

A CORRELATIVE STUDY OF EMOTIONAL INTELLIGENCE AND LIBRARIANS' PRODUCTIVITY IN UNIVERSITIES IN CROSS RIVER STATE: IMPLICATIONS FOR COUNSELLING

PROF RUTH SIMON BASSEY

Department of Library and Information Science
University of Calabar, Calabar
Cross River State, Nigeria
ruthsimon_bassey@yahoo.co.uk

MFON EYO, PhD

Department of Guidance and Counselling
University of Calabar, Calabar
Cross River State, Nigeria
dr.mfon.eyo@gmail.com

Abstract

This study adopted a correlational design to investigate relationship between emotional intelligence and librarians' productivity in the two public universities in Cross River State, Nigeria. The study was guided by two research questions and hypotheses; and used the entire population of all the 64 librarians in these two universities as the sample. Two instruments were used. These included an adapted standardized short form of Trait Emotional Intelligence Questionnaire (TEIQue-SF) for measuring emotional intelligence and researchers-developed Librarians' Productivity Questionnaire (LPQ) for measuring the productivity of librarians. The reliability was established as 0.74 and 0.77 for TEIQue-SF and LPQ respectively. The generated data was collated and analysed using mean, standard deviation, t-test and Pearson Product Moment Correlation. Findings of the study indicate that there is moderate but significant relationship between emotional intelligence and productivity of librarians; and that there is a significant difference between the productivity of librarians with high emotional intelligence and those with low emotional intelligence. The study therefore made recommendations to the stakeholders, including librarians, counsellors and university administrators, relying on the findings of the study.

Keywords: Emotional intelligence, librarians, productivity, counselling, correlational, universities, Nigeria

Introduction

The library is a pivotal component of the school system. It provides the resources that sharpen the intellectual development of the community it serves, including students, teachers, administrators and indeed every stakeholder that patronizes it. Bassey and Eyo (2015) pointed out that where the library is available and ready for use, there are other factors, like demographic variables of the users, which affect the extent to which the library achieves its fundamental objectives. There is no disputing the fact that the personnel, as it

is in other organizations, are an important factor in the success of the library. Salitu, Famade and Oluwadare (2012) posited that the success of any organization is a function of the quantity and quality of its workforce. Ayodele (2000) (cited in Salitu, Famade & Oluwadare, 2012) had earlier argued that no administration can succeed without the support and cooperation of dedicated staff, and that in the educational setting, qualified teaching staff are the best resources and asset.

In the library setting, researchers have indicated human resources of the library as one of the challenges the library would have to overcome if it is to succeed (Ibinaiye, 2012; Imo & Igbo, 2011). Blixrud (n.d) asserted that the human dimension of library services, including responsiveness, assurance, empathy and reliability of library personnel, is one of the major criteria used by library users in their rating of library quality. The awareness on the essential nature of library personnel in delivering the mandates of the library justifies the need to study the variables that can influence the efficiency of the human resources of the library. One of such variables which may influence the productivity of librarians is emotional intelligence.

Productivity, which has a global acknowledgement, is a significant concept in human undertakings. Productivity means different things to different people. While some define productivity as how well an organization utilizes the resources available to it to achieve its goals, others see it as the ratio of inputs and outputs or the amount of output per unit of input (Public Health England, 2015; Jacobson & Sharar, 2011). The aspect that is related to the library is viewing productivity from the managerial perspective which considers the broad spectrum of variables that can influence productivity. Such variables include work disruptions, absenteeism, quality of output and customer satisfaction (Public Health England, 2015). The present study built on these variables in its designing an instrument for measuring the productivity of librarians.

Very importantly, several studies have linked productivity with different variables. Olayemi (2012) investigated “class size and teachers’ productivity in primary schools in Ekiti State” and reported that “there is a significant relationship between class size and teachers’ productivity.” Adeogun and Olisaemeka (2011) investigated the “influence of school climate on students’ achievement and teachers’ productivity for sustainable development” and reported that there exists a significant relationship between school climate, performance and productivity. The studies reviewed here serves as further justification for the present study. The reviewed studies highlight the facts that productivity is related to various independent variables; this therefore sets the background and justifies the current study which considered the relationship between emotional intelligence and productivity.

Emotional intelligence is a relatively new concept in counselling psychology. In fact, it was not until 1990 that Salovey and Mayer coined the term emotional intelligence; Goleman is reputed to have popularized the concept through his book, *Emotional Intelligence*. According to Salovey and Mayer (1990) (quoted in Cherniss, 2000), emotional intelligence is “a form 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 action.” Neale, Spencer-Arnell and Wilson (2009)

defined emotional intelligence as “using thinking about feeling (and feeling about thinking) to guide our behaviour.”

There are basically five domains of emotional intelligence. A version of the five domains includes intrapersonal, interpersonal, adaptability, stress management and general mood. This version, usually credited to a categorization by Bar-On, has sub categories for the domains. The intrapersonal domain has emotional self-awareness, assertiveness, self-regard, self-actualization and independence as its area of focus, while interpersonal domain is concerned with empathy, interpersonal relationship and social responsibility. Adaptability focuses on problem solving, reality testing and flexibility; stress management involves stress tolerance and impulse control, while general mood is concerned with happiness and general optimism (Grayson, n.d). Another version of the five domains, also called elements of emotional intelligence, include self-awareness, self-regulation, motivation, empathy and social skill. Self-awareness refers to ability to recognize and understand one’s emotions and their effects on others; self-regulation is the ability to control or manage one’s impulses and moods while motivation is concerned with optimism despite difficulties. Empathy on the other hand is the ability to understand other people’s emotion and treating them according to their emotional reaction while social skills is the proficiency in building and managing relationships (Goleman, 1995 cited in Adetayo & Kiadese, 2011; Goleman, n.d). This second version of the five elements attributed to Goleman was subsequently reduced by Goleman to four elements including self-awareness, self-management, social awareness and relationship management (Goleman, n.d).

Emotional intelligence is established to be a crucial variable in human performance. Cherniss (2000) argues that emotional intelligence is a crucial factor in effective work performance. According to Cherniss, considerable body of research available suggests that a person’s ability to perceive, identify, and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost any job. Neale, Spencer-Arnell and Wilson (2009) added that developing one’s emotional intelligence would improve one’s performance. This, according to them, is because developing emotional intelligence would lead to improved relationships, improved communication with others, improved career prospects, increased creativity, reduced stress levels and confidence in change management. Other benefits include better empathy skills, acting with integrity, respect for and from others, learning from mistakes, amongst others. These benefits and the avowed influence on workers’ performance explain the interest of this study in this concept, but with respect to university librarians.

Researchers have investigated the relationship between emotional intelligence and teachers’ productivity. Babatunde, James, Ifeanyi, and Olanrewaju (2014) investigated “work motivation and emotional intelligence as correlates of secondary school teachers’ productivity in South Western Nigeria.” They reported that work motivation and emotional intelligence had combined and individual significant relationship with teachers’ productivity. A study by Akintayo (2012) investigated the relationship among working environment, workers’ morale and perceived productivity, and reported that there exists significant relationship among these variables. The researcher also reported that working

environment is significantly related to workers' morale, and that working environment correlated significantly with perceived workers' productivity.

In a study on "emotional intelligence as a correlate of school library media centre service delivery in federal government colleges in Nigeria," Akerele and Elaturoti (2014) reported that emotional intelligence could significantly predict service delivery of school library media specialists (SLMSs), thus concluding that emotional intelligence level of SLMSs is a relevant factor influencing service delivery. In a related study, Ogungbeni, Ogungbo and Yahaya (2013) investigated "emotional intelligence, job satisfaction and librarians' performance." They posited that there exists a relationship between emotional intelligence and job performance of librarians. These studies depict the fact that though emotional intelligence is a recently developed concept, it has already captured the attention of researchers. They therefore serve as justifications for the present research which is concerned with the relationship between emotional intelligence of librarians and their productivity.

Research purposes and questions

This study was guided by two purposes which also translated into two research questions thus:

1. What is the relationship between emotional intelligence and productivity of librarians in the universities?
2. How does the productivity of librarians with high emotional intelligence differ from those with low emotional intelligence?

Hypotheses

Two hypotheses were formulated to guide this study. These non-directional hypotheses were tested at alpha level of .05. They included the proposition that:

1. There is no significant relationship between emotional intelligence and productivity of librarians in the universities.
2. There is no significant difference between the productivity of librarians with high emotional intelligence and those with low emotional intelligence.

Methodology

The design for this study was correlational design. The study was situated in universities in Cross River state of Nigeria, which include University of Calabar (UNICAL) and Cross River State University of Technology (CRUTECH). UNICAL is owned by the Federal Government of Nigeria while CRUTECH is owned by the Cross River State Government. The population of the study included 64 librarians in the libraries of both universities. The entire population was used as it was manageable, thus no sample was composed.

Two instruments were used for data collection. One was an adapted standardized short form of Trait Emotional Intelligence Questionnaire (TEIQue-SF) developed by Petrides (2009). The original questionnaire had seven-point response options but the adapted version had four-point response options, which were Strongly Agree, Agree, Disagree and Strongly Disagree. This was done in consideration of the Nigerian setting

which is more attuned to four scale response options, and for ease of analysis of the generated data. The second instrument was Librarians' Productivity Questionnaire (LPQ) designed by the researchers for the study.

Both the LPQ and the adapted TEIQue-SF had sections A and B. While section A sought to gather demographic information from the respondents, section B of the TEIQue-SF was a 30-item statement that sought to measure the emotional intelligence of the respondents while section B of LPQ was a 16-item section that sought to measure Librarians' productivity. The section B of both instruments had a four-point Likert-like response scale of Strongly Agree, Agree, Disagree and Strongly Disagree with scores 4, 3, 2 and 1 respectively. Furthermore, both instruments had positively and negatively framed statements. As they were in the original TEIQue-SF, 15 items had negative statements while 12 items of the LPQ were in the negative, and these affected the scoring. While the scoring was 4, 3, 2 and 1 for Strongly Agree, Agree, Disagree and Strongly Disagree respectively for the positive statements, the reverse scoring of 1, 2, 3 and 4 was for Strongly Agree, Agree, Disagree and Strongly Disagree respectively for the negative statements in both instruments. The reliability of both instruments was established by administering the instruments on 25 librarians in the College of Health Technology Calabar and College of Education Akamkpa, all in Cross River State. The generated data was analysed with Cronbach statistics and the reliability was established as 0.74 and 0.77 for TEIQue-SF and LPQ respectively.

The two instruments were administered at the same time by the researchers to the respondents. Data generated from the instruments was analysed using mean, standard deviation, t-test and Pearson Product Moment Correlation. In answering and testing Research question one and hypothesis one respectively, Pearson Product Matrix was used. Mean and standard deviation were used in answering research questions two, while t-test was used in testing hypotheses two. In deciding whether a respondent had high or low emotional intelligence, the mean score of the respondent on the TEIQue-SF was compared with the criterion value of 2.50. Any score below 2.50 was considered as low emotional intelligence, while those that scored 2.50 and above were considered as having high emotional intelligence.

Presentation and discussion of results

Research question 1: What is the relationship between emotional intelligence and productivity of librarians in the universities?

Ho 1: There is no significant relationship between emotional intelligence and productivity of librarians in the universities.

Table 1: The relationship between emotional intelligence and productivity of librarians in universities.

Groups	N	r	P	A	Coefficient of determinate (r ²)	Decision	Inference
Emotional Intelligence Librarian's productivity	64	0.631	0.00	.05	r ² = r ² x100 = 0.40x100 = 40%	Reject Ho	Relationship is moderate and significant

The r-value of 0.631 indicates that there is a moderate relationship between emotional intelligence and productivity of librarians in the universities. The coefficient of determinate, which is established at 40%, indicates that librarian's productivity is influenced by emotional intelligence by 40%. Additionally, the exact probability is less than alpha which led to the rejection of the null hypothesis. This therefore implies that the relationship between emotional intelligence and librarian's productivity, though moderate, is statistically significant. This finding agrees with the Babatunde, James, Ifeanyi, and Olanrewaju (2014); Akerele and Elaturoti (2014); and Ogungbeni, Ogungbo and Yahaya (2013). Babatunde, James, Ifeanyi, and Olanrewaju (2014) investigated the relationship between work motivation, emotional intelligence and secondary school teachers' productivity; they reported that work motivation and emotional intelligence had combined and individual significant relationship with teachers' productivity. Akerele and Elaturoti (2014) reported the findings of their study to indicate that emotional intelligence could significantly predict service delivery of school library media specialists (SLMSs); while Ogungbeni,

Ogungbo and Yahaya (2013) reported that the outcome of their study on emotional intelligence, job satisfaction and librarians' performance indicated that there exists a relationship between emotional intelligence and job performance of librarians.

Research question 2: How does the productivity of librarians with high emotional intelligence differ from those with low emotional intelligence?

Ho 2: There is no significant difference between the productivity of librarians with high emotional intelligence and those with low emotional intelligence.

The research question 2 and hypothesis 2 sought to establish if the productivity of librarians with high emotional intelligence differs from those with low emotional intelligence. The summary for both the research question and analysis is as presented on table 2.

Table 2: t-test of significance of difference in the mean score on the productivity of librarians based on level of emotional intelligence

Groups	N	Mean	SD	df	t	t _{critical}	p	α	Deci- sion	Inference
Low Emotional Intelligence	13	2.32	0.21							
				62	3.81	1.96	0.00	.05	reject H ₀	Difference is significant
High Emotional Intelligence	51	2.82	0.46							

The mean difference of 0.5 indicates that the productivity of librarians with high emotional intelligence differs from those with low emotional intelligence. Further analysis of the generated data also led to the rejection of the null hypothesis. It therefore implies that there exists a difference, which is statistically significant, between the productivity of librarians based on their levels of emotional intelligence. This finding seems to have confirmed the finding of research question 1 and hypothesis 1, that productivity was influenced by emotional intelligence. This explains why there is a significant difference between the productivity of librarians with high emotional intelligence and those with low emotional intelligence.

Summary of findings and implications to counselling

1. The relationship between emotional intelligence and productivity of librarians in universities is moderate and significant.
2. There is a significant difference between the productivity of librarians with high emotional intelligence and those with low emotional intelligence.

The findings of this study have implications for the counsellors, librarians, library management and university management as a whole. With respect to counsellors who have the onerous task of helping clients to perform optimally, findings of this study have indicated a moderate but significant relationship between emotional intelligence and productivity of librarians. Counsellors would therefore take into consideration the emotional intelligence of librarians, or clients in general, as a major factor, amongst other variables that affect clients’ performance. This is particularly true where the issue of productivity is the subject matter. Furthermore, the findings of this study have indicated that there is a significant difference between the productivity of librarians with high emotional intelligence and those with low emotional intelligence. This finding has implications for university librarians and university management as they would have to consider the emotional intelligence of prospective employees to their organization. More

so, there may be need to establish the emotional intelligence of personnel of the library, or university as a whole, as part of the process of determining productivity of these personnel.

Conclusion and recommendations

This study has established a significant relationship between emotional intelligence and librarians' productivity. Specifically, the findings of the study indicate that emotional intelligence accounts for 40% of librarians' productivity. This established correlation is in agreement with an earlier study by Babatunde, James, Ifeanyi, and Olanrewaju (2014) whose findings indicated that work motivation and emotional intelligence had combined and individual significant relationship with teachers' productivity. It is interesting to note that both studies sought to establish relationship between emotional intelligence and productivity in different perspectives. It is also noteworthy that both studies reported significant relationship between emotional intelligence and productivity in the different areas of focus of the two studies. Drawing an inference from these two studies, it would be safe to conclude that emotional intelligence has a significant relationship with productivity generally.

The following recommendations are made based on the findings of this study:

1. Counsellors should focus attention on helping to raise the emotional intelligence of the client while attempting to assist the client to perform optimally.
2. Employers and human resources managers should incorporate the measurement of emotional intelligence of their prospective employees in the recruitment process.
3. Library and university management should have a baseline data on the emotional intelligence of all the staff of their establishments.
4. Library management in particular and university management in general should liaise with counsellor to stage intervention programmes to raise the emotional level of their respective employees.

References

- Adeogun, A. A. & Olisaemeka, B. U. (2011). Influence of School Climate on Students' Achievement and Teachers' Productivity for Sustainable Development. *US-China Education Review*, 8(4), (April), 552 – 557. Retrieved on 26/01/2015 from <http://files.eric.ed.gov/fulltext/ED520461.pdf>
- Akerele, J. A. & Elaturoti, D. (2014). Emotional Intelligence as a Correlate of School Library Media Centre Service Delivery in Federal Government Colleges in Nigeria. *Library Philosophy and Practice*. Retrieved on 29/01/2015 from <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=2935&context=libphilprac&seiredir=1&referer=http%3A%2F%2Fwww.google.com%2Fsearch%3Fclient%3Dms-rim%26hl%3Den%26q%3DStudy%2520motivation%2520and%2520emotional%2520intelligence%2520as%2520correlates%2520of%2520library%2520use%2520in%2520nigerian%2520universities%2520pdf%26ie%3DUTF-8%26oe%3DUTF-8%26channel%3Dbrowser#search=%22Study%20motivation>

[%20emotional%20intelligence%20as%20correlates%20library%20use%20nigerian%20universities%20pdf%22](#)

- Akintayo, D. (2012). Working Environment, Workers' Morale and Perceived Productivity in Industrial Organizations in Nigeria. *Education Research Journal*, 2(3), (March), 87-93.
- Ayodele, J.B. (2000). School Size, Class Size and Teacher's Quality as Correlates of Internal Efficiency in Primary Schools in Ondo State, Nigeria. *Unpublished Ph.D. Thesis*, University of Ibadan. Quoted in A. O. Salitue, O. A. Famade & A. Oluwadare (2012). Analysis of Education Productivity of Secondary Schools in Ondo State, Nigeria. *Academic Research International*, 2(1), (January), 286 – 295.
- Babatunde, M. M., James, O. O., Ifeanyi, N. O. & Olanrewaju, M. K. (2014). Work Motivation and Emotional Intelligence as Correlates of Secondary School Teachers' Productivity in South Western Nigeria. *Multilingual Academic Journal of Education and Social Sciences*, 2(1), (June), 42 – 56.
- Bassey, R. S. & Eyo, M. (2015). Demographic Variables as Predictors of First Year Undergraduate's Use of the Library in the University of Calabar: Counselling Implications. *Information and Knowledge Management*, 5(7), 143 – 150.
- Blixrud, J. C. (n.d). Assessing Library Performance: New Measures, Methods, and Models. Retrieved on 03/02/2016 from http://iatul.org/doclibrary/public/conf_proceedings/2003/blixrud_fulltext.pdf
- Cherniss, C. (2000). Emotional Intelligence: What it is and why it Matters. Retrieved on 15/02/2016 from http://www.eiconsortium.org/pdf/what_is_emotional_intelligence.pdf
- Grayson, R. (n.d). Emotional Intelligence: Understanding, Applying, and Measuring. Retrieved on 15/02/2016 from http://www.visionrealization.com/Resources/Camper_Devel/Emotional_intelligence.pdf
- Goleman, D. (1995). Emotional Intelligence: Why it can matter more than IQ. New York; Bantam Books. Cited in Adetayo, J. O. & Kiadese, A. L. (2011). Emotional intelligence and parental involvement as predictors of academic achievement in financial accounting. *American Journal of Social and Management Sciences*, 2(1), 21 – 25.
- Goleman, D. (n.d). An EI-Based Theory of Performance. In C. Cherniss & D. Goleman (Eds). *The Emotionally Intelligent Workplace*. Retrieved on 25/02/2016 from http://www.eiconsortium.org/pdf/an_ei_based_theory_of_performance.pdf
- Ibinaiyé, D. I. (2012). Challenges & Prospects of Digitization of Library Resources in Nigeria Universities: The Experience of Kashim Ibrahim Library. *European Journal of Globalization and Development Research*, 5(1), 287 – 300.
- Imo, N. T & Igbo, U. H. (2011). The Challenges of Software Use in Nigerian University Libraries: Review of Experiences from 1990-2009. *Library Philosophy and Practice*. Retrieved on 01/03/2015 from <http://www.webpages.uidaho.edu/~mbolin/nwabuisi-igbo2.pdf>
- Jacobson, J. M. & Sharar, D. (2011). Worker Productivity: Ways to Measure It and Demonstrate Value. Retrieved on 05/02/2015 from http://www.easna.org/wp-content/uploads/2012/07/Woirker_Productivity.pdf
- Layemi, A. (2012). Class size and teachers' productivity in primary schools in Ekiti State. In *Journal of Educational and Social Research*, 2(1) (January) 177-182

- Neale, S., Spencer-Arnell, L. & Wilson, L. (2009). *Emotional Intelligence Coaching: Improving performance for leaders, coaches and the individual*. Retrieved on 25/02/2016 from http://ibsams.com/e_library/Emotional%20Intelligence%20Coaching.pdf
- Ogungbeni, J., Ogungbo, W. & Yahaya, J. (2013). Emotional Intelligence, Job Satisfaction and Librarians' Performance. *Journal of Research in Education and Society*, 4(1), (April), 53 – 61.
- Olayemi, A. (2012). Class Size and Teachers' Productivity in Primary Schools in Ekiti State. *Journal of Educational and Social Research*, 2(1), (January), 177 – 182.
- Petrides, K. V. (2009). Psychometric properties of the Trait Emotional Intelligence Questionnaire. In C. Stough, D. H. Saklofske, and J. D. Parker, *Advances in the assessment of emotional intelligence*. New York: Springer. Retrieved on 03/02/2016 from <http://www.psychometriclab.com/admins/files/The%20TEIQ-SF.pdf>
- Public Health England (2015). Measuring employee productivity – topic overview. Retrieved on 05/02/16 from [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/454172/20150318 - Productivity - V3.0 FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/454172/20150318_-_Productivity_-_V3.0_FINAL.pdf)
- Salitu, A. O., Famade, O. A. & Oluwadare, A. (2012). Analysis of Education Productivity of Secondary Schools in Ondo State, Nigeria. *Academic Research International*, 2(1), (January), 286 – 295.
- Salovey, P. & Mayer, J. (1990). Emotional intelligence. *Imagination, cognition, and personality*, 9(3), 185-211. Quoted in Cherniss, C. (2000). *Emotional Intelligence: What it is and Why it Matters*. Retrieved on 15/02/2016 from http://www.eiconsortium.org/pdf/what_is_emotional_intelligence.pdf