

LIBRARIANS' EMOTIONAL INTELLIGENCE, COGNITIVE ABILITY AND WORK PERFORMANCE IN COLLEGES OF EDUCATION IN SOUTH-SOUTH, NIGERIA

Ejiroghene Regina Eniekebi

Doctoral Student, Department of Library and Information Science,
Delta State University, Abraka

E. E. Adomi (Prof.)

Department of Library and Information Science, Delta State University, Abraka, Nigeria

and

B. E. Iwhiwhu (Prof)

Department of Library and Information Science, Delta State University, Abraka, Nigeria

Abstract

The study examined librarians' emotional intelligence, cognitive ability and work performance in colleges of education in South-South Nigeria. Five research questions, and three hypotheses guided the study. The review of related literature was aligned with the study's objectives. A correlational research design was adopted, using a population of 82 librarians across 12 Colleges of Education in the region. The entire population was used as the sampling technique due to its small size. Data were collected using a structured questionnaire. of the 82 copies of questionnaire distributed, 77 (94%) were returned. Data were analysed using frequencies, mean (\bar{x}), standard deviation (SD), Pearson's Product-Moment Correlation Coefficient (PPMC), multiple regression, and t-test statistics. The findings revealed that librarians demonstrated a high level of emotional intelligence ($\bar{x} = 4.07$) and cognitive ability ($\bar{x} = 3.95$), as well as a high extent of work performance ($\bar{x} = 4.01$). Emotional intelligence had a very strong and positive relationship with work performance ($r = .723$), as did cognitive ability ($r = .806$). Emotional intelligence and cognitive ability each had a significant positive impact on librarians' performance ($p = .000$). The study concluded that emotional intelligence and cognitive ability are key drivers of work performance among librarians. The study recommends targeted training to strengthen emotional intelligence. It contributes to knowledge by establishing a strong, positive correlation between emotional intelligence and librarians' work performance in Colleges of Education in South-South Nigeria.

Keywords: Cognitive Ability, Colleges of Education, Emotional Intelligence, Librarians', Work Performance

INTRODUCTION

The colleges of education in Nigeria serve as foundational institutions for the preparation of competent teachers and the advancement of educational development. These institutions not only provide pre-service training but also support continuous professional development for in-service teachers through structured programmes and academic engagements (Udoudo, 2017; Omolara, 2014; Oshin & Ayandiran, 2018). Within this framework, librarians are integral actors who manage information resources, support academic research, and enhance users' information literacy through diverse services (Oyewusi, Olawoyin, & Adekunle, 2013; Adeyemi & Noah, 2020). Therefore, librarians' performance is central to achieving the educational goals of these institutions.

Work performance as a multidimensional construct reflecting how effectively and efficiently employees accomplish assigned responsibilities within an organization. Existing studies indicate that performance is influenced by variables such as skills, motivation, and workplace conditions (Parham, 2014; Harikaran, 2015; Sulaimon et al., 2022). However, poor performance among librarians has been associated with unfavorable work environments, low job satisfaction, and negative attitudes, which ultimately hinder institutional effectiveness (Suleiman et al., 2022; Babalola & Nwalo, 2013). Consequently, improving librarians' performance requires a comprehensive understanding of these influencing factors.

On the other hand, work performance in librarianship is closely tied to efficient resource utilization and quality service delivery. Literature suggests that cognitive abilities such as reasoning, decision-making, and problem-solving significantly enhance librarians'

capacity to adapt to evolving technological and information environments (Ali et al., 2013; Kanelechi, 2021; Nwamadi & Ogbonna, 2021; Nevo, 2012; Ogbuiyi, 2018; Adeniran & Aina, 2016). Additionally, cognitive functions like memory, attention, and language are essential for effective learning and service provision (Kiely, 2014; National Council on Measurement in Education, 2017). Hence, cognitive ability is a critical determinant of librarians' work performance.

Furthermore, Emotional intelligence is equally important in shaping librarians' effectiveness in the workplace. Emotional intelligence, defined as the ability to recognize, understand, and regulate emotions, has been shown to enhance interpersonal relationships, stress management, and user-centered service delivery (Goodman et al., 2012; Mayer et al., 2016; Chen, 2019). Empirical evidence further demonstrates that emotionally intelligent librarians exhibit better conflict resolution skills, stronger motivation, and improved service outcomes (Mayer & Salovey, 1997; Adeniran & Aina, 2016; Oluwatayo & Oyewusi, 2019; Dinger & Spinath, 2012; Pan et al., 2014). Therefore, emotional intelligence is indispensable for effective library service delivery.

In conclusion, this study aims to explore how emotional intelligence and cognitive ability are fundamental psychological constructs that influence librarians' performance. Given their combined impact on service quality, productivity, and institutional effectiveness, it becomes necessary to examine how these variables interact within the context of colleges of education in South-South Nigeria. Thus, justifies the need for this study.

Statement of the Problem

In the context of colleges of education in the South-South region of Nigeria, librarian must possess a unique blend of skills, including emotional intelligence, and cognitive ability to be at the best of their performance. Ideally, librarians should exhibit high emotional intelligence to effectively manage stress, communicate empathetically with patrons, and foster positive work environments.

Furthermore, in order to foster a supportive and cohesive academic environment, librarians must be able to collaborate effectively with academics, students, and coworkers. Librarians from a variety of backgrounds can enhance the library's services and meet the diverse demands of the student body. From interactions and observations by the researcher, librarians frequently experience significant levels of stress, which impairs their cognitive and emotional intelligence. The creation of creative library services is hampered by the frequently insufficient collaboration between librarians and faculty members.

To address these challenges, this study aims to investigate the relationship between librarians' emotional intelligence, cognitive ability and work performance in colleges of education in South-South Nigeria.

Research Questions

This study seeks to answer the following research questions:

1. What is the extent of librarians' emotional intelligence in colleges of education in South-South, Nigeria?
2. What is the extent of librarians' cognitive ability in colleges of education in South-South, Nigeria?
3. What is the extent of librarians' work performance in the colleges of education in South-South, Nigeria?
4. What is the relationship between librarians' emotional intelligence and work performance, in the colleges of education in South-South, Nigeria?

5. What is the relationship between librarians' cognitive ability and work performance, in the colleges of education in South-South, Nigeria?

Research Hypotheses

The following hypotheses are tested in the study at 0.05 level of significance:

1. There is no significant relationship between librarians' emotional intelligence and work performance in colleges of education in South-South, Nigeria.
2. There is no significant relationship between librarians' cognitive ability and work performance in the colleges of education in South-South, Nigeria.
3. Emotional intelligence and cognitive ability will not have significant variation with librarians' work performance in the colleges of education, in South-south, Nigeria.

Literature Review

The literature indicates that Emotional intelligence plays a crucial role in shaping workplace behavior and organizational outcomes. Previous studies reveal that emotional intelligence enhances conflict management, job satisfaction, and overall performance across professional settings (Crumpton, 2015; Somera, 2019). Research also shows that components such as self-awareness and social skills vary among librarians and are influenced by factors like age and experience (Balamurugan & Ranganathan, 2020). From this standpoint, emotional intelligence is a dynamic construct that can be strengthened through professional development. Further, emotional intelligence indirectly influences work performance through attitudes and organizational commitment. Evidence indicates that supportive work environments and organizational recognition significantly enhance employees' emotional intelligence and productivity (Balamurugan & Ranganathan, 2021). Leadership, training, and self-awareness have also been identified as key drivers of emotional intelligence development. Therefore, emotional intelligence contributes to performance improvement through behavioral and attitudinal pathways.

Emotional intelligence fosters knowledge sharing and collaboration among librarians. Empirical studies show that librarians with high emotional intelligence are more willing to share knowledge, build trust, and contribute to organizational learning (Ayodele & Ajayi, 2021; Kovacs et al., 2020; Lim & Goh, 2014). Additionally, the use of information technology enhances knowledge-sharing practices, leading to improved productivity and institutional effectiveness (Ayodele & Ajayi, 2021). Thus, emotional intelligence strengthens collaborative and knowledge-driven environments. Emotional intelligence has been observed to significantly influence performance in both healthcare and library environments. Studies demonstrate that high emotional intelligence improves relationships, resilience, and service delivery (Vrontis et al., 2021; Oyewunmi et al., 2015). In library settings, emotional intelligence enhances service quality, motivation, and job satisfaction (Onwubiko, 2020; Shehu & Mohammed, 2017; Ahmed et al., 2016; Yaya & Ebinuwele, 2016; Miao et al., 2017). Hence, emotional intelligence is a critical determinant of professional success and organizational effectiveness.

Cognitive Ability of Librarians and Work Performance

Cognitive ability is a fundamental predictor of work performance, particularly in knowledge-intensive professions like librarianship. Studies indicate mixed findings, with some reporting weak relationships between cognitive flexibility and research output (Oni & Adomi, 2023; Hung & Loh, 2020). However, other studies suggest that cognitive flexibility significantly enhances problem-solving and adaptability in research contexts (Sousa et al., 2023). Based on this, cognitive ability remains essential despite variations in empirical findings.

Furthermore, general cognitive ability strongly predicts job performance across various occupations. Meta-analytical evidence confirms that individuals with higher cognitive ability perform better, especially when job demands align with their skills (Reeve et al., 2018; Colarelli & Helmes, 2020; Schmidt et al., 2016). Consequently, it is believed that cognitive ability is a reliable predictor of performance and should be considered in personnel development.

Librarians Work Performance

Work performance is conceptualized as the outcome of effort, ability, and role perception in achieving organizational goals. Scholars have defined it as the effective execution of duties aligned with professional responsibilities (Harikaran, 2015; LRCN, 2014). Additionally, factors such as motivation, skills, and work environment significantly influence performance (Na'angap, 2012; Aarabi et al., 2013). However, performance is a function of both individual and organizational factors. Therefore, work performance in libraries encompasses activities such as cataloguing, reference services, and resource management. Evidence shows that job dissatisfaction negatively affects productivity among librarians (Babalola & Nwalo, 2013). Performance is often measured using indicators such as quality, efficiency, creativity, and timeliness (Shadare & Hamed, 2009; Upev et al., 2015; Amusa et al., 2013; Hakala, 2008). Thus, performance evaluation requires a multidimensional approach. Organizational performance is the cumulative result of employees' individual efforts. Studies highlight that appraisal systems, feedback mechanisms, and role clarity significantly influence employee performance (Sabir et al., 2012; Morrison, 2003; Ashford & Black, 2006). Furthermore, emotional competence has

been identified as a critical factor for outstanding performance (Goleman, 2008). Hence, the need for integrating emotional and cognitive competencies in performance management.

Conclusively, emotional intelligence contributes to interpersonal effectiveness, cognitive ability enhances task execution. However, factors such as motivation, values, and organizational support also play significant roles in determining performance outcomes (Bahdor et al., 2011; Goleman, 2008). Hence, the advocacy for a holistic approach to improving librarians' performance.

Methodology

A correlational research design was adopted, using a population of 82 librarians across 12 Colleges of Education in the region. The entire population was used as the sampling technique due to its small size. Data were collected using a structured questionnaire. 82 copies of questionnaire distributed, 77 (94%) were returned. Data were analysed using frequencies, mean (\bar{x}), standard deviation (SD), Pearson's Product-Moment Correlation Coefficient (PPMC), multiple regression, and t-test statistics.

Results and Discussion

The results are presented according to the research questions.

Research Question One: What is the extent of librarians' emotional intelligence in Colleges of Education in South-South, Nigeria?

The data in Table 1 are used to answer this research question

Table 1 The Extent of Librarians' Emotional Intelligence

S/N	Emotional Intelligence of Librarians Statement	VHE	HE	ME	LE	VLE		Std. Dev.	Decision
i.	I know how I feel in all circumstances	32	30	11	0	4	4.12	1.01	HE
ii.	I can control my emotions	36	24	10	2	5	4.09	1.14	HE

	when dealing with difficult situations								
iii.	I handled unexpected changes in the library environment without becoming upset	23	41	7	2	4	4.00	0.99	HE
iv.	I understand my strength and weaknesses in handling stressful situations	33	25	14	3	2	4.09	1.00	HE
v.	I understand and handle what my organization expects of me	34	31	7	3	2	4.19	0.95	HE
vi.	I listen to patrons concerns and show empathy	27	34	8	2	6	3.96	1.13	HE
vii.	I can control my emotions under heavy pressure of work in the library	26	28	18	3	2	3.95	0.99	HE
viii.	Nothing can dampen my hope of success in my career	49	17	9	0	2	4.44	0.90	HE
ix.	I can handle/ manage intra and inter personal conflict	29	33	9	1	5	4.04	1.07	HE
x.	I can handle the stress which emanate from work consistently	30	23	18	2	4	3.95	1.10	HE
xi.	Extremely skilled at managing and controlling my own emotions in high-stress situations	32	26	14	1	4	4.05	1.06	HE
xii.	I can relate very well with my colleagues and bosses	35	29	9	1	3	4.19	0.97	HE
xiii.	I can build and maintain positive relationships with colleagues	33	30	8	0	6	4.09	1.11	HE
xiv.	I remain optimistic even when things do not go as planned	24	26	19	3	5	3.79	1.13	HE
xv.	I regularly and actively practice strategies or techniques to enhance my emotional intelligence in my role as a librarian	31	30	7	5	4	4.03	1.11	HE
xvi.	I handle conflict with others in a constructive manner	31	28	13	3	2	4.08	0.98	HE
xvii.	Training or education specifically focused on emotional intelligence has contributed to my success	28	35	10	1	3	4.09	0.95	HE

xviii	My overall work performance is influenced by how I am able to control myself	32	33	8	0	4	4.16	0.99	HE
Grand Mean/Standard Deviation							4.07	1.03	HE

Decision Rule: Very High Extent (VHE) = 4.51 - 5.00; High Extent (HE) = 3.51 - 4.50; Moderate Extent (ME) = 2.51 - 3.50; Low Extent (LE) = 1.51 - 2.50 and Very Low Extent (VLE) = 1.00 - 1.50.

The overall mean score of 4.07 indicates that librarians in colleges of education in South-South Nigeria exhibit a high level of emotional intelligence, as it falls within the high extent (HE) range of 3.51 to 4.50. They are generally self-aware (4.44), empathetic (4.19), and capable of managing their emotions (4.19) and interpersonal relationships effectively (4.16). The standard deviation of 1.03 suggests moderate variability, with most respondents rating themselves highly across emotional intelligence attributes, though some differences exist. The highest-rated statement, "Nothing can dampen my hope of success in my career" (mean = 4.44, SD = 0.90), reflects strong optimism and resilience, while another key item, "I understand and handle what my organization expects of me" (mean = 4.19, SD = 0.95), highlights their awareness and organizational commitment. These findings suggest that high emotional intelligence among librarians likely enhances service quality, workplace relationships, and adaptability in their roles.

The study found that librarians in colleges of education in South-South Nigeria possess a high level of emotional intelligence (EI), aligning with the view that EI is vital for effective interpersonal communication and service delivery (Jovanovski, 2020; Mayer & Salovey, 1990; Goleman, 1998). High EI enables librarians to manage their emotions and understand those of others, facilitating smoother interactions with diverse users, which is essential in library settings (Ogungbeni et al., 2013). While some scholars argue that EI can be learned and improved through training (Khokhar & Kush, 2009), others see it as innate (Gautam, 2021). This study supports the idea that EI can be developed over time through

professional development programs. The findings contrast with studies from Malaysia, where librarians exhibited a moderate EI level, possibly due to cultural or contextual differences (Abdullah-Sani et al., 2013). Overall, EI plays a significant role in enhancing librarians' interpersonal skills and service quality, emphasizing the need for ongoing EI development in the profession.

Research Question Two: What is the extent of librarians' cognitive ability in colleges of education in South-South, Nigeria?

The data in Table 2 provide answer to this question.

Table 2 The Extent of Librarians' Cognitive Ability

S/N	Cognitive Ability of Librarians Statement	VHE	HE	ME	LE	VLE		Std. Dev.	Decision
i.	I have the ability to recall and retain information as a librarian	37	30	7	0	3	4.27	0.93	HE
ii.	I interpret and analyze complex information	22	38	14	0	3	3.99	0.91	HE
iii.	I am proficient in problem-solving and critical thinking abilities	28	10	12	2	5	3.96	1.11	HE
iv.	I have the ability to handle multiple tasks and prioritize them effectively	25	33	12	2	5	3.92	1.09	HE
v.	I am skilled in conducting research and relevant information	25	25	23	1	3	3.88	1.01	HE
vi.	I am well adapted to new technologies	24	23	24	2	4	3.79	1.08	HE
vii.	I can attend to details with accuracy	26	29	15	2	5	3.90	1.11	HE
viii.	I communicate complex ideas and concepts to users	30	23	15	1	8	3.86	1.25	HE
ix.	I am proficient in evaluating information for authenticity and credibility	25	31	15	1	5	3.91	1.08	HE
x.	I have ability to adapt to changing demands	30	29	13	0	5	4.03	1.08	HE

Grand Mean/Standard Deviation	3.95	1.06	HE
-------------------------------	------	------	----

Decision Rule: Very High Extent (VHE) = 4.51 - 5.00; High Extent (HE) = 3.51 - 4.50; Moderate Extent (ME) = 2.51 - 3.50; Low Extent (LE) = 1.51 - 2.50 and Very Low Extent (VLE) = 1.00 - 1.50.

The study revealed that librarians demonstrated a high level of cognitive ability, with a grand mean score of 3.95 within the high extent (HE) range of 3.51 to 4.50. This suggests they are generally effective at processing information, solving problems, adapting to new challenges, and applying critical thinking in their roles. The standard deviation of 1.06 indicates moderate variability, showing that most librarians possess similar cognitive strengths, though some differences exist. The highest-rated item, "I have the ability to recall and retain information as a librarian" (mean = 4.27, SD = 0.93), highlights strong memory skills, essential for effective service. Other key attributes include adaptability ("I have the ability to adapt to changing demands," mean = 4.03, SD = 1.08) and analytical skills ("I interpret and analyze complex information," mean = 3.99, SD = 0.91), as well as evaluating information for authenticity ("I am proficient in evaluating information for authenticity and credibility," mean = 3.91, SD = 1.08). These findings suggest that librarians in the region possess robust cognitive skills that enable them to perform their duties competently, accurately, and flexibly, which are crucial for providing quality library services and supporting academic needs.

Regarding cognitive ability, the study confirms that librarians in the region have high cognitive skills, particularly in information processing and problem-solving, which are critical for effective library service (Smith, 2015; Johnson, 2017). These abilities enable librarians to analyze, evaluate, and organize information efficiently, supporting better decision-making and resource management (Carroll, 1993). The study also highlights that

external factors like organizational support and access to professional development can further enhance cognitive skills (Bandura, 1986; Anderson, 2016). Librarians demonstrating strong cognitive abilities effectively handle complex information tasks and adapt to technological changes (Brown, 2018; Sweller, 1988). While cognitive ability strongly correlates with job performance, environmental factors such as resources and support systems also influence performance, suggesting that cognitive skills alone are not sufficient for optimal work outcomes. A holistic approach combining cognitive development with supportive environments is recommended to maximize librarians' effectiveness.

Research Question Three: What is the extent of librarian's work performance in the colleges of education in South-South, Nigeria?

This question is answered with the data in Table 4.10.

Table 3. Extent of Librarians Work Performance

S/N	Please indicate (√) the option that best expresses the extent of your opinion on each of the following statements:	VHE	HE	ME	LE	VLE		Std. Dev.	Decision
1	I demonstrate thorough knowledge of library resources and services	32	30	11	0	4	4.12	1.01	HE
2	I keep up-to-date with challenges in my field	25	26	18	1	7	3.79	1.19	HE
3	I provide patrons with accurate and comprehensive information	29	32	11	1	4	4.05	1.03	HE
4	I effectively assess and respond to patrons' information need	28	37	7	1	4	4.09	0.99	HE
5	I provide helpful and personalized research assistance to users	25	32	13	3	4	3.92	1.06	HE
6	I design and delivers engaging library instruction to users	27	28	15	2	5	3.91	1.11	HE
7	I process, organize and maintain library materials efficiently	36	30	6	0	5	4.19	1.05	HE

8	I work well with colleagues and contributes to team initiatives	38	23	9	2	5	4.13	1.14	HE
9	I communicate effectively with other library staff for improved performances	33	24	13	2	5	4.01	1.14	HE
10	I ensure a welcoming and accessible library environment to enhance services	33	31	7	0	6	4.10	1.11	HE
11	I use technology proficiently to support library functions	27	25	18	2	5	3.87	1.13	HE
12	I adhere to library policies, procedures and budgets requirements	32	27	12	0	6	4.03	1.14	HE
13	I participate in professional development activities	28	27	12	5	4	3.94	1.13	HE
14	I weed and deselected items according to library policies	27	30	14	2	4	3.96	1.06	HE
15	I select appropriate materials to develop and maintain the collection	32	28	11	2	4	4.06	1.07	HE
Grand Mean/Standard Deviation							4.01	1.09	

Decision Rule: Very High Extent (VHE) = 4.51 - 5.00; High Extent (HE) = 3.51 - 4.50; Moderate Extent (ME) = 2.51 - 3.50; Low Extent (LE) = 1.51 - 2.50 and Very Low Extent (VLE) = 1.00 - 1.50.

The overall mean score of 4.01 indicates that librarians in the region perform their roles effectively across various aspects of library service delivery, reflecting strong commitment to responsibilities, user service, teamwork, and adherence to standards. The standard deviation of 1.09 shows moderate variability, with most librarians reporting high performance levels, though some differences exist among individuals. The highest-rated item, "I process, organize and maintain library materials efficiently" (mean = 4.19, SD = 1.05), highlights their efficiency in core technical functions. This is complemented by strong interpersonal skills, such as working well with colleagues (mean = 4.13, SD = 1.14) and creating accessible environments (mean = 4.10, SD = 1.11). Additionally, librarians demonstrate thorough knowledge of resources (mean = 4.12, SD = 1.01) and responsiveness to user needs (mean = 4.09, SD = 0.99). Ongoing professional development and

technological proficiency are also noted, with items like “I use technology proficiently” (mean = 3.87, SD = 1.13) and “I participate in professional development” (mean = 3.94, SD = 1.13) indicating their efforts to stay current and improve skills. Overall, these attributes suggest that librarians in Colleges of Education in South-South Nigeria maintain high standards of performance, supporting academic achievement and adapting to evolving library demands.

Finally, the study indicates that librarians in South-South Nigeria exhibit a high level of work performance, influenced by their abilities, motivation, and organizational factors (Harikaran, 2015; Na’angap, 2012). High motivation and adequate resources contribute significantly to their performance, although disparities in resources and job satisfaction can affect outcomes (Babalola & Nwalo, 2013).

Research Question Four: What is the relationship between librarians’ emotional intelligence and work performance in the colleges of education in South-South, Nigeria?

This question is answered with the data in Table 4

Table 4 Pearson’s r Between Librarians’ Emotional Intelligence and Work Performance

Variances	N	Emotional intelligence	Work performance	Decision
Emotional intelligence	77	1	.723	Very Strong
Work performance	77	.723	1	

Decision Rule: .1.00 to 0.30: Weak; 0.31 to 0.50: Moderate; 0.51 to 0.70: Strong; 0.71 and above: Very strong

The findings in Table 4 show a very strong and positive relationship between emotional intelligence and work performance among librarians in colleges of education in South-South Nigeria, with a Pearson’s correlation coefficient of 0.723. This indicates that higher emotional intelligence—such as self-awareness, empathy, emotional regulation, and

interpersonal skills—is associated with significantly better work performance. The results suggest that emotional intelligence is a key factor influencing librarians' effectiveness, interactions with patrons and colleagues, and ability to manage library demands. Improving emotional intelligence among librarians could lead to increased productivity, improved service quality, and a more positive work environment in the region's colleges of education.

The positive relationship between emotional intelligence and work performance is also supported, with librarians possessing high EI managing stress effectively and interacting well with users, thereby improving service quality (Kahtani, 2013; Goleman, 1998).

Research Question five: What is the relationship between librarians' cognitive ability and work performance, in the colleges of education in South-South, Nigeria?

This question is answered with the data in Table 5

Table 5 Pearson's *r* Between Librarians' Cognitive Ability and Work Performance

Variations	N	Cognitive ability	Work performance	Decision
Cognitive ability	77	1	.806	Very
Work performance	77	.806	1	Strong

Decision Rule: .1.00 to 0.30: Weak; 0.31 to 0.50: Moderate; 0.51 to 0.70: Strong; 0.71 and above: Very strong

The results in Table 5 show a very strong and positive relationship between cognitive ability and work performance among librarians in colleges of education in South-South Nigeria, with a Pearson's correlation coefficient of 0.806. This indicates that higher cognitive abilities—such as problem-solving, critical thinking, and intellectual skills—are associated with significantly better work performance. Librarians with stronger cognitive skills tend to make better decisions, process information effectively, and perform more

efficiently in their roles. The findings highlight that cognitive ability is crucial for enhancing job performance, suggesting that developing these skills among librarians could lead to improved service quality, effective problem-solving, and overall better work outcomes in the region's colleges of education. The result of this study is in agreement with numerous studies that have examined the connection between cognitive ability and work performance in librarianship. For instance, research by Raschke and Reber (2017) indicated that librarians' cognitive abilities positively correlate with their work performance, especially in areas such as information retrieval and resource dissemination. Similarly, Oyewusi (2016) found that librarians with higher levels of cognitive ability, especially those proficient in digital literacy and critical thinking, exhibited superior job performance. This is reflected in the findings of the present study, where librarians with stronger cognitive abilities demonstrated a greater capacity to evaluate and disseminate information efficiently, leading to improved work outcomes.

Testing of Hypotheses

Ho₁: There is no significant relationship between librarians' emotional intelligence and work performance in colleges of education in South-South, Nigeria.

This hypothesis is tested with the data in Table 6

Table 6 Relationship Between Librarians' Emotional Intelligence and Work Performance

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.723 ^a	.523	.516	.60926	
ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Si g.
Regression	30.474	1	30.474	82.096	.000

Residual	27.840	75	.371		b
Total	58.313	76			
Coefficients					
Model	Unstandardized	Standardized		T	Si
	Coefficients	Coefficients	Beta		g.
	B	Std. Error			
Constant	.412	.403		1.021	.3
					10
Extent of librarians' emotional intelligence	.884	.098	.723	9.061	.0
					00

a. Dependent Variable: Work performance

. Dependent Variable: Work

b. Predictors: (Constant), Extent of librarians' emotional intelligence

b. Predictors: (Constant), Jo

The analysis shows a strong positive correlation ($R = 0.723$) between librarians' emotional intelligence and their work performance in the Colleges of Education in South-South Nigeria. The R^2 value of 0.523 indicates that about 52.3% of the variation in work performance is explained by emotional intelligence, demonstrating a moderate explanatory power. The model is statistically significant, with an F-value of 82.096 and a p-value of 0.000. The unstandardized coefficient of 0.884 ($p = 0.000$) suggests that each unit increase in emotional intelligence leads to an increase of 0.884 units in work performance. Overall, these findings confirm that emotional intelligence has a significant positive impact on librarians' work performance, leading to the rejection of the null hypothesis that there is no relationship between the two.

Ho₂: There is no significant relationship between librarians' cognitive ability and work performance in the colleges of education in South-South, Nigeria.

This data in Table 7 is used to test this hypothesis

Table 7 Relationship Between Librarians' Cognitive Ability and Work Performance

Model Summary						
Model	R	R Square	Adjusted R	Std. Error		

			Square	of	the
1	.806 ^a	.649	.644	Estimate	.52248
ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	37.840	1	37.840	138.617	.000 ^b
Residual	20.474	75	.273		
Total	58.313	76			
Coefficients					
Model	Unstandardized Coefficients	Standardized Coefficients		T	Sig.
	B	Std. Error	Beta		
Constant	.671	.290		2.316	.023
Extent of librarians' cognitive ability	.846	.072	.806	11.774	.000

a. Dependent Variable: Work performance

. Dependent Variable: Work

b. Predictors: (Constant), Extent of librarians' cognitive ability

b. Predictors: (Constant), Jo

The findings reveal a strong positive correlation ($R = 0.806$) between librarians' cognitive ability and their work performance in the Colleges of Education in South-South Nigeria. The R^2 of 0.649 indicates that about 64.9% of the variation in work performance is explained by cognitive ability, showing high explanatory power. The model is statistically significant, with an F-value of 138.617 and a p-value of 0.000. The unstandardized coefficient of 0.846 ($p = 0.000$) indicates that each unit increase in cognitive ability results in a 0.846 increase in work performance. Overall, these results confirm that cognitive ability significantly and positively influences librarians' work performance, leading to the rejection of the null hypothesis that there is no relationship between the two.

Overall, the findings confirm that cognitive ability plays a crucial and statistically significant role in enhancing librarians' work performance

Ho₃: Emotional intelligence, and cognitive ability will not have significant joint relationship with librarians work performance in the colleges of education, in South-south, Nigeria.

The data in Table 8 are used to test this hypothesis

Table 8 Relationship Among Librarians’ Emotional Intelligence, Cognitive Ability and Work Performance

Model Summary					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.836 ^a	.699	.669		.50401
ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Si g.
Regression	40.786	7	5.827	22.937	.000 ^b
Residual	17.528	69	.254		
Total	58.313	76			
Coefficients					
Model	Unstandardized Coefficients B	Standardized Coefficients Std. Error	Beta	T	Si g.
(Constant)	-.210	.410		-.513	.609
The extent of librarians’ emotional intelligence	.099	.150	.081	.660	.511
The extent of librarians’ cognitive ability	.497	.140	.474	3.538	.001

a. Dependent Work performance

. Dependent Variable: Work

b. Predictors: The extent of librarians’ emotional intelligence, The level of librarians,

b. Predictors: (Constant), Jo

The analysis shows a strong positive relationship (R = 0.836) between librarians’ emotional intelligence, cognitive ability, and work performance in the Colleges of Education

in South-South Nigeria. The R^2 of 0.699 indicates that about 69.9% of the variation in work performance is explained by these combined factors, with the model being statistically significant ($F = 22.937$, $p = 0.000$). Among the predictors, cognitive ability has a significant positive effect on work performance, with an unstandardized coefficient of 0.497 ($p = 0.001$) and a Beta of 0.474, meaning that increases in cognitive ability are associated with improvements in work performance. Conversely, emotional intelligence did not show a significant relationship, with a high p-value (0.511) and a low Beta (0.081), indicating it does not significantly influence work performance in this context.

Overall, the findings confirm that cognitive ability plays a crucial and statistically significant role in enhancing librarians' work performance, leading to the rejection of the null hypothesis that emotional intelligence and cognitive ability have no joint effect. Enhancing emotional intelligence and cognitive abilities through continuous professional development, along with improving organizational support, are essential strategies for sustaining high performance among librarians in these institutions

Recommendations

The following recommendations were made based on the findings from the study.

1. There should be enhanced emotional intelligence through targeted training. Since librarians demonstrated high emotional intelligence, and it significantly affects their work performance, management should institutionalized regular emotional intelligence training programmes.
2. Workshops on self-awareness, empathy, emotional regulation, and interpersonal communication can be organized in collaboration with psychology or counselling units within the institution.
3. Given the high cognitive ability observed among librarians and its strong impact on performance, professional development initiatives such as problem-solving seminars,

analytical reasoning workshops, and decision-making simulations should be introduced.

4. Library schools should update their curricula to include courses and modules on emotional intelligence and critical thinking.
5. Institutions should foster a work environment that rewards initiative, encourages emotional resilience, and supports collaboration.
6. The institutions should set up a framework to periodically assess librarians' emotional intelligence and cognitive ability using valid psychometric tools. Results can be used to tailor interventions and measure progress.

Conclusion

The findings of this study provide strong empirical evidence that librarians in colleges of education in South-South Nigeria demonstrate high levels of emotional intelligence and cognitive ability. These competencies significantly and positively influence their work performance. Specifically, emotional intelligence and cognitive ability were found to be strong predictors of enhanced job performance, with robust positive correlations observed.

Overall, the study concludes that improving librarians' emotional and cognitive capacities is essential for enhancing performance in colleges of education. Institutional efforts aimed at capacity building in these areas will likely result in more effective library service delivery across the region.

REFERENCES

- Aarabi, M. S., Subramaniam, I. D. & Akeel, A. B. (2013). Relationship between motivational factors and job performance of employees in Malaysian service industry. Canadian Center of Science and Education. *Asian Social Science*, 9(9), 301-308.
- Abdullah-Sani, M. K. J. et al (2013) Assessing the emotional intelligence profile of public Librarians in Malaysia: Descriptive Analysis. *Library Philosophy and Practice (e-journal)*. <http://digitalcommons.unl.edu/libphilprac/1047>.

- Adeniran, P., & Aina, L. O. (2016). Emotional intelligence and work performance of librarians in academic libraries in Southwest, Nigeria. *Library Philosophy and Practice*, 1392.
- Adeyemi, G. & Noah, N. Y. (2020). The roles of technology enhanced library services in Nigerian colleges of education. *Library Philosophy and Practice*.
- Ahmed, S., & Hashim, R. (2021). The role of emotional intelligence in customer service performance among librarians. *International Journal of Library and Information Science*, 13(4), 78-85. <https://doi.org/10.5897/IJLIS2021.0567>
- Ahmed, Z, Sabir, S, Rehman, Z, Khosa, M &, Khan, A (2016). The impact of emotional intelligence on employee's performance in public and private higher institutions *IOSR Journal of Business and Management*, (18)11, 63-71
- Ali, A.Y.S., Ali, A.A. & Adan, A.A. (2013). Working conditions and employees productivity in manufacturing companies in sub-Saharan African context: case of Somalia. *Educational Research International*, 2(2), 67 – 78. www.savap.org.pk
- Ali, G. L., & Al-Khalifa, H. S. (2020). Is there a relationship between cognitive ability and information literacy skills of librarians in the digital age? *Information Discovery and Delivery*, 48(1), 8-18.
- Amusa, O.I., Salama, A.A., & Ajani, F.O. (2016). Occupational frustration variables of the librarians in Public Universities in South-West Nigeria. *The information Manager*, 14 (1&2)
- Anderson, L. (2016). The impact of professional development on librarians' cognitive abilities. *Journal of Librarianship and Information Science*, 48(3), 215-230.
- Awoyemi, O. O. & Odefadehan, O. (2017). Job satisfaction as correlates of career commitment of librarians in selected universities in Ekiti and Ondo State, Nigeria, *International Journal of Library and Information Science Studies*, 3(1): 1-15
- Ayodele, S. K., Ajayi, J. L. ((2021). Emotional intelligence, knowledge sharing and productivity of librarians in selected academic libraries in Ondo State, Nigeria. *Inter. J. Acad. Lib. Info. Sci.* 9(9), 439-454
- Babalola, G. A. & Nwalo, K.I.N. (2013). Influence of job motivation on the productivity of librarians in colleges of education in Nigeria. *Information and Knowledge Management*, 3(5), 70-75.
- Bahdor, G. K. et al (2011). The relationship between emotional intelligence and effective delegation. *International Journal of Business and Social Science* 2, 19.

- Balamurugan, P. & Ranganathan C. (2020) Levels of emotional intelligence among college librarians – A Study with Reference to Chennai. *Webology* (ISSN: 1735-188X) 17(1), 533 <http://www.webology.org>
- Balamurugan, P. & Ranganathan, C. (2021) Impact of emotional intelligence on work efficiency of library professionals working in arts & science colleges in Greater Chennai with the Mediating Effects of Organizational Culture and Individual Attitude. *Webology* (ISSN: 1735-188X) 18(3), 866-878
- Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Prentice-Hall.
- Brown, A. (2018). Librarians' problem-solving skills: A cognitive ability perspective. *Library Quarterly*, 88(2), 123-140.
- Carroll, J. B. (1993). *Human Cognitive Abilities: A Survey of Factor-Analytic Studies*. Cambridge University Press.
- Colarelli, S. M. & Helmes, E. (2020). Person–job fit, general cognitive ability, and job performance. *Journal of Vocational Behavior*, 119, 103431.
- Crumpton, M. A. (2015). The emotionally intelligent mentor. *Advances in Library Administration and Organization*, 34, 29–57. <https://doi.org/10.1108/S0732-067120150000034002>
- Economic Times (2020) Definition of Emotional intelligence <https://economictimes.indiatimes.com/definition/emotional-intelligence>
- Gautam K. (2021) Emotional Intelligence- A Review. *International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)* 4(7) 1657-1666
- Goleman, D. (1998). Daniel Goleman's five components of emotional intelligence. <http://www.sonoma.edu/users/swijtlink/teaching/philosophy.../goleman.htm>.
- Goodman, S. W., Griffiths, D. & Lynam, T. (2012). Emotional intelligence: A vital prerequisite for library leadership. *Library Review*, 61(2), 77-89.
- Hakela, D., (2008). 16 ways to measure job performance. <http://www.hrworld.com/features/16-ways-measure-performance-021908>:
- Harikaran, S. (2015). Leadership style of principals and teacher's behaviour in Kilinochchi Zone Schools. *European Journal of Business and Management*, 7(7), 49-57

- Johnson, R. (2017). Cognitive ability and information evaluation skills of librarians. *Journal of Information Science*, 43(5), 678-692.
- Javidparvar, L., Hosseini, T.A. & Berjisian, R. (2013). The Relationship between emotional intelligence and leadership performance in primary schools' managers of Isfahan. *International Journal of Scientific and Research Publications*, 3(8), 1-10. Retrieved on 18/10/14 from <http://www.ijsrp.org>
- Jovanovski, Antonio (2020). "Emotional Intelligence". Trainers Library. Retrieved 2019-03-26
- Kahtani, A. A. (2013). Employee emotional intelligence and employee performance in the higher education institutions in Saudi Arabia: A Proposed theoretical framework. *International Journal of Business and Social Science*, 4 (9), 81-95.
- Kanelechi Ck Nwangwa (2021). Impact of COVID-19 on Work-Life Balance and Productivity of Lecturers in Private Universities in Nigeria. *J Adv Educ Philos*, 5(5): 120-124.
- Khokhar, C. P. & Kush, T. (2009). Emotional intelligence and work performance among executive. *Europe Journal of Psychology*, 1, 1-11.
- Kiely, Kim (2014). "Cognitive function". In Michalos, Kim M. (ed.). *Encyclopedia of Quality of Life and Well-Being Research*. Springer. pp. 974–978. 10.1007/978-94-007-0753-5_426. ISBN 978-94-007-0752-8.
- Librarians' Registration Council of Nigeria (LRCN) (2014). *Minimum standards and guidelines for academic libraries in Nigeria academic libraries in Nigeria*.
- Lumen Learning. (2021). Correlational research. <https://courses.lumenlearning.com/msstate-waymaker-psychology/chapter/reading-correlational-research/>
- Lund Research. (2012). Total population sampling. <https://dissertation.laerd.com/total-population-sampling.php>
- Mayer, J. D. & Salovey, P. (1990). Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of Personality Assessment*, 54, 772-781.
- Mayer, J. D. & Salovey, P. (1997). What is emotional intelligence? In *Emotional development and emotional intelligence: Educational implications* (pp. 3-31). Basic Books.
- Mayer, J. D., Caruso, D. R. & Salovey, P. (2016) 'The ability model of emotional intelligence: principles and updates', *Emotion Review*, 8(4), 290–300.

- Miao, C., Humphrey, R. H. & Qian, S. (2017). A meta-analysis of emotional intelligence and work attitudes. *Journal of Occupational and Organizational Psychology*, 90(2), 177-202.
- Morrison, E.W. (2003) Longitudinal Study of the Effects of Information Seeking on Newcomer Socialization. *Journal of Applied Psychology*, 78, 173-183.
- Na'angap, D. (2012). *Job satisfaction and job performance of Library personnel of National Library of Nigeria*. Thesis Dissertation submitted to the Department of Library and Information Science, University of Nigeria, Nsukka.
- National Bureau of Statistics. (2023). *Nigeria statistical yearbook 2023*. Abuja, Nigeria: NBS Publications.
- National Council on Measurement in Education (2017) http://www.ncme.org/ncme/NCME/Resource_Center/Glossary/NCME/Resource_Center/Glossary1.aspx?hkey=4bb87415-44dc-4088-9ed9-e8515326a061#anchorC
- Nevo, D. (2012). Cognitive abilities of librarians: A review of the literature. *Library & Information Science Research*, 34(2), 99-107.
- Ogbuiyi, S. U. (2018). Cognitive abilities and work performance of librarians in university libraries in South-South, Nigeria. *Library Philosophy and Practice*, 1869.
- Ogungbeni, J., Ogungbo, W. & Yaya, J.A. (2013). Emotional Intelligence, Job Satisfaction and Librarians' Performance. *Journal of Research in Education and Society*, 4(1), 53- 61.
- Oluwatayo, J. A. & Oyewusi, F. O. (2019). Emotional intelligence and librarians' work performance in academic libraries in Southwestern Nigeria. *International Journal of Library Science*, 8(1), 1-9.
- Omolara, A. (2014). Curriculum renewal and the challenge of teacher education in Nigeria. *Journal of Education and Practice*, 5(37), 88-92.
- Onwubiko, E. C. (2020) "Librarians' emotional Intelligence as correlate of effective library management and performance" (2020). *Library Philosophy and Practice (e-journal)*. 4508. <https://digitalcommons.unl.edu/libphilprac/4508>
- Oshin, O. & Ayandiran, P. O. (2018). Enhancing teacher education programme for effective teaching in tertiary institutions in Nigeria. *Educational Studies*, 44(2), 187-198.

- Oyenira, K. G. & Irenoa, K. O. (2021). Organizational constraints, work attitude and job performance of librarians in selected public university libraries in Nigeria, *NDJLIS - Niger Delta Journal of Library and Information Science*, 2(1), 1-11
- Oyewunmi, A. E., Oyewunmi, O. A. & Oludayo, O. O. (2015) 'Leaders' emotional intelligence and employees' performance: a case in Nigeria's public healthcare sector', *International Journal of Human Resource Studies*, 5(3) pp.23-37.
- Pan, W., Wang, T., Wang, X., Hitchman, G., Wang, L. & Chen, A. (2014). Identifying the core components of emotional intelligence: Evidence from amplitude of low-frequency fluctuations during resting state, *PLOS ONE*, 9(10), e111435.
- Parham, D. (2014). Definition, importance and determinants of productivity. http://s3.amazonaws.com/zanran_storage/economics.adelaide.edu.au/
- Reeve, C. L., Redmond, M. R. & Love, M. S. (2018). General cognitive ability, personality, and work-related outcomes: A meta-analysis. *Human Performance*, 31(2-3), 183-205
- Schmidt, F. L., Oh, I. S. & Shaffer, J. A. (2016). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 100 years of research findings. *Journal of Applied Psychology*, 102(3), 356-359.
- Shadare, O.A. & Hamed, T.A (2009). Influence of work motivation, leadership effectiveness and time management on employees performance in some selected industries in Ibadan, Oyo State, Nigeria. *Eur. J. Econ. Fin. Adm. Sci.* p.16. <http://www.eurojournals.com>
- Shehu, L & Mohammed, I.K (2017) study on the effect of emotional intelligence on Employees' performance. *Review of Public Administration and Management*, 6 (12),22-31
- Smith, J. (2015). The role of cognitive ability in librarians' information processing skills. *Library and Information Science Research*, 37(2), 156-168.
- Somera, J. D. (2019). Emotional intelligence and conflict resolution approaches of multigenerational teachers of trinity university of Asia. In *researchgate.net. Philippines*. <https://doi.org/10.13140/RG.2.2.23344.07689>
- Sousa, M., Moreirab, C.S., Cruzc, O & Sara Cruz, S (2023). Cognitive flexibility and academic performance of children in care and children from a community sample: the contrasting mediator effect of task persistence. *Educational and Developmental Psychologist*. <https://doi.org/10.1080/20590776.2023.2210761>.

Statistics Solutions. (2019). Research designs: Non-Experimental vs. experimental. <https://www.statisticssolutions.com/research-designs-non-experimental-vs-experimental/>

Sulaimon Abiola Moyosore, Okunnu Hamid Olumide, Monu John Oluwaseyi, Ekeh Esther Motunrayo (2022) Motivational factors and job performance of academic librarians in university libraries in Ogun State, Nigeria, *International Journal of Library and Information Science Studies*, 8(2) pp.1-16

Udoudo, A. M. (2017). Teacher Education in Nigeria: The challenges of professional development. *Research on Humanities and Social Sciences*, 7(10), 131-139.

Upev, M. T, Chorun, M. T. & Idachaba, J. A. (2015). The Effects of motivation of staff productivity/performance at the Francis Sulemannu Idachaba Library, University of Agriculture, Makurdi Nigeria. *Journal of Research & Method in Education*. 5(2). 01-07

Yaya, J. A, Opeke, R, O. & Onuoha, U. D. (2016) Job Satisfaction as correlates of Librarians in Nigeria. *Library. Philosophy and Practice*. <http://digitalcommons.unl.edu/libphilprac>. On 15th May 2020.

Yaya, J. A. & Ebinuwele G. E. (2016) Exploring the Correlation between Emotional Intelligence and Job Satisfaction of Librarians in Public Universities in Nigeria. *IJRDO-Journal of Social Science and Humanities Research*. 1 (8) 95-116

Yaya, J. A., Akintayo, O. A. & Uzohue, C. E. (2016) Emotional intelligence and productivity of librarians in public universities in Nigeria: A correlational approach. *European Journal of Open Education and E-learning Studies*. 1(1), 75-127