

Exploring the Correlation between Emotional Intelligence and Job Satisfaction of Librarians in Public Universities in Nigeria

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Abstract

This study investigated exploring the correlation between emotional intelligence and job satisfaction of librarians in Nigerian public universities. It adopted correlational survey research design. The study population consisted of 1,254 librarians in public university libraries in Nigeria, from which 923 were selected using simple random sampling. The research instrument used was a self-developed questionnaire. A response rate of 67.2% was achieved. Data were analysed using descriptive and inferential statistics. The study revealed a significant relationship between emotional intelligence and job satisfaction ($r = 0.034$, $P < 0.05$) of librarians in public university libraries in Nigeria. The study concluded that contrary to general belief, job satisfaction and emotional intelligence levels of librarians in university libraries were high. It is recommended that university library management should continue to promote values such as improved employee recognition, good leadership style and improved human capital development programmes that would increase job satisfaction and emotional intelligence of its workforce.

Keywords: Emotional intelligence, Emotional intelligence competencies, Librarians' job satisfaction, Public university libraries.

INTRODUCTION

Emotional intelligence of employees plays a crucial role in influencing the job satisfaction of workers in any organization. Gamlath and Kaluarachchi [1] defined job satisfaction as the "rate at which employees like or dislike their work and the extent to which their expectations concerning work have been fulfilled" (p. 54). Job satisfaction is generally acknowledged as a necessary ingredient for personal fulfilment in carrying out one's duties. Job satisfaction could be conceptualized to mean the level of positive attitude that a librarian displays when performing his/her duties in the university library and the rate at which his/her basic needs are met by the employers. It is interesting to note that if librarians are well catered for by the university authorities in the area of giving them due recognition for a job well done, put in place a good leadership style for the administration of the university library coupled with a career development opportunity for librarians to enhance development of their managerial skills, and conducive work environment as well as improved remunerations (good salaries and wages). These will positively affect their emotions in discharging their duties in the university libraries.

Emotion of employees plays a significant role in organizational life and it needs to be well managed in order to enhance job satisfaction and productivity of its workforce. Emotional Intelligence (EI) is one of the most important concepts introduced to psychology and management in the last century. Hence in this study, EI can be conceptualized to mean the ability to identify, know, assess and control one's emotion and use this knowledge to manage other people's feelings and emotions in the organization and in the entire human society. To this end, Masrek, Abdullah-Sani and Jamaludin [2] affirmed that EI skills are essential in determining not only employee job commitment and job satisfaction, but also the level of employee productivity in the organization.

In Nigeria, there are eighty one (81) public universities [National University Commission, 3]. The list comprises of forty one (41) Federal universities and forty (40) State owned universities. Each of these public universities have a library manned by a University Librarian working together with other professional librarians to provide relevant educational resources to support the curricula of the university programmes.

Statement of the Problem

Research has shown that the level of job satisfaction of library personnel is low [Babalola & Nwalo, 4] although their research productivity is relatively high (Okonedo, Popoola, Emmanuel & Bamigboye, 5]. While many of these studies have been directed towards library use, library collections and library services, few if any have been carried out from the perspective of personal welfare of employees. In other words, studies have not been directed at investigating the relationships between welfare and personal issues such as emotional intelligence and job satisfaction of librarian. The aim of this research is to find out the extent to which emotional intelligence enhances the job satisfaction of librarians in university libraries in Nigeria.

Objective of the Study

The general objective of this research work is to investigate how emotional intelligence influences the job satisfaction of librarians in Nigerian public university libraries. The specific objectives are to:

1. determine the degree of job satisfaction of librarians in public university libraries in Nigeria;
2. assess the level of emotional intelligence of librarians in public university libraries in Nigeria; and
3. investigate the relationship between emotional intelligence and job satisfaction of librarians in public university libraries in Nigeria.

Research Questions

The following are the list of research questions slated for this study:

1. What is the degree of job satisfaction of librarians in public university libraries in Nigeria?
2. What is the level of emotional intelligence of librarians in public university libraries in Nigeria?

Hypothesis

Ho: There is no significant relationship between emotional intelligence and job satisfaction of librarians in public university libraries in Nigeria.

Scope of the Study

The study is limited to librarians in the public (that is, Federal and State) universities in Nigeria. This means that private universities and other third level institutions were excluded. Respondents were librarians in the federal and state universities that are spread across the six geopolitical regions in Nigeria. Para-professional staffers as well as other personnel of the libraries were thus excluded. Besides, the researchers examined all the four emotional intelligence (EI) components as well as twenty six (26) EI competencies that relate to job satisfaction and productivity of librarians while those EI competencies of other library personnel were excluded.

REVIEW OF LITERATURE

Employee Job Satisfaction and Effects of Emotional Intelligence Competencies on Librarians

Results of different research studies conducted by some scholars from different subject fields of knowledge shown that there is significant positive relationship between job satisfaction and emotional intelligence. It was revealed that employees with less workplace stress enjoy a higher level of job satisfaction [Thomas & Tram, 6; Ghoniem, Elkhoully, Mohsen & Ibrahim, 7; Cekmecelioglu et al, 8; Mousavi et al, 9; Emdady & Bagheri, 10; Masrek, Osman, Khamis & Paiman, 11; Khugshal, Rawat & Chaubey, 12; Orhan & Dincer, 13; Quang, Khuong & Le, 14]. Various researchers have come to the conclusion that people with higher emotional intelligence are at a favourable level of life satisfaction, while job satisfaction is a small portion of the larger concept of life satisfaction. Rebello [15] from the results of his study revealed that there is connectivity between emotional intelligence and employee productivity. He revealed that a teacher/lecturer with better emotional intelligence can perform better in terms of class delivery, leading the team and building trust among colleagues and the surrounding network.

This issue was confirmed by the research of Sy, Tram, Linda and O'Hara [16] who examined the relationship between managers' and employees' emotional intelligence with the job satisfaction and their job performance. The result of these authors' study shown that there was a strong relationship among these variables, and this positive relationship has a high influence on the level of employees' job satisfaction which also increases the job performance and productivity. In addition to this, two other studies also proved the positive impact of emotional intelligence on job satisfaction and job performance [Kafetsios & Zampetakis, 17]. It was shown in the regression analysis used in these studies that the use and regulation of emotions have been more effective in terms of job satisfaction level rather than all other dimensions of EI. The same result was also obtained by Guleryüz, Guney, Aydin and Asan [18], Orhan and Dincer [13]. Also, it can be established from the studies conducted by Ogungbeni, Ogungbo and Yaya [19] and Mousavi et al [9] that there is a significant positive relationship between emotional intelligence of librarians as well as primary education teachers and their job satisfaction. It is clear from the findings of these researchers that emotional intelligence affects job satisfaction of employees in any

organization. This implies that there is direct relationship between emotional intelligence and job satisfaction of librarians in the university library.

Emotional intelligence as noted by Cekmecelioglu et al [8] is a “sub set of social intelligence, involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and use this information to guide one’s thinking and actions”(p. 364). This conception of emotional intelligence addresses the four-dimensional emotional intelligence construct consisting of self-awareness, self-management, social awareness, and social management [Kelly & Barsade, 20; Caruso, Mayer & Salovey, 21; Salovey & Pizaro, 22; Rubin, Munz & Bommer, 23; Cote & Miners, 24]. Along with these widely accepted four-dimensional construct, there are other classifications and categorizations of emotional intelligence. For example, Reus and Liu [25] proposed two main components of emotional intelligence: emotional recognition and emotional regulation. In their view, emotional recognition refers to a person’s ability to perceive emotions and understand their potential causes and effects. On the other hand, emotional regulation is the ability of individuals to manage their own and others emotional expressions, while Goleman [26] classified it into internal and external elements. The internal elements include self-awareness, self-concept, independence, self-actualization, and decisiveness while the external factors include interpersonal relationships, empathy, and responsibility. These factors are related to the productivity of employees in any organization, especially in the university library that relate with several clientele on a daily basis.

Moreover, emotional intelligence involves the capacity of the individual for accepting the realities of life, the ability to solve emotional problems, and the ability to cope with stress, impulses and remain committed to the organization in achieving its goals and objectives [Jorfi, Jorfi & Moghadam, 27; Johar & Shar, 28]. In most organizations, people are freely interacting with others regardless of what their position may be in order to have a high level of efficiency and job performance. Thus, to achieve one’s stated goals in life, there is need to have effective relationship with others who are adequately equipped with technical abilities along with certain characteristics which can be referred to as emotional intelligence competencies. It can be noted here that these abilities make an individual to be self-aware, composed, respectable, observant, supportive, participative, visionary, calm and receptive in confrontation with others or situations. In Goleman’s word, “emotional intelligence consists of self-awareness, self-regulation, motivation, empathy, and social skills” [Goleman cited in Mousavi et al, 9, p. 782].

In contrast, Millet [29] arrived at the conclusion that the relationship between emotional intelligence and job satisfaction is not significant in police officers. There exists a weak negative relationship between stress management component of emotional intelligence and a weak positive relationship between adjustment and general mood components of emotional intelligence and job satisfaction; yet, these relationships are not significant. Quang et al [14] concluded in their study that leaders in any organization of labour should manipulate their emotions in order to promote the level of workforce engagement at workplace.

Nevertheless, Kafetsios and Zampetakis [17] on their part concluded that emotional intelligence is an important predictor of job satisfaction and this enhances satisfaction of workers in the organization. Moreover, the component of recognizing other’s emotions had a significant relationship with job satisfaction. It presented some competencies that enable manager to effectively relate with other people within the organization in achieving its stated goals. Also, Lopes et al [30] in their study revealed that emotionally intelligent individuals received greater merit increases and held higher company rank than their counterparts. They further asserted that those workers received better peer and/or supervisor ratings of interpersonal facilitation and stress tolerance than their counterparts with low emotional

intelligent skills. Therefore, librarians in the university library should possess high emotional intelligent skills that would enable them enjoy their working relations with their counterparts and library patrons who they relate with on daily basis. These would equally increase the level of their productivity in the university library.

Goleman[31] in a chapter contribution to a book classified the EICs into four groups along with the four major components of emotional intelligence and called them clusters; which further subdivided into twenty five (25) EI competencies, while Ziv[32] in his study later added a competency known as collaboration/cooperation. These twenty six competencies (26) are adapted and related to librarianship for this study as shown in the table above. The four major components include: Self-awareness, Social awareness, Self-management and Relational management.

The first component of emotional intelligence is **Emotional self-awareness**. It entails knowing what one feels [Goleman, 31]. This enables an individual to know one's internal states, preferences, resources, and intuitions. It comprises of three self-personal competencies which are briefly discussed as follows:

Emotional self-awareness- The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. It entails the skill to focus on one's attention on his/her emotional state; knowing one's internal states, preferences, resources and intuitions [Vyas, 33]. Also, people who are emotionally self-aware know which emotion they should experience at any given moment. They would recognize the relationship between their own thoughts and feelings and are cognizant of their beliefs, values and goals [Boyatzis, Goleman, & Rhee, 34].

Accurate self-assessment – This is also known as accurate self-evaluation. It entails an ability of knowing one's strengths and limits [Vyas, 33]. It implies how people accurately evaluate themselves and be aware of their strengths, but also recognize and accept their weaknesses [Ziv, 32]. They are open to constant growth and development by learning from their mistakes and experiences, are introspective, and open to constructive feedback and new possibilities. Accurate Self-Assessment was the hallmark of superior performance [Boyatzis in Goleman, 31]. “Individuals with the Accurate Self-Assessment competence are aware of their abilities and limitations, seek out feedback and learn from their mistakes, and know where they need to improve and when to work with others who have complementary strengths” [Goleman, 31, p.6]. It could be noted that librarians in the university library are expected to meet the information needs of library users that seek for diverse information from the library collections.

Self-confidence – This is the third competence in the Self-Awareness cluster and it is also known as self-esteem [Ziv, 32]. It entails a strong sense of one's self-worth and capacities [Vyas, 33]. People of this category are self-assured and know their self-worth. They present themselves and their views authentically and powerfully [Ziv, 32]. They respectfully stand up for their views even when doing so is unpopular. They make decisions and follow up with appropriate action. They are open and respectful of others' opinions even in face of disagreement. It could be generally observed that the level of self-confidence was a stronger predictor of workers' performance in the organization than the level of skill or previous training acquired.

Social awareness is the second component in the emotional intelligence framework. It entails reading people and groups accurately [Goleman, 31]. It comprises of five competencies such as:

Empathy - It means self-awareness, our understanding of others' feelings and concerns flows from awareness of our own feelings [Goleman, 31]. Besides, Ziv[32] noted that the empathic people are sensitive and understanding of others. They listen effectively, respectfully and attentive to others' emotional state. It entails the ability to identify with and understand somebody else's feelings or difficulties. This sensitivity to others is critical for superior job performance whenever the focus is on interactions with people. Librarians, due to nature of their profession are dealing with diverse information seekers on daily basis; hence, they should be sensitive to the feelings and pains of their library clientele. Also, they should be helpful in alleviating the sufferings of their users while accessing and retrieving the needed information in the library.

Achievement/Service orientation - This entails anticipating, recognizing and meeting customers' needs [Goleman, 31]. It concerns with nurturing relationships with the business customers. This involves setting a positive tone of cooperation no matter how difficult the situation may appear to be and focusing on achieving goals [Stock, 35]. This implies that in the university library, library users are librarians' customers. They are the most important components of any library especially the university library, they are the determinant factor of the library collections. That means without them library cannot operate in vacuum. All the library resources are selected, acquired and processed in relation to the information needs of its users. Hence, librarians should promote good rapport between them and the library users.

Organizational awareness – This is the ability to read the currents of emotions and political realities in groups, is a competence vital to the behind-the-scenes networking and coalition building that allows individuals to wield influence, no matter what their professional role [Ziv, 32]. Insight into group social hierarchies requires social awareness on an organizational level, not just an interpersonal one [Vyas, 33]. Goleman[36] noted that outstanding performers in most organizations share this ability among managers and executive generally, this emotional competence distinguishes star performers. Their ability to read situations objectively, without the distorting lens of their own biases and assumptions, allows them to respond effectively. This implies that in the university library, librarians are expected to be humane when relating with library users. They must have a working knowledge of the university library information policies, rules and regulations, these must not be compromised for whatever reason while relating with any library user.

Organizational commitment – This is aligning with the goals of the group or organization [Vyas, 33; Goleman, 31]. Organizational commitment can be seen as the degree to which employees believe in and accept organizational goals and desire to remain with the organization [Mathis & Jackson, 37]. It can be generally observed that at the inception of every organization, it has some set of written achievable goals and objectives which every employee of that organization must embrace and strictly adhered to all its norms. Employee's failure to do this amounts to a serious offence in the organization. Therefore, it is expected of every librarian to be committed to his/her organization's goals and objectives, nothing should be done to sabotage the overall goals and set objectives of his/her library or else he/she will be severely dealt with.

Leadership - It entails inspiring and guiding individuals and groups to achieve a stated goal of the organization [Vyas, 33]. Leadership is a “management function, which is mostly directed towards people and social interaction, as well as the process of influencing people so that they will achieve the goals of the organization” [Rizi et al, 38, p. 7]. According to Goleman[31], leadership style seems to drive organizational performance across a wide span of industries and sectors and appears to be a crucial link in the chain from leader to

climate to business success. Leadership of any organization is an essential factor that determines the success or failure of such institution in the society. Every professional librarian in the university library is a manager and custodian of all the library collections and human resources placed at his/her disposal. Therefore, it is expected of every librarian to demonstrate some high level of leadership traits that would enable them to efficiently discharge their duties to the library clientele.

Furthermore, **Self-Management** is the third component of the Emotional Intelligence. Self-management refers to managing of internal states, impulses, and resources of the organization in order to achieve a desired goal of the organization [Goleman, 36]. This emotional intelligence cluster consists of eight different competencies that are briefly discussed as follows:

Self-control/Management – According to Goleman [31], this manifests largely as the absence of distress and disruptive feelings. Signs of this competence include being unfazed in stressful situations or dealing with a hostile person without lashing out in return. People that manifest this competence do well by regulating and managing their reactions/impulsive feelings/ distressing emotions. They stay collected, centred, focused and positive even in emotionally challenging situations and under pressure [Ziv, 32]. It can be generally observed that during examination period in any academic library especially in the university library, library work is very stressful and demanding, large number of different categories of readers consult the library collections and facilities for their information needs. So, managing such large volume of readers might be too cumbersome and stressful. At such moment, it is expected of every librarian to have knowledge of their feelings, effectively manage it and know how to manage the positive/negative feelings of this diverse population of readers.

Trustworthiness – This entails maintaining standards of honesty and integrity [Vyas, 33]. In a related development, Goleman[31] asserted that the trustworthiness translates into letting others know one's values and principles, intentions and feelings, and acting in ways that are consistent with them. Daniel Goleman further reiterated that trustworthy individuals are forthright about their own mistakes and confront others about their lapses. Trustworthy people are ethical and are ready to confront unethical behaviour in others, they are consistently reliable in their commitments, accountable for their responsibilities and keep their promises [Ziv, 32]. Therefore, every librarian is expected to be trustworthy, reliable and dependable in the discharge of his/her duties in the university library.

Conscientiousness –It refers to taking responsibility for personal performance [Vyas, 33]. The signs of the conscientiousness competence include being careful, self-disciplined and scrupulous in attending to responsibilities. Conscientiousness distinguishes the model organizational citizens, the people who keep things running as they should. In studies of job performance, outstanding effectiveness in virtually all jobs-from the bottom to the top of the corporate ladder-depends on conscientiousness [Goleman, 31]. Similarly, Ziv[32] noted that the conscientious individuals are straightforward and authentic in their communication, own their imperfections and the mistakes they make, are planned and organized with their objectives, and stand up strongly for their values and principles in every aspect of their lives. This implies that every librarian in the university is expected to be conscientious. They are to maintain utmost self-discipline in their relationship with different readers especially those female library users and those with questionable characters without soiling their hands (tarnishing their image). They should be men and women of integrity.

Adaptability – This refers to flexibility in handling change [Vyas, 33]. Adaptability is the singular competence that our present dispensation calls for in order to excel [Goleman, 31]. Therefore, superior performers in management ranks exhibit this competence. They are open to new information and can let go of old assumptions and so adapt how they operate. The author further stated that emotional resilience allows an individual to remain comfortable with the anxiety that often accompanies uncertainty displaying on-the-job creativity and applying new ideas to achieve results. Ziv[32] posited that people that possess this competence manage changing circumstances effectively, are adaptable and flexible in how they manage changing priorities and circumstances. These researchers agreed with the assertion of Daniel Goleman who stated that adaptability is a single competence demanded by our present times. This implies that in librarianship, adaptability is one of the essential competencies we needed to possess in this era of information explosion.

Achievement drive – It refers to striving to improve or meet a standard of excellence [Vyas, 33]. Goleman [36] noted that David McClelland's landmark work in 1961 "The Achieving Society" established Achievement Orientation as the competence that drives the success of entrepreneurs. Daniel Goleman referred to it as an optimistic striving to continually improve performance. This implies that in the university library sector, librarians are to follow the new trend of ICTs and break forth into new area of processing and disseminating information resources to their clientele.

Optimism– This is also known as Positivism [Ziv, 32]. It means persistence in pursuing goals despite obstacles and setbacks [Vyas, 33]. Optimism is a key ingredient of achievement because it determines one's reaction to unfavorable events or circumstances, those people with high achievement are proactive and persistent, have an optimistic attitude toward setbacks and operate from hope of success. They are motivated by what is possible rather than by fear of failure. They face obstacles and set-backs realistically and move forward from breakdowns or setbacks by intentionally looking for what is possible, rather than looking for who is to blame [Goleman, 31; Ziv, 32]. This implies that librarians being the managers of all the library resources (manpower and library collections); they execute university library information policies along with other library personnel, hence, they should be optimistic in pursuing the set goals and objectives of the library and they should not submit to any obstacle that would hinder them from achieving the set goals of their library.

Initiative – This refers to readiness to act on opportunities [Vyas, 33]. According to Goleman [31], those employees in the organization with the initiative competence act before being forced to do so by external events. This means taking anticipatory action to avoid problems before they happen or taking advantage of opportunities before they are visible to anyone else. In the other hand, those individuals who lack Initiative are reactive rather than proactive, lacking the farsightedness that can make the critical difference between a wise decision and a poor one. Initiative is the key to outstanding performance in the university library. This implies that librarians should be proactive while discharging their services to the library users without being forced by any superior authority to do so.

Innovation – This entails being comfortable with novel ideas, approaches and new information [Vyas, 33]. Innovative people are original in their ideas and open to new solutions. They risk thinking outside the box and are comfortable straying from what is familiar and acceptable. They handle multiple responsibilities simultaneously. Initiative is a key to outstanding performance in industries [Crant, 39; Rosier, 40]. The researchers concur with the assertions of these authors. It implies that librarians in the university library should

be innovative minded. More importantly in this era of information explosion, librarians should seek for new and easiest methods through which they can effectively meet the information needs of their clientele. They should not be too rigid in the old and obsolete traditional methods of rendering library services, rather they should have a well-planned career development in the profession and aggressively pursue more innovative courses that would enhance their relevancy and efficiency in this technological based dispensation.

Growth orientation – This entails knowledge of continuous expansion/development that an employee has for the organization. It enables workers to be inwardly motivated to grow and achieve desired goals despite challenges and difficulties [Ziv, 32]. Among those five laws of Library Science beautifully proposed by an eminent librarian S.R. Raganathan in 1963 was that library is a growing organism. Library personnel especially the librarians make this possible in the library, they have to formulate and execute actionable policies that would enhance the rapid growth of the library resources, and they are to select, acquire and process all the relevant educational resources that would meet the information needs of all the library users. Thus, every library personnel especially librarians are expected to have growth oriented skill so as to effectively work toward the fast growth of the university library collections and thereby improve its image among the library users within and outside the university community.

Finally, **Relationship management** is the last component in the emotional intelligence frame work as presented in the above table. It involves inducing desirable responses in others [Goleman, 36]. The relationship management contains set of essential competencies useful developing social skills of workers in the organization. Developing others involves sensing people's developmental needs and bolstering their abilities. The relational management cluster contains nine competencies which shall be discussed in this study as follows:

Developing others – This refers to sensing others' development needs and encouraging their abilities [Goleman, 31; Vjas, 33]. According to Ziv [32], people that possess this skill support other employees in the organization to grow and thrive by focusing on their strengths and reinforcing their positive aspects rather than focusing on the negatives. They acknowledge and appreciate others for their contribution and conduct. They seek to develop and enhance relationships. They value diversity and differences, viewing them as possibilities [Ziv, 32]. This implies that in the university library, librarians should take delight in mentoring other library personnel so as to encourage them in developing their talents or skills and thereby prepare them for higher responsibility in the organization. There should be a well-designed knowledge management programme in the university library so as to sustain the vital skills of a proficient librarian in case of turnover, retirement or permanent incapability of such experienced staff.

Influence – This refers to possessing power to sway somebody to do one's wish. It entails wielding effective tactics for persuasion [Goleman, 31 ;Vjas, 33;Ziv, 32]. Power to influence is an important skill that every manager in the organization is expected to possess. An average human being has a negative attitude when it comes to work, they have a lukewarm and lazy attitude toward job performance as beautifully articulated by Douglas McGregor in his theories (X and Y), he assumed that the role of management is to effectively organize resources, including employees, to best benefit the organization. Here, the theorist is emphasizing the role of managers in influencing all the available resources (employees, raw materials and equipment) in the organization toward achieving its stated goals. This implies that in the university library, librarians are expected to actively influence other library

personnel in achieving the set goals of the library within and outside the university community.

Communication – This entails listening openly and sending convincing messages to other people [Goleman, 31; Vyas, 33]. It refers to exchange of information between two or more people in the organization, e.g. by means of speaking, writing or body language or by common system of signs or behaviour (culled from the computer system dictionary). Communication is an essential competence needed to promote evenly development in any organization. This implies that communication is an essential tool that enhances speedy and effective achievement of the organizational stated goals and set objectives. The university library is a service delivery institution that needs effective communication among its personnel, resources and users. Also, for any library collection to be found useful to the library users, it has to be effectively communicated in term of selecting relevant resources, systematically organizing and displaying or disseminating such materials to its readers. In all these processes, communication (oral, writing or signs) takes place before users can find them useful for their information needs.

Conflict management – This entails negotiating and resolving disagreements between two or more people in the organization [Goleman, 31; Vjas, 33]. Conflict resolution competence is an important skill that every manager in any human organization especially in the university library should possess. Conflict is an inevitable occurrence in any human society, it can happen or takes place between two or more people within a group of individuals at any time and for any reason. Such differences have to be settled amicably in order to promote peaceful work environment that our human society needed for the expected development.

Positive impact on others– This entails a situation where an individual has a strong influence on the behaviour of another person or group of people in the organization or in the entire human society. Ziv[32] believed that these types of people are able to help other employees in the organization to see the big pictures (stated goals and objectives) and influence them in seeking out desired positive outcomes while adhering to ethical values and principles. The university library as aforementioned in this study plays host to different categories of users from different cultural settings on daily basis and these users are not having similar characters, while some of them have very sound home trainings which make them to behave maturely, others are not so fortunate to have such upbringings, some even come from broken homes. What do you expect from such readers? The negative and aggressive behaviours that would be displayed by such library user may not be too pleasant to everyone in the library. Thus, librarians are expected to take up the role of managing such readers and make a positive impact on them through constant counselling and enduring the negative behaviour of such readers.

Change catalyst – According to Vjas[33] and Goleman[31], this entails initiating or managing change in the organization. As earlier mentioned in this study, in every human society or organization people's characters differ, while some are positively minded others are having negative and bad behaviour. In any situation, managers are expected to manage everyone in order to achieve the organizational goals and objectives. People who possess this type of emotional skill are oriented toward identifying the positive aspects of a person or a situation. They take the initiative in identifying the change necessary towards the achievement of positive/desired outcomes [Ziv, 32]. These researchers concur with the view of Talia Ziv, in the university library, librarians are to be instrumental in bringing positive change in all the library users.

Building bonds – This refers to nurturing instrumental relationships [Vjas, 33]. In support of Kartik Vjas' submission, Stock [35] opined that managers should nurture good relationships among employees in the organization. They should have ability to demonstrate sincere care (as contrasted with required courtesy) for others. They build on strengths and avoid blaming, judging, criticizing and pointing accusing fingers [Ziv, 32]. This can be done through word and deed, demonstrate appreciation for people's efforts and contribution. The author further stressed that this is about setting a positive tone of cooperation no matter how difficult the situation or conversation and having other's best interests in mind while focusing on achieving set goals of the organization. This implies that in the university library, librarians should possess the emotional skill of nurturing positive relationships among diverse populations of library users.

Teamwork – It refers to team capabilities towards creating group synergy in pursuing collective goals of the organization [Goleman, 31; Vjas, 33]. Teamwork is an essential competence that enhances the survival and continuous existence of any organization. At the inception of every organization, there are some stated goals and objectives which the authority of such organization expected its employees to accomplish within a stipulated period of time. These set goals are to be realized through the team capabilities of every worker in the organization, that is, every individual worker in the organization is to form a group of synergy and collectively pursue the stated goals of their organization. This implies that in the university library, teamwork of library staff is very important for the realization of the library set goals.

Finally, **Collaboration competence** – It refers to working with others towards shared goals. It can also be seen as cooperation with other groups of individuals or bodies for the attainment of organizational goals [Goleman, 31; Vjas, 33]. It can be generally observed that no organization is financially and materially strong enough to be self-sustained, every organization depends on one another for their sustained growth and development. This implies that libraries in general have to collaborate and cooperate with one another for the provision of all the relevant information resources needed by their users. That means, no library not even the biggest library in the world could boast of having enough educational resources needed by their readers, hence, they have to collaborate and cooperate with other similar libraries within and outside their locations to do so.

METHODOLOGY

Research Design and Population

The correlational research design was used for this study. The population for this study consisted of 1,254 librarians from the 81 public universities (Federal & State) in Nigeria. The list comprised of 41 Federal universities and 40 State owned universities. The four which have not taken off at the time of conducting this study were excluded.

Sample Size and Sampling Technique

The sample size for this study is 923 librarians. Random sampling technique was adopted for this study. The sampling was done by first stratifying the country (Nigeria) along the existing six geopolitical zones (strata); these include: North-Central, North-East, North-West, South-East, South-South and South-West. Each zone (stratum) is made up of six States except North-West and South East that are made up of seven and five States respectively.

Research Instrument

Self-developed questionnaire was employed to collect data for this study. The researchers postulated three research questions for the study and designed the questionnaire along the identified research questions. Hence, the research instrument is divided into four sections: A, B, C and D. Items in the instrument were gathered from the literature reviewed for the study.

Validity and Reliability of the Instrument

The research instrument was subjected to the scrutiny of some university librarians and other experts in the areas of the variables studied, these were approached for their useful advice and input in order to validate the research instrument used for the study. A pilot study was conducted. 56 questionnaires were administered and retrieved 38 copies (67.9%); among professional librarians of three public university libraries that were not part of the sample for the main study. These were subjected to Cronbach's alpha reliability analysis and with alpha reliability coefficient results as follows: Emotional Intelligence of Librarians $\alpha = 0.91$ and Job Satisfaction of Librarians $\alpha = 0.78$.

Research Procedure and Method of Data Collection

The corrected copies of the questionnaire were administered to 923 professional librarians in all the fifty four (54) university libraries slated for the study, out of which, a total number of 620 copies were retrieved. This gives 67.2% return rate of the administered research instrument for the study.

Method of Data Analysis

Data collected for this study was analysed using Statistical Package for Social Science (SPSS), 22.0 latest versions. The data collected were analysed using descriptive statistics, especially for research questions 1-3, while the hypothesis was tested using Pearson Product Moment Correlation (PPMC) analysis.

DATA ANALYSIS, RESULTS AND DISCUSSION OF FINDINGS

Presentation of Demographic Information of Respondents

Table 1: Demographic characteristics of respondents

S/N	DEMOGRAPHIC STATEMENT	FREQUENCY	PERCENTAGE
1.	Gender		
	Male	353	56.9
	Female	267	43.1
	Total	620	100.0
2.	Marital status		
	Single	114	18.4
	Married	455	73.4
	Divorced	33	5.3
	Widowed	18	2.9

	Total	620	100.0
3.	Age of respondents		
	Below 30	105	16.9
	31-40	186	30.0
	41-50	206	33.2
	51-60	116	18.7
	Above 60	7	1.1
	Total	620	100.0
4.	Educational qualification		
	BSc/BA	92	14.9
	BLIS	128	20.6
	MSc/MA	49	7.9
	MLIS	312	50.3
	PhD	39	6.3
	Total	620	100.0
5.	Designation		
	Assistant Librarian	170	27.4
	Librarian II	133	21.5
	Librarian I	133	21.5
	Senior Librarian	81	13.1
	Principal Librarian	64	10.3
	Deputy University Librarian	27	4.4
	University Librarian	12	1.9
	Total	620	100.0
6.	Length of service		
	Below 6 years	213	34.4
	6-10 years	156	25.2
	11-15 years	108	17.4
	16-20years	52	8.4
	21-25 years	23	3.7
	26-30 years	54	8.7
	Above 30 years	14	2.3
	Total	620	100.0

Source: Field survey, 2016

From Table 1, it reveals that (56.9%) of the respondents were male. This implied that there were slightly more men in the librarianship profession than women in Nigeria. It was also revealed that majority of the respondents were married (73.4%). This implies that they would display maturity while discharging their duties to the library users in their various universities. It was revealed that there were more librarians in the age bracket of 41-50 years than any other age group closely followed by those in the age bracket 31-40. This simply meant a larger percentage of the respondents were relatively young and active among other analysis.

Data Analysis and Presentation Based on Research Questions

Research Question 1: What is the degree of job satisfaction of librarians in public University Libraries in Nigeria?

Table 2: Degree of job satisfaction of the respondents

S/N	STATEMENT	VHD (%)	HD (%)	LD (%)	NA (%)	M	SD	AM
a.	Employee recognition							
i.	My opinion on work issues is respected	385 (62.1)	171 (27.6)	60 (9.7)	4 (0.6)	3.51	0.695	3.48
ii.	I am allowed to use my initiative on the job	355 (57.3)	206 (33.2)	53 (8.5)	6 (1)	3.47	0.692	
iii.	I am well respected	343 (55.3)	220 (35.5)	50 (8.1)	7 (1.1)	3.45	0.691	
b.	Good leadership styles							
i.	My immediate boss is caring and considerate	296 (47.7)	246 (39.7)	66 (10.6)	12 (1.9)	3.33	0.743	3.33
ii.	My immediate boss is interested in my career progress	282 (45.5)	279 (45)	41 (6.6)	18 (2.9)	3.33	0.727	
iii.	Leadership style is generally democratic in my library	294 (47.4)	240 (38.7)	78 (12.6)	8 (1.3)	3.32	0.741	
c.	Employee promotion opportunities							
i.	My promotion boosts the level of my job performance	308 (49.7)	224 (36.1)	60 (9.7)	28 (4.5)	3.31	0.824	3.25
ii.	My promotion corresponds with the level of my input in the library	279 (45)	230 (37.1)	85 (13.7)	26 (4.2)	3.23	0.839	
iii.	My boss recommends me for promotion regularly	262 (42.3)	271 (43.7)	53 (8.5)	34 (5.5)	3.23	0.823	
iv.	My promotion is regular	258 (41.6)	249 (40.2)	99 (16)	14 (2.3)	3.21	0.789	
d.	Remuneration							
i.	My present designation in the library corresponds with my current salary.	315 (50.8)	212 (34.2)	67 (10.8)	26 (4.2)	3.32	0.828	3.21
ii.	I get salary increment as at when due.	319 (51.5)	199 (32.1)	60 (9.7)	42 (6.8)	3.28	0.897	
iii.	My salary is regular and it is been paid as at when due	277 (47.7)	258 (41.6)	63 (10.2)	22 (3.5)	3.27	0.785	
iv.	My salary corresponds with the level of my input in the library	295 (47.6)	217 (35)	68 (11)	40 (6.5)	3.24	0.888	
v.	The allowances paid to me are the same with other faculty staff of the university	309 (49.8)	191 (30.8)	74 (11.9)	46 (7.4)	3.23	0.929	
vi.	My salary is enough to meet all my basic needs.	241 (38.9)	255 (41.1)	75 (12.1)	49 (7.9)	3.11	0.903	
vii.	Some allowances are paid to other academic members without paying such to	263 (42.4)	199 (32.1)	82 (13.2)	76 (12.3)	3.05	1.023	

	librarians in my university.							
e.	Conducive work environment							
i.	I have the resources I used to work effectively	271 (43.7)	251 (40.5)	89 (14.4)	9 (1.5)	3.26	0.755	3.20
ii.	I am happy to go to work everyday	272 (43.9)	233 (37)	88 (14.4)	27 (4.4)	3.21	0.844	
iii.	My office is air-conditioned	291 (46.9)	186 (30)	101 (16.3)	42 (6.8)	3.17	0.936	
iv.	My work mates are friendly	275 (44.4)	216 (34.8)	69 (11.1)	60 (9.7)	3.14	0.961	
f.	Career advancement opportunities							
i.	I am sponsored by the library to local conferences/workshops	291 (46.9)	199 (32.1)	110 (17.7)	20 (3.2)	3.23	0.852	3.13
ii.	I am allowed to attend conferences/workshops	280 (45.2)	227 (36.6)	80 (12.9)	33 (5.3)	3.22	0.865	
iii.	My boss encourages and seats with me to plan my career development	256 (41.3)	172 (27.7)	161 (26)	31 (5)	3.05	0.933	
iv.	I am sponsored by the library to international conferences	248 (40)	196 (31.6)	101 (16.3)	75 (12.1)	3.00	1.024	

Source: Field Survey, 2016

Key: VHD = Very High Degree, HD = High Degree, LD = Low Degree, NA = Not At All, M = Mean, SD = Standard Deviation; AM = Average Mean

It can be deduced from Table 2 that librarians in Nigerian Universities considered their degree of job satisfaction to be high judging by the average mean score of 3.13 on the scale of 4. They considered their being recognised by the authorities as well as the good leadership styles that were practised as the most important reasons for their job satisfaction in the university system. Each had average mean scores of 3.48 and 3.33 respectively. Specifically, librarians were satisfied with their job as their opinions on work related issues were respected (mean = 3.51), followed by the revelation that most librarians working in the university libraries were allowed to use their initiatives on some complex jobs (mean = 3.47). Also, it was revealed that their immediate boss showed keen interest in their career development efforts (mean = 3.33) so as to improve their productivity among others.

Research Question 2: What is the level of emotional intelligence of librarians in public university libraries in Nigeria?

Table 3: Level of emotional intelligence of the respondents

S/N	STATEMENT	VGE (%)	GE (%)	ME (%)	NE (%)	MEAN	SD	AM
a.	Relationship management							
i.	Positive impact on others	367 (59.2)	205 (33.1)	36 (5.8)	12 (1.9)	3.50	0.695	
ii.	Collaboration and cooperation	339 (54.7)	258 (41.6)	11 (1.8)	12 (1.9)	3.49	0.634	
iii.	Conflict management	348 (56.1)	220 (35.5)	51 (8.2)	1 (0.2)	3.48	0.651	
iv.	Communication	343	243	25	9	3.48	0.647	

		(55.3)	(39.2)	(4)	(1.5)			
v.	Building bonds	329 (53.1)	253 (40.8)	34 (5.5)	4 (0.6)	3.46	0.631	3.44
vi.	Influence i.e. Influencing others	337 (54.4)	226 (36.5)	40 (6.5)	17 (2.7)	3.42	0.734	
vii.	Developing others	331 (53.4)	216 (34.8)	61 (9.8)	12 (1.9)	3.40	0.744	
vii.	Change catalyst	312 (50.3)	245 (39.5)	52 (8.4)	11 (1.8)	3.38	0.715	
ix.	Teamwork	298 (48.1)	245 (39.5)	71 (11.5)	6 (1)	3.35	0.717	
b.	Self-awareness							
i.	Self-confidence/esteem	341 (55)	242 (39)	25 (4)	12 (1.9)	3.47	0.668	3.42
ii.	Accurate self-assessment/evaluation	356 (57.4)	195 (31.5)	56 (9)	13 (2.1)	3.44	0.744	
iii.	Emotional self-awareness	324 (52.3)	210 (33.9)	65 (10.5)	21 (3.4)	3.35	0.801	
c.	Self-management							
i.	Growth orientation	328 (52.9)	259 (41.8)	28 (4.5)	5 (0.8)	3.47	0.623	3.42
ii.	Innovation	349 (56.8)	221 (35.6)	32 (5.2)	18 (2.9)	3.45	0.725	
iii.	Trustworthiness	343 (55.3)	231 (37.3)	26 (4.2)	20 (3.2)	3.45	0.725	
iv.	Optimism/positivism	340 (54.8)	219 (35.3)	56 (9)	5 (0.8)	3.44	0.690	
v.	Initiative	335 (54)	224 (36.1)	52 (8.4)	9 (1.5)	3.43	0.707	
vi.	Conscientiousness	325 (52.4)	226 (36.5)	55 (8.9)	14 (2.3)	3.39	0.743	
vii.	Self-control	332 (53.5)	213 (34.4)	60 (9.7)	15 (2.4)	3.39	0.740	
viii.	Adaptability	308 (49.7)	262 (42.3)	35 (5.6)	15 (2.4)	3.39	0.705	
ix.	Achievement drive	302 (48.7)	247 (39.8)	59 (9.5)	12 (1.9)	3.35	0.732	
d.	Social-awareness							
v.	Leadership	300 (48.4)	272 (43.9)	46 (7.4)	2 (0.3)	3.40	0.640	3.32
vi.	Empathy	276 (44.5)	293 (47.3)	45 (7.3)	6 (1)	3.35	0.658	
vii.	Organizational commitment	278 (44.8)	276 (44.5)	60 (9.7)	6 (1)	3.33	0.689	
viii.	Achievement/service orientation	278 (44.8)	269 (43.4)	66 (10.6)	7 (1.1)	3.32	0.706	
ix.	Organizational awareness	247 (39.8)	281 (45.3)	66 (10.6)	26 (4.2)	3.21	0.794	

Source: Field Survey, 2016

Key: VGE = Very Great Extent; GE = Great Extent; ME = Moderate Extent ; NE = No Extent; SD = Standard Deviation; AM = Average Mean

Table 3 shows that librarians in Nigerian Universities considered their level of emotional intelligence to be very high judging by the average mean score of 3.32 on the scale of 4. They considered their relational management of the library users as well as their self-awareness ability as the greatest measures of their emotional intelligence in the university system. Each had an average mean scores of 3.44 and 3.42 respectively. Specifically, having ability to make positive impact on others especially university students (mean = 3.50) followed by their collaboration and cooperation (mean = 3.49) with others especially with similar academic libraries in meeting the information needs of library users while self-confidence/esteem (mean = 3.47) plus having the accurate self-assessment or evaluation (mean = 3.44) contributed to increase in their productivity in the university library.

Hypothesis Testing and Interpretation

H₀: There is no significant relationship between emotional intelligence and job satisfaction in public university libraries in Nigeria.

Table 5: Correlation Analysis between Emotional Intelligence and Job Satisfaction in Public University Libraries in Nigeria

Variables	Mean	Standard Deviation (SD)	N	R	P	Remark
Emotional Intelligence	3.31	0.82	620	0.034	0.000	Sig.
Job Satisfaction	3.47	0.62				

Significant at 0.05 level

The mean score of the emotional intelligence of librarians in Nigerian university libraries was 3.31, SD = 0.82 while that of job satisfaction was 3.47, SD = 0.62. The correlation of coefficient obtained was 0.034 with p-value < 0.05. The result showed positive correlation between emotional intelligence and job satisfaction of librarians. There was a positive significant relationship between the variables as indicated in the above table as ($r = 0.034$, $N = 620$, $P < 0.05$). Null hypothesis four is rejected. This indicates that there is significant relationship between emotional intelligence and job satisfaction of librarians in public university libraries in Nigeria.

Discussion of Findings

The discussion followed the research questions on which sources of relationships between emotional intelligence and job satisfaction of librarians were established through past empirical studies.

Research question one showed that librarians considered their being recognised by the authorities as well as good leadership styles that were practised as the greatest measures of their job satisfaction in the university system. The results were supported by the submissions of Chuks-Ibe and Ozioko[41], Noor et al [42] who submitted that job satisfaction of an

employee in the organization was the collection of positive and/or negative feelings that an individual holds toward his or her job. They reported that achievement depends on employee satisfaction and in turn contribute to organizational success and growth. They concluded in their studies that job satisfaction boosts productivity of employees in the organization.

Research question two showed that librarians considered their relational management of the library users as well as their self-awareness ability as the greatest measures of their emotional intelligence in the university system. It was revealed by the respondents that librarians were to make positive impact on other people especially library users, in which students constituted highest number in the university system. This result agreed with the position of Ziv[32], who noted that, an individual who has a strong effect on the behaviour of another person or group of people in the organization or in the entire human society. He believed that these types of people were able to help other people in the organization to see the big picture and influenced them in seeking out desired positive outcomes while adhering to ethical values and principles.

Finally, the findings and analysis presented in Table 5, the null hypothesis four was rejected. This indicates a significant relationship between emotional intelligence and job satisfaction of librarians in the public university libraries in Nigeria ($r = 0.034$, $P < 0.05$). The finding supported the previous studies of Guleryüz et al [18], Mousavi et al [9], Ogunbeni et al [19] and Orhan and Dincer[13] who affirmed the significant positive relationship between emotional intelligence of librarians and their job satisfaction. This implied that there was direct relationship between emotional intelligence and job satisfaction of librarians in the university library.

Conclusion

The study had succeeded in disabusing the earlier submission of low level job satisfaction and productivity of library personnel judging from its findings. It was directed towards librarians' welfare and personal issues such as emotional intelligence on one side and job satisfaction on the other side. The study established that emotional intelligence and job satisfaction were positively correlated in the Nigerian public university libraries.

Besides, the study confirmed the assertion that emotional intelligence enhances job satisfaction of workers in any organization especially in the public university libraries as an emotionally stabled worker is a happy, satisfied and productive one. Therefore, in the public university libraries, librarians should possess and develop their emotional intelligence capabilities as discussed in this study that would enable them to effectively satisfy the information needs of their clientele, in doing this, they will have the desired job satisfaction.

Recommendations

Based on the findings that were revealed in this study, the following recommendations are hereby proffered:

1. The university authorities should allocate reasonable fund in her annual budget mainly for sponsoring librarians to attend both local and international conferences, seminars, and workshops in order to equip them to effectively discharge their professional duties.

2. Librarians were expected to have full knowledge of the entire organization they were expected to serve. They were to carry out users' analysis in order to have full knowledge of their information needs.

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