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# Emotional Intelligence of University Librarians in India: An Empirical study

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## **Abstract**

*The study examines the level of emotional intelligence and its elements among university librarians as perceived by the library professionals in the institutions of Higher learning in North India. The study follows survey method employing structured questionnaire. Moreover, a multitude of sources like books, journals, databases, and websites of Universities were consulted to get additional insights. There is an above average level of emotional intelligence perceived for the university librarians with most positive perception for the Delhi University. Among the seven dimensions of emotional intelligence, the respondents have reported highest for value orientation and integrity followed by managing relations, emotional stability, empathy, commitment and altruism, self-awareness and self-motivation respectively. The study shows the emotional intelligence demonstrated by the university librarians and will be helpful in framing the emotional intelligence programmes for the university libraries/librarians. This study determines the emotional intelligence of librarians through a comprehensive, reliable and valid scientific enquiry. Gaining a better understanding of librarian's emotional intelligence would be useful to suggest measures to higher educational institutions for increasing the level of the attribute by chalking out strategies that will be useful for the university librarians in the longer run and for the institution to achieve excellence.*

**Keywords:** Emotional Intelligence, Education, Librarians, University libraries

**Paper type:** Research

## **1.Introduction**

Emotions in the workplace play a large role in how an entire organisation communicates within itself and with the outside world (Makkar & Basu, 2017). Leader affects the followers' attitudes and behaviour towards accomplishing the stated goals. Some of the studies conclude that managers and leaders who can use their feelings and their knowledge beneficially will have certain advantages over those who cannot. Emotional Intelligence abilities, capacities and skills have become important and inevitable almost in all works of life ranging from building teams, social skills, developing human potential and performance, and above all effective leadership. Emotional Intelligence is a true intelligence which helps a person to achieve success in every area of life whether it's at the workplace, home or society. It gives a foundation to build emotions in a balanced way so that a person can handle different situations in a very effective manner. Emotional Intelligence is all about teamwork, leadership, partnership and vision. The emotionally intelligent leaders help an organisation to excel consistently in all these areas. An organisation which has emotionally intelligent leaders has motivated, productive, efficient and committed staff. Emotional Intelligence is applicable to every human interaction business: from staff motivation to customer service, from brainstorming to company presentations. The notion of emotional intelligence rises out of the search for a set of measurable tendencies and capabilities which, in addition to IQ, may serve as valid predictors of academic, occupational and life success (Fox and Spector, 2000). Emotional intelligence is a competency that can help individual to recognize and manage his own emotion and identify others' emotion and build good relationship with them (Goleman, 1996). Behind the emotional intelligence model is the theory that personal improvement will lead to professional success and enhanced workforce engagement through building happy, self-confident employees. Ability to positively manipulate other people's emotions and ability to control one's emotions play a key role in triggering employee engagement especially in case of academic leaders. Academic leaders feel a sense of pride in their organisation when they are emotionally engaged and become motivated to work for it. Their positive energy transfers to their subordinates and makes the learning more effective.

Libraries have for centuries played critically-important roles in supporting research in all subjects and disciplines within their host universities. Academic libraries are libraries that are attached to higher education institutions which serve two complementary purposes to support the curriculum and research of faculty and students. To survive and compete successfully in today's

turbulent environment, organisations like academic libraries require librarians to be proactive, show initiative while engaging with their role and remain committed to perform 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. Based on this, it is required of librarian to have knowledge on how to manage emotions and render effective services to the "wonderful" library users. According to Singh (2005), librarians need emotional intelligence (EI) to perform optimally. Despite the fact that EI has wide spread applications and benefits in terms of performance, productivity, commitment and satisfaction, research is limited on this construct in the context of Indian university librarians particularly North India. In this light, the present study investigates the perception of library personnel about the use of emotional intelligence by their librarians in higher educational institutions. The first section contains the literature review and the methodology is discussed in the second section including sample, instruments and data collection design. The third section contains the analysis, findings, conclusions and limitations.

This study attempts to answer the following research questions:

**RQ1:** What is the level of emotional intelligence reflected by librarians?

**RQ2:** What is the level of emotional intelligence of librarians in different universities and states in relationship to referred variable?

## **2. Review of Literature**

Emotional Intelligence (EI) has its origin in the idea of "Social Intelligence," which was first identified by E.L. Thorndike. Thorndike defined Social Intelligence as "the ability to understand and manage men and women, boys and girls – to act wisely in human relations" (Thorndike, 1920). Following Thorndike, Gardner (1983) proposed his theory of multiple intelligence which included interpersonal and intrapersonal intelligences that were closely related to social intelligence concept. Although Gardner did not use the term emotional intelligence, his ideas of interpersonal and intrapersonal intelligences provided the basis for the concept of emotional intelligence. Put simply, intrapersonal intelligence is the ability to manage one's own emotions and interpersonal intelligence is the ability to manage the emotions of others as well as dealing with others.

The credit for first usage of the term 'Emotional Intelligence' goes to Wayne Leone Payne. He used it in his doctoral thesis –*'A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire'* in 1985 (Payne, 1985). Bar-On (1988) developed perhaps the first instrument to assess EI in terms of a measure of well-being. In his doctoral dissertation he used the term 'Emotional Quotient' (EQ). Later on he developed the 'Emotional Quotient Inventory' (EQ-I), (Bar-On, 1997). In 1990, psychologists Salovey and Mayer (1990) first formally identified the term emotional intelligence and defined it as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. While many scholars have contributed to this topic, an influential emotional intelligence model developed by Goleman has received prominence. Goleman (1998a) defined emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships”. Boyatzis *et al.* (2000) refined Goleman’s, 1998a emotional intelligence model from five dimensions (self-awareness, self-regulation, motivation, empathy and social skills) down to four (self-awareness, self-management, social-awareness and relationship management), to capture the full scope of emotional competencies.

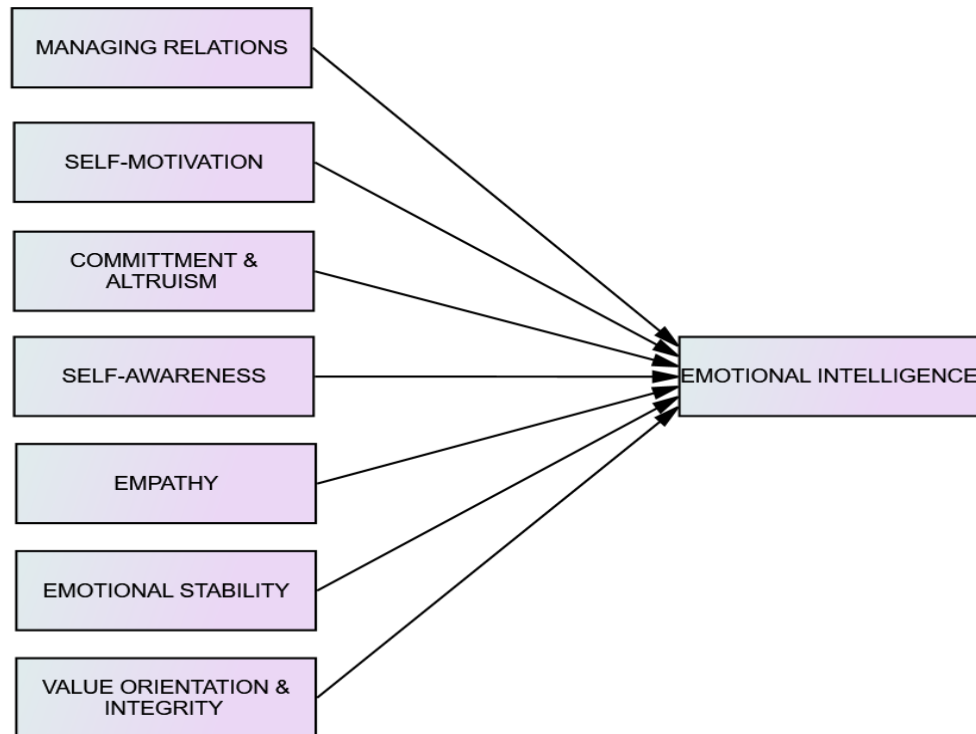
Goleman (1996) and Bar-On (1997) identified self-awareness as the most important dimension of emotional intelligence. Self-awareness is the keystone of emotional intelligence (Goleman, 1996). If someone knows their internal states of emotion, it allows self-control and leads to empathy in others. Further, according to Goleman (1996), self-control or self-managing of our emotions can keep us away from anger, anxiety and gloom and, in turn, allow us to become active in our work and life. Social awareness is recognising emotions in others, or the ability to know how another feels. Goleman (1996) stated, “empathy, another ability that builds on emotional self-awareness, is the fundamental people skill”. Empathy is important in relationship management, the skill of managing emotions in others (Goleman, 1996). Rosete and Ciarrochi (2005) investigated why intelligent and experienced leaders are not always successful in dealing with environmental demands and with life in general, by examining the relationship between emotional intelligence, personality, cognitive intelligence and leadership. Their results revealed that higher emotional intelligence was associated with higher leadership effectiveness, and that emotional intelligence explained the variance not explained by either personality or Intelligence

Quotient (IQ). Research shows that IQ alone only explains 4-10 percent of achievement at work (Sternberg, 1996). Emotional Intelligence is twice as important as technical skills and intellectual intelligence for jobs at all levels; intellectual intelligence only contributes about 20 percent of the factors that determine life success, which leaves 80 percent to other forces (Goleman, 1996). Martinez (1997) even claimed that emotional intelligence likely accounts for the remaining 80 percent. Goleman (1998a) further asserted that 'IQ' and technical skills do matter, but mainly as threshold capabilities.

Based on Goleman's emotional intelligence model, Bradberry and Greaves (2009) defined emotional intelligence based on a connection between what a person sees and does with the self and with others. According to Bradberry and Greaves (2009), there are four emotional intelligence skills that pair up under two primary competencies: personal competence and social competence. Personal competence is made up of self-awareness and self-management skills, which focus more on us individually than on our interactions with other people. Personal competence is our ability to stay aware of our emotions and manage our behaviour and tendencies. Social competence is made up of social awareness and relationship management skills; social competence is the ability to understand other people's moods, behaviour and motives in order to improve the quality of relationships.

### **3. Research Model**

The model for this study has been developed after an elaborate literature review. It contains managing relations (MR), self-motivation (SM), commitment & altruism (CA), self-awareness (SA), empathy (EY), emotional stability (ES) and value-orientation & integrity (VOI) as a predictor variable. The proposed model is depicted in Figure 1.



**Figure 1.** Elements of Emotional Intelligence  
**Source:** Hyde, Pethe and Dhar (2002).

#### **4. Significance of the study**

The study is significant in the field of emotional intelligence and is expected to add new knowledge to the concept. The study will assist in design and development of emotional intelligence programs particularly in the university libraries of India.

#### **5. Objectives of the study**

- Examine the level of overall emotional intelligence of University Librarians as perceived by the library personnel.
- Ascertain the level of emotional intelligence elements of University Librarians.

#### **6. Research Methodology**

The present study was exploratory cum descriptive in nature and the sample comprised of library personnel/professional from selected universities of north Indian states under study. The study has been conducted in north Indian states i.e. Uttar Pradesh, Haryana, Jammu & Kashmir and the

Union Territory of Delhi. In total 250 questionnaires were distributed out of which 223 were found to be fit for analysis. The data for the study was collected both through the primary and secondary sources. For the purpose of conducting the present study universities were first divided into two strata. The stratification variable used for this purpose was type of university i.e. central and state universities. The selection of the universities was based on stratified random sampling (table 1).

**Table 1: Universities distinguished on the basis of Central and State**

Type of University	Name of the University
Central Universities	Delhi University, Aligarh Muslim University, Jamia Millia Islamia, Central University of Kashmir, Central University of Haryana
State Universities	University of Kashmir, University of Lucknow, University of Jammu, Maharishi Dayanand University, Guru Gobind Singh Indraprastha University

The emotional intelligence scale has been adapted from Hyde *et al.* (2002). To capture the responses of the sample elements, a five point Likert scale (ranging from 1: strongly disagree; 2: disagree; 3: Undecided; 4: agree; 5: strongly agree) was used throughout the study. Emotional intelligence scale comprised of 34 items. The refinement of the instrument was done through effective factor analysis. EFA was performed for the exploration of dimensions. The analysis was initially performed on 34 items, based on the results the items were reduced to 28. The model fit was also in the acceptable range

It is to be mentioned here that in emotional intelligence scale, items of factor Altruistic behaviour and as well as one item of factor self-development showed their loadings in the factor “Commitment”. Therefore, both were combined and accordingly renamed as “Commitment and Altruism” as one factor. Items of factor Value Orientation also showed their loadings in the factor “Integrity” and thus renamed as “Value Orientation and Integrity”. Also one item of Self-development showed its loading in the factor “Emotional stability”. The items which loaded in the other factors were closely related to the factor in which they showed their loadings.



## 7. Analysis

### 7.1. Level of Emotional Intelligence

The perception of library personnel about their librarians emotional intelligence and its dimensions in the ten sample universities is provided in table 2. A mean score of 3.79 or percentage score of 75.8 % indicates that an above average level of emotional intelligence is perceived by library personnel about their librarians in the sampled universities. The standard deviation of 0.470 also supports that the results are reasonably trustworthy. The perception of library personnel of the sample universities regarding the dimensions of emotional intelligence also appears to be at an above average level with mean scores of 3.89, 3.53, 3.73, 3.70, 3.85, 3.88, and 3.98 reported for managing relations, self-motivation, commitment and altruism, self-awareness, empathy, emotional stability and ‘value orientation and integrity’ respectively (table 2).

**Table 2: Emotional Intelligence of librarians as perceived by library personnel**

S.No.	Dimension	Mean score	Percentage of Mean score	Standard Deviation	Ranking
1.	MR	3.89	77.8	.782	2 <sup>nd</sup>
2.	SM	3.53	70.6	.743	7 <sup>th</sup>
3.	CA	3.73	74.6	.763	5 <sup>th</sup>
4.	SA	3.70	74.0	.817	6 <sup>th</sup>
5.	EY	3.85	77.0	.751	4 <sup>th</sup>
6.	ES	3.88	77.6	.751	3 <sup>rd</sup>
7.	VOI	3.98	79.6	.619	1 <sup>st</sup>
<b>Overall EI</b>		<b>3.79</b>	<b>75.8</b>	<b>.470</b>	<b>-</b>

*Source:* Data compilation by the scholar for the present study

*Note:* MR = Managing Relations; SM = Self-Motivation; CA = Commitment and Altruism; SA = Self Awareness; EY = Empathy; ES = Emotional Stability; VOI = Value Orientation and Integrity; and EI = Emotional Intelligence.

Among the seven dimensions of emotional intelligence, the respondents have reported highest for value orientation and integrity followed by managing relations, emotional stability, empathy, commitment and altruism, self-awareness and self-motivation respectively.

## 7.2. Emotional Intelligence across States: A Comparison on the basis of Faculty Perception

A comparison between library personnel of the four states under study, with respect to the emotional intelligence of their librarians in their respective institutions is given in table 3. From a comparative view point, the library personnel of Delhi state have reported the most favourable perception regarding the emotional intelligence of their librarians, with a mean score of 3.88 or percentage score of 77.6 percent. Among the four states, library personnel of Jammu & Kashmir have reported the lowest mean score (3.70) or percentage score of 74.0 with respect to the emotional intelligence of their librarians. Uttar Pradesh stands at second with the mean score of 3.85 or percentage mean score of 77.0 and Haryana figures at rank third with the mean score of 3.73 or the percentage score of 74.6.

**Table 3: Emotional Intelligence Across states: A comparison on the basis of library personnel Perception**

S.No.	State	Mean score	Percentage of Mean score	Ranking	F- value	Sig. *
1.	Jammu & Kashmir	3.70	74.0	4 <sup>th</sup>	1.099	.099 <sup>ns</sup>
2.	Delhi	3.88	77.6	1 <sup>st</sup>		
3.	Haryana	3.73	74.6	3 <sup>rd</sup>		
4.	Uttar Pradesh	3.85	77.0	2 <sup>nd</sup>		

**Source:** Data compilation by the scholar for the present study

\* $p < .05$ ; ns = not significant

A one way Anova test was employed to examine whether the differences in the mean scores of the respondents from four states are statistically significant or not. The results revealed that the difference is merely an outcome of chance factor and not statistically significant (F-value = 1.099; sig = .099), indicating that the perception of the respondent library personnel regarding the emotional intelligence of their librarians in different states is more or less the same.

## 7.3. Emotional Intelligence across Universities and its Comparison

In the present study, an attempt is also made to analyze and compare the perception of library personnel regarding emotional intelligence of their librarians across the ten sample universities.

Overall, the library personnel of all the ten sample universities report a fairly positive and satisfied perception with respect to the emotional intelligence of their librarians in their respective institutions.

From a comparative view point (table 4), the library personnel of Delhi University have reported the most favourable perception regarding the emotional intelligence of their librarians, with a mean score of 3.88 or percentage mean score of 77.6. Among the ten sample universities, library personnel of Central University of Haryana have reported the lowest mean score (3.72) with respect to the emotional intelligence level of their librarians. Additionally, Delhi University is followed by Aligarh Muslim University with the mean score of 3.87 or the percentage score of 77.4, Jamia Millia Islamia and University of Lucknow with the mean score of 3.84 or the percentage score of 76.8, University of Jammu with the mean score of 3.79 or the percentage score of 75.8, Central University of Kashmir and University of Kashmir with the mean score of 3.77 or the percentage score of 75.4, Maharishi Dayanand University with the mean score of 3.76 or the percentage score of 75.2 and finally Guru Gobind Singh Indraprastha University with the mean score of 3.75 or the percentage score of 75.0.

**Table 4: University wise comparison regarding Emotional Intelligence**

S.No.	University Code**	Mean Score	Percentage Score	F- value	Sig.*
1.	UOK	3.77	75.4	0.951	.442 <sup>ns</sup>
2.	GGSIU	3.75	75.0		
3.	UOJ	3.79	75.8		
4.	UOL	3.84	76.8		
5	MDU	3.76	75.2		
6.	CUK	3.77	75.4		
7.	DU	3.88	77.6		
8.	JMI	3.84	76.8		
9.	AMU	3.87	77.4		
10.	CUH	3.72	74.4		
	<b>Total</b>	<b>3.79</b>	<b>75.8</b>		

**Source:** Data compilation by the scholar for the present study

**Note:** \*\*UOK: University of Kashmir; GGSIU: Guru Gobind Singh Indraprastha University; UOJ: University of Jammu; UOL: University of Lucknow; MDU: Maharishi Dayanand University; CUK: Central University of Kashmir; DU: Delhi University; JMI: Jamia Millia Islamia; AMU: Aligarh Muslim University; CUH: Central University of Haryana; \* $p < .05$ ; ns = not significant.

A one way Anova test was employed to examine whether the differences in the mean scores of the ten respondent universities are statistically significant or not. The results revealed that the difference is merely an outcome of chance factor and not statistically significant (F-value =0.951; sig=.442), indicating that the perception of the respondent library personnel about their librarians from different Universities is more or less the same.

#### 7.4. Emotional Intelligence: A Comparison of State and Central Universities

From a comparative stand point, emotional intelligence in central universities appears to be better (mean score = 3.82; percentage of mean score = 76.4%) than the state universities (mean score = 3.77; percentage of mean score = 75.4%) (table 5).

**Table 5: Emotional Intelligence: A comparison of State and Central Universities**

	Mean Score	% of Mean Score	Z-Value	Sig.*
State Universities	3.77	75.4	-1.415	0.117 <sup>ns</sup>
Central Universities	3.82	76.4		
<b>Overall</b>	<b>3.79</b>	<b>75.8</b>		

*Source: Data compilation by the scholar for the present study*

*Note: \*p<.05; ns = not significant*

However, z-test was employed to examine whether the differences between the state and central universities are statistically significant or not. The results revealed that the difference is merely an outcome of chance factor and not statistically significant (z-value = -1.415; p value = 0.117).

## 8. Conclusion and Discussion

The results revealed that the library personnel of the sample universities perceived the emotional intelligence of their librarians at an above average level and are fairly satisfied with their librarians level of emotional intelligence. The perception of library personnel in the Indian universities regarding the dimensions of emotional intelligence among their librarians also appears to be at an above average level. Among the seven dimensions of emotional intelligence, the library personnel have reported highest for value orientation & integrity followed by managing relations, emotional stability, empathy, commitment and altruism, self-awareness and self- motivation elements about their librarians.

Further, state wise descriptive statistics and comparison thereof was studied which showed that emotional intelligence level of librarians is of higher order in Delhi state followed by Uttar Pradesh, Haryana and Jammu & Kashmir respectively. However, among the four states under study, it was also found that there is no significant difference in the level of emotional intelligence among the librarians as perceived by the library personnel in different states. The faculty members of Delhi University have reported the most favourable perception regarding the emotional intelligence of their librarians while as library personnel of Central University of Haryana have reported the lowest mean score with respect to the emotional intelligence level of their librarians. Among the universities under study, it was also found that there is no significant difference in the level of emotional intelligence among the librarians across these universities indicating that the perception of the respondent faculty members towards their librarians from different universities is by and large the same. The emotional intelligence of librarians in central universities appears to be better than that of in the state universities. However, there is not any significant difference between central and state universities regarding emotional intelligence of librarians.

The library personnel of selected sample universities perceive the emotional intelligence of their librarians to exist at an above average level. This is due to the reason that the librarians from selected sample universities are able to manage interactions successfully with their library staff, are able to ensure clear communication, and are able to effectively solve conflicts within an institution. The library personnel also perceive this because their librarians are aware about their emotions and are able to distinguish between what is right and what is wrong. They are always there to help their staff in any sort of situation and always remain empathetic towards them. The librarians in selected sample universities lay great emphasis on relationship building with their staff. Further the library personnel of all the universities under study perceive that their librarians focus more on value orientation and integrity. This is very important particularly in the institutions of higher learning. If a librarian cannot distinguish between what is right and what is wrong, the library personnel working under him/her leadership will not give their best at work. The librarians are also honest whether in taking decisions or some other issues related to the department.

### **Limitations and future direction for research**

Results can't be generalized due to small sample size. More libraries of different institutions can be included for generalizing the results. The Primary data used in the study has been collected only once. In the future, longitudinal approach should be adopted by collecting response from the respondents at different periods of time.

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