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## A study on the Relationship between Self-esteem and Emotional Intelligence among librarians in Nigerian universities

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# **A study on the Relationship between Self-esteem and Emotional Intelligence among librarians in Nigerian universities**

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## **Abstract**

Librarianship requires personnel who most times should be confident, competent, social and good team players. These good interpersonal behaviors are paramount for effective and productive library services. This study was undertaken to assess the relationship between self-esteem and emotional intelligence among librarians in Nigerian universities. 140 librarians consented to and participated in the study. Roosenberg Self-Esteem scale and Schutte Emotional Intelligence Test were used to assess self-esteem and emotional intelligence respectively. Results showed significant and positive correlation between self-esteem and global emotional intelligence ( $r = 0.237$ ,  $p = 0.001$ ), perception of emotion ( $r = 0.220$ ,  $p = 0.001$ ), management of own emotion ( $r = 0.272$ ,  $p = 0.001$ ), management of others' emotion ( $r = 0.172$ ,  $p = 0.05$ ), and age ( $r = 0.177$ ,  $p = 0.05$ ). The librarians also had high levels of self-esteem ( $21.31 \pm 0.375$ ), global emotional intelligence ( $124.63 \pm 1.156$ ), perception of emotion ( $33.34 \pm 0.450$ ), management of own emotion ( $34.50 \pm 0.358$ ), management of others' emotion ( $30.21 \pm 0.398$ ) and utilization of emotion ( $24.20 \pm 0.259$ ). No gender differences were noted in the variables. In conclusion, respondents exhibited high level of self-esteem and were emotionally intelligent. Self-esteem correlated positively and strongly with emotional intelligence. One of the recommendations is that university libraries should include self-esteem and emotional intelligence tests as part of their criteria for job selection.

**Keywords:** Self-esteem, Emotions, Emotional intelligence, librarians, Interpersonal behavior, Relationship

## **1.0 Introduction**

### **1.1. Background of the study**

Librarianship requires personnel who most times should be confident; competent, social and good team players. These good interpersonal behaviors are paramount for effective and

productive library services. To achieve these, a librarian by the nature of his profession should be one with good emotional intelligence and high self esteem. It is with these, that he/she can successfully develop self confidence in dealing with the public and tackling issues that may arise in the course of discharging his/her duties. Steinmayr, Dinger and Spinath (2012), posit that Emotional Intelligence is the most important factor for individual and social prosperity.

Emotional intelligence (EI) as explained by Salovey and Mayer(1990); Bar-On, Brown, Kirkcaldy and Thome (2000), Law, Wong and Song (2004) and Pan, Wang, Wang, Hitchman, Wang and Chen (2014), is a multi-faceted construct that consists of our ability to perceive, monitor, regulate and use emotions. While self esteem is used to describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself (Kendra, 2019). Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring and can involve a variety of beliefs about one's self, such as the appraisal of one's own appearance, beliefs, emotions, and behaviors. According to Petrides and Furnham (2000), positive emotional intelligence is a strong predictor of better psychological adjustment than high self-esteem whereas negative or low emotional intelligence is significantly related to depression, harmful and distressing behaviors. The implication of the above assertion is that one's emotional intelligence has positive or negative influence on his personality and by extension his self esteem. A librarian as a social worker no doubt, is expected to be one with high level of emotional intelligence and maintains a positive self esteem if he is to effectively discharge his duty as bibliographic bridge between the information sources and the users. Suffice it to say in this context, that emotional intelligence and self esteem should be seen by librarians as Siamese twin needed to perform optimally in the provision of information services to the teeming users of the library.

To this end, emotional intelligence and self esteem are required factors for effective/efficient functioning of any librarian as self-esteem is likely to build on favorable social experiences, such as those derived from achievement and social competence, emotional intelligence is likely to be pivotal in fostering social experiences conducive to self-esteem. Accordingly, emotional intelligence is likely to underlie social competence and mediate the contribution of achievement to self-esteem. So the application of high level emotional intelligence and positive self esteem will no doubt enhance the performance and productivity of librarians. The underline factor is

that any university library with librarians that maintain high level of emotional intelligence and positive self esteem is only an arm away from achieving her goal. As explained by Economics Times (2020), emotional intelligence helps maintain a state of harmonies and quietness of oneself leading to one being self confident in dealing with the challenges involved in rendering of services and attending to users in the case of the library and the librarian. Imperatively, high level emotional intelligence and positive self esteem can contribute to effective service delivery and commitment of librarians in taking care of users' enquiry.

It is based on the above belief that this study is deemed imperative as to establishing the relationship that exists between emotional intelligence and self esteem and to further discover factors that can influence emotional intelligence and self esteem of librarians.

## **1.2 Statement of Problem**

It has been shown that emotional intelligence and self-esteem affect not only ones physical and mental health but also his attitude, ways of doing things, reactions to situations and the relationship with others as expressed by Mann, Hosman, Schaalma, and De-Vries (2004). Emotional intelligence and Self-esteem is therefore very useful tool for librarians during their interactions with clients, management and other stake-holders. As explained by Baumeister; Campbell, Krueger and Vohs (2003), a sound emotional intelligence and high self-esteem, also lead to healthier performances and remarkable interpersonal success, leading to improved happiness and a healthier way of life. Furthermore, there no gain stating the fact that librarians and other staff of the library with high self-esteem have a tendency to stimulate, influence and induce a positive well-being both in the library users and other library staff. The above opinion was also expressed by Chris; Pais, Kumar and Sisodia (2012). Therefore, strong positive mental health behavior as depicted by high self-esteem and emotional intelligence are imperative for effective and efficient library services. The argument is that insufficient attention has been paid to the sources and contributions librarians' emotional intelligent and self-esteem and their understanding have suffered as a result. In addition, most studies that have examined them focused on a specific group of factors, mostly organizational factors, beliefs influence task choice, efforts, persistence, resilience and achievements (Britner & Pajares, 2006). It is to stress the importance of these psychological values in the lives of librarians as they relate to job performances and effective service provision that this study is deemed necessary as to the best

of my knowledge, no work has been done to assessing the relationship between self-esteem and emotional intelligence among university librarians in Nigeria.

### **1.3 Objectives of the study**

This study was undertaken to assess the relationship between self-esteem and emotional intelligence among librarians.

### **1.4 Research questions**

1. What is the relationship between self-esteem and emotional intelligence among librarians?
2. Does emotional intelligence has influence on librarians' self-esteem?
3. What are the factors that influence emotional intelligence and self esteem?

## **2.0. Literature Review**

### **2.1. Conceptual overview of terms**

#### **2.1.1. Emotional intelligence**

Emotional intelligence according to Economic Times (2020) refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words, they can influence the emotions of other people also. *Emotional intelligence* it explains is a very important skill in leadership. It is said to have five main elements as: self-awareness, self-regulation, motivation, empathy, and social skills. While the proponent of emotional intelligence Salovey and Mayer (1990) posits that emotional intelligence is a-three adaptive ability namely: the ability to appraise and express emotion, to regulate emotions and to utilize emotions in solving problems. On the other hand, Mayer, Caruso and Salovey (2000), defined emotional intelligence as the ability to recognize the meanings of emotions and their relationships and to reason and problem-solve on the basis of them.

#### **2.1.2 Self Esteem**

Self esteem is one of the components of self concept that Rooseberg (1965), defined as the totality of individual's thought and feelings with reference to him as an object. He noted that self esteem can be an attitudinal consequence of voluntary action. Cherry (2019) explains that in psychology, the term self-esteem is used to describe a person's overall sense of self-worth or

personal value. In other words, how much you appreciate and like yourself. Self-esteem is often seen as a personality\_trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about oneself, such as the appraisal of your own appearance, beliefs, emotions, and behaviors. He further reveals that as a dependent variable, self esteem brings about successful actions that benefit others.

## **2.2 Empirical and theoretical study on Emotional Intelligence and self-esteem**

The concept - Emotional Intelligence which has been given many definitions and explanations was first introduced by Mayer and Salovey (1990) during which they postulated that EI is the capacity to process emotional information accurately and effectively, including the ability to monitor one's own and others' feelings and emotions, discriminate among them and use this information to guide one's thinking and actions. Mayer and Salovey (1995) further opine that EI is the ability to correctly understand, evaluate and communicate emotions.

Mayer, Caruso and Salovey (1999), added that Emotional Intelligence includes cognition, perception, expression of emotion, emotional facilitation, understanding emotion, management and regulation of emotion in order to improve and develop emotional intelligence. It is now obvious that majority of the conceptualizations of this construct, address one or more of the following basic components: the ability to be aware of and express emotion; the ability to be aware of others' feelings; the ability to manage and regulate emotions, the ability to realistically and flexibly cope with the immediate situation and the ability to generate positive affect in order to be sufficiently self-motivated to achieve personal goals (Bar-On, Tranel, Denburg and Bechara, 2003). Theoretically, state Ciarrochi, Chan and Caputi, (2000) and Roberts, Zeidner, and Mathews, (2001) emotional intelligence refers essentially to the cooperative combination of intelligence and emotion. In the opinion of Zeidner, Mathews and Roberts, (2004), emotional intelligence connects with several cutting-edge areas of psychological science, such as the neuroscience of emotion, self-regulation theory, studies of meta-cognition, and the search for human abilities beyond 'traditional' academic intelligence

Adolphs, (2009); Blakemore, (2008) and Overwalle (2009), reveal that Neuro-imaging studies have shown that the various components of Emotional Intelligence are supported by separate neural substrates. The Social Cognition Network (SCN) facilitates the understanding of other's feelings, thoughts or desires. The SCN includes the medial Prefrontal Cortex (mPFC) and the Superior Temporal Sulcus (STS), which show altered activity during face recognition and mental state attribution and the Tempo-Parietal Junction (TPJ), which is associated with the process of inferring temporal states such as the goals, intentions, and desires of other people.

According to Petrides and Furnham (2000), positive emotional intelligence is a strong predictor of better psychological adjustment than high self-esteem whereas negative or low emotional intelligence is significantly related to depression, harmful and distressing behaviors. In their Studies, Schutte; Malouff, Hall, Hggerty, Cooper, Golden, and Dornheim (1998), state that sad mood can be attributed to low level of Emotional Intelligence. It has also been found that people with high emotional intelligent have ability to mend their pessimist thinking and mood state (Schutte, Malouff, Simunek, Hollander, & McKenley, 2002). Hollander (2002), reveals that Emotional intelligence is related to other mental health variables and is significantly correlated to higher levels of self-esteem and positive mood among individuals. The above assertion was also corroborated by Chamorro-Premuzic, Bennett, Furnham, (2007), as they posit that persons with high level of emotional intelligence tend to have more positive traits, are happier, and more successful in life than others. To Salovey, Stroud, Woolery, and Epel (2002), people with high level of EI have more adaptive ways of coping , while to Mayer, Caruso, Salovey, (1999), they have better interpersonal relations and to Summerfield; Parker, Hogan and Majeski (2004), they tend to achieve better academic results. Hence, EI has been adjudged a strong protective factor in both physical and mental health (Austin, Evans, Goldwater, & Potter (2005).

The concept of self-esteem cuts across all age brackets, starting from infants to late adulthood; it is the totality of one's self-evaluation Eremie and Chikweru, (2015). Leary and MacDonald (2005), described self esteem as the evaluation and experience related to self value, the perception of self ability as well as the acceptance of the whole self, which an individual obtains during the process of socialization. According to Ghorbanshirdi (2012), self-esteem is an individual's feelings, thoughts and evaluations of his abilities in social, educational, familial and

body image domains. Evidences abound that a person with high self-esteem has a high level of mental health and self-harmony as revealed by Peng; Cheng, Chen and Hu (2013), such person feels more competent, more confident, has more active engagement in daily activities, is more productive, tends to exhibit optimistic attitudes and sound psychological health. Furthermore such a person according to Eremie, and Chikweru (2015), has self-direction, non-blaming others, demonstrates personal strength, ability to solve problems and ability to control emotions). On the other hand, explains Miruk (1995), a person with low self-esteem often feels desperate; inferior; hopeless, unhappy and may get neurosis, depression and high suicidal ideation. Writing on the importance of Self-esteem Cherry (2019) states that it can play a significant role in one's motivation and success throughout life noting that low self-esteem may hold one back from succeeding at school or work because he does not believe himself to be capable of success. By contrast, having a healthy self-esteem can help you achieve because you navigate life with a positive, assertive attitude and believe you can accomplish your goals.

In line with Chan (2008) declaration, librarians self esteem should be the confidence librarians have in their individual capability to influence library users and other stake-holders. In fact, this is considered as one of the key motivational beliefs influencing professional librarians' behavior and the use of the libraries. According to Tschannen-Moran and McMaster (2009), a growing body of empirical evidence supports Bandura's (1982) theory which when related to librarianship implies that self esteem beliefs are related to the efforts librarians invest in serving the library users, the goals they set, their persistence when things do not go smoothly and their resilience in the face of setbacks. In their contributions in affirmation of the above declaration, Skaalvik and Skaalvik (2010) and Klassen, et al (2011), emphasized on the importance of workers' self esteem and its association with the work they do and their outcomes. These outcomes they highlighted include; behavior at their place of work and effort; their openness to new ideas and willingness to try new methods; their planning and organizational competence, commitment and enthusiasm to carry out their assigned responsibilities as well as, their perseverance in their chosen career. Furtherance, self esteem has been shown to influence workers' motivation, job performance and achievements (Skaalvik & Skaalvik, 2007).

On the factors contributing to self esteem, Skaalvik & Skaalvik, (2007) discovered that teachers' self esteem levels correlated negatively with time pressure, but correlated positively with feelings of autonomy. The implication is that a worker having a feeling of autonomy enhances his self esteem while time pressure has negative influence on self esteem. Penrose, Perry and ball (2007), found a link between emotional intelligence and self esteem but their regression analysis revealed that neither gender nor age moderated this relationship, however, length of working experience and current status added significant direct effects on predicting a worker self esteem but did not moderate the relationship between emotional intelligence and self esteem while Klassen et. al (2011), in their study stated that little is known on the sources of self esteem and that insufficient attention has been paid to this subject but they found a good number of research works on the benefits and contributions of self esteem to students' academic outcomes and teachers' burnout with few studies that explored the variables that predicts self esteem.

### **3.0 Research Method**

This research is cross-sectional analytic study using non-probability sampling technique, conducted among selected practicing librarians in Nigeria. The librarians numbering 170 were invited to participate in the research. The aim and objectives of the study were thoroughly explained to the librarians. Those who agreed to participate signed the written informed consent forms and the questionnaire sent through e-mail. Participation was therefore completely voluntary, anonymous and confidentiality of the information generated was ensured.

### **3.1 Instrument for Data Collection**

Standardized questionnaires of the Rosenberg (1965) Self-Esteem scale and Schutte's Emotional Intelligence scale were used for the study. One hundred and forty (140) librarians out of the 170 recruited for the study, filled and returned their questionnaires (participation rate of 82%). The Rosenberg Self-Esteem scale is one of the most widely used self-esteem instruments. It is a ten-item self-reporting scale that assesses a person's overall sense of self-esteem. Each statement on the scale is answered on a four point scale (Likert scoring 0-1-2-3) with the scoring ranging from 0 to 30. Rosenberg self-esteem scale has strong internal reliability: test-retest correlations are in the range of 0.76 to 0.88, and Cronbach alpha in the range of 0.77 to 0.88. A cronbach alpha of

0.84 and two week test-retest reliability coefficient of 0.76 has been established in a Nigerian study (Okwaraji, Aguwa, & Shiweobi, 2015) and for the present study the calculated internal consistency reliability was 0.82.

The Schutte Self-Report Emotional Intelligence Test (SSEIT) is a 33-item self-report measure of emotional intelligence developed by Schutte et al (1998). The scale was based on Salovey and Mayer's (1990) original model of emotional intelligence. The most widely used subscales derived from the 33-item SSEIT are based on factors identified by Saklofske, Austin, and Minski, (2003) and Ciarrochi, Chan, and Bajgar, (2001). The four subscales include: perception of emotions, management of own emotion, management of others emotion and utilization of emotion. The items on the scale comprising the subscales are as follows: Perception of emotion (items 5, 9, 15, 18, 19, 22, 25, 29, 32, 33), Managing Own Emotion (items 2, 3, 10, 12, 14, 21, 23, 28, 31), Managing Others' Emotion (items 1, 4, 11, 13, 16, 24, 26, 30), and Utilization of Emotion (items 6, 7, 8, 17, 20, 27). Respondents rate themselves on the items using a five-point scale. Items 5, 28 and 33 are scored on the reverse order. Total scores can range from 33 to 165 with higher scores indicating higher emotional intelligence.

### **3.2 Method for Data Analysis**

Data generated from the study was entered into Excel spreadsheet, cleaned and coded. It was then exported into SPSS-IBM version 21 and analyzed using descriptive statistics (mean, standard error of mean, frequency, and percentage). Pearson's product moment correlation method was used to study the association between self-esteem and emotional intelligence. Chi-square and Phi tests were further used to assess the strength of association between self-esteem and emotional intelligence (including the subscales) and t-test was used to test gender differences on the variables. The statistical level of significance set at  $p \leq 0.05$ .

### **4.0 Presentation and Analysis of Data**

According to Table 1 below, 75(53.57%) of the respondents were females while 65(46.43%) were males. The mean age of the respondents was  $20.61 \pm 0.22$  years, range of 25-60 years and majority (57.14%) were 35 years or below. Ninety four percent (132) were married while 6% (8) were single.

Variable	Frequency	Percentage
<b>Age</b>		
≤35	80	57.14
≥35	60	42.86
Mean age= 20.61±0.22		
<b>Sex</b>		
Male	65	46.43
Female	75	53.57
<b>Marital status</b>		
Married	132	94.29
Single	8	5.71

**Table 1: Demographic representation of the 140 respondents**

Table 2 below shows that the librarians had mean scores of self-esteem, emotional intelligence (global), perception of emotion, management of own emotion, management of others emotion and utilization of emotion as  $21.31 \pm 0.375$ ,  $124.63 \pm 1.156$ ,  $33.34 \pm 0.450$ ,  $34.50 \pm 0.358$ ,  $30.21 \pm 0.398$  and  $24.20 \pm 0.259$  respectively. This means that the librarians have high levels of self-esteem and emotional intelligence.

**Table 2.** Self-esteem and emotional intelligence scores of the respondents (N=140)

	Self-esteem	Emotional intelligence (global)	Perception of emotions	Management of own emotion	Management of others emotion	Utilization of emotion
Mean Score	21.31	124.63	33.34	34.50	30.21	24.20
SEM	0.375	1.156	0.450	0.358	0.398	0.259

Table 3 below indicates that there are statistically significant strong positive correlations between self-esteem, age and emotional intelligence and components of emotional intelligence among the librarians. Generally, the correlations are strong and increase in age is associated with increase in self-esteem and emotional intelligence.

Variable	Self-esteem	Perception of emotion	Managing own emotion	Managing others emotion	Utilization of emotion	Emotional intelligence (global)	Age
Self-esteem	1	0.220**	0.272**	0.172*	0.095	0.237**	0.177*
Perception of emotion	0.220**	1	0.439**	0.427**	0.416**	0.627**	0.114
Managing own emotion	0.272**	0.439**	1	0.587**	0.551**	0.760**	0.217**
Managing others emotion	0.172*	0.427**	0.587**	1	0.400**	0.747**	0.256**
Utilization of emotion	0.095	0.416**	0.551**	0.400**	1	0.656**	0.133
Emotional Intelligence (global)	0.237**	0.627**	0.627**	0.627**	0.656**	1	0.240**
Age	0.177*	0.114	0.217**	0.256**	0.133	0.240**	1

\*Pearson's Correlation is significant at the 0.05 level

\*\* Pearson's Correlation is significant at the 0.01 level

**Table 3.** Correlation studies between self-esteem, emotional intelligence and emotional intelligence components(N=140)

Table 4 indicates that there are statistically significant association between self-esteem and age and emotional intelligence (total) and components of emotional intelligence (perception of emotion, managing own emotion, managing others emotion & utilization of emotion). The strength of these associations is generally high as shown by Phi tests.

**Table 4.** Association between Self-esteem and Emotional Intelligence Scores of the librarians studied (N=140)

Variable	X <sup>2</sup>	P value	Phi Test
Emotional intelligence (Total)	21.99	0.009	.396
Perception of emotion	22.65	0.012	.402
Managing own emotion	17.95	0.050	.358
Managing others emotion	19.01	0.050	.369
Utilization of emotion	23.33	0.010	.408
Age	11.67	0.001	0.289

Table 5 showed no gender differences in self-esteem, emotional intelligence and its components among the librarians. The male librarians are older than the females and the difference is statistically significant ( $p < 0.05$ ).

**Table 5.** Gender differences among the variables

Variables	Mean±SD (total)	Males	Females	t-test	P value
Self-esteem	21.31±0.375	20.99±0.486	21.68±0.581	-.918	0.360
Emotional intelligence (global)	124.63±1.156	124.04±1.637	125.31±1.633	-.545	0.586
Perception of emotion	33.34±0.450	33.35±0.560	33.34±0.726	.009	0.993
Managing own emotion	34.50±0.358	34.31±0.518	34.72±0.491	-.579	0.564
Managing others emotion	30.21±0.398	29.93±0.553	30.54±0.573	-.758	0.450
Utilization of emotion	24.20±0.259	24.33±0.373	24.05±0.357	.552	0.582
Age	20.61±0.224	21.16±0.354	19.98±0.237	2.672	0.008

## 5.0 Discussion of Result

Self-esteem and emotional intelligence are essential tools for effective and quality library management and practice. Therefore, their perception and management are critical and pertinent ingredients for the successful career of a librarian and potential librarians. The library users, management, researchers and the general public will definitely prefer an positive emotionally intelligent librarian with high self-esteem.

This study therefore shows that librarians exhibit high levels of self-esteem, emotional intelligence and all the components of emotional intelligence. A positive emotionally intelligent librarian who heads and manages a library will ultimately perceive the needs of his/her users and staff and also provide better services as to improving the information needs of the users as well as the well-being of his/her subordinates. The above stand was also affirmed by Weng, et.al (2011) and McKinley (2014). Efficient and satisfactory performance in library services brings joy and happiness to all stakeholders. Evidences abound that people of higher self-esteem perform better in the academic environment, at work places and more frequently achieve professional success (Oginska-Bulik. 2005 & Chiva and Alerge 2008).

As expressed by Moghal, Yasien, Alvi and Washdev (2016), emotional intelligence helps one build stronger relationships, succeed at work, and achieve career and personal goals and persons

with high emotional intelligence tend to have better social skills, are perceived as more pro-social and less prone to conflict and no doubt, a librarian of such, will create a better librarian-user relationship, better users' trust and better user outcomes. While Zeidner, Mathews and Roberts (2009), opine that emotionally intelligent person is usually better equipped to deal with effects of stress and better adjusted than one with low emotional intelligence. Uchino et al (2015), posits that emotional intelligence has also been associated with staff wellness, decreasing burnout and better motivation

In general, it has also been agreed that persons with a high level of emotional intelligence tend to have more positive interpersonal behaviors befitting of the library profession (Kaplan Satterfield and Kington, 2012 & Lievens, 2013) and have more adaptive ways of coping (Mayer, Caruso and Salovey, 1999). Whereas, positive emotional intelligence is a strong predictor of better psychological adjustment, negative or low emotional intelligence is significantly related to depression, harmful and distressing behavior and this also the view of Petrides and Furnham, (2000). Researchers have also shown that sad mood can be attributed to low level of emotional intelligence (Schutte, Malouff, Hall, Hggerty, Cooper, Golden, and Dornheim, 1998 & Martinez-Pons, 1997).

Self-esteem is another important tool for librarians during their interactions with readers and other library users. Koleoso, Osasona, and Ayorinde, (2016), reveal It that an individual with a high self-esteem has a better level of mental health and self-harmony while Peng, Cheng, Chen, and Hu, (2013), believe that one with high self esteem feels more confident and more competent, and exhibits optimistic attitudes. To Ghorbanshirodi, (2012). Such a person has strong personal strength and ability to solve problems and ability to control emotions. If one applies the view of Eremie and Chikweru, (2015) to librarianship, Librarians with good self-esteem have the potentials to stimulate, influence and induce a positive well-being both in service delivery and in users. Conversely, low self-esteem as asserted by Chris, Pais, Kumar, and Sisodia, (2012) is associated with desperation; inferiority; sadness, depression and high suicidal tendencies.

This study found a strong and positive correlation between self-esteem and emotional intelligence ( $r = 0.237$ ,  $p = 0.001$ ) (including all the components of EI, except utilization of

emotion) among librarians. This means, as they grow in self-esteem, they become more emotionally intelligent. A librarian imbued with high self-esteem and at the same time, with positive emotional intelligence, is most likely going to be a good and functional service provider and a good resource person. He/she will invariably be happy, confident, competent, a good team leader, liked by users and colleagues and also have good interpersonal behaviors, user-librarian relationship and user outcomes (Kaplan, Satterfield, and Kington, 2012 & Lievens, 2013). The above finding therefore provides answer to research question one and two which are: What is the relationship between self-esteem and emotional intelligence among librarians and Does emotional intelligence has influence on librarians' self-esteem?

This research also indicated strong and positive correlation between age and self-esteem and emotional intelligence. That is, as the respondents get older, they become more emotionally intelligent ( $r = 0.240$ ,  $p = 0.001$ ) and develop high self-esteem ( $r = 0.177$ ,  $p = 0.05$ ). Probably, in agreement with the dictum "experience is the best teacher", experiences of the librarians increase with their age, and as they grow in service, they become sensitive to their own feelings and those of others. The positive correlation of age and emotional intelligences in this work agrees with earlier findings of McKinley, (2014); Faye et al, (2011); Weng et al, (2008) and Zeidner et al, (2009) Imperatively, the above finding thus answers the research question 3: What are the factors that influence emotional intelligence and self esteem?

The result also indicated that there is no significant gender difference in the assessment of self-esteem and emotional intelligence among the respondents. Koleoso et al, (2016) have also found no significant difference between male and female students on self-esteem. This finding corroborates earlier studies which found no gender differences in self-esteem Asadi; Basirani; Asadi; Panahi, Amirshahi and Salhin (2010). Asghari, Saadati, Ghodsi and Fard, (2015). However, other studies have found significant gender differences in self-esteem, that males have high self-esteem than females McMullin and Cairney, (2004). In relation to EI, no significant gender differences among the librarians in this study. This finding agrees with the work done by Cakan and Altun (2005) in which they found no significant gender difference. Conversely, other studies Saklofske, Austin and Inski, (2003), have found significant gender differences and noted that males scored significantly higher on cognitive, physical and self aspect, while females

scored higher on somatic symptoms, expression of affect and spiritual aspects. Furthermore, a study in South Africa by Jonker and Vosloo (2008), found that females compared to males, exhibited higher levels of understanding of emotions of other people while it was also buttressed in another study Mayer and Salovey, (1995), females had higher mean scores compared to males on impulse control and empathy.

## **5.1 Conclusion and Recommendations**

In conclusion, this study has shown that the librarians have much to do with high levels of self-esteem and emotional intelligence in the course of discharging their duties and in associating with all and sundry. Results demonstrated the pivotal role of emotional intelligence. Essentially, emotional intelligence appeared to be a strong determinant of self-esteem and explain away the positive effect of social competence on self-esteem. The results imply the value of raising emotional intelligence in order to consolidate the basis for self-esteem.

Self-esteem correlated positively and significantly with age, emotional intelligence, perception of emotion, management of own emotion and management of others emotion. The association between self-esteem, age, emotional intelligence and its components are strong and statistically significant ( $p < 0.05$ ). Librarians should in the words of Petrides and Furnham (2000), understand that Positive emotional intelligence is a strong predictor of better psychological adjustment than high self-esteem whereas negative or low emotional intelligence is significantly related to depression, harmful and distressing behaviors. To this end:

- ❖ Library schools should inculcate into their curriculum the teaching of emotional intelligence and self-esteem and their importance in librarianship;
- ❖ Libraries should consider including emotional intelligence and self-esteem tests among selection criteria in the recruitment of librarians;
- ❖ Library management should from time-to-time organize in-service training revolving around enhancement of staff emotional intelligence and self esteem among other psychological factors,
- ❖ Librarians should try to get abreast and master those factors that can enhance their EI and improve their self esteem like: believing in themselves, developing self confidence and following the footsteps of librarians who have left their footprint in the sand of time (in

the field of librarianship). After all, the best step to success is to follow the footsteps of those who have made it and

- ❖ Mentoring should be encouraged in librarianship in that the old (by experience) should see it as a desirable responsibility to groom the young and carry them along in the scheme of things. A situation in which old and experienced librarians see the young librarians as threat thereby antagonizing every effort they make to excel in the profession should be frowned at and discouraged in its entirety. This suggestion is based on the finding that emotional intelligence and self esteem increase with age and experience. So, the young can be tutored towards that direction.

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