution, figure 5.2 shows that 32.5% of the respondents were between ages 30-39 years, while 31.9% were between ages 20-29 years. Although, 14.7% refused to indicate their age, only 2.5% were ages 60 years and above. This means that the respondents were still in their active years of service since they were still under 60 years.

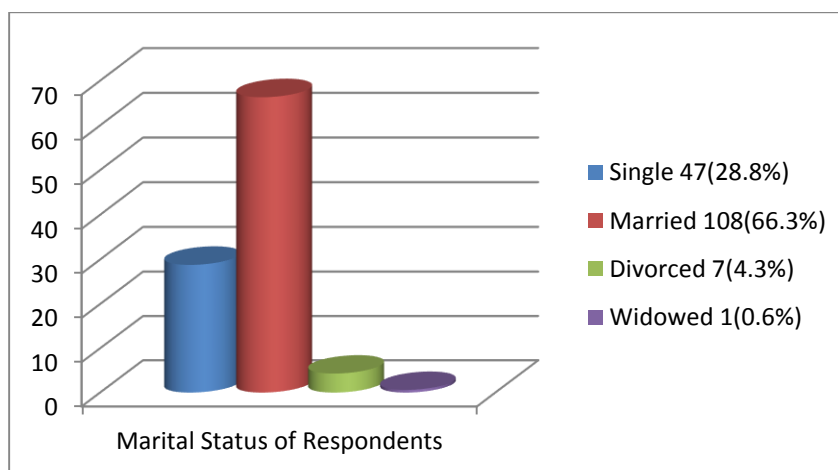


Figure 5.3: Distribution of Respondents by Marital Status

On marital status, 66.3% of the respondents were married. Only 1 respondent was widowed. This means that the respondents are ideally responsible individuals given marital commitments.

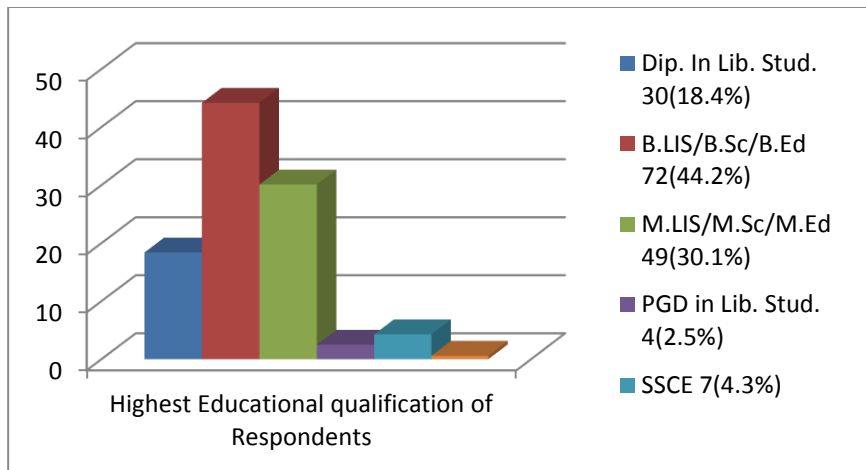


Figure 4: Distribution of Respondents by Highest Educational Qualification

Figure 5.4 shows that 44.2% of the respondents had B.LIS/B.Sc/B.Ed while 30.1% had M.LIS/M.Sc/M.Ed as their highest educational qualification. Only 1 person had PGD Information Technology. This means that most of the respondents were professional librarians. Thus an amount of competence is expected of them in rendering library services.

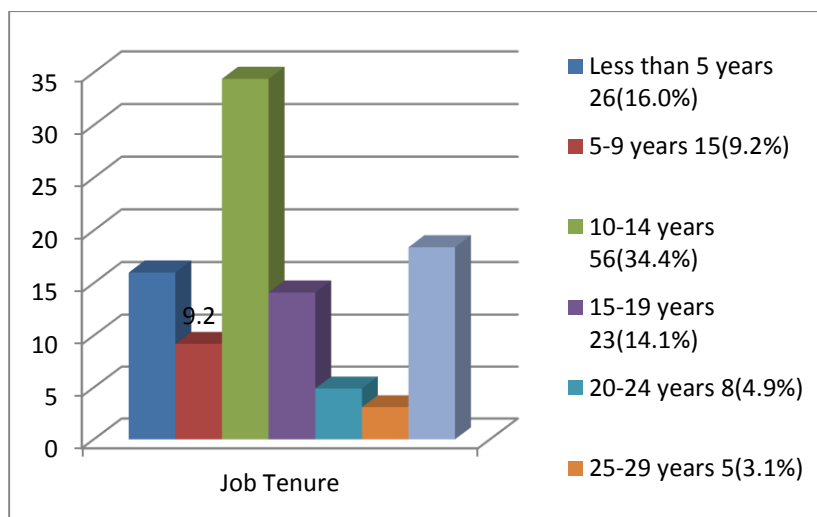


Figure 5.5: Distribution of Respondents by Work Experience (Job Tenure)

Figure 5.5 shows that 34.4% respondents have worked for a period between 10-14 years, while 14.1% respondents have worked for 15-19 years. Only 16.0% have worked for less than 5 years. This means that the respondents were experienced library staff having worked for about 5 years and above.

Answers to Research Questions

Research Question One: What is the level of task performance of personnel in academic libraries in Edo State, Nigeria?

Table 1: Task Performance of personnel in academic libraries in Edo State

S/ N	Statements	Exc		VG		G		F		P		Mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	Application of professional/technical/administrative knowledge.	76	46.6	60	36.8	24	14.7	-	-	3	1.8	4.26	.845
2	Understanding and organization of job.	54	33.1	72	44.2	37	22.7	-	-			4.10	.742
3	Accomplishment within a set time frame.	48	29.4	57	35.0	52	31.9	-	-	6	3.7	3.87	.966
4	Work speed and accuracy.	69	42.3	61	37.4	30	18.4	2	1.2	1	.6	4.20	.823
5	Quality of work.	49	30.1	73	44.8	40	24.5	1	.6	-	-	4.04	.756
6	Productivity.	47	28.8	55	33.7	60	36.8	-	-	1	.6	3.90	.840
7	Dependability.	23	14.1	97	59.5	40	24.5	3	1.8	-	-	3.86	.666
8	Drive and determination.	52	31.9	74	45.4	37	22.7	-	-	-	-	4.09	.735
9	Resource utilization.	102	62.6	102	62.6	43	26.4	3	1.8			3.79	.623
10	Contribution to the overall development of the library.	61	37.4	66	40.5	34	20.9	-	-	2	1.2	4.13	.825
11	Ability to perform completely under pressure.	21	12.9	101	62.0	41	25.2	-	-	-	-	3.88	.606
12	Resourcefulness and creativity.	69	42.3	54	33.1	40	24.5	-	-	-	-	4.18	.801
N = 163													

Test of norm was conducted to determine the level of task performance among personnel in academic libraries in Edo State. The scale between 1 – 20 shows that the level is low, scale 21 – 40 shows a moderate level, while 41 – 60 shows a high level of task performance. Thus the overall mean for task performance of the library personnel is 48.30 which fall between the scale “41 - 60”. Therefore, it could be infer that the level of task Performance among personnel in academic libraries in Edo State is high.

Research Question Two: What is the level emotional of self awareness of personnel in academic libraries in Edo State, Nigeria?

Table 2: Emotional self awareness of personnel in academic libraries in Edo State

S/N	Statements	SA		A		UN		D		SD		Mean	Std. Deviation
		F	%	F	%	F	%	F	%	F	%		
1	My feelings are clear to me	33	20.2	129	79.1	-	-	1	.6	-	-	4.19	.438
2	I can frequently define my feelings	28	17.2	116	71.2	5	3.1	7	4.3	7	4.3	3.93	.872
3	I almost always know how I feel	14	8.6	141	86.5	2	1.2	5	3.1	1	.6	3.99	.527
4	I know my feelings towards other people	64	39.3	81	49.7	-	-	9	5.5	9	5.5	4.12	1.051
5	I know my feelings towards different situations	55	33.7	75	46.0	3	1.8	22	13.5	8	4.9	3.90	1.156
6	I can always say how I feel	72	44.2	75	46.0	6	3.7	10	6.1	-	-	4.28	.805
7	I can sometimes say what my emotions are	66	40.5	72	44.2	9	5.5	14	8.6	2	1.2	4.14	.949
8	I can come to understand my feelings	59	36.2	81	49.7	7	4.3	14	8.6	2	1.2	4.11	.923
N = 163													

Test of norm was conducted to determine the level of emotional self awareness among personnel in academic libraries in Edo State. The scale between 1 – 13 shows that the level is low, scale 14 – 26 shows a moderate level, while 27 – 40 shows a high level of emotional self awareness. Thus the overall mean for emotional self awareness of the library personnel is 32.66 which fall between the scale “27 - 40”. Therefore, it could be inferred that the level of emotional self awareness among personnel in academic libraries in Edo State is high.

Research Question Three: What is the level of information literacy competence of personnel in academic libraries in Edo State, Nigeria?

Table 3: Information literacy competence of personnel

S/N	Statements	SA		A		UN		D		SD		Mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	I define and articulate the nature and extent of	54	33.1	105	64.4	-	-	-	-	4	2.5	4.26	.699

	my information need.												
2	I access needed information effectively and efficiently	67	41.1	90	55.2	2	1.2	-	-	4	2.5	4.33	.736
3	I evaluate information and its source's credibility and incorporate selected information into my knowledge base and value system.	59	36.2	95	58.3	5	3.1	-	-	4	2.5	4.26	.742
4	I understand the use of databases and online search engines for information retrieval.	120	73.6	30	18.4	-	-	9	5.5	4	2.5	4.55	.937
5	I use information effectively to accomplish specific purpose.	63	38.7	96	58.9	-	-	-	-	4	2.5	4.31	.716
6	I am aware of how to go about my search for required information.	62	38.0	97	59.5	-	-	-	-	4	2.5	4.31	.714
7	I understand and apply the best search terms and search strategies for a given topic when in quest for information.	108	66.3	45	27.6	6	3.7	-	-	4	2.5	4.55	.787
8	I have the ability to use library information retrieval systems like catalogue, thesaurus, index etc.	81	49.7	70	42.9	-	-	2	1.2	10	6.1	4.29	1.011
9	I easily identified sources of information required for a given task.	83	50.9	69	42.3	7	4.3	-	-	4	2.5	4.39	.789
10	I understand the ethical, legal and socio-economical issues surrounding information and information technology.	49	30.1	84	51.5	23	14.1	3	1.8	4	2.5	4.05	.859
11	My comfort and confidence enable the development and acquisition of my information literacy competence and knowledge.	28	17.2	123	75.5	3	1.8	-	-	9	5.5	3.99	.831
12	I can successfully confront obstacles and barriers encountered in my quest for information.	60	36.8	87	53.4	6	3.7	4	2.5	6	3.7	4.17	.900
13	I evaluate retrieved information with ease and effectiveness	41	25.2	103	63.2	13	8.0	2	1.2	4	2.5	4.07	.774
14	I consciously identify and apply any improvement that will	97	59.5	51	31.3	9	5.5	-	-	6	3.7	4.43	.896

	led to my information literacy enhancement												
15	I recognise how information is formally and informally produced, organised and disseminated.	45	27.6	114	69.9	-	-	-	-	4	2.5	4.20	.677
N = 163													

Test of norm was conducted to determine the level of information literacy competence of personnel in academic libraries in Edo State. The scale between 1 – 25 shows that the level is low, scale 26 – 50 shows a moderate level, while 51 – 75 shows a high level of information literacy competence. Thus the overall mean for information literacy competence of the library personnel is 64.16 which fall between the scale “51 - 75”. Therefore, it could be infer that the level of information literacy competence of personnel in academic libraries in Edo State is high.

Research Question Four: What is the relationship between emotional self awareness and information literacy competence of personnel in academic libraries in Edo State?

Table 4: Pearson Correlation showing relationship between emotional self awareness and information literacy competence

Variable List	Mean	Std. Deviation	N	R	Df	Sig (p)
Self Awareness	32.66	3.432	163	.194*	162	.013
Information Literacy Competence	64.16	8.988				

Significant at $p < 0.01$

Table 4 shows that there is a significant positive relationship ($r = .194^*$; $p < 0.05$) between emotional self awareness and information literacy competence of personnel in academic libraries in Edo State. This shows that as emotional self awareness of the personnel in academic libraries in Edo State improves, their information literacy competence also increase.

Research Question Five: What is the relative influence of emotional self awareness and information literacy competence on task performance of personnel in academic libraries in Edo State?

Table 5: Multiple Regression analysis showing the level of influence of organizational culture and emotional intelligence on job performance of personnel (A N O V A)

R	R Square	Adjusted R Square	Std. Error of the Estimate
.404 ^a	.163	.153	6.328
A N O V A			
Model	Sum of	DF	Mean
		F	Sig.
			Remark

	Squares		Square			
Regression	1247.813	2	623.907	15.582	.000	Sig.
Residual	6406.457	160	40.040			
Total	7654.270	162				

Table 5 shows the level of influence of emotional self awareness and information literacy competence on task performance of personnel in academic libraries in Edo State. The table also shows a coefficient of multiple correlation ($R = .404$ and a multiple R^2 of .163). This means that 16.3% of the variance was accounted for by the two predictor variables when taken together. The significance of the relative influence was tested at $P < .05$. The table shows that the analysis of variance for the regression yielded F-ratio of 15.582 ($p < 0.01$). This implies that the relative influence of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Testing the Hypothesis

Ho1: There is no significant relationship between emotional self awareness and task Performance

of personnel in academic libraries in Edo State, Nigeria

Ho2: There is no significant relationship between information literacy competence and task

performance of personnel in academic libraries in Edo State, Nigeria

Ho3: There is no significant relationship between emotional self awareness and information

literacy competence of personnel in academic libraries in Edo State, Nigeria

Table 6: Correlation Matrix Table for Self Awareness, Information Literacy Competence and Task Performance

S/N	Variable List	Mean	Std. Deviation	N	1	2	3
1	Emotional Self Awareness	32.66	3.432	163	1		
2	Information Literacy Competence	64.16	8.988	163	.194* .013	1	
3	Task Performance	48.30	6.874	163	.157* .046	.395** .000	1

Significant at $p < 0.01$

- a) Table 6 shows that there is significant positive correlation ($r = .157^*$; $p < 0.05$) between emotional self awareness and task performance of personnel in academic libraries in Edo State.

This means that as emotional self awareness improves, task performance of personnel also improves. Therefore, Ho1 is rejected.

- b) Table 6 shows that there is significant positive correlation ($r = .395^{**}$; $p < 0.01$) between information literacy competence and task performance of personnel in academic libraries in Edo State. This means that as information literacy competence improve, job performance of personnel also improves. Therefore, Ho2 is rejected.
- c) Table 6 shows that there is significant positive correlation ($r = .194^{*}$; $p < 0.05$) between emotional self awareness and information literacy competence of personnel in academic libraries in Edo State. This means that as emotional self awareness increases, information literacy competence of personnel also improves. Therefore, Ho3 is rejected.

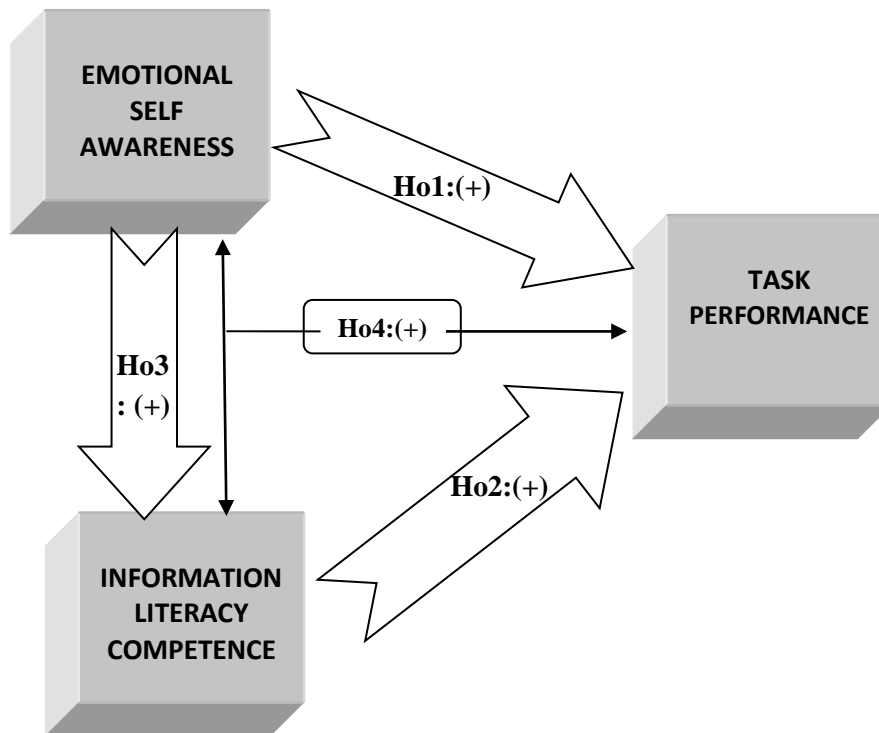
Ho4: The combination of emotional self awareness and information literacy competence does not have Significant Joint relationship on the task performance of personnel in academic libraries in Edo State, Nigeria

Table 7: Multiple Regression analysis showing the joint relationship of organizational culture and emotional intelligence on job performance of personnel in academic libraries in Edo State

Model	Unstandardized Coefficient		Stand. Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	24.258	5.461		4.442	.000
Self Awareness	.166	.148	.083	1.126	.032
Information Literacy Competence	.290	.056	.379	5.145	.000

Table 7 reveals the joint relationship of the two independent variables to the dependent variable, expressed as beta weights, vis: Information literacy competence ($\beta = .290$, $P < .01$), and emotional self awareness ($\beta = .166$, $P < .05$). Hence, emotional self awareness and information literacy competence jointly and significantly predict task performance of personnel in academic libraries in Edo State. Thus, information literacy competence contributes more to task performance of the library personnel. Therefore, Ho4 is rejected.

Figure 2: Conceptual framework depicting the results of the study with regard to the formulated hypotheses



6.0 DISCUSSION OF FINDINGS

The study indicates a high level of task performance among library personnel in the academic libraries under study. The implication of this is that library personnel in the under studied libraries apply their professional, technical and administrative knowledge in the discharge of their task with increase work speed and accuracy, accomplishing much within a set timeframe, hence high level of productivity. The findings of this study corroborates Obiora, Ugwoegbu and Okeke (2013) where they carried out a study on Levels of Motivation as Correlates of Librarians' Task Performance and they found out high level of task performance among librarians in South-West, Nigeria.

There is a high level of emotional self awareness among academic library personnel in the libraries under study and this is reflected in their awareness and understanding of their emotions and how it relate with their task. This is in line with Abdullah Sani, Masrek and Mohd Nadzar (2013) in their study on the emotional intelligence profile of public librarians in Malaysia and found out that public librarians have a good potential of competencies for self-awareness, self-management, social awareness and relationship management. However, it was noted in their study that the highest competency possessed by Malaysian public librarians is the dimension of self-awareness; asserting that there is no doubt that working in public libraries requires high self-awareness because of the diversity of requests from various groups. Personnel in academic libraries in Edo State, Nigeria will not easily be “caught off guard” by adverse emotions which could mar their relationships with the library clientele.

The study shows that the information literacy level of library personnel in the academic libraries under study is high. It is particularly important for librarians to develop their information literacy competence as they are responsible for the development of students' ILC in the case of academic librarians. This is in line with ALA in Lafferty (2014) that an assessment of IL Competency Standards should identify areas of success and of needed improvement by faculty and librarians as students advance toward their intended degrees.

The study shows a positive relationship between emotional self awareness and task performance of academic library personnel in the under studied libraries. This implies that as they become more aware of their emotions, they stand a better chance of performing highly in their given tasks. This agrees with Masrek, Abdullah Sani and Jamaludin (2012), that emotional self awareness which is knowing one's internal state, preferences, resources and intuitions is a strong predictor of job commitment, which according to Aboyade (2013) correlates with performance. These emotions of librarians are pivotal to relationships or interactions that are engaging, exciting, fulfilling, creative and productive (Birdi et al, 2009 in Ogunbeni and Ogunbo, 2013); hence an awareness of this emotion is instrumental to achieving high task performance.

There is a positive relationship between information literacy competence of academic library personnel and their task performance. This means that task performance of personnel will be determined by their information literacy competence. It is therefore imperative for management of academic libraries to provide capacity building that will help the personnel to improve on their information literacy competence.

The study reveals a positive relationship between emotional self awareness and information literacy competence. Also that emotional self awareness and information literacy competence jointly and significantly predict the task performance of personnel in the academic libraries understudy. Understanding one's affective component which starts with the awareness and understanding of one's emotions will enable an individual develops his/her information literacy competence, which invariably helps to improve task performance.

7.0 CONCLUSION AND RECOMMENDATIONS

The purpose of this study is to investigate the emotional self awareness and information literacy competence of personnel as correlates of their task performance using academic libraries in Edo State, Nigeria. It was found out that there is a high level of emotional self awareness, information literacy competence and task performance of the personnel. The two independent variables of emotional self awareness and information literacy competence have positive relationship to the dependent variable of task performance. Also both independent variables had positive relationship with themselves and they jointly and significantly predict the dependent variable of task performance, though information literacy competence contributes more.

It is thus recommended that the need for high task performance should be emphasized by academic library management. They should provide capacity building that enables library personnel improve on their emotional self awareness and information literacy competence. The library personnel on their part

is expected to carry out self development on these aspects as it will enable them perform highly thus giving them an amount of job fulfillment and satisfaction.

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