

INFLUENCE OF EMOTIONAL INTELLIGENCE ON CAREER DEVELOPMENT OF LIBRARIANS IN UNIVERSITIES IN OYO STATE, NIGERIA

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Abstract

Librarians play an important role within the domain of the university education and more reason it is vital for these information professionals to improve on their career development This can better be improved when they have the right level of emotional intelligence in the discharge of their duties. It is based on this premise that this study investigates the influence of emotional intelligence on career development of librarians in Universities located in Oyo state, Nigeria. Descriptive survey research design was adopted for the study. A structured questionnaire was adopted as the instrument for data collection. The study population consists of 101 librarians from eleven universities in Oyo state, Nigeria. The entire population was included in the study due to the small size of the population. The quantitative data collected was analyzed using both descriptive and inferential statistics. The study found that the respondents level of emotional intelligence is high and therefore has a significant influence on the career development of librarians (Adj. $R^2= 0.179$, $p = 0.001$). The study concluded that emotional intelligence is an important skill required of librarians to achieve a meaningful career development. It was therefore recommended that continuous personnel development should be an integral part of the library programmes as a way to develop emotional intelligence for librarians.

Keywords: Emotional intelligence, Career development, Librarians, Universities, Nigeria
Word count: 212

Introduction

A career in librarianship is both academic and professional since it is undeniable that librarianship is a service profession. Librarians sometimes lack the academic foundation and other skills necessary to progress in their careers, such as emotional intelligence. Career development, which includes professional growth and job mastery, is the continuous improvement of knowledge and abilities. It describes the continuous process by which librarians improve their professional competencies, knowledge, and abilities in order to fulfill the changing needs of library services and achieve their respective career goals (Igbinovia & Okuonghae, 2023). It includes formal education, training, mentoring, membership in professional associations, and exposure to new methods and emerging technologies that help them advance in the field of librarianship.

The development of numerous good attributes that will assist librarians in accomplishing their personal and professional objectives is greatly aided by emotional intelligence. In order to meet the needs and expectations of their surroundings, librarians should be able to identify and control their feelings, motivate themselves, understand the feelings of people and as well form healthy relationships with others. Librarians with strong emotional intelligence will be able to do their duties effectively and meet the requirements of the organization, which will advance their career development. Stated differently, a librarian's career development will be enhanced by having a higher level of emotional intelligence (Adekunle & Madukoma, 2022). Success and development rely on

internal processes, particularly attitudes and thought patterns. Librarians can be divided into two opposing factions according to their beliefs and perspectives. Some are characterized by their unalterable beliefs, their perception of the world as given, and their destructive reaction to even minor discrepancies. A developing attitude, seeing change as a challenge, and focusing on their own personal development are characteristics of the second group. The later set of librarians had more success on the job than the previous group, even if they could have had higher IQs (Ana, 2021).

However, observations suggest that many librarians experience stagnation in their career growth, limited access to advancement opportunities, and inadequate capacity-building support. While institutional policies and infrastructural limitations have been highlighted in previous studies as contributing factors, less attention has been paid to the psychological and personal attributes that may influence career development. These are internal factors that may significantly impact how librarians pursue and achieve career development. Amid growing recognition of these constructs in other professional domains, there is a dearth of empirical research examining how emotional intelligence influence the career development of librarians within universities in Oyo State. Without clear evidence, library administrators may overlook these critical personal competencies when designing staff development programs. It is therefore, against these established facts that this study seeks to examine the influence of emotional intelligence on career development of librarians in universities Oyo State, Nigeria.

Research Questions

The following questions guided the study:

- i. What is the level of career development of librarians in Universities, Oyo State, Nigeria?
- ii. What is the level of emotional intelligence of librarians in Universities, Oyo State, Nigeria?

Hypothesis

The following null hypothesis was tested at a 0.05 level of significance:

H₀₁: There is no significance influence of emotional intelligence on career development of librarians in Universities, Oyo State, Nigeria.

Literature Review

In the library service sector, employing emotional intelligence abilities has grown in popularity as a means of ensuring patron satisfaction and retention. Scholars in library and information science have accepted the idea of emotional intelligence as a way to enhance the general performance of libraries and library staff, despite the fact that it was borrowed from the service sector (Williams-Ilemobola, Adetayo, Asiru & Ajayi, 2021; Villagran & Martin, 2022). This is undoubtedly because emotional intelligence is seen to contribute to service providers' overall efficacy. The impact of emotional intelligence on the caliber of library services has also been the subject of empirical research in the field of librarianship. One of the main elements affecting the quality of library services is emotional intelligence. A review was conducted on the study entitled "Contribution of Emotional Intelligence to Human Resource Development and Career Success." The findings demonstrate that, through a variety of activities at various phases of career development, emotional

intelligence supports a librarian's growth and success. At first, career progress may be facilitated by academic prowess, but over time, emotional intelligence will become increasingly important. This implies that in order to succeed in the future, a person must understand the value of a certain talent at a given point in time and raise their emotional intelligence level through emotional training (Ana, 2021).

A career must be built on job happiness, which is a major factor in development and success. Future vitality is determined by emotional intelligence, which manifests as resilience and retains meaning even in stressful and conflictual settings. Having a sense of humor is really important for calming down stressful situations, but it may be deadly if it is used destructively (Ana, 2021). Emotional intelligence consists of interrelated competencies relating to perception, understanding, utilizing, and managing emotions in the self and others. Emotional intelligence is conceptualized and assessed both as an ability and as a trait or typical functioning, and is associated with positive outcomes in a variety of life domains. Research has shown that training in emotional intelligence skills produces beneficial outcomes in a range of fields including education and organizational management. From the perspective of work, feelings matter to the extent that they facilitate or interfere with the shared goal (Goleman, 1998). In the age of information and highly specialized work team. Emotional intelligence is becoming a fertile skill as people must accomplish their work by collaborating with each other and their abilities to communicate effectively becomes as critical, as technical skills and capabilities (Zahid & Jiayu, 2023).

Methodology

The study is a descriptive survey, the population for this study consists of all librarians from eleven (11) universities in Oyo State, Nigeria. The study made use of total enumeration technique, such that all the one hundred and one librarians that make up the total population of the study were used for the study. Adapted questionnaire from related studies was used proportionally to the number of staff in each university library to gather data. Data was analysed using SPSS software and the hypothesis was tested via linear regression.

Results and Discussion

Demographic analysis showed that majority of the respondents 58.3% were female. Majority of the respondents 31(32.3%) were from University of Ibadan, Ibadan. Majority 54(56.2%) possess MLIS (Master of Library and Information Science)/MPhil qualification while majorly (45.0%) are within the age range 31-40 years old. Majority of the respondents 43(16.9%) has between 11-15 years of working experience.

Research Question One: What is the level of Career Development of Librarians in Universities, Oyo state?

Table 1: Analysis of Career Development of Librarians in Universities, Oyo State

Statement	SA	A	D	SD	Mean	Std. Dev.
Career Development						
Outcome Expectations						
I believe that my job provides me with opportunities for personal growth	32 (33.3%)	48 (50.0%)	16 16.7	- -	3.17	.691
I have been promoted based on my competencies and contributions	24 (25.0%)	72 (75.0%)	- -	- -	3.25	.435
I believe that my job provides me with opportunities to develop new skills and knowledge.	28 (29.2%)	56 (58.3%)	12 (12.5%)	- -	3.17	.627
I expect that my job will provide me with opportunities to work with people from diverse backgrounds.	48 (50.0%)	48 (50.0%)	- -	- -	3.50	.503
Average Mean Score 3.14					3.27	

Goals						
I am working towards a specific career goal within my current organization.	28 (29.2%)	68 (70.8%)	-	-	3.29	.457
I have set goals for my personal and professional Development	44 (45.8%)	48 (50.0%)	4 (4.2%)	-	3.42	.574
I am actively working towards achieving my long-term career goals	32 (33.3%)	64 (66.7%)	-	-	3.33	.474
I am constantly seeking new opportunities to learn and grow in my job.	48 (50.0%)	48 (50.0%)	-	-	3.50	.503
Average Mean Score					3.39	
Grand Mean					3.33	

Key: **Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SDA) = 1**
Decision Rule: 1.00 – 1.49 (Very low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High)

Source: Field Survey Result (2025)

The career development of librarians in Universities in Oyo State is analyzed in table 1. The analysis shows that career development is measured under various dimensions such as outcome expectations and goals. The average mean score (3.27) shows that the respondents outcome expectations is high which really contributes to their career development. The analysis reveals that librarian’s outcome expectation plays a significant role in determining career development. The dimension with the highest mean score for outcome expectations is the expectation that their job will provide them with opportunities. This conclusion is corroborated by the findings of Fanimihin (2014), in which the author discovered that a potential explanation is that on-the-job training, such as workshops, paid study leave, and seminars, will guarantee library staff members' relevance in ministries and extra-ministerial departments. Performance and job satisfaction will increase as a result. Similar to their peers who hold positions in other professional fields, they also want to work in higher level positions and expect to be promoted when the time comes. When a promotion is due, it comes with more responsibility, respect, and acknowledgment.

Overall, the responses from the participants validated that training, advancement, and opportunities for employment are critical components in the career development of library staff in ministries and non-ministerial departments of the Federal Civil Service. All these items give high hopes and expectations to career development (Odewole, 2022). Additionally, the analysis shows that librarians constantly seek new opportunities to learn and grow in their job. This suggests that an organization is likely to attract, motivate and retain employees by supporting their employees' career in terms of building a career development culture and providing career development support by the senior management (Wickramaratne, 2020).

Research Question Two: What is the level of emotional intelligence of librarians in universities, Oyo State, Nigeria?

Table 2: Analysis of the level of emotional intelligence of librarians in universities, Oyo State, Nigeria

Statement	VGE	GE	LE	VLE	Mean	Std.Dev
Self-Awareness						
I perceive myself as a self-confident person	36 (37.5%)	52 (54.2%)	4 (4.2%)	4 (4.2%)	3.25	.725
I often observe that my feelings and emotions affect others at work	20 (20.8%)	44 (45.8%)	20 (20.8%)	12 (12.5%)	2.75	.929
As an information manager, I understand clearly where I should be taking the library to	20 (20.8%)	68 (70.8%)	8 (8.3%)	-	3.13	.528
I am aware of my emotions when performing my duties	44 (45.8%)	52 (54.2%)	-	-	3.46	.501
Average Mean					3.15	
Self-Regulation						
I have a stable temperament	40 (41.7%)	44 (45.8%)	12 (12.5%)	-	3.29	.679
I am always sensitive of the moods and feelings of my colleagues and users	52 (54.2%)	44 (45.8%)	-	-	3.54	.500
I can make compromises as long as it promotes the overall goals of my library	28 (29.2%)	68 (70.8%)	-	-	3.29	.457

I am often willing to tolerate my subordinates whether they bring frustrations or delay	28 (29.2%)	56 (58.3%)	8 (3.1%)	- -	3.13	.729
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Average Mean **3.31**

Motivation

I motivate myself to overcome workplace challenges.	48 (50.0%)	48 (50.0%)	- -	- -	3.50	.502
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I feel emotionally and professionally prepared for leadership roles.	28 (29.2%)	68 (70.8%)	- -	- -	3.29	.456
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I use emotional feedback to improve communication.	20 (20.8%)	64 (66.7%)	12 (12.5%)	- -	3.08	.574
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I manage interpersonal conflicts professionally	28 (29.2%)	60 (62.5%)	8 (8.3%)	- -	3.21	.578
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Average Mean **3.27**

Empathy

I am able to network effectively to support the goals of my library	32 (33.3%)	64 (66.7%)	- -	- -	3.33	.473
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I have a good relationship with the management team of my library	36 (37.5%)	56 (58.3%)	4 (4.2%)	- -	3.33	.555
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I rapport with a wide circle of people including my colleagues	20 (20.8%)	76 (79.2%)	- -	- -	3.21	.408
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I can effectively persuade library staff to work towards a shared vision and goals	40 (41.7%)	52 (54.2%)	4 (4.2%)	- -	3.38	.566
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Average Mean **3.31**

Social Awareness

I am a good listener	56 (41.7%)	40 (45.8%)	- -	- -	3.58	.496
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I often consider the feelings of my colleagues in the library	52 (54.2%)	44 (45.8%)	- -	- -	3.54	.501
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I treat my colleagues with dignity and respect	56 (58.3%)	40 (41.7%)	- -	- -	3.58	.496
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I often work hard to meet the needs of the users as well help to achieve the library goals	52 (54.2%)	40 (41.7%)	4 (4.2%)	- -	3.50	.580
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Average Mean **3.55**

Grand Mean **3.32**

Key: Very Great Extent (VGE)=4, Great Extent (GE)=3, Low Extent (LE)=2, and Very Low Extent (VLE) = 1

Decision Rule: 1.00 - 1.49 (Very low), 1.50 - 2.49 (Low), 2.50 - 3.49 (High), 3.50 - 4.00 (Very High)

Source: Fieldwork, 2025

Table 2. present data on the level of emotional intelligence of the respondents. The sub constructs include self-awareness, self-regulation, motivation, empathy and social

awareness. The data presented shows the grand mean is 3.32, social awareness has the highest average mean 3.55, followed by self-regulation and empathy 3.31 respectively, and thereafter, motivation which has an average mean of 3.27, then lastly self-awareness with the least mean score of 3.15. The result is high and acceptable by the decision rule 1.00 - 1.49 = very low, 1.50 - 2.49 = Low, 2.50 - 3.49 = High, 3.50 - 4.00 = Very high.

However, in the study, motivation and self-awareness are high among the respondents but not as high as social awareness, self-regulation and empathy. The results of this findings align with the study by “Ana (2021)” establishes that emotional intelligence contributes to the development and success of a librarian through different activities at different stages of career development. Initially, it may be intellectual abilities that will lead to career advancement, however, in the long run, emotional intelligence will play a much bigger role in career advancement. In this regard, for future success it is important for a person to realize the importance of a particular skill at a particular stage and to improve their emotional intelligence level through some kind of emotional training. Development and success are largely based on job satisfaction, on which a career must be built. Even in stressful and conflict situations, emotional intelligence takes the form of resilience and does not lose meaning, which determines future vitality. A great deal of importance is attached to the sense of humor in defusing tense situations; however, transforming it into a destructive form is dangerous (Ana, 2021).

Hypothesis: There will be no significant influence of emotional intelligence on career development of librarians in universities, Oyo state, Nigeria.

Table 3: Summary of Result of Significant Influence of Emotional Intelligence on Career Development of Librarians in Universities, Oyo State, Nigeria.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.433 ^a	.188	.179	2.72984

a. Predictors: (Constant), Emotional Intelligence

ANOVA^b

Model		Sum of Squares	Df.	Mean Square	F	Sig.
1	Regression	162.007	1	162.007	21.740	.000 ^a
	Residual	700.493	94	7.452		
	Total	862.500	95			

a. Predictors: (Constant), Emotional Intelligence

b. Dependent Variable: Career Development

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.029	3.356		3.286	.001
	Emotional Intelligence	.235	.050	.433	4.663	.000

a. Dependent Variable: Emotional Intelligence

Table 3. presents the results of the simple linear regression analysis on the influence of emotional intelligence on career development of librarians in universities, Oyo state. From the data, the level of emotional intelligence of librarians has a significant value which indicates that it has a positive influence on career development among respondents. In addition to this, the research model also shows an R² value 0.188 and adjusted R² value of 0.179. This is indicating that 18.8% of the variance in Career Development can be explained by Emotional Intelligence of librarians in universities, Oyo State.

Table 3. presents the results of analysis of variance (overall model significance) of the regression test which revealed that the level of emotional intelligence of librarians has a significant influence on career development of librarians in universities in Oyo state, Nigeria. This can be explained by the F-value (1, 94) = 21.740 and low p-value (0.001)

which is statistically significant at 95% confidence interval. The regression model is statistically significant.

Hence, the result posited that the level of emotional intelligence of librarians has a significant influence on career development of librarians in universities in Oyo state, Nigeria. In addition, the results of regression coefficient in table 3. revealed that the level of emotional intelligence of librarians has a significant influence on career development of librarians in universities in Oyo state, Nigeria. Specifically, the analysis showed that at 95% confidence level, a unit change in level of emotional intelligence of librarians will lead to 0.235 increased in career development of librarians in universities Oyo state, Nigeria. The null, hypothesis which states that there is no significant influence of the level of emotional intelligence of librarians on career development of librarians in universities, Oyo state, is therefore rejected.

5.3 Recommendations

Based on the findings researched in this study, the following recommendations are made;

- i. Librarians should work and improve on their career by attending conferences, seminars, workshops, further studies and many more that can help them to develop more in their chosen career.
- ii. Since the levels of emotional intelligence among librarians are already high, it's beneficial for the university management to continue fostering and developing these skills. This can be achieved through targeted training programs that focus on aspects such as self-awareness, self-management, motivation, empathy and social awareness.

- iii. Librarians with a lot of potential who are eager and impatient should not be promoted too fast since they may not have mastered the most important aspects of emotional intelligence, which is a necessary prerequisite for their career development.
- iv. Universities should motivate their librarians in terms of giving them scholarship, sponsorship, grants, recommendation letter, acknowledgement with certificates, good salary structure and many more. This will give them job security and career satisfaction.

Conclusion

In conclusion, success is not always guaranteed if emotional intelligence is absent. This is frequently the case when libraries elevate skilled, engaged, and diligent librarians to higher positions. They make decisions that eventually prove to be incorrect because of their lack of emotional intelligence and as a result, the library, the librarians themselves, and even the patrons pay the consequence. In the end, speed turns out to be a waste of tremendous potential. A much higher degree of emotional intelligence will be required for ongoing success if career development proves to be timely. Interestingly, the higher a person's position within an organization, the more their emotional intelligence adds to the success of their actions.

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