

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

6-2016

Emotional Intelligence of Library Personnel and Library Work Productivity in Selected Academic Libraries in Oyo State, Nigeria

John Adeboye Oyeboade

Doctoral Degree Student, Department of Library, Archival and Information Studies, University of Ibadan, Ibadan, Oyo State, Nigeria, johnadeboye@yahoo.com

Follow this and additional works at: <http://digitalcommons.unl.edu/libphilprac>



Part of the [Library and Information Science Commons](#)

Oyeboade, John Adeboye, "Emotional Intelligence of Library Personnel and Library Work Productivity in Selected Academic Libraries in Oyo State, Nigeria" (2016). *Library Philosophy and Practice (e-journal)*. 1421.
<http://digitalcommons.unl.edu/libphilprac/1421>

EMOTIONAL INTELLIGENCE OF LIBRARY PERSONNEL AND LIBRARY WORK PRODUCTIVITY IN SELECTED ACADEMIC LIBRARIES IN OYO STATE, NIGERIA

Pius Olatunji Olajo Ph.D

Research Fellow, Centre for Educational Media Resource Studies, University of Ibadan, Ibadan, Nigeria

E-mail: tunjiolajo@yahoo.com

John Adeboye Oyeboade

Department of Library, Archival and Information Studies, University of Ibadan, Ibadan, Nigeria

E-mail: johnadeboye@yahoo.com

ABSTRACT

Emotional Intelligence (EI) is a capacity that profoundly affects all other abilities in every human being, either facilitating or interfering with them. This study investigated emotional intelligence of library personnel and library work productivity in selected Academic Libraries in Oyo State, Nigeria. Responses were generated from 186 library personnel across eight (8) selected academic libraries in Oyo State, Nigeria. The questionnaire was used for data collection. Using the Pearson Product Moment Correlation, it was found out that Self-Awareness ($r = .521^{**}$; $P < 0.05$), Self-Management ($r = .154^{*}$; $P < 0.05$), Social Awareness ($r = .192^{**}$; $P < 0.05$), and Relationship Management ($r = .790^{**}$; $P < 0.05$) were positively correlated with Library Work Productivity. Likewise, Emotional Intelligence ($r = .085^{*}$; $P < 0.05$) has significant positive relationship with Library Work Productivity. The ANOVA showed that self-awareness, self-management, social awareness and relationship management jointly and significantly predict library work productivity by 52.1%. The paper therefore, recommended academic library Managements can therefore include quality EI training and coaching in their on the job training programs. Those who work extra hours to make up for yet to be realised goals should adequately be motivated. Finally, Emotional Intelligence Quotients should form part of the criteria for employing library personnel in Nigerian academic libraries.

Key Words: Emotional Intelligence, Library Work Productivity, Library Personnel, Academic Libraries

INTRODUCTION

Academic libraries have for centuries played critically-important roles in supporting research in all subjects and disciplines within their host universities, polytechnics and colleges. Academic libraries are libraries that are attached to higher education institutions which serve two complementary purposes to support the school's curriculum and research of faculty (lecturers) and students. Higher institutions of learning now have additional functions to include: pursuit, promotion, and dissemination of knowledge, provision of intellectual leadership, manpower development, promotion of social and economic modernisation, promotion of intra- and inter-continental and international understanding (Ifidon and Okoli, 2002). To survive and compete successfully in today's turbulent environment, organisations like academic libraries require employees to be proactive, show initiative while engaging with their role and remain committed to performing at high standards (Bakker and Leiter, 2010). The work of library personnel is a service delivery one, and on a daily basis; library personnel provide services to different people from different background, culture, feelings/emotions, skills and characters. Base on this, it is required of library personnel to have knowledge on how to manage emotions and render effective services to the "wonderful" library users.

Emotion is the subjective experience associated with personality, mood, temperament and disposition. The English word 'emotion' is derived from the French word *émouvoir*, but this is also based on the Latin word *emovere*, where *e* (variant of *ex-*) means 'out' and *movere* means 'move'. Human being can report an extraordinary range of states, which they can feel or experience. Emotion is a state of psychological arousal, an expression or display of distinctive somatic and autonomic responses (Joy, 2011). In other words, an emotion fundamentally involves “physiological arousals, expressive behaviours, and conscious experience” (Myers, 2005).

An emotion has been defined as “a complex feeling state with psychic, somatic and behavioural components that are related to affect mood” (Kalpan and Sadock, 1998). According to Salovey and Mayer (1990), emotional intelligence is the “ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.” This emphasis suggests that emotional states can be defined by particular constellations of bodily responses. Hence, the ability to recognise and manage one's

emotion is a skill that has to be developed, used and honoured throughout one's life time (Goleman, 1995).

Emotional intelligence is a type of social intelligence, which involves the capacity for recognising one's own feelings and those of others for motivating and managing emotions well in oneself and in one's relationships. Thus EI refers to an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures (Joy, 2011). The four major clusters of EI include self-awareness, self-management, social awareness and relationship management (Goleman, 2001; Goleman, Boyatzis and McKee, 2002). Bar-On (1997) has given the concept of Emotional Intelligence Quotient (EQ) in the process of constructing the tool to measure EI.

Human hearts are doorways to the connection to everything in life. If a person closes his heart, he closes the doors to his life. When a person opens his heart, he opens to all that life can offer. A heart-based ability (emotional intelligence) allows us a new relationship to our emotions. We become more responsible for what and how we feel. Our emotions are vaster than our mind (body). They contain our histories, every chapter and verse of energy, experience, deep understanding and relationship in our lives. Emotions make up that which we are, shapes our mind as well as the entire personality pattern. They enter our human system as a source of energy that radiates and resonates (Joy, 2011).

Bar-On (1997) the creator of the EQi or Emotional Quotient Inventory, (the first scientifically developed and validated measure of emotional intelligence) states that emotional intelligence can increase productivity in an organisation by increasing leadership performance. Bar-On defines emotional intelligence as a "cross section of emotional and social competencies that determine how well we understand and express ourselves, relate with others and cope with daily demands and pressures." It includes self-awareness, self-motivation, empathy, managing ones mood and relationships.

In the present age of technological and organiational innovations, many researchers emphasised the provision of emotionally intelligent librarians in the library system. Many authors submit that librarians need emotional intelligence (EI) to perform the expected information services. For instance, while dealing with the process of change in an organiation, a lot of emotions gets generated this may range from very positive to very negative (Singh, 2005; Singh, 2010). This requires ability on the part of both the employer and the employees to

perceive and understand the emotional impact of change on self and others. EI has wide spread applications and benefits in terms of library work productivity, research is limited on this construct in the context of Nigerian academic library personnel. Regarding library personnel in Nigeria research is limited level of EI; kinds of training programs that are given to library personnel to enhance their EI; and significant relationship between EI and work productivity in the library system that is EI considered by the authorities of academic libraries before, during and after the recruitment of library personnel in Oyo State, Nigeria.

Usually when it comes to productivity, authorities in the libraries are focused on getting all of their tasks done in an efficient manner, but there is need to look at EI, as it can play a big role in increasing productivity in the library. Having high EI positively impacts productivity and ultimately, the bottom line. Although, literature review identified some studies that attempted to examine EI in the context of librarians, these studies are not that much inclusive as compared with the other disciplines. In other words, there have been no empirical studies, whether EI can affect productivity in the library. However, this study was carried to cover the gap in LIS literature on professional competencies through descriptive analysis of EI and library work productivity.

Research Objectives

This study seeks to investigate Emotional Intelligence of Library Personnel and Library Work Productivity in Selected Academic Libraries in Oyo State, Nigeria. Hence, the dimensions of Emotional Intelligence that were emphasised include: Self-awareness, self-management, social awareness and relationship management. This study is therefore anchored on the model presented below (see figure 1).

Literature Review

Emotional intelligence (EI) is a significant construct toward effective and successful performance in organisations. EI is defines as the capability of recognizing, normalizing and discriminating own and others emotions and reactions regarding any situations or in the use of information (Zeidner, Matthews and Roberts, 2009). According to Salovey and Mayer (1990), EI facilitates employees to manage and differentiate between personal and others' emotions. Goleman (1998) states that EI is the knowing of feelings of own and others to make decisions. According to Goleman (1998), emotional intelligence is made of four dimensions namely self-awareness (knowing own emotions and reactions); self-management (controlling own emotions

and reactions), social awareness (knowing others emotions and reactions); and relationship management (managing relationship with others).

Guilford (1959, 1967) proposed that three dimensions were necessary for accurate description of intelligence: content (the terms in which we think), operations (the act of thinking), and product (the ideas we come up with). Bar-On in 1980 proposed the 'Bar-On model' that describes emotional-social intelligence as a cross-section of interrelated emotional and social competencies, skills and facilitators that impact intelligent behaviour (Bar-On, 1997). According to Bar-On (1997), emotionally intelligent people are those "who are able to recognize and express their emotions, who possess positive self-regard, and are able to actualise their potential capacities and lead fairly happy lives. They are able to understand the way others feel and are capable of making and maintaining mutually satisfying and responsible interpersonal relationships, without becoming dependent on others. These people are generally optimistic, flexible, realistic, and successful in solving problems coping with stress, without losing control."

Emotional intelligence (EI) is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. As such, 'effective communication' between children and adults might lay emphasis to the notion of emotional intelligence (Goleman, 1995; Joy, 2011). According to Goleman (1995), the single most important factor for successful leader in the workplace is emotional intelligence. Such leaders bring his insight into the workplace, and sure to change the shape of his organisation for decades to come. He reveals the skills that distinguish star performers in every field, from entry-level jobs to top executive positions. He shows that the single most important factor is not IQ, advanced degrees, or technical expertise, but the quality he calls 'emotional intelligence'. According to Joy (2011), competencies such as self-awareness, self-confidence, self-control, commitment and integrity, ability to communicate and influence, and ability to initiate and accept change are at a premium in today's job market in every field (including Education). The higher up the leadership ladder an employee go, the more vital these skills become, often influencing who is hired or fired, passed over or promoted.

Organisations all over the world strive to improve and sustain productivity due to its profound impact; it leads to more income, more patronage and high growth rate. There are a lot of factors involved in the productivity of organisation like academic libraries that are Environment, organisation, management and employee-related factors (Martin, 2008).

Employees must be felt that they are the most essential part for the organisation. And they must be included in decision making process. This feeling leads them to be self-motivated and increases their working spirit. Several researchers established that emotionally intelligent worker is committed and use extra efforts to achieve organisational goals which in turn yield maximum productivity (Rangriz and Mehrabi, 2010; Nordin, 2012). EI is also significant to handle stress at the workplace such as Jorfi, Sahar, Jofri and Ebadi, 2012) stated that emotional intelligence has positive relationship with stress management.

The four dimensions of EI indicated in the FLICC (2011) competency model were also found useful in this study. These dimensions are self-assessment, teamwork and collaboration, optimism, and service orientation. *Self-assessment* as an indicator of self-awareness assists in knowing own capabilities including strength and weakness (Goleman, 1995, Bipath, 2007). It enables a worker to learn through positive criticism and users' feedback. Similarly, *teamwork and collaboration* as an indicator of relationship management implies the attainment of objectives through collaboration related with all team members (Goleman, 1995, Bipath, 2007). According to Bipath (2007), teamwork and collaboration is linked with employees' performance. Likewise, *optimism* is an indicator of self-management which means determination and positivity towards the attainment of results or goals despite known and unknown difficulties in the way of its achievement (Khan and Ullah, 2014).

Researchers like Goleman (1998) and Bipath (2007) confirmed that link of EI and workers performance. In addition, service orientation, as an indicator of social awareness is essential for librarianship as there is always librarian-users interaction for intellectual benefits (Khan and Ullah, 2014). Bipath (2007) stated that service orientation is significant for the occupation where communication with patron is fundamental. Gheysari, Rasli, Jamshidi, Roghanian and Haghkhah (2012) state that service orientation is predictor of workers' performance. The most successful and productive organisations bring out the best from their employees. Now the question arises "if employees are the integral part of an organisation's success and failure than how organisation improves employees' productivity that leads to the work productivity? The answer to this question lies into a series of steps that must be taken by the organisation (Martin, 2008).

EI is associated with productivity of a worker in an organisation (Akintayo and Babalola, 2012; Mehdi, Habib, Salah, Nahid and Gashtaseb, 2012). Despite the fact that EI is significant

towards work productivity, there appears that it is still undervalued in Nigerian librarianship. The literature review has not established much work that examines the current level of EI in terms of librarians in Nigeria. Hence, studies from other fields augmented the knowledge of EI which could be adopted in librarianship. For example, Goleman (1995) confirms that EI is a significant construct that may contribute to satisfaction, productivity, commitment, cognitive abilities, communication etc. Thus, it is believed that EI is equally significant for librarians in Nigeria.

Conceptual framework

Based on the literature review and the study objective, conceptual framework that described the relationship and the influence of emotional intelligence (EI) and library work productivity was developed. Relationships and the influence of the EI on library work productivity is investigated using four dimensions i.e. self-awareness, self-management, social awareness and relationship management (see Figure 1).

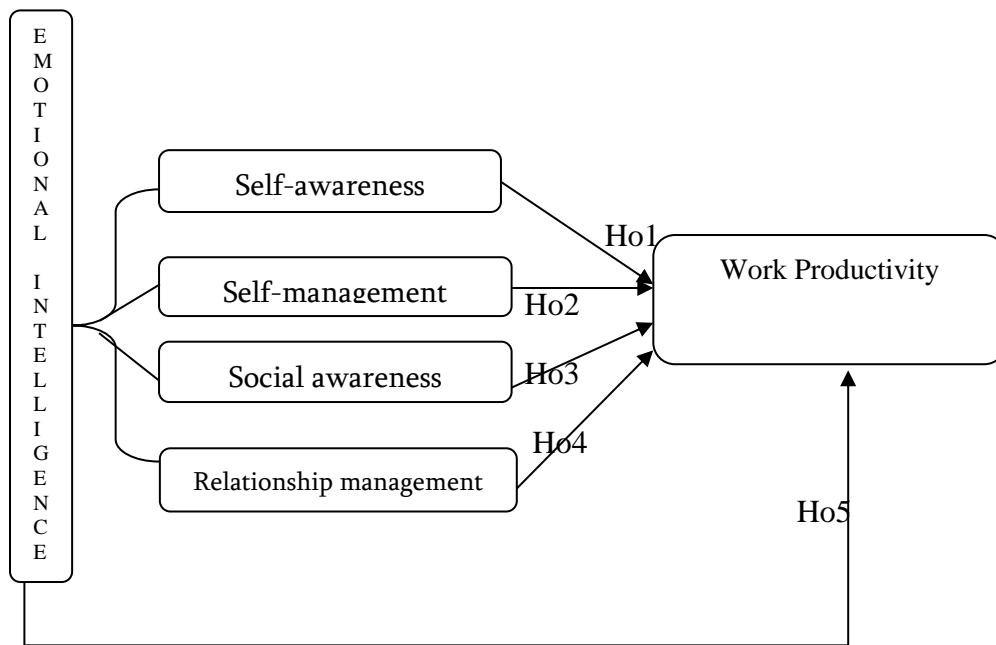


Figure 1: Self-Constructed Conceptual framework for Emotional Intelligence and Work Productivity

Research Questions

The study seeks to answer the following questions:

1. What is the level of emotional intelligence of library personnel in selected academic libraries in Oyo State, Nigeria?

2. What is the level of library work productivity in selected academic libraries in Oyo State, Nigeria?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

Ho1: There is no significant relationship between self-awareness and work productivity of personnel in selected academic libraries in Oyo State, Nigeria.

Ho2: There is no significant relationship between self-management and work productivity of the library personnel.

Ho3: There is no significant relationship between social awareness and work productivity of the library personnel.

Ho4: There is no significant relationship between relationship management and work productivity of the library personnel.

Ho5: Self-awareness, self-management, social awareness and relationship management will not significantly influence the work productivity of personnel in selected academic libraries in Oyo State, Nigeria.

Methodology

This study adopted a descriptive survey design of the correlation type. Descriptive surveys exist to collect detailed and factual information that describes an existing phenomenon (Ezeani, 1998). The target population of the study were library personnel in selected academic libraries in Oyo State, Nigeria i.e. Kenneth Dike Library, University of Ibadan, Emmanuel Alayande College of Education, Oyo, Ladoke Akintola University of Technology, Ogbomoso, Federal College of Education (Special), Oyo, Oyo State College of Agriculture and Technology, Igboora, The Polytechnic Ibadan, The Polytechnic, Eruwa and The Polytechnic, Saki. A total enumeration of the library personnel in the selected academic libraries was adopted.

Instrument

Emotional intelligence was measured with a 18-item instrument developed based on Goldman's four classification of emotional intelligence namely self-awareness, self-management, social awareness and relationship management. Response options were structure

on a four point rating scale of Very Great Extent (VGE); Great Extent (GE) Low Extent (LE) and Very Low Extent (VLE). Library work productivity was measured by twenty (20) item developed from work productivity instrument as used by Huang (2008) “A new tool to measure the relationship between health-related quality of life and workforce productivity”. This instrument was face-validated by two experts in the Library and Information Science Department, University of Ibadan, Ibadan, Oyo State, Nigeria. The instrument in addition was trial-tested and administered to a sample of fifteen (15) library personnel in Federal University of Agriculture, Abeokuta, outside the scope of study. The paired scores generated were tested for reliability using Pearson’s Product Moment Correlation coefficient (PPMC). The reliability Coefficient for the Emotional Intelligence (EI) yielded a Cronbatch Alpha = 0.82 and the second variable “library work productivity yielded a Cronbatch Alpha = 0.73. These coefficients are satisfactory and strong enough for the study.

Method of Data Analysis

Descriptive statistics, Pearson’s Correlation, and Multiple Regression analysis were employed to analyse the collected data.

Results

Response Rate

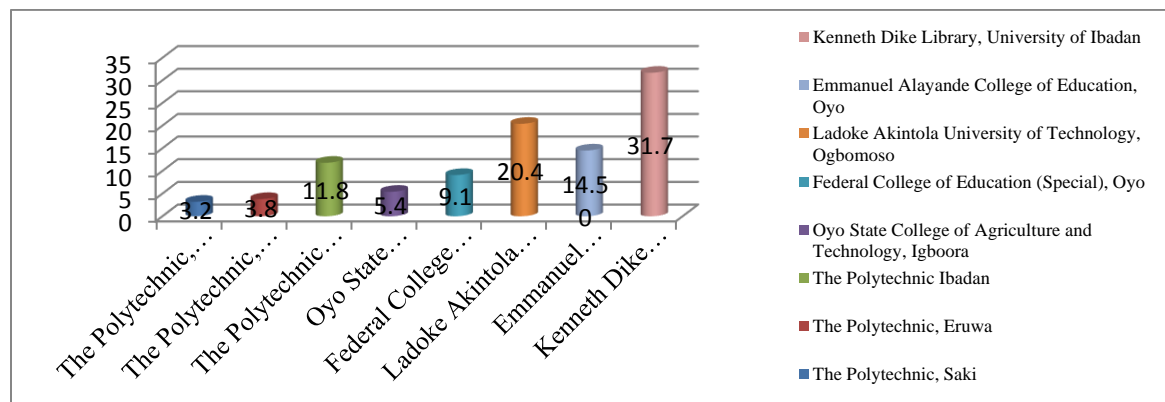


Figure 2: Distribution of Respondents by Institution

Most of the respondents 59(31.7%) were from Kenneth Dike Library, University of Ibadan.

Demographic Information of Respondents

Demographic details of the study participants show that majority 94(50.5%) were male while 92(49.5%) were female. The age of majority of the respondents 92(49.5%) ranges between

30 – 39 years. Hence, only 6(3.2%) respondents were ages 50 years and above. This means that the respondents were still in their youthful and active years of service as library personnel in their respective academic libraries. The academic records of the respondents showed that most of the respondents 67(36.0%) were Master’s Degree holders in librarianship. Similarly, 68(36.6%) respondents were librarians while 93(50.0%) were library officers. Hence, 127(68.3%) of the respondents have been working in the library for a period between 10 – 19 years. This means that the respondents were experienced library personnel.

Research Question 1: What is the level of emotional intelligence of library personnel in selected academic libraries in Oyo State, Nigeria?

Table 1: Emotional Intelligence (EI) of Library Personnel

| S/N | Items | Very Extent | | Great | | Great Extent | | Low Extent | | Very Extent | | Mean | Std. Dev. |
|---|--|-------------|------|-------|------|--------------|------|------------|------|-------------|-------|------|-----------|
| | | F | % | F | % | F | % | F | % | F | % | | |
| Self-Awareness (Weighted Average Score = 3.125) | | | | | | | | | | | | | |
| 1 | I perceive myself as a self-confident person | 83 | 44.6 | 59 | 31.7 | 29 | 15.6 | 15 | 8.1 | 3.13 | .956 | | |
| 2 | I often recognize that my feelings and emotions affect others at work | 81 | 43.5 | 54 | 29.0 | 29 | 15.6 | 22 | 11.8 | 3.04 | 1.034 | | |
| 3 | As an information manager, I understand clearly where I should be taking the library to | 21 | 11.3 | 138 | 74.2 | 16 | 8.6 | 11 | 5.9 | 2.91 | .655 | | |
| 4 | I can voice my feelings regardless of whether they are unpopular | 126 | 67.7 | 32 | 17.2 | 8 | 4.3 | 20 | 10.8 | 3.42 | .990 | | |
| Self-Management (Weighted Average Score = 3.038) | | | | | | | | | | | | | |
| 5 | I have a stable temperament | 111 | 59.7 | 21 | 11.3 | 26 | 14.0 | 28 | 15.1 | 3.16 | 1.150 | | |
| 6 | I am often willing to tolerate my subordinates (whether they bring frustrations or delays) | 35 | 18.8 | 88 | 47.3 | 32 | 17.2 | 31 | 16.7 | 2.68 | .965 | | |
| 7 | I am always sensitive of the moods and feelings of my fellow staff | 35 | 18.8 | 124 | 66.7 | 21 | 11.3 | 6 | 3.2 | 3.01 | .658 | | |
| 8 | I can make compromises as long as it promotes the overall goals of my library | 120 | 64.5 | 29 | 15.6 | 10 | 5.4 | 27 | 14.5 | 3.30 | 1.093 | | |
| Social Awareness (Weighted Average Score = 3.04) | | | | | | | | | | | | | |
| 9 | I am a good listener | 37 | 19.9 | 112 | 60.2 | 24 | 12.9 | 13 | 7.0 | 2.93 | .778 | | |
| 10 | I often consider the feelings of my fellow staff in the library | 116 | 62.4 | 24 | 12.9 | 26 | 14.0 | 20 | 10.8 | 3.27 | 1.062 | | |
| 11 | I always treat my fellow staff with dignity and respect | 117 | 62.9 | 24 | 12.9 | 24 | 12.9 | 21 | 11.3 | 3.27 | 1.068 | | |
| 12 | I often work hard to meet the needs of the library users and as well help to achieve the library goals | 31 | 16.7 | 126 | 67.7 | 16 | 8.6 | 13 | 7.0 | 2.94 | .729 | | |
| 13 | I can hardly hurt the feelings of my fellow staff in the library | 32 | 17.2 | 112 | 60.2 | 13 | 7.0 | 29 | 15.6 | 2.79 | .909 | | |
| Relationship Management (Weighted Average Score = 2.858) | | | | | | | | | | | | | |
| 14 | I rapport with a wide circle of people including my fellow library staff | 28 | 15.1 | 115 | 61.8 | 12 | 6.5 | 31 | 16.7 | 2.75 | .908 | | |
| 15 | I am able to network effectively to support the goals of my library | 14 | 7.5 | 118 | 63.4 | 25 | 13.4 | 29 | 15.6 | 2.63 | .836 | | |
| 16 | I can effectively persuade members of library staff to work towards a shared vision and goal | 28 | 15.1 | 119 | 64.0 | 26 | 14.0 | 13 | 7.0 | 2.87 | .746 | | |
| 17 | I have strong expertise in building and leading teams outside the library work force | 100 | 53.8 | 28 | 15.1 | 41 | 22.0 | 17 | 9.1 | 3.13 | 1.054 | | |
| 18 | I have a good relationship with the management team of my library | 35 | 18.8 | 113 | 60.8 | 25 | 13.4 | 13 | 7.0 | 2.91 | .773 | | |
| N = 186; Grand Mean = 54.05; Criterion Mean = 2.25; Weighted Mean = 3.01 | | | | | | | | | | | | | |

Table 1 shows the results of the responses on level of emotional intelligence of the library personnel. Hence, most of the respondents rated their self-awareness skills very high with weighted average score “3.125”. Thus most of the respondents affirmed that they can voice their feelings regardless of whether they are unpopular (mean = 3.42). Self-Management skills was also rated very high (weighted average score = 3.038) having the highest mean on compromises making as long as it promotes the overall goals of my library (mean = 3.30). The least but also high skill was relationship management (Weighted Average Score = 2.858) with the highest mean on strong expertise in building and leading teams outside the library work force (mean = 3.13). Therefore, observation of the results in Table 1 shows that the level of emotional intelligence of library personnel in selected academic libraries in Oyo State, Nigeria was very high since the weighted mean score “3.01” is greater than the criterion mean score “2.25”.

Research Question 2: What is the level of library work productivity in selected academic libraries in Oyo State, Nigeria?

Table 2: Library work productivity in selected academic libraries in Oyo State, Nigeria

| S/N | Productivity Items | Nil | | 1-3 | | 4-6 | | 7-9 | | 10 and above | | Mean |
|--|--|-----|------|-----|------|-----|------|-----|------|--------------|------|------|
| | | F | % | F | % | F | % | F | % | F | % | |
| 1 | How many full days of work did you miss in the past 30 days not including vacation or maternity leave? | 109 | 58.6 | 36 | 19.4 | 10 | 5.4 | 13 | 7.0 | 18 | 9.7 | 4.10 |
| 2 | How many of these days were in the past week? | 109 | 58.6 | 19 | 10.2 | 30 | 16.1 | 12 | 6.5 | 16 | 8.6 | 4.04 |
| 3 | How many days in the past 30 days did you either come in late for work or leave early? | 116 | 62.4 | 14 | 7.5 | 38 | 20.4 | 15 | 8.1 | 3 | 1.6 | 4.21 |
| 4 | How many hours did you miss on that day or on average for each of those days? | 116 | 62.4 | 45 | 24.2 | 13 | 7.0 | 4 | 2.2 | 8 | 4.3 | 4.38 |
| 5 | How many days in the past 30 did you either come in early, work late, or work on your day off in order to catch up on your work? | 16 | 8.6 | 10 | 5.4 | 150 | 80.6 | 10 | 5.4 | - | - | 2.92 |
| 6 | How many extra hours of work did you put in that day? | 6 | 3.2 | 156 | 83.9 | 13 | 7.0 | 11 | 5.9 | - | - | 3.72 |
| 7 | How much of the time was your speed of work or productivity higher than expected? | - | - | 33 | 17.7 | 124 | 66.7 | 15 | 8.1 | 14 | 7.5 | 2.95 |
| 8 | How much of the time was your speed of work or productivity lower than expected? | 116 | 62.4 | 15 | 8.1 | 47 | 25.3 | 3 | 1.6 | 5 | 2.7 | 4.26 |
| 9 | How much of the time did you do no work at times when you were supposed to be working? | - | - | 128 | 68.8 | 33 | 17.7 | 9 | 4.8 | 16 | 8.6 | 3.47 |
| 10 | How much of the time did you find yourself not working as carefully as you should? | 116 | 62.4 | 12 | 6.5 | 40 | 21.5 | 3 | 1.6 | 15 | 8.1 | 4.13 |
| 11 | How much of the time was the quality of your work lower than expected? | 116 | 62.4 | 3 | 1.6 | 41 | 22.0 | 11 | 5.9 | 15 | 8.1 | 4.04 |
| 12 | How much of the time did you find yourself daydreaming and not concentrating on your work? | 115 | 61.8 | 15 | 8.1 | 41 | 22.0 | 8 | 4.3 | 7 | 3.8 | 4.20 |
| 13 | How much of the time did you have trouble getting along with others at work? | | | 145 | 78.0 | 9 | 4.8 | 20 | 10.8 | 12 | 6.5 | 3.54 |
| 14 | How much of the time did you have trouble controlling your emotions when you were around people at work? | 115 | 61.8 | 14 | 7.5 | 38 | 20.4 | 12 | 6.5 | 7 | 3.8 | 4.17 |
| 15 | How much of the time did you get along well with others at work? | 7 | 3.8 | 8 | 4.3 | 35 | 18.8 | 20 | 10.8 | 116 | 62.4 | 4.24 |
| Rate your job performance for the past 30 days | | | | | | | | | | | | |
| 16 | How would you rate your overall job performance on the days you worked during the past 30 days? | 25 | 13.4 | 27 | 14.5 | 12 | 6.5 | 6 | 3.2 | 116 | 62.4 | 3.87 |
| 17 | How would you rate your job performance during the past 7 days? | 11 | 5.9 | 11 | 5.9 | 28 | 15.1 | 125 | 67.2 | 11 | 5.9 | 3.61 |
| 18 | How would your peers rate your job performance during the past 7 days? | 9 | 4.8 | 35 | 18.8 | 12 | 6.5 | 125 | 67.2 | 5 | 2.7 | 3.44 |
| 19 | How would your supervisor rate your job performance during the past 7 days? | 4 | 2.2 | 6 | 3.2 | 29 | 15.6 | 126 | 67.7 | 21 | 11.3 | 3.83 |
| 20 | How many days in the past 7 was your speed of work or productivity lower than expected? | 118 | 63.4 | 43 | 23.1 | 9 | 4.8 | 8 | 4.3 | 8 | 4.3 | 1.63 |
| N = 186; Grand Mean = 74.75; Criterion Mean = 3.0; Weighted Average = 3.738 | | | | | | | | | | | | |

Results in Table 2 shows that most of the respondents indicated that they never missed hours of work with the highest mean = 4.38. This is followed by the fact that the speed of library work or productivity was never lower than expected (mean = 4.26). In the same way, respondents indicated that they never come in late for work or leave early in the past 30 days (mean = 4.21). Hence, respondents indicated that in the past 30 days, they either come in early, work late, or work on their day off for about 4 – 6 days in order to catch up on their work (mean = 2.92). Similarly, respondents affirmed that their speed of work or productivity was higher than expected for at least 4 – 6 times in the past 30 days (mean = 2.95). Thus majority of the respondents affirmed that they get along well with others at work for over 10 times (mean = 4.24). This means that respondents in the academic libraries surveyed always get along with their colleague at work. In order to ensure for maximum productivity, the speed of work or productivity in the academic libraries was never lower than expected (mean = 1.63). Therefore, since the weighted average score “3.738” is greater than the criterion mean score “3.0”, it is concluded that the level of library work productivity in selected academic libraries in Oyo State, Nigeria is very high.

Testing the null hypotheses

The null hypotheses that were formulated for the study is hereby tested at 0.05 level of significance. The relationship between each dimension of EI and library work productivity of the library personnel is hereby presented in Table 3 titled “*Correlation Matrix of Emotional intelligence of Library Personnel and Library Work Productivity*”.

Table 3: Correlation Matrix of Emotional intelligence of Library Personnel and Library Work Productivity

| S/N | Variables | Mean | Std. Dev. | 1 | 2 | 3 | 4 | 5 |
|-----|---------------------------|-------|-----------|----------------|----------------|----------------|----------------|---|
| 1 | Self-Awareness | 12.40 | 2.604 | 1 | | | | |
| 2 | Self-Management | 12.15 | 2.484 | .030 .685 | 1 | | | |
| 3 | Social Awareness | 15.20 | 2.731 | .404** .000 | .555** .000 | 1 | | |
| 4 | Relationship Management | 14.30 | 2.464 | .070 .345 | .648** .000 | .638** .000 | 1 | |
| 5 | Library Work Productivity | 74.75 | 15.689 | .521** .000 | .154* .036 | .192** .009 | .790** .000 | 1 |

Ho1: There is no significant relationship between self-awareness and work productivity of personnel in selected academic libraries in Oyo State, Nigeria.

Table 3 shows that self-awareness has significant positive relationship ($r = .521^{**}$; $P < 0.05$) with work productivity of the personnel in the selected academic libraries in Oyo State, Nigeria. This means that as the library personnel become aware of their self-capabilities in term of strength and weakness, there will be improvement in their work productivity. Therefore, the null hypothesis 1 is rejected.

Ho2: There is no significant relationship between self-management and work productivity of the library personnel.

The results yielded a positive significant relationship ($r = .154^*$; $P < 0.05$) between self-management and work productivity of the library personnel (Table 3). This implies that as there is determination and positivity towards the attainment of results or goals despite known and unknown difficulties in the library personnel, there will be increase in work productivity. Therefore, the null hypothesis 2 is rejected.

Ho3: There is no significant relationship between social awareness and work productivity of the library personnel.

Table 3 shows the relationship between social awareness and work productivity of the library personnel. The result yielded a significant positive relationship ($r = .192^{**}$; $P < 0.05$) between social awareness and work productivity of the library personnel. This shows that as there is increase in librarian-users interaction for intellectual benefits, there will also be increase in the work productivity of the library personnel. Therefore, the null hypothesis 3 is hereby rejected.

Ho4: There is no significant relationship between relationship management and work productivity of the library personnel.

Table 3 shows further that a significant positive relationship exist between ($r = .790^{**}$; $P < 0.05$) relationship management and work productivity of the library personnel. The implication is that as the library personnel seek to attain the library goals and objectives through collaboration with all team members, there will be increase in the work productivity of the librarians. Thus, null hypothesis 4 is hereby rejected.

Ho5: Self-awareness, self-management, social awareness and relationship management as dimension of EI will not significantly and jointly influence the work productivity of personnel in selected academic libraries in Oyo State, Nigeria.

Table 4 presents the results of the joint influence of self-awareness, self-management, social awareness and relationship management as dimensions of EI on work productivity of the library personnel.

Table 5: ANOVA Table showing the joint influence of self-awareness, self-management, social awareness and relationship management on work productivity

| R | R Square | | | Adjusted R Square | Std. Error of the Estimate | |
|-------------------|----------------|-----|-------------|-------------------|----------------------------|--------|
| .722 ^a | .521 | | | .505 | 1.986 | |
| A N O V A | | | | | | |
| Model | Sum of Squares | DF | Mean Square | F | Sig. | Remark |
| Regression | 510.175 | 4 | 127.544 | 32.347 | .000 | Sig. |
| Residual | 469.212 | 119 | 3.943 | | | |
| Total | 979.387 | 123 | | | | |

Table 4 shows a coefficient of multiple correlation using ANOVA ($R = .722$ and a multiple R^2 of $.521$). This means that 52.1% of the variance was accounted for by the four predictor variables when taken together. The significance of the joint influence of self-awareness, self-management, social awareness and relationship management was tested at $P < .05$. The table shows that the analysis of variance yielded F-ratio of 32.347 ($p < 0.05$). This implies that the level of 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. Therefore, the null hypothesis 5 is rejected.

Discussion

Findings revealed that the level of emotional intelligence of library personnel in selected academic libraries in Oyo State, Nigeria was very high. This means that the library personnel will be able to cope with any situation and challenges that may come their ways in the libraries. This supports Mandip, Ali, Barkha, Godulika and Kamna (2012) and Saba (2011) who emphasised that EI is an important factor and if found very high in employees will determine the prospects of the organisation. The finding also supports Kalyoncu, Guney, Arslan, , Guney and Ayranci (2012) who explained that if the emotionally intelligence of workers is high, they are

likely to be able to handle informational challenges and pressure from organisation to perform contemporarily.

In addition, the level of library work productivity in selected academic libraries in Oyo State, Nigeria is very high. There is no doubt here that the work productivity of the library personnel is high in that their EI was also found very high. This corroborates Hawkins (2010) who opined that individuals and organisations as a whole with high EI levels experience greater success in term of work productivity. In a similar way, Akintayo and Babalola (2012), and Mehdi et al. (2012) maintained that EI is associated with performance and productivity of a worker.

Findings revealed that self-awareness has significant positive relationship with work productivity of the personnel in the selected academic libraries in Oyo State, Nigeria. This supports Goleman (1995) and Bipath (2007) who assert that self-awareness assists in knowing own capabilities including strength and weakness. Thus it enables a worker to learn through positive criticism and users' feedback and therefore improve the workers' productivity.

The findings also revealed that a positive significant relationship exist between self-management and work productivity of the library personnel. This corroborates Khan, Asad and Ullah (2014) who were of the opinion that determination and positivity towards the attainment of results or goals despite known and unknown difficulties in the way of its achievement is self-management. Therefore, self-management is a strong determinant of work productivity of employees.

Findings revealed that there is significant relationship between social awareness and work productivity of the library personnel. This is in line with Bipath (2007) who stated that service orientation which is otherwise known as social-awareness is significant for the occupation where communication with patron is fundamental like in academic libraries. Gheysari et al. (2012) also maintained that service orientation is a strong predictor of workers' performance and productivity.

Findings revealed that a significant positive relationship exist between relationship management and work productivity of the library personnel. This is in line with Bipath (2007) who maintained that teamwork and collaboration is linked with employees' performance and subsequently productivity.

Finally, self-awareness, self-management, social awareness and relationship management jointly and significantly predict library work productivity by 52.1%. This is in line with Hawkins (2010) who submits that with a personnel in an organisation that has high EI capabilities, companies can rise to the need to work smarter not harder so they contribute to the company's overall productivity through individual employee work productivity. This is in line with Bar-On (1997) who posits that improving the EI of managers does increase work productivity.

Conclusion

The present information age has witness a tremendous increase in information explosion, changes and challenges attached to information processing and dissemination. However, library personnel in academic libraries in Oyo State, Nigeria has been found to possess a very high levels of emotional intelligence that equips them with the ability to improve their information services in order to ensure for maximum productivity in the libraries. Hence, extra work hours given to the library personnel if not properly accompanied with adequate motivation can discourage the library personnel from using their emotional intelligence to enhance maximum productivity by meeting the goals of the libraries. It is therefore clear that more study in exploring the relationship between Emotional Intelligence and library work productivity in other States of Nigeria is needed. Policy implications that result from such study have the potential to affect not only library Managements and library personnel, but their families, and indeed, Nigerian society as a whole.

Contribution to Knowledge

The study has contributed to knowledge as it established empirical link between:

1. Self-awareness has significant positive relationship with work productivity of the personnel in the selected academic libraries in Oyo State, Nigeria.
2. Self-management and work productivity of the library personnel.
3. Social awareness and work productivity of the library personnel.
4. Relationship management and work productivity of the library personnel.
5. Joint influence of self-awareness, self-management, social awareness and relationship management and work productivity of the library personnel.

Recommendations

The following recommendations were made having considered the outcome of this study:

1. Academic library Managements can therefore include quality EI training and coaching in their on the job training programs. This will not only increase the Emotional Intelligence of the library personnel, but also raise morale and ultimately the performance of the libraries. If academic library Managements make the investment, the result is a better equipped, more connected workforce and a better looking bottom line.
2. Those who work extra hours to make up for yet to be realised goals should adequately be motivated. Specifically, programs to help balance workload among library personnel to minimize overtime could help increase social function scores of library personnel, which could, in turn, improve their work productivity.
3. Emotional Intelligence Quotients should form part of the criteria for employing library personnel in Nigerian academic libraries. As the researchers are also professional librarians, it is hoped that the present study would bring some meaningful professional satisfaction with some humble contributions to the field of librarianship in pursuit of library productivity.

References

- Akintayo, D. I., and Babalola, S. S. 2012. The impact of emotional intelligence on workers' behavior in industrial organizations. *Journal of Humanities and Social Science*, 4.2: 83-91
- Bakker, A.B. and Leiter, M.P. 2010. Where to go from here: integration and future research on work engagement. *Handbook of Essential Theory and*
- Bar-On, R. 1997. *The Emotional Quotient Inventory (EQ-i): A test of emotional intelligence*. Toronto, Canada: Multi-Health Systems, Inc.
- Bipath, M. 2007. *The dynamic effects of leader emotional intelligence and organizational culture on organizational performance*. (Unpublished Doctoral Dissertation). University of South Africa.
- Brian, T. 2007. Time power: a proven system for getting more done in less time than you ever thought possible. *Demand Media*
- FLICC 2011. *FLICC competencies model for federal librarians*. Retrieved from http://www.loc.gov/flicc/publications/Lib_Compt/2011/2011Competencis.pdf
- Gheysari, H., Rasli, A., Jamshidi, M. H. M., Roghanian, P., and Haghkhah, A. 2012. Market orientation and service orientation culture in banking industry. *Journal of Basic and Applied Science Research*, 2(12), 12617-12625.
- Goleman, D. 1995. *Emotional Intelligence*. New York: Bantam Books.

- Goleman, D. 1998. *Working with emotional intelligence: Why it can matter more than IQ*. Bantam Books, New York
- Goleman, D. 2001. Emotional intelligence: Issues in paradigm building. In C. Cherniss and D. Goleman (Ed's.), *The Emotionally Intelligence Workplace*. San Francisco: Jossey-Bass.
- Goleman, D., Boyatzis, R.E., and McKee, A. 2002. *Primal Leadership: Realising the Power of Emotional Intelligence*. Boston, MA: Harvard Business School Press
- Guilford, J.P. 1959. Traits of creativity in Creativity and its Cultivation. New York: Harper and Row.
- Guilford, J.P. 1967. The Nature of Human Intelligence. New York: McGraw-Hill Education.
- Hamlett, C. 2015. How to Improve Productivity in an Organization. *Demand Media*
- Hawkins, S. 2010. Emotional Intelligence and Workplace Productivity. *Time and Space*
- Huang, D.T. 2008. A new tool to measure the relationship between health-related quality of life and workforce productivity. A Dissertation presented to the Academic Faculty, Georgia Institute of Technology in partial fulfillment of the requirements for the Degree Doctor of Philosophy in the School of Industrial and Systems Engineering. Pp. 152 - 154
- Ifidon, S.E., and Okoli, G.N. 2002. “40 Years of academic and research library services in Nigeria: Past, present, and future”. A paper presented at the 40th anniversary National Conference and Annual General Meeting of the NLA held at the Administrative Staff College of Nigeria, Togo-Badagry, 16th-21st June.
- Jorfi, H., Sahar, M. E., Jofri, M., and Ebadi, G. 2012. Organizational behavior: The investigation of communications effectiveness and emotional intelligence on job satisfaction (Case Study in Iran’s Universities). *International Journal of Management and Information Technology*, 1.3: 139-143.
- Joy, Sam Thomas 2011. Enhancement of emotional intelligence and spiritual intelligence among B.Ed. student-teachers. A Thesis submitted to Centre of Advanced Study in Education Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara – 390 002 for the Degree of Doctor of Philosophy (Education). Pp. 14 – 426
- Kalpan, H. and Sadock 1998. Synopsis of psychiatry (8th ed.). New York: Waverly..
- Kalyoncu, Zeynep, Guney, Semra, Arslan, Mahmut, Guney, Salih and Ayranci, Evren 2012. Analysis of the relationship between emotional intelligence and stress caused by the organization: a study of nurses. *Business Intelligence Journal*, 5.2: 334-346.
- Khan, Asad and Ullah, Irfan 2014. Emotional Intelligence of Library Professional in Pakistan: A Descriptive Analysis. PUTAJ – *Humanities and Social Sciences*, 21.2: 89 - 96

- Mandip, G., Ali, S. F., Barkha, G., Godulika, D. and Kamna, L. 2012. Emotional intelligence as a forecaster of job satisfaction amongst the faculty of professional institutes of central Indian City, Indore. *ISCA Journal of Management Sciences*, 1.1: 37-43.
- Martin, R. 2008. Email less - talk more: improving productivity and job satisfaction for you and others. *Demand Media*
- Mayer, J. 2005. Can Emotional Knowledge be Improved? Can you Raise Emotional Intelligence? The University of Hampshire. Web reference at <http://www.unh.edu/emotionalintelligence/ei%/20.Improve/eo%20Raising%20EI.html>
- Mehdi, M., Habib, H., Salah, N. Nahid, J., and Gashtaseb, A. 2012. The relationship between emotional intelligence and job satisfaction among coaches in premier under-20 football league. *International Journal of academic Research and Social Sciences*, 2.6: 73-83
- Nordin, N. 2012. The influence of leadership behavior and organizational commitment on organizational readiness for change in a higher learning institution. *Asia Pacific Education Review*, 13.2: 239-249
- Rangriz, H. and Mehrabi, J. 2010. The relationship between emotional intelligence, organizational commitment and employees' performance in Iran. *International Journal of Business and Management*, 5.8: 50-56.
- Research, Psychology Press, New York, NY, pp. 181-96.
- Saba, I. 2011. Measuring the Job Satisfaction Level of the Academic Staff in Bahawalpur Colleges. *International Journal of Academic Research in Business and Social Sciences*, 1.1: 1-8.
- Salovey, P. and Mayer, J. D. 1990. *Emotional intelligence*. Retrieved from <http://www.unh.edu>
- Singh, K. 2005. Organization Change and Development. Excel Books, New Delhi
- Singh, Kavita 2010. Developing human capital by linking emotional intelligence with personal competencies in Indian business organisations. *Int. Journal of Business Science and Applied Management*, 5.2: 29 - 42
- Zeidner, M., Matthews, G., and Roberts, R. D. 2009. *What we know about emotional intelligence: How it affects learning, work, relationships, and our mental health*. Cambridge, MA: MIT Press.