

## **A Study On Emotional Intelligence Factors Among College Librarians In Selected Collge Libraries In Tiruvallur District: An Exploratory Approach**

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### **Abstract**

This study is conducted with special reference to librarians working in selected engineering colleges in Tiruvallur district, Tamil Nadu State, India. The researcher has adapted a descriptive research design, as the research has a specific goal to be accomplished. The population of the study was around 44 engineering colleges among which 40 colleges were selected by employing simple random sampling according to the convenience of the researchers. A five point rating scale questionnaire was constructed based on the major emotional intelligence factors like self awareness, self regulation, self motivation, social awareness and social skills. The questionnaire was validated to test its reliability. The reliability coefficient was 0.786 for emotional intelligence factors. The data was analyzed by employing simple percentage and one way Anova. The above statistical measure was used to know the statistical independence of the emotional intelligence factors and demographic profiles of the respondents. The study reveals that except for emotional intelligence factors social awareness and social skills with regard to age group, all other factors do not have an significant difference in respect of gender, educational qualification, marital status, experience and monthly income.

**Keywords:** Emotional intelligence, Emotional intelligence factors, Libraries

### **Introduction:**

Librarianship is an emerging, peripheral, growing and full-fledged profession. It forms the basis of specialization and diverse career opportunities including document management, knowledge management, research, and electronic resources management. The latest information and communication technology (ICT) developments offer wonderful new opportunities in the delivery of information services and the way libraries are managed. Libraries have undergone a sea of

change in recent the years. Over the last several years, a significant transformation has been noticed from traditional to hybrid nature. The emerging technologies and diverse organizational set up further influence the transition and transformation of role of librarians into different dimensions. The job nature of librarians involves handling different individuals depending on organization they work.

The current scenario in the technological environment and particularly in the Google generation, the functionalities in the library environment poses extra pressure on librarians in providing services to their user community. As **Oliver Sheldon** a management scientist belonging to Behavioral School of Thought, stated that “**industry as body of men**” not as mass of machines, similarly librarians are not machines their emotions and feelings are to be accommodated in order to augment their fullest efficiency in order to achieve their organizational objectives.

### **Background of the Study:**

The Proposed study intends to study how the diverse job responsibilities, varied expectations of library users, pressures from management and transformations of library services due to digital technology and other constraints posts challenges on librarians and how librarians face this situations and express their emotions to handle interpersonal relationship judiciously and empathetically becomes significantly important. Emotional Intelligence plays an important role in the job of a librarian in enhancement of their productivity in an organization. Specifically librarians have to meet people from various disciplines and departments and try to satisfy the information seekers with useful advice and give valuable inputs by helping them in meeting the required information.

### **Review of Literature:**

Goleman's Competency Model (2011) operationally defined Emotional Intelligence as competencies related with conflict management, external awareness, flexibility negotiation, interpersonal skills, self-management, optimism, teamwork and collaboration. Emotional Intelligence is defined as “the composite set of capabilities that enable a person to manage himself/herself and others”. It is more accurate to say that the frequency with which a person demonstrates or uses the constituent capabilities or competencies inherent in emotional intelligence determine the ways in which he/she deals with themselves, their life, work and others. Goleman (1998) & Cooper & Sawaf showed that people with high levels of emotional intelligence experience more career success, build stronger personal relationships lead more effectively and enjoy better health than those with low emotional intelligence, the following reason attest to this “more emotionally intelligent individuals presumably succeed at communicating their ideas, goals and intentions in interesting and assertive ways, thus making others feel better suited to the occupational environment”.

Goleman (1998) & Mount (2006) have found that emotional intelligence has a positive and significant relation with performance. Goleman (1998) & Mayer et. al (1998) have argued that by itself emotional intelligence probably is not a stronger predictor of job performance. Rather it provides the bedrock for competencies that are needed in enhancing job performance of workers in any organization. Goleman has tried to represent this idea by making a distinction between

emotional intelligence and emotional competence. Emotional competencies refer to the personal and social skill that leads to superior performance in the world of work. ‘‘The emotional competencies are linked to and based on emotional intelligence. A Certain level of emotional intelligence is necessary to learn the emotional competencies.

Mossholder et. al. (1981) explained that employees with high emotional intelligence should be more adapt at regulating their own emotions and managing others’ emotions to foster more positive interactions., which could lead to more organizational citizenship behaviors that contribute to performance. Salovey and Mayer (1990) stated that emotional intelligence is associated with performance and productivity of worker. Further the works of Akintayo & Babalola (2012) and Mehdi et. al. (2012) confirmed the same fact.

Mills & Lodege (2006) one likely indicator of the library staff’s ability to relate to their users is their level of emotional intelligence and to be able to build, cultivate, sustain and occasionally patch relationship with library patrons. Bipath (2007) stated the dimensions, teamwork and collaboration is linked with employee performance. It is confirmed that, link of emotional intelligence and worker performance. He also stated that service orientation is significant for the occupation where communication with patron is fundamental. The works of the Anne et. al. & Tella et. al. (2007) showed that individuals with higher perceived ability to regulate their emotions were more likely to report being motivated by achievement needs. Thus Librarians who regularly receive positive feedback (achievement orientation) from management and users for their contributions are motivated to think about how they can perform even more in their library.

Birdi et. al. (2009) explained that the ability of librarian’s emotions and the feelings of others are pivotal to relationship or interactions that are: engaging, exciting, fulfilling, creative and productive. Stock (2009) explained that librarians can sense and perform more rationally in the moment by developing self-regulation skills that enable him or her to quickly metamorphose negative, weakening emotions into more positive, productive ones. Song et. al. (2010) studied about whether emotional intelligence (EI) has incremental validity over and above traditional intelligence dimensions. They found support for the notion that EI has a unique power to predict academic performance and also revealed that EI is related to the quality of social interactions with peers.

Abdullah Sani et. al. (2013) in their work titled ‘‘Assessing the Emotional Intelligence Profile of Public Librarians in Malaysia’’ revealed the level of emotional intelligence among Malaysian Public Librarians has proven to be reasonably high.. However, several aspects of the emotional intelligence still require improvements, which suggest that the authorities concerned should provide appropriate training to the librarians to improve the overall emotional intelligence level.

Hendrix (2013) opines that academic libraries are in a period of rapid organizational change, which can be engaging and stimulating and can also arouse strong emotions as a result of perceived losses and conflicting values; librarians are experiencing a range of emotions including optimism, cynicism, anxiety and apathy. He adds that on university campuses libraries have traditionally been highly valued, but the changes occurring in academic libraries now may question the role of libraries. Unmanaged emotions can be contagious to others and detrimental to the change process and to the individual, hence the need for emotional intelligence among employee in academic libraries

### **Statement of the Problem:**

With the race against time everyone is tested with their patience and emotions and there is not a single profession which is free from stress and pressure and librarians are no exception to it.

A librarian is a invaluable human resource of an organization. His work is professional and he is the one who provides the necessary access to information. It can be related to social or technical information to the user, for which a librarian need to be emotionally sound. As librarians have to deal with people of different age group and professional backgrounds, he is expected to respond and provide required information rapidly. With the rapid change in technology, the reading habits of people particularly college students and the way they use the library is undergoing a phenomenal change. A librarians needs to cater variety of requirements, were sometimes they will be successful. But most of the time they have to discern between different feelings of people and has to adjust his emotions accordingly, which may hamper their efficiency if ignored.

Earlier researches have focused on intrinsic and extrinsic factors of job. Hence the present research is an attempt to understand how emotional intelligence factors plays a vital role and what impact it has on the emotional state of librarians, as this would help in understanding the hardships librarians undergo in their profession and how they overcome those barrier through their emotional intelligence.

### **Objectives of the Study:**

The objectives of the study are to;

1. To know the demographic profiles of college librarians
2. To study the significance of emotional intelligence factors among college librarians

### **Hypothesis:**

The present study has designed its own research framework relating five dimensions of emotional intelligence (Self Awareness, Self Regulation, Self Motivation, Self Empathy & Social Awareness). The hypothesis of this study is to test the emotional intelligence factors and demographic variables are significantly independent.

### **Scope of the Study**

The scope and coverage of the present study is limited to librarians of selected engineering colleges situated in the Tiruvallur district, Tamil Nadu state. The study uniformly resided primarily on the five factors of emotional intelligence i.e., Self Awareness, Self Regulation, Self Motivation, Social Awareness & Social Skills.

### **Theoretical Framework**

Based on the objectives of this study and literature consulted, the theoretical framework that described the relationship and the role of dimensions of emotional intelligence on college librarians was developed. Role of emotional intelligence on college librarians was investigated using five factors (dimensions) i.e., Self Awareness, Self Regulation, Self Motivation, Social Awareness & Social Skills.

### **Self Awareness:**

It denotes the ability to recognize and understand personal moods and emotions and drives as well as their effect on others. Self awareness entails reading people and group accurately (**Goleman 2002**). The self awareness competency includes identification of emotion and understanding how emotions are related to one's goal, thoughts, behaviours and accomplishments (**Goleman 1998**)

### **Self Regulation:**

Self regulation competency helps individuals being unworried in stressful situations. People who manifest this competency do well by regulating and managing their reactions, feelings and emotions. This competency involves intentionally eliciting and sustaining pleasant and unpleasant emotions when considered appropriate, effectively channeling negative effect and restraining negative emotional outburst and responding to other's unspoken feelings (Goleman, 1998)

### **Self Motivation :**

This includes components as internal strivings, attributions and need for achievement.. **Self-motivation** includes our personal drive to improve and achieve, commitment to our goals, initiative, or readiness to act on opportunities, and optimism and resilience.

### **Social Awareness:**

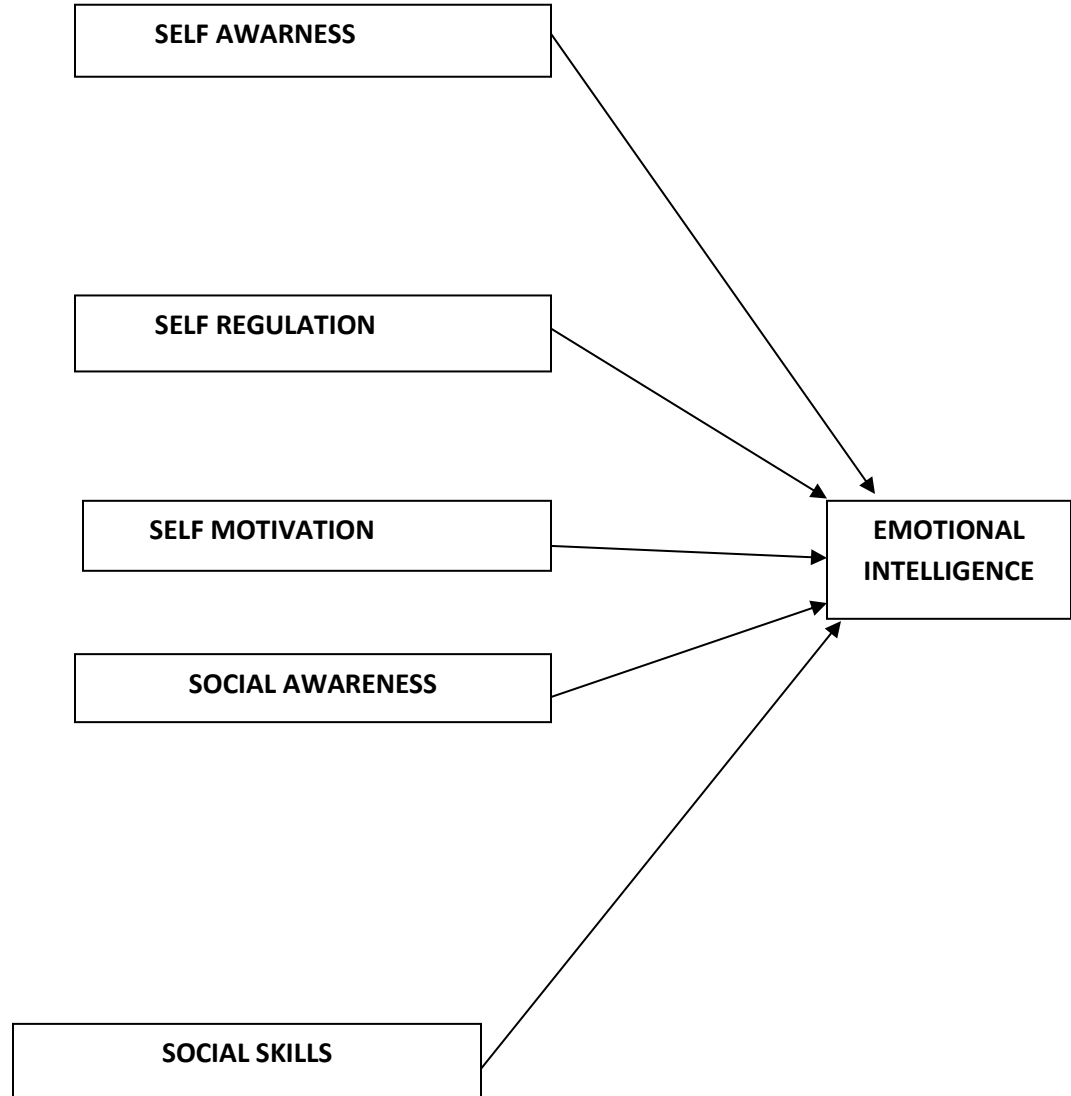
Social Awareness is the ability for a person to understand the emotions of the team members and to get fair understanding of their emotional state. The ability to understand and see things in other people's viewpoints. This quality helps individual for the growth and success of any organization. This competency includes, awareness of other's feelings, needs and concern, understanding and sympathizing with others emotions and responding to other's unspoken feelings (Goleman, 1998)

### **Social Skills:**

The term 'social skills' refers to the skills needed to handle and influence other people's emotions effectively. Once a person able to understand and manage himself, then he can start to understand the emotions and feelings of others (empathy) and finally to influence them (social skills).

According to Goleman (2002) the term denotes our understanding of others' feelings and concerns flows from awareness of our own feelings. The people with social skills are sensitive and understanding of others. They listen effectively, respectfully and attentive to others' emotional state.

## **EMOTIONAL INTELLIGENCE INDIVIDUAL MODEL**



**Methodology:**

The researcher has adopted, **descriptive research design** as the study is **determined for some specific purpose** for instance to know the proportion of librarians in a specified population who hold certain views and attitudes.

**Data Source:**

The target population of this study was librarians of select engineering colleges situated in the Tiruvallur District of Tamil Nadu State. The data for this study has been collected from the respondents through a personal interview in the form of structured questionnaire. The factors of emotional intelligence were tested with the questionnaire developed based on following emotional intelligence factors (dimensions) i.e., Self Awareness, Self Regulation, Self Motivation, Social Awareness and Social Skills against the following demographic profile of librarians of select engineering colleges i.e., Gender, Age, Educational Qualifications, Marital Status, Experience and

monthly income. The response options in the research instrument were based on 5 point scale; strongly agree, agree, neither disagree nor agree, disagree and strongly disagree. The researcher has used simple random sampling technique for identifying 80 samples from 40 engineering colleges which includes senior librarians and assistant librarians. The samples were collected during the period of November 2020 to January 2021.

**Analysis :** Descriptive statistics and One-way Anova has been used to analyse the collected data.

### **Demographic Information of Respondents:**

**Table: 1 Demographic Factors**

<b>Demographic Factors</b>		<b>No.of Respondents</b>	<b>Percentage %</b>
<b>GENDER</b>	Male	61	76.3
	Female	19	23.8
<b>AGE (Yrs.)</b>	<b>21 – 30</b>	11	13.8
	<b>31 – 40</b>	16	20.0
	41 – 50	31	38.8
	51 - 60	22	27.5
<b>EDUCATIONAL QUALIFICATION</b>	Graduate	40	50.0
	Post Graduate	29	36.3
	M.Phil/Ph.D.,	11	13.8
<b>MARITAL STATUS</b>	Un married	19	23.8
	Married	61	76.2
<b>EXPERIENCE</b>	Up to 5 years	8	10.0
	6 – 10 years	13	16.3
	11 – 15 years	31	38.8
	16 – 20 years	24	30.0
	Above 20 years	4	5.0
<b>MONTHLY INCOME (Rs.)</b>	Below 20,000	10	12.5
	20,001 – 40,000	31	38.8
	40,001 – 60,000	20	25.0
	Above 60,000	19	23.8

**Source: Primary Data**

The demographic profile of respondents shows that majority of the respondents were male (76%) and female constitutes 24%. The age of majority of the respondents 31 (38.8%) ranges between 41 – 50 and only 11 (13.8%) were ranges between 21 – 30. This means that middle age population of librarians dominates in the present study. The educational qualifications of the respondents showed that most of the respondents were 40 (50%) graduates and 29 (36.3%) were Master degree holders and 11 (13.6%) librarians holding research degree. The marital status of librarians showed that 61(76.3%) are married and 19 (23.7%) are un-married. The experience of the respondents have shown that 31 (38.8%) are having 11 – 15 years of experience and 24 (30%) are having 16 – 20 years of experience. The monthly income profile of respondents shown that 31 (38.8%) respondents have been paid the monthly salary of Rs. 20,001 – 40,000 and 20 (25%) are getting monthly income of Rs.40,001 – 60,000/-.

**Table: 1 Demographic Profile of Respondents**

Demographic Factors		No.of Respondents	Percentage %
GENDER	Male	61	76.3
	Female	19	23.8
AGE (Yrs.)	21 – 30	11	13.8
	31 – 40	16	20.0
	41 – 50	31	38.8
	51 - 60	22	27.5
EDUCATIONAL QUALIFICATION	Graduate	40	50.0
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	40,001 – 60,000	20	25.0
	Above 60,000	19	23.8



**Hypothesis 1:** The emotional intelligence factors and gender of the respondents are Significantly independent

**Table: 2 One Way Anova for Emotional Intelligence Factors based on Gender**

<b>GENDER</b> <b>EI FACTORS</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
<b>SELF AWARENESS</b>	Between Groups	.118	1	.118	1.000	.320 <sup>+</sup>
	Within Groups	9.219	78	.118		
	Total	9.337	79			
<b>SELF REGULATION</b>	Between Groups	.152	1	.152	2.044	.157 <sup>+</sup>
	Within Groups	5.784	78	.074		
	Total	5.935	79			
<b>SELF MOTIVATION</b>	Between Groups	.023	1	.023	.156	.693 <sup>+</sup>
	Within Groups	11.440	78	.147		
	Total	11.463	79			
<b>SOCIAL AWARENESS</b>	Between Groups	.017	1	.017	.210	.648 <sup>+</sup>
	Within Groups	6.397	78	.082		
	Total	6.414	79			
<b>SOCIAL SKILLS</b>	Between Groups	.072	1	.072	.735	.394 <sup>+</sup>
		7.606	78	.098		

	Within Groups					
	Total	7.677	79			

+ Not Significant

It is inferred from table 2 that all the emotional factors and genders of the respondents are statistically independent. Since p value is more than 0.05 level, the null hypothesis is accepted. Further it is observed that all emotional intelligence factors do not have any significant difference irrespective of genders.

**Hypothesis 2:** The emotional intelligence factors and age of the respondents are significantly independent

**Table: 3 One Way Anova for Emotional Intelligence Factors based on Age**

<b>AGE</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
<b>SELF AWARENESS</b>	Between Groups	.083	3	.028	.228	.877 <sup>+</sup>
	Within Groups	9.254	76	.122		
	Total	9.337	79			
<b>SELF REGULATION</b>	Between Groups	.117	3	.039	.508	.678 <sup>+</sup>
	Within Groups	5.818	76	.077		
	Total	5.935	79			
<b>SELF MOTIVATION</b>	Between Groups	.167	3	.056	.374	.772 <sup>+</sup>
	Within Groups	11.296	76	.149		
	Total	11.463	79			
	Between Groups	.706	3	.235	3.131	<b>.030*</b>

<b>SOCIAL AWARENESS</b>	Within Groups	5.709	76	.075		
	Total	6.414	79			
<b>SOCIAL SKILLS</b>	Between Groups	.630	3	.210	2.266	<b>.048*</b>
	Within Groups	7.047	76	.093		
	Total	7.677	79			

+ Not Significant      \* Significant

It is inferred from table 3 that the Emotional Intelligence factors, self awareness, self regulation and self motivation are statistically independent and p value is > 0.05 level. Further, emotional intelligence factors social awareness and social skills have significant difference among the age group and p value is < 0.05. Hence the null hypothesis is partially rejected.

**Hypothesis 3:** The emotional intelligence factors and educational qualification of the respondents are significantly independent

**Table: 4 One Way Anova for Emotional Intelligence Factors based on Educational Qualifications**

<b>EI FACTORS</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>	
<b>SELF AWARENESS</b>	Between Groups	.076	2	.038	.317	.729 <sup>+</sup>
	Within Groups	9.261	77	.120		
	Total	9.337	79			
<b>SELF REGULATION</b>	Between Groups	.052	2	.026	.338	.714 <sup>+</sup>
	Within Groups	5.883	77	.076		
	Total	5.935	79			
<b>SELF MOTIVATION</b>	Between Groups	.052	2	.026	.338	.714 <sup>+</sup>
	Within Groups	5.883	77	.076		

	Within Groups					
	Total	5.935	79			
<b>SOCIAL AWARENESS</b>	Between Groups	.091	2	.046	.555	.577 <sup>+</sup>
	Within Groups	6.323	77	.082		
	Total	6.414	79			
<b>SOCIAL SKILLS</b>	Between Groups	.013	2	.006	.063	.939 <sup>+</sup>
	Within Groups	7.665	77	.100		
	Total	7.677	79			

+ Not Significant

It is evident from table 4 that all EI factors and educational qualifications of the respondents are statistically independent. While p value is greater than 0.05 level, null hypothesis is accepted. Further it is observed that all the EI factors do not have any significant difference irrespective of educational qualifications of respondents.

Hypothesis 4: The emotional intelligence factors and marital status of the respondents are significantly independent

**Table: 5 One Way Anova for Emotional Intelligence Factors based on Marital Status**

<b>MARITAL STATUS</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
<b>SELF AWARENESS</b>	Between Groups	.045	1	.045	.374	.542 <sup>+</sup>
	Within Groups	9.292	78	.119		
	Total	9.337	79			
<b>SELF REGULATION</b>	Between Groups	.071	1	.071	.943	.334 <sup>+</sup>
	Within Groups	5.864	78	.075		
	Total	5.935	79			

	Total					
<b>SELF MOTIVATION</b>	Between Groups	.298	1	.298	2.083	.153 <sup>+</sup>
	Within Groups	11.165	78	.143		
	Total	11.463	79			
<b>SOCIAL AWARENESS</b>	Between Groups	.053	1	.053	.656	.421 <sup>+</sup>
	Within Groups	6.361	78	.082		
	Total	6.414	79			
<b>SOCIAL SKILLS</b>	Between Groups	.015	1	.015	.154	.695 <sup>+</sup>
	Within Groups	7.662	78	.098		
	Total	7.677	79			

+ Not Significant

It is clear from the table 5 that all EI factors and marital status of the respondents are statistically independent. While p value is greater than 0.05 level, null hypothesis is accepted. Further it is observed that all the EI factors do not have any significant difference irrespective of marital status of respondents.

**Hypothesis 5:** The emotional intelligence factors and experience of the respondents are significantly independent

**Table: 6 One Way Anova for Emotional Intelligence Factors based on Experience**

<b>EXPERIENCE</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
<b>SELF AWARENESS</b>	Between Groups	.543	4	.136	1.427	.233 <sup>+</sup>
	Within Groups	7.135	75	.095		
	Total	7.677	79			

<b>SELF REGULATION</b>	Between Groups	.060	4	.015	.190	.943 <sup>+</sup>
	Within Groups	5.875	75	.078		
	Total	5.935	79			
<b>SELF MOTIVATION</b>	Between Groups	.615	4	.154	1.063	.381 <sup>+</sup>
	Within Groups	10.848	75	.145		
	Total	11.463	79			
<b>SOCIAL AWARENESS</b>	Between Groups	.553	4	.138	1.770	.144 <sup>+</sup>
	Within Groups	5.861	75	.078		
	Total	6.414	79			
<b>SOCIAL SKILLS</b>	Between Groups	.543	4	.136	1.427	.233 <sup>+</sup>
	Within Groups	7.135	75	.095		
	Total	7.677	79			

+ Not Significant

It is apparent from the table 6 that all EI factors and experience of the respondents are statistically independent. While p value is greater than 0.05 level, null hypothesis is accepted. Further it is observed that all the EI factors do not have any significant difference irrespective of experience of respondents.

**Hypothesis 6** : The emotional intelligence factors and monthly income of the respondents are significantly independent

**Table: 7 One Way Anova for Emotional Intelligence Factors based on Monthly Income**

<b>MONTHLY INCOME EI FACTORS</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
	Between Groups	.349	3	.116	.983	.406 <sup>+</sup>

<b>SELF AWARENESS</b>	Within Groups	8.988	76	.118		
	Total	9.337	79			
<b>SELF REGULATION</b>	Between Groups	.189	3	.063	.832	.480 <sup>+</sup>
	Within Groups	5.746	76	.076		
	Total	5.935	79			
<b>SELF MOTIVATION</b>	Between Groups	.250	3	.083	.566	.639 <sup>+</sup>
	Within Groups	11.213	76	.148		
	Total	11.463	79			
<b>SOCIAL AWARENESS</b>	Between Groups	.038	3	.013	.151	.929 <sup>+</sup>
	Within Groups	6.376	76	.084		
	Total	6.414	79			
<b>SOCIAL SKILLS</b>	Between Groups	.066	3	.022	.219	.883 <sup>+</sup>
	Within Groups	7.612	76	.100		
	Total	7.677	79			

+ Not Significant

It is evident from the table 7 that all EI factors and monthly income of the respondents are statistically independent. While p value is greater than 0.05 level, null hypothesis is accepted. Further it is observed that all the EI factors do not have any significant difference irrespective of monthly income of respondents.

### **Conclusion and Recommendation:**

Emotional Intelligence is a common factor influencing every human resources in an organization and librarians are of no exception. It serves as an indicator to organizational outcomes which results in or creates an impact on the job performance, job satisfaction and commitment of the employees which can hamper the productivity of the institution as a whole. In this study the researcher have made an attempt to study the impact of emotional intelligence factors on librarians

for which major emotional intelligence factors (dimensions) were identified and questionnaire was constructed accordingly.

The findings of the study revealed that librarians experienced some issues relating to their professional work as it involved frequent interaction with people say students and faculty members and some time college management as well. Adding up to the issues in professional front, the librarians had their own personal issues which challenged their emotions at times and have stated that emotional intelligence had an impact on their productivity of work. Hence it is time for the management to look up into the issues of librarians and motivate them periodically which will exercise their efficiency and potential to contribute effectively.

The researcher would like to conclude that the emotional intelligence factors of librarian play a significant role in functioning of the library. Hence it is suggested that management of respective engineering colleges should give adequate attention to infuse values that could enhance the emotional intelligence factors of their librarians which would help them to prepare for better tomorrow. It is also inferred that organizational culture and commitment to the job is enhanced through emotional intelligence factors. Further the emotionally intelligent librarians aim to satisfy the expectations of the library users and fine tune their roles and responsibilities accordingly.

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