Emotional Intelligence, Job Satisfaction and Librarians' Performance

*Ogungbeni, J.
**Ogungbo, W.
The Library, Lagos State University, Ojo, Nigeria
*E-mail: ogungbeni@gmail.com
**E-mail: wakiluogungbo@yahoo.com

Yahaya, J.
The Library, Yaba College of Technology, Yaba, Lagos
E-mail: yjapheth@yahoo.com

ABSTRACT

This paper investigates how moods or feelings of librarians can contribute to the effective discharge of their traditional roles in the library system. Maslow's theory of human needs, concept of job satisfaction, and emotional intelligence are explained. Relationship between job satisfaction and job performance, correlation between emotional intelligence and job performance of librarians are reviewed. The paper established the fact that library contributes immensely to the literary growth and overall development of anyone that uses its collections. Therefore, librarians are not machines their psychological needs and feelings are to be catered for in order to enhance their optimal productivity. The paper postulates some factors that could contribute to the job satisfaction of librarians and shows how their emotions could relatively be managed so as to enhance their productivity.
Keywords: Job Satisfaction, Emotional Intelligence, Productivity, Job Performance, Librarians, Emotions

INTRODUCTION

The work of the librarian is a service delivery one, on daily basis; he renders services to people from different background, culture, feelings/emotions, skills and characters. As a result of this he must have knowledge on how to manage his emotions and renders effective services to these "wonderful" library users that consult his collections for an information need or the other. Researchers across disciplines have written countless articles concerning the job satisfaction of their professions. Authors have borrowed from psychology, business administration, human resources management, and the wide umbrella of organizational science to define, measure, and interpret the significance of job satisfaction in their discipline. While a significant body of literature has not been sufficiently written concerning job satisfaction in the field of librarianship. The majority of some literatures in library science have only focused on the library users: what do patrons want, how do they use it, how can librarians' best provide it for them? What is sometimes forgotten is that information providers are not machines; in spite of predictions to the contrary, the day has not come in which computers have taken the place of human beings in providing information services to patrons. As such, librarians and information professionals of all types should remember

that the organizational psychology that affects all other fields applies to them, too. It is imperative to recognize that factors that impact the library employee as an individual can impact his or her performance as a service provider as well. Job satisfaction is, then, as key to librarianship as to any other profession. The aim of this paper is to examine emotional intelligence, job satisfaction and librarians' performance. Specifically, the paper intends to investigate how moods or feelings of librarians can contribute to the effective discharge of their traditional roles in the library system, especially in this contemporary age of information communication technology (ICT). However, the ultimate goal of the authors is to examine if there is any correlation between job satisfaction, emotional intelligence and job performance of librarians. Therefore, various factors that could contribute to job satisfaction of librarians and reinforce their productivity are reviewed.

Model of Emotional Intelligence: Before continuing in the overview of emotional intelligence, it may be useful to take a slight detour and look at the word emotion. While the precise definition of emotion may be debated by psychologists, Goleman (1995) uses the term to refer to "a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act." He notes that the main categories or families of emotions are: anger, sadness, fear, enjoyments, love, surprise, disgust, and shame. These core families are the key components to consider when examining emotional intelligence and form the frame for further analysis.

Therefore, emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence 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" (1990). Besides, emotional intelligence could be measured using the following instruments: Reuven Bar-On's EQ-I, Multifactor Emotional Intelligence Scale (MEIS), Seligman Attributional Style Questionnaire (SASQ) and Emotional Competence Inventory (ECI). Salovey and Mayer (1990) proposed a model that identified four different factors of emotional intelligence: the perception of emotion, reasoning with emotions, the ability to understand emotion and the ability to manage emotions.

Perceiving Emotions: The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

Reason for using Emotions: The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

Understanding Emotions: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause

of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.

Managing Emotions: The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

The major impact that this model has on this study is that it helps librarians to know, monitor and control their feelings and emotions, discriminate among them and use the information to guide their thinking and actions in dealing with various people that visit the library for their educational needs. These people are of different character, some are highly temperamental and lousy; while some are quiet and easy going. Hence, with the knowledge of emotional intelligence, librarian must be able to manage these people's behaviour and render efficient services to them.

Maslow's Hierarchy of Needs Theory and Job Satisfaction: Abraham Maslow's hierarchy of needs theory was originally published in 1943. His proposition is that human being are insatiable they always want more and what they want depends on what they already have. Human needs are arranged in a hierarchical order of importance. These range from physiological needs, safety need (lower/primary level), love needs, self esteem (ego) needs and self-actualisation needs (highest/secondary level). Maslow connects the creation of the existence of people's sense of satisfaction with the maintenance of the classified needs. These are: physiological needs (eating, drinking, resting, etc.), security needs (pension, health insurance, etc.), the need to love (good relations with the environment, friendship, fellowship, to love and to be loved), need to self-esteem (self-confidence, recognition, adoration, to be given importance, status, etc.) need of self-actualization (maximization of the latent [potential] power and capacity, development of abilities, etc). Insufficient education, inability to select qualified workers for the job, lack of communications, lack of job definitions, all affect job satisfaction negatively.

It has been asserted that participating in the management, having the decision making power, independence on the job and the unit where the individual works, have positive impact upon the job satisfaction. The job itself (the work conducted), and achievement and recognition at work result in satisfaction while the management policy, relations with the managers and colleagues result in dissatisfaction. Factors related to the job itself such as using talents, creativity, responsibility, recognition have influence on the job satisfaction. Maslow later modified his views by noting that satisfaction of self-actualisation needs by growth-motivated individuals can actually enhance these needs rather than reduce them. Also he accepted that some higher level needs might still emerge after long deprivation of lower level needs, rather than only after the satisfaction. However, it should be emphasized here that with the knowledge of Maslow hierarchy of needs theory, librarians will be able to identify various levels of his clientele needs, put in place relevant library collections that could possibly meet those needs and this will eventually enhance their productivity as information providers.

Job satisfaction has been defined in several different ways and a definitive designation for the term is unlikely to materialise. A simple or general way to define it therefore is as an attitudinal variable: Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. (Spector,1997). An alternative approach is that proposed by Sousa-Poza and Sousa-Poza (2000), based on the assumption that there are basic and universal human needs, and that, if an individual's needs are fulfilled in their current situation, then that individual will be happy. This framework postulates that job satisfaction depends on the balance between work-role inputs - such as education, working time, effort - and work-role outputs - wages, fringe benefits, status, working conditions, intrinsic aspects of the job. If work-role outputs ('pleasures') increase relative to work-role inputs ('pains'), then job satisfaction will increase (Sousa-Poza and Sousa-Poza, 2000).

Rose (2003) views job satisfaction as a bi-dimensional concept consisting of intrinsic and extrinsic satisfaction dimensions. Intrinsic sources of satisfaction depend on the individual characteristics of the person, such as the ability to use initiative, relations with supervisors, or the work that the person actually performs; these are symbolic or qualitative facets of the job. Extrinsic sources of satisfaction are situational and depend on the environment, such as pay, promotion, or job security; these are financial and other material rewards or advantages of a job. Both extrinsic and intrinsic job facets should be represented, as equally as possible, in a composite measure of overall job satisfaction. Job satisfaction is the level to which workers like their work and it is the difference between what employees expect and what they receive. It is a general attitude toward the job; the difference between the amount of rewards employees receive and the amount they believe they should receive (Rocca and Kostanki, 2001).

Job satisfaction according to Buchanan (2006) is a complex and multifaceted concept, which can mean different things to different people. Job satisfaction is usually linked with motivation. Satisfaction is not the same as motivation. "Job satisfaction is more an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative." In recent years attention to job satisfaction has become more closely associated with broader approaches to improved job design and work organization, and the quality of working life movement. In the library set up, librarians render some services such as: selection and acquisition of relevant library collections, organizing these collections for easy accessibility and quick retrieval, managing and maintenance of book shelves, reference services; current awareness services, inter-library loan, provision of e-books or e-journals to readers and other essential services to their users. All these services if they are faithfully rendered create joy in the mind of librarians and make them to be satisfied with the level of their job.

Relationship between Job Satisfaction and Job Performance: The relationship between job satisfaction and performance is an issue of continuing debate and controversy. One view, associated with the early human relation's approach, is that satisfaction leads to performance. An alternative view is that performance leads to satisfaction. However, a variety of studies suggest that research has found only a limited relationship between

satisfaction and work output and offer scant comfort to those seeking to confirm that a satisfied worker is also a productive one. Labor turnover and absenteeism are commonly associated with dissatisfaction, but although there may be some correlation, there are many other possible factors. No universal generalizations about worker dissatisfaction exist, to offer easy management solutions to problems of turnover and absenteeism. The study suggests that it is primarily in the realm of job design, where opportunity resides for a constructive improvement of the worker's satisfaction level.

Also, Buchanan (2006) posits that individual performance is generally determined by three factors: motivation - the desire to do the job; ability, the capability to do the job, and the work environment, the tools, materials, and information needed to do the job. If an employee lacks ability, the manager can provide training or replace the worker. If there is an environmental problem, the manager can also usually make adjustments to promote higher performance. But if motivation is the problem, the manager's task is more challenging. Individual behavior is a complex phenomenon, and the manager may not be able to figure out why the employee is not motivated and how to change the behavior. Thus, also motivation plays a vital role since it might influence negatively performance and because of its intangible nature.

Job satisfaction is a critical issue for every organization because satisfied employees are reportedly known for good performance and vice versa. Several factors come together to determine the job satisfaction including the basic factor (pay, work, supervision, promotion, coworkers and work environment), the demographic attributes of the employees and the broader social, organizational, and human contexts constituting the totality of work environment (Shah and Jalees, 2004). Change in context changes the role of all other determinants of job satisfaction in any type of the organization. Both public and private sector organizations of advanced and developing countries are susceptible to the contextual implications which substantially change the level of job satisfaction or otherwise (Sattar and Nawaz, 2011).Job satisfaction is the degree of "favorableness or unfavourableness with which employees view their work (Werther and Davis, 1999)." It refers to a worker's general attitude towards his/her job, for example, a person with high level of satisfaction has a positive attitude towards his job, while one who is dissatisfied with the job can hold a negative attitude (Robbins and Coulter, 2005). Some researchers argue that job satisfaction is the emotional state created by the balance between rewards and expectations of a worker from his/her job, for example, if employees feel that they are treated unfairly, receive less rewards, they are more likely to have a negative attitude toward their work, boss or coworkers (Luthans, 2005).

Job satisfaction of the librarian naturally depends on the economic, social and cultural conditions in a given country (Ebru, 1995). A librarian who cannot get a sufficient wage will be faced with the problem of maintaining his or her family's life. This problem puts the librarian far from being satisfied. Especially the social facilities (transportation services, and consumer cooperatives -cash boxes) are sufficient because of the economic conditions. Low wages and lack of status and social security affect motivation. Job satisfaction cannot be talked of where there is absence of motivation. Job satisfaction of

the librarian who has an important place in the information society will affect the quality of the service he renders. In this respect, the question of how the material and moral element affect the job satisfaction of the librarians gains importance (Ebru, 1995).

Correlation between Emotional Intelligence and Job Performance of Librarians
Akinboye (2003) describes Emotional Intelligence as a set of non-cognitive activities that influence human ability to succeed in life and workplace. It must be emphasized that emotional intelligence does not and should not be thought of as a replacement or substitute for ability, knowledge or job skills. Emotional intelligence is hypothesized to enhance workplace outcomes but does not guarantee it in the absence of suitable skills. Emotional Intelligence in the workplace can play a major role in making staff more committed, motivated, productive, profitable, and therefore a more enjoyable workplace (Anne et al., 2007). Study conducted by Anne et al., (2007) showed that individuals with a 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 (Tella et al, 2007).

The ability of librarian's emotions and the feelings of others are pivotal to relationships or interactions that are: engaging, exciting, fulfilling, creative, and productive (Birdi et al, 2009). Moreover, it is essential for a connection or communication to be established between library staff and patrons (Sanderback, 2009). The achievement of these relationships will depend on the importance of the relating approaches used by library staff. One likely indicator of the 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 relationships with library patrons (Mills& Lodge, 2006).

According to Downing (2009), the changing and evolution of the information landscape, requires library staff be able to making right decision and understand user demands, in order to retain their users in the competitive environment. Library services therefore, must be able to recognize and combine potential interpersonal, intrapersonal (Emotional intelligence skills) and technical skills in order to make better or right decisions (Goleman, 1995; Harmon, 2000). 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 (Stock, 2009). Furthermore, E I claimed to affect a wide area of work behaviours, including employee commitment, teamwork, and development of talent, innovation, quality of service and customer loyalty. According to Cooper and Sawaf (1998), research attests 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 reasons attest to this: First, 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). Second, emotional intelligence may be related to the social

skills needed for teamwork, high emotional intelligence individuals particularly adopt at designing projects that involve infusing products with feelings and aesthetics (Sjoberg, 2001). Third, emotional intelligence lead to career development. If a worker has an aptitude for understanding people and himself, perhaps he will consider people intensive career and help the subordinate staff to develop it. Besides, EI encourages management development. Managers who focuses on their technical skills do not manage successfully they are just in charge. Therefore, understanding and enhancing emotional intelligence may encourage certain management skills and styles. Also, E I lead to team effectiveness. Teams are more than the sum of the individual parts. The glue, which holds teams together, may be supplied by emotional intelligence. Finally, E I is claimed to influence one's ability to succeed in coping with environmental demands and pressures, clearly and important set of behaviours to harness under stressful work conditions. Above all, libraries will also benefit from applying EI in terms of:

i   *Emotional Self-awareness:* This competence includes identification of emotion and understanding how emotions are related to one's goal, thoughts, behaviours, and accomplishments (Goleman, 1998).

ii   *Regulation of emotions in the Self:* This competence involves intentionally eliciting and sustaining pleasant and unpleasant emotions when considered appropriate, effectively channelling negative effect, and restraining negative emotional outbursts and impulses (Goleman, 1998).

iii *Social awareness of emotions and empathy:* This includes awareness of other's feelings, needs and concern, understanding and sympathising with others emotions and responding to other's unspoken feelings (Goleman, 1998).

iv   *Regulating emotions in others:* This competence incorporates influencing others, effectively communicating with others and managing conflicts (Weisinger, 1998).

v   *Motivational tendencies:* This includes such components as internal strivings, attributions and need for achievement.

vi   Character, which includes trust and integrity.

CONCLUSION

Thus far, the authors of this paper have been describing researches suggesting that "emotional intelligence" is an important ingredient of success in work and in life. However, this notion actually is somewhat simplistic and misleading. Both Goleman (1998) and Mayer et al (1998) have argued that by itself emotional intelligence probably is not a strong predictor of job performance. Rather, it provides the bedrock for competencies that are needed in enhancing job performance of workers in any organisation. Goleman (1998) has tried to represent this idea by making a distinction between emotional intelligence and emotional competence. Emotional competence refers to the personal and social skills that lead 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". For instance, the ability to recognize accurately what another person is feeling enables one to develop a specific competency such as

influence. Similarly, people who are better able to regulate their emotions will find it easier to develop a competency such as initiative or achievement drives. Ultimately, it is these social and emotional competencies that we need to identify and measure if we want to be able predict job performance of workers in any organisation. Above all, in the context of librarians, the following factors could enhance their job satisfaction: work environment (peaceful and friendly environment), good salary, promotion, adequate work equipment and facilities, resources i.e. library collections and training opportunities. While those factors that constitute emotional intelligence of librarians are: know yourself, emotions, feelings, strength and weaknesses and that of their library clients, they should use these knowledge to improve their job performance. They should make library an attractive place to visit by all.

REFERENCES

Akinboye, J. O. (2003). *Creativity, innovation and success.* Ibadan: Stirling-Horden Publishers Ltd.

Anne, C., et al (2007) Testing the links between emotional intelligence and motivation. *Journal of Management and Organization,* 13 (3), 212-226

Bar-On, R. (2000). *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school and in the workplace* (New Ed edition). Delhi: Jossey-Bass.

Birdi B., Wilson K. and **Tso H. M.** (2009).The nature and role of empathy in public librarianship. *Journal of Librarianship and Information Science,* 41(2), 81-89

Buchanan, Kadence (2006). Job performance and satisfaction. Available online: *http://EzineArticles.com/expert=KadenceBuchanan.* Accessed on 23rd August, 2012.

Cooper, R. K. and **Sawaf, A.** (1998). Emotional intelligence in leadership organizations. Available *online at: http://www.feel.org/articles/cooper_sawaf.html.* Accessed on 23rd August, 2012.

Downing K. E. (2009). The Relationship Between Social Identity And Role Performance Among Academic Librarians. Unpublished Doctor of Philosophy. The University of Michigan.

Ebru, K. (1995). Job satisfaction of the librarian in the developing countries. 61st IFLA General Conference Proceedings August 20-25.

Goleman, D. (1995). *Emotional Intelligence.* New York: Bantam Books.

Goleman, D. (1998). Working with emotional intelligence. New York: Bantam Books.

Harmon, P. (2000). Emotional Intelligence: Another Management Fad, or a Skill of Leverage? *Center for Quality of Management Journal*, 9(1), 43-51.

Luthans, F. (2005). O*rganizational Behavior* (10th, ed). New York: McGraw-Hill.

Mayer, J. D. and **Salovey, P.** (1997). *"What Is Emotional Intelligence.* In Peter Salovey and David J. Sluyter (eds) *Emotional Development and Emotional Intelligence: Educational Implications.* New York: Basic Books.

Mayer J. D., Salovey P. and **Caruso D. R.** (1998). Emotional Intelligence: New ability or eclectic traits. *American Psychologist,* 63(6): 503-517.

Mills, J. and **Lodge, D.** (2006). Affect, emotional intelligence and librarian-user interaction.*Library Review,* 55(9), 578-597.

Robbins, S. P. and **Coulter, M.** (2005).Management. New Delhi: Pearson Education. Inc

Rocca, A. D and **Kostanski, M.** (2001). Burnout and job satisfaction amongst Victorian secondary school teachers: A comparative look at contract and permanent employment. Ana Della Rocca and Marion Kostanski.Discussion Paper ATEA Conference. Teacher Education: Change of Heart, Mind and Action. 24-26 September 2001. Melbourne Australia.Available online at (http://politics.ankara.edu.tr) Accessed on 18thAugust, 2012.

Rose, M. (2003). Good deal, bad deal? Job satisfaction in occupations. *Journal of Work Employment and Society,* 17(3), 503-530.

Salovey, P. and Mayer, J. D. (1990). E*motional intelligence. Imagination, Cognition, and Personality.* New York: Baywood Publishing.

Sanderbeck, A. (2009). Emotional Customer Service: Making the Connection with Patrons. Workshop Georgia Public Library Service, a Unit of the University System of Georgia.

Sattar, A. and **Nawaz, A.** (2011). Investigating the demographic impacts onthe job satisfaction of district officers in the province of KPK,Pakistan, International Research Journal of Management andBusiness Studies (IRJMBS), 1 (2), 068-075. Available online at: http://www.interesjournal.org/IRJMBS. Accessed on 19th August, 2012.

Shah, S. and **Jalees, T.** (2004).An analysis of job satisfaction level of facultymembers at the University of Sindh, Karachi, Pakistan.ShaheedZulfiqar Ali Bahutto Institute of science and technology.Journal ofIndependent studies and Research (JISR) Pakistan, 2(1):26-30.Available online at: *http://jisr.szabist.edu.pk/jsp/Journal.* Accessed on: 19th August, 2012.

Sjoberg, L. (2001). Emotional intelligence: A psychometric analysis. *European Psychologist*, 6, 79-95.

Sousa-Poza, A. and Sousa-Poza, A.A. (2000). Well-being at work: a cross-national analysis of the levels and determinants of job satisfaction. *Journal of Socio-Economics*, 29(6), 517- 538.

Spector, P.E. (1997). *Job satisfaction: Application, assessment, causes, and consequences.* London: Sage.

Stock, B. (2009). Benefits of Increasing Your Emotional Intelligence Skills.*http://www.selfgrowth.com/articles/Benefits of Increasing Your Emotional Intelligence Skills.html.* Accessed on 23rd August, 2012.

Tella A.,Ayeni C. O. and **Popoola S. O.** (2007). Work Motivation, jobsatisfaction and organizational commitment of Library personnel inAcademic and Research Libraries in Oyo State, Nigeria. Practice of Library and Philosophy Journal.Available online at: *www.webpages.uidaho.edu/~mbolin/.* Accessed on 23rd, August, 2012.

Weisinger, H. (1998). *Emotional intelligence at work: The untapped edge for success.* San Francisco: Jossey-Bass.

Werther, W. B. and **Davis, K.** (1999). *Human Resources and Personnel Management* (5th edition) (International Edition). New York: McGraw-Hill Inc.