

Emotional Intelligence of Library Leaders and Innovative Library Services in South East Nigeria

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Abstract

Innovations are driven by leaders in any organisation. Emotionally intelligent leaders (EI) have the capacity to introduce and sustain innovations because they are adept at perceiving, appreciating, controlling and utilizing negative/positive feelings and using them as indicators to create solutions. This study explored the EI of Library leaders in Anambra and Enugu States and how the array of skills relates to innovative services in libraries. The population of the study was made up of 42 Heads of libraries and different departmental Heads in the two States. The questionnaire was used for data collection. Using the Pearson Product Moment Correlation, it was established that though high levels of some components of EI could be found among the leaders that positively related with innovative services, there was a noticeable lack in the area of interactions with stakeholders outside the library circles. The paper therefore, recommended that library leaders within the States under study should synergize with other stakeholders in the information provision chain to bring about innovations in their libraries. They should be able to lobby within their institutions and government circles to attract funds for creative services, should leverage the use of ICT to enable innovations and finally library leaders need to be more assertive, scale up their social and relationship skills and network within and outside their library workforce to bring about innovation and creativity in their libraries.

1. Introduction

The success or failure of any organisation is attributable to its leadership who inspire and direct the staff to achieve defined goals. This implies that in order to maximize the efforts and productivity of a workforce, a formal effective leadership must be in place. This leadership must be task-oriented with the ability to influence the workers towards achievement of personal and organisational goals (Cannella & Monroe, 1997). Effective leaders would combine practical strategies and interpersonal procedures to create commitment and loyalty which would generate outcomes that would give organizations a competitive edge (Petrick, Schere, Brodzinski, Quinn & Fall-Ainina, 1999; & Cooper, 1997).

Leadership revolves around human relationships. This relationship is between those in positions of authority and those who are expected to obey and follow their directives and guidelines. Success in leading then becomes dependent upon the capacity of the leader to build and nurture those relationships that cause people to do extraordinary things (Kouzes & Posner, 2002).

Libraries have the hierarchical structure of management. Policies are formulated at the apex and passed down the chain of authority for implementation. Leaders in a library are head of the libraries, sections and units of the institution. They manage the work performance of their subordinates through duty scheduling, coordination of routine activities, supervising, delegating, evaluating and disciplining as the need arises. ICT has brought challenges to leadership in libraries by creating a dynamic environment which is constantly changing through technological innovations that require human adaptation. To meet these challenges and survive in the changing world, library leaders need clusters of competencies that will empower them to remain in control, innovative and achieve defined objectives. Empirical research highlight clusters of competencies which enable leaders to excel in organisations. These are intellectual/cognitive abilities, self-management/intrapersonal abilities and relationship management/interpersonal abilities. The latter two groups of competencies are considered part of the emotional intelligence proficiencies.

2. Emotional intelligence

Moods and emotions in the workplace influence several critical job variables such as work performance, creativity and commitment (Langley, 2011). The ability to manage these moods and emotions so as to achieve the desired performance level is known as emotional intelligence. Goleman, (1998) noted that emotional

intelligence (EI) refers to an array of interpersonal skills that enables one to effectively deal with emotions and emotional issues. He noted that emotional intelligence does not mean giving free rein to feelings rather, it means managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals. EI could also be regarded as a social intelligence that enables one to be aware and discern feelings at the core of interpersonal communication and be capable of reacting to such feelings in the manner that would yield positive results. It aids a manager to relate, learn, act and take decisions based not just on logic, intellect or technical analysis alone but also taking into cognisance the legitimate emotions of workers (Ryback, 1998).

EI can be traced back to Thorndike's (1920) treatise on social intelligence in which he discussed the ability to understand and manage people and to act wisely in human relations. Gardner's (1983) work on multiple intelligences and his concepts of intrapersonal and interpersonal intelligence was also a forerunner of EI.

2.1 Models

Several models of EI have been developed with interrelated concepts. Salovey and Mayer (1990, 1997) EI model is made up of experiential and tactical segments which are divided into four branches. The first branch, emotional perception, is the ability to be self-aware of how one feels, to precisely express such feelings to others and to differentiate between honest and dishonest expressions of emotion. The second part is the ability to use emotions for motivation by distinguishing among the different emotions one is feeling and to identify those that are influencing the thought process at a given time. Emotional understanding which is the third branch is the ability to understand complex emotions such as feeling two emotions at once, and the ability to recognize transitions from one to the other. The fourth branch, emotion management is the ability to regulate one's emotions by noting its negative or positive significance for the enrichment of personal development and social relations in a given situation (Law & Wong, 2004).

Bar-On (1997, 2000) model is composed of five components namely; intrapersonal which is the ability to be aware of, understand and express oneself; interpersonal- the ability to understand and relate to others; stress management- the ability to deal with strong emotions; adaptability - the ability to adapt to change using recognised and understood emotions to solve problems of a social or personal nature and general mood the ability to generate positive moods and be self-motivated.

In his own model Goleman (1995, 1998) outlines five dimensions of EI as self-awareness, self-regulation, motivation, social awareness and empathy or interpersonal skills. Self-awareness is the ability to know one's emotions, preferences, aptitudes, and intuitions and recognise how they influence one while using those feelings to guide decisions. Self-regulation/management enables the individual to manage his own internal states and impulses. It involves self-monitoring, which allows the individual to adjust his behaviour according to given circumstances, conscientiousness which aids one in taking responsibilities for personal performance and innovation component which assists one to be adaptable and comfortable in handling change, new ideas and fresh approaches. Another dimension of EI in Goleman's model is motivation which comprises of the drive to achieve, to improve or meet set standards. Being optimistic in striving to meet goals in spite of obstacles and setbacks and readiness to act on opportunities are also aspects of this EI component. The empathy or interpersonal skills component entails understanding others, sensing the feelings and needs of others and being aware of a group's emotional undercurrents and power relationships and social skills which involve handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly, using these skills to persuade and lead, negotiate and resolving conflicts for cooperation and teamwork. These emotional intelligence capabilities are independent as each plays a role in job performance. They are also interdependent as each component draws from others as they interact (Connell & Travaglione, 2004; & Blanco, Caron-Fasan, & Lesca 2003). EI has been linked with effective leadership, innovation and creativity within an organisation (Stough & De Guara, 2003; Suliman & Al-Shaikh, 2006).

3. Innovative services in the age of technology

Innovation is about creating new products, tools, services or processes, bringing forth something which had not been there before thus allowing people or organisations to scale new heights and accomplish objectives that they were not able to achieve previously. It involves putting into practice new ideas and solutions (Amos, Ristow & Ristow, 2004). Innovation in provision of services is a rapidly growing area of interest in the global economy. It is portrayed as an interactive move, involving relationships between different functions in the organization which seeks new ideas that will add value and promote competitive advantage (Laursen and Salter, 2004). In today's fast moving and complex information environment, the ability to innovate and deploy change more effectively than competitors is now considered a requisite for survival and success. It is no longer sufficient for an employee

to simply stick to carrying out his scheduled tasks. Taking initiatives and engaging in behaviours which ensure that an organisation's goals are achieved are also expected from employees (Thompson & Werner, 1997).

4. EI of Library leaders

EI of leaders is relatively unexplored in information service delivery in Nigeria. Focus has been on other competencies such as intellectual, professional and ICT competencies. Yet EI could be the underlying force that will pull other competencies required by librarians to provide effective services to the new generation users. Emotional competencies may be highly needed by library leaders to help staff work harmoniously and to provide innovative services that are required to make library more effective in the age of technology. Masrek, Sani & Jamaludin (2012) in validating the dimensions of EI that could be identified amongst Malaysian public librarians report that self-awareness, self-management, social awareness and relationship management are most relevant and applicable in libraries. How does these attributes relate to the provision of innovative services?

5. Purpose of Study

The main purpose of this paper was therefore to examine the Emotional Intelligence of Library Managers and its relationship to innovative services (delivery) in South East Nigeria. The following research questions guided the study.

1. What is the level of emotional intelligence of library leaders
2. What is the extent of innovative services offered by library
3. What is the relationship between these library leaders' emotional intelligence and the extent of innovative services delivery in the library?

6. Research methods

The study involved library leaders in Anambra and Enugu States of Nigeria. The total population of Library leaders made up of Heads of Libraries and departments in these States comprising a total of 61 were studied. 42 representing 69% out of the 61 questionnaires were returned.

6.1 Measure

Emotional intelligence was measured with a 22-item instrument developed based on Goldman's five classification of emotional intelligence namely self-awareness, self-regulation, motivation, empathy and social skills. Innovation scale was measured by a twelve item developed based on literature review. The questionnaire titled the Emotional Intelligence of Library Leaders in (EILL) was constructed for the library leaders. Response options were structure on a four point rating scale of Very Great Extent (VGE); Great Extent (GE) Low Extent (LE) and Very Low Extent (VLE). This instrument was face-validated by two experts in the Library and Information Science Department, University of Nigeria, Nsukka. The instrument in addition was trial-tested and administered to a sample of ten (10) library leaders in Delta State outside the scope of study. The paired scores generated were tested for reliability using Pearson's Product Moment Correlation coefficient (PPMC). The index for the motivation level of library managers yielded 0.90 and the second variable the social skills of library managers yielded 0.92. These coefficients are satisfactory according to Nunally (1978).

6.2 Statistical Analysis

In order to examine the study variables, all the collected data were analyzed using SPSS Computer Software Package Version 17. For descriptive statistics and bivariate correlations were computed. Mean scores were employed to answer research questions. The decision rule for the mean score of extent of emotional intelligence possessed by library leaders and innovative practices are as follows: Very High Extent 3.50-4.000; High Extent - 3.49-3.00; Low Extent- 2.99 – 2.00; and Very Low Extent-1.99- 1.00. A bivariate correlation was computed to test the relationships between emotional intelligence and innovative practices of the leaders. Innovative service was the dependent variable and emotional intelligence was the independent variables.

7. Results

Demographic details of the study participants show that 69% are female while 31% are male. Their ages range from 41-50yrs (45.2%), 31-40yrs (33.3%) to 25-30yrs (14.3%). Only 7.2% of the respondents are within the age range of 51-65+yrs. A total of 29 respondents representing 69% of the population have postgraduate degrees while 28.6% have first degrees in Library and Information Science.

Table 1: Mean and Standard Deviation of Emotional Competencies of Library Leaders (N=42)

S/N		Mean	SD
<i>Self awareness skills</i>			
1.	I perceive myself as a self-confident person	3.60	.544
2.	I often recognize that my feelings and emotions affect others at work	3.14	.751
3.	As a manager I understand clearly where I should be taking the library to	3.45	.670
4.	I can voice my feelings regardless of whether they are unpopular	3.17	.794
<i>Self-regulatory skills</i>			
5.	I have a stable temperament	3.14	.683
6.	I am often willing to tolerate my subordinates (whether they bring frustrations or delays)	3.26	.665
7.	I am always sensitive of the moods and feelings of staff	3.33	.650
8.	I can make compromises as long as it promotes the overall goals of my library	3.41	.735
<i>Motivational skills</i>			
9.	I am able to build up people and rally them to advance their goals and goals of my library	3.60	.544
10.	I acknowledge and appreciate people's strengths and accomplishments	3.55	.633
11.	I often bring out time to mentor my subordinates	3.26	.735
12.	I give assignments in order to coach and challenge staff	3.33	.721
<i>Empathy skills</i>			
13.	I am a good listener	3.52	.671
14.	I often consider the feelings of my sub-ordinates in the library	3.43	.668
15.	I always treat staff with dignity and respect	3.60	.544
16.	I often work hard to meet the needs of my sub-ordinates	3.26	.735
17.	I can hardly hurt the feelings of my staff	3.14	.814
<i>Social skills</i>			
18.	I rapport with a wide circle of people including library staff	3.40	.544
19.	I am able to network effectively to support the goals of my library	3.07	.867
20.	I can effectively persuade members of library staff to work towards a shared vision and goal	3.26	.735
21.	I have strong expertise in building and leading teams outside the library work force	2.95	.764
22.	I have a good relationship with the management team of my library	3.43	.547

Respondents were asked to rate their level of emotional intelligence on a scale of 4 (very high extents) to 1 (very low extent). Table 1 above shows the mean scores of respondents' ratings of their emotional intelligence. The score indicates possession of these skills in high and very high extent. Respondents rated their self-awareness skills very high (>3.50) on being self-confidence. Empathy skills was rated very high (>3.50) on being a good listener and treating staff with dignity and respect. Motivational skills were rated very high on being able to build

up people and rally them to advance their goals and that of the library. Also respondents rated their motivational skills very high on acknowledging and appreciating people's strengths and accomplishments.

However, the Library leaders appear to be lacking somewhat in the ability to socialize with others outside of the Library circle as a mean value of 2.9 was recorded for having strong expertise in building and leading teams outside the library work force Even though the mean score is positive, it not as high as other responses.

Table 2: Extent of innovative services offered by Library leaders

S/N	Options	Mean	Std. Deviation
<i>Innovative Attitude</i>			
1.	There are new services one can introduce in the library	3.57	.668
2.	I can work with my staff towards introduction of new services	3.60	.497
3.	I do not resent new ideas of delivering services from my subordinates	3.33	.687
4.	I have the ability to adapt to dynamic circumstances occasioned by changes	3.33	.846
<i>Implementation</i>			
5.	I study the global library environment to filter out new developments that might impact positively to our services	2.60	.989
6.	We lobby within our organisation to increase funding	2.43	1.04
7.	Register and obtain free and relevant databases and resources.	2.26	1.01
8.	harness information and communication technologies for information delivery	2.60	.912
9.	develop strategies that enhance the use of electronic resources in libraries	2.71	.970
10.	I undertake user training	3.04	.882
11.	I encourage the acquisition of skills for subordinate by advocating and contributing to training programs	2.95	.909
12.	I support my subordinates to advance in their career	3.16	.935

Table 2 above shows the extent of innovative services offered by respondents. On a four point scale of strongly agree (4) to strongly disagree (1), data collected suggests that Library leaders have positive attitude (mean > 3.00) to innovative services (items 1-4). However, there were lower scores for actual implementation of innovative services: study the global library environment to keep pace with innovations (2.60) and develop strategies to enhance the use of electronic resources for information delivery (2.71). However, lobbying for additional funds, harnessing modern technologies for innovative services have negative mean scores of 2.43 and 2.26 respectively.

Table 3: Correlation Matrix of Library Leaders' Emotional intelligence (Personal competencies) and Innovative Services in the Library

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13
1. Innovative Services	1	.284	-.062	.360*	.285	.179	.128	.132	-.041	.299	.369*	.378*	.420**
Self-Awareness													
2. Self-confidence	.284	1											
3. Recognize own feelings	-.062	.145	1										
4. Understand direction	.360*	.515**	.208	1									
5. Can voice feelings	.285	.386*	.613**	.359*	1								
Self-Regulation													
6. Stable Temperament	.179	.094	.434**	-.038	.405**	1							
7. Tolerant	.128	.165	.216	.330*	.331*	.130	1						
8. Sensitive to others mood	.132	.184	.200	.093	.079	.220	.132	1					
9. Can Compromise	-.041	-.068	-.107	-.133	-.035	.222	.377*	.323*	1				
Motivational skills													
10. Can Build-up people	.299	.505**	.264	.448**	.273	.094	.233	.184	-.313*	1			
11. Acknowledge accomplish.	.369*	.235	.293	.437**	.397**	.266	.173	.020	-.016	.306*	1		
12. Mentor subordinates	.378*	.211	.373*	.546**	.509**	.118	.356*	.068	-.156	.394**	.629**	1	
13. Challenge subordinate	.420**	.228	.045	.589**	.028	-.198	.322*	.121	-.031	.228	.392*	.430**	1

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).
Item P value = 4 = p < .019 11 = p < .016 12 = p < .013 13 = p < .006

The correlation between innovative services and emotional intelligence of respondents is shown in Table 3 above. The result shows that innovative services is positively correlated with all the variables of emotional intelligence except for recognizing feelings and emotions as they affect others at work and making compromise which are negatively correlated with innovative services. This indicates that increase in these items will lead to decrease in innovative services.

However, The variable 'I understand clearly where I should be taking the library to' (item), 'I acknowledge and appreciate people's strengths and accomplishments' (Item), 'bringing out time to mentor my subordinates' (Item), and 'giving assignments in order to coach and challenge staff' (item) are significant correlated innovative services.

Table 4: Correlation Matrix of Library Leaders' Emotional intelligence (Social competencies) and Innovative Services in the Library

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1. Innovative Services	1	.319*	.327*	.351*	.313*	.249	.159	.233	.214	.161	.450**
<i>Empathy Skills</i>											
2. Good listener	.319*	1									
3. Consider subordinates' feelings	.327*	.793**	1								
4. Treat Staff with dignity and respect	.351*	.328*	.624**	1							
5. Work hard to meet needs of Staff	.313*	.704**	.810**	.638**	1						
6. Can hardly hurt the feelings of staff	.249	.529**	.648**	.465**	.630**	1					
<i>Social Skills</i>											
7. Rapport with wide circle of friends	.159	.407**	.384*	.155	.339*	.252	1				
8. Network to support goal of library	.233	.270	.072	.063	.200	.054	.507**	1			
9. Can persuade library staff to collaborate	.214	.605**	.611**	.211	.548**	.466**	.522**	.200	1		
10. Good team leader	.161	.526**	.471**	.422**	.588**	.325*	.106	.116	.545**	1	
11. Good relationship with management	.450**	.370*	.353*	.269	.381*	.078	.550**	.294	.442**	.167	1

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).
Item P value = 2 =p<.040 3 =p<.035 4 =p<.023 5=p<.044 11 =p<.003

Table 4: shows the correlation between innovative services and all variables of empathy skills and social skills. The result shows that innovative services is positively correlated with all the variables of emotional intelligence. The results show that having a good relationship with the management team of the library has the highest and moderate correlation with innovative services in the library ($r = .450$).

However, being a good listener (item), I often consider the feelings of my sub-ordinates in the library (item) I always treat staff with dignity and respect (item) I often work hard to meet the needs of my sub-ordinates (Item) and I have a good relationship with the management team of my library (Item) are significant with innovative services in the library This means that the higher the good relationship with management team the higher Library leaders introduce innovative services.

8. Discussion

The study examined emotional intelligence of library leaders and its relationship with innovative services in the library. Focusing on five aspects of emotional intelligence as identified by Goleman (1998) namely motivational and social skills, the study found that library leaders rated their levels of emotional competency on the average high on the various sub-variables of these major emotional competencies. The three competencies with the highest values in the motivation domain of EI were those that focused on staff development. The results from the second component of EI studied however indicate that Library leaders in Anambra and Enugu States, South East Nigeria place premium on collaborations and networking amongst themselves. On the other hand, results of level of innovative services as rated by the managers show that the library leaders are willing to work with their staff towards the introduction of new services which is the hallmark of innovation. However, they shy away from actually implementing the strategies that will drive the innovations like lobbying for more funds, exploiting the use of modern technologies for information services delivery and encouraging the acquisition of skills for subordinates. This position of Library leaders in Anambra and Enugu is depicted clearly in their responses to whether they are sociable and can work with others outside of the Library circle for innovations to thrive in the Library.

Results also show that all variables of emotional intelligence in the study are positively correlated with innovative services in the library however some correlations are higher than others like motivational and empathy skills. On the other hand some variables of motivational skills, empathy skills and social skills are not significantly correlated with innovative services in the libraries studied. Social skills have the least number of variables that are significantly correlated with innovative services. Only the variable of 'having a good relationship with the Management team of the library' is significantly correlated with innovative services in the library. The significant correlations may mean that librarians find it difficult to interact with other stakeholders in the information provision chain and this is a likely inhibitor to the introduction of innovations in the Library. Similar results on the relationship between emotional competencies and innovative services in libraries have been obtained by other studies. Orhan & Dincer (2012) in a study of the relationship between EI and innovative work behaviours in Turkish banking sector found empirical evidence that there is a significant relationship and interaction between employees' EI and innovative work behaviors in a positive way but not so strong. This is consistent with the findings of Zampetakis, Kafetsios, Bouranta, Dewett & Moustakis (2009). Keitz (2009) also found empirical evidence between EI and leadership traits among Library leaders.

9. Conclusion

The 21st century has been recognised as a milieu of changes and challenges in information dissemination. Nevertheless, Library leaders in Anambra and Enugu States have been identified to possess high levels of emotional intelligence that equips them with the capacity to drive innovations which will give libraries the competitive edge to thrive and flourish in this era. However the weak correlations found between innovative services and the inability of the leaders to collaborate with others outside the circle of Librarianship might hinder the injection of new funds and technologies that would make innovations a reality in libraries. Library leaders therefore need to make use of their innate abilities and develop their social competencies with stakeholders outside of the libraries so that innovative library services can be introduced and sustained

10. Recommendations

The following recommendations have been gleaned out of this study:

- Library leaders should synergize with stakeholders in the information chain. This will fillip several kinds of collaborative partnerships and consortia that will be mutually beneficial.
- Library leaders need to be able to lobby within their institutions and within government circles for funds to drive creativity and innovations within their work places.
- The use of Information Communications Technologies (ICTs) has brought changes in the manner information is both harnessed and transmitted. Library leaders should leverage on this and use ICTs especially library 2.0 which is the latest trend in the profession to enable innovation in their various organizations.

- As the nature of library services keep changing self confidence, strong social and relationship skills are imperative to bring innovations to the library workforce. Library leaders therefore, need to be more assertive, and also need to scale up their social skills, move out of their comfort zones to network within and outside the library workforce.

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