

Assessing Effects of Librarians' Emotional Intelligence on Quality Service at the MOI University and United States International University Libraries

Dr. Ronald Bituka¹; Monicah Jemeli Chemulwo²

University Librarian, The Presbyterian University of East Africa¹; Department of Library and Information Science, Kenyatta University²

ronaldbituka@gmail.com, monicakiprotich@gmail.com

ABSTRACT

Service is the essence of librarianship regardless of the library in which librarians work. The purpose of this study was to assess the effects of librarians' emotional intelligence on quality service at the Ultra-Modern and Information Centre, United States International University and Margaret Thatcher, Moi University libraries. The study applied correlation research design with a target population of fifty seven thousand three hundred and fifty three (57,353) respondents from the selected academic libraries. The sample size of the study was 92 calculated using Efron and Tibshirani resampling method. Questionnaires were used for data collection from different categories of users in academic libraries. Chi-square test for independence was used to test hypothesis to determine the relationship between emotional intelligence and quality service. The study key findings showed that librarians' emotional intelligence affects their quality service. The study concluded that librarians should learn and apply emotional intelligence competencies in their service delivery. The study recommended that in order to improve the users' perceptions of the librarians' emotional intelligence on quality service, the top management should shift their focus to the users by moving from standardization to a more service-oriented librarianship because service is at the core of librarianship.

KEYWORDS: Relationship, Quality Service, Emotional Intelligence, Librarian.

INTRODUCTION

Goleman (1995, 2005) asserts that the ways in which people understand and use their emotions in everyday life has increasingly become important. Collectively, Cartwright & Pappas (2008); MacCann, Matthews, Zeidner and Roberts (2003); Brunetto, Shacklock and Farr-Wharton (2012) found that discussions and studies on emotional

intelligence are rife in scholarly circles, which, Cartwright and Pappas (2008) suggest, may be due to a growing acknowledgment that many work-related experiences involve emotions. Hence emotional intelligence can be effective in improving employees' knowledge and skills.

Library users in academic institutions are repeat customers; therefore, are in frequent contact with librarians. Nitecki and Hernon (2000) argue emotions and behaviours form the basis of these interactions; therefore, librarians that intelligently manage emotions will have a competitive advantage for developing and sustaining positive user-librarian relationships. In order to understand the way emotional intelligence affects user-librarian relationships in academic libraries, it is imperative to determine the relationship between emotional intelligence and quality service in the selected academic libraries.

METHODOLOGY

Correlation research design was adopted for this study and the researcher used the questionnaire to collect data for the study and a pilot was conducted for validation so that improvements can be made before the main study was carried out. Both face and content validity were used in order to standardize the questionnaire and to make it more adequate for the study. The population for this study was 57,353 respondents from the selected academic libraries. Simple random sampling technique was applied for this study. The determination of the sample size was based on Efron and Tibshirani (1993) resampling/bootstrap sample method. This study used questionnaires to collect quantitative data from the 92 library users'. To achieve validity, the study ensured that the data collection instrument covered the areas under study. The Cronbach alpha reliability estimate was used to measure the internal consistency of data collected. Relationship between emotional intelligence and quality service was determined using chi square test for independence.

DISCUSSION AND FINDINGS

Dependence between Librarians' Emotions and Reference Service

The findings of the librarians' emotions and the reference service parameters revealed that a significant relationship exists between librarians' being considerate and offering assistance whenever locating information resources and on internet use. This is as revealed by the p value of 0.045 and 0.006 respectively, which is lower than 0.05 at 95% confidence level. A significant dependence was found to exist between librarians' being helpful whenever searching for information resources and on internet use ($\alpha = 0.000$). In addition, a significant association was found to exist between the assistance given in operating tablet gadgets and librarians' being considerate and understanding.

The findings on determining a significant association between librarians' emotions and user education service parameters noted that a significant relationship exists between librarians' helpfulness and the training on the use of information resources ($\alpha=0.045$). Additionally, a significant relationship was found to exist between the librarians' being understanding and the orientation programmes offered to users ($\alpha=0.007$).

The researcher sought to test the relationship between the librarians' emotions and general inquiry service. The findings showed that in assessing the association between librarians' emotions and general inquiry service, a significant association exists only on the librarians' being helpful in finding research work on a certain topic and getting an attachment in the library. Their respective p-values were 0.005 and 0.019.

The researcher sought to test the relationship between the librarians' emotions and circulation service. The results of hypothesis indicate that evidence of a relational significance in the librarians being considerate and charging overdue resources exists. Additionally, a significant association between them being helpful and offering registration services to users exists. These significant associations were at 0.001 and 0.004 alpha levels of significance. Table 1 illustrates the significance of association between the librarians' emotions and the quality service parameters.

Table 1: Pearson Chi-square and P-value for Librarians' Emotions and Quality Service

Librarians' Emotions versus Quality Service	Considerate		Helpful		Humble		Understanding		Kind	
	χ^2	α	χ^2	α	χ^2	α	χ^2	α	χ^2	α
Reference Service										
Assistance in searching information resources	7.246	.702	86.319	.000	2.242	.815	4.763	.446	3.405	.638
Assistance in locating information resources	15.846	.045	5.769	.673	7.079	.132	1.938	.747	1.546	.819
Assistance in using information resources	5.276	.728	3.921	.864	9.425	.051	0.586	.965	1.807	.771
Assistance in navigating online resources	4.733	.786	7.720	.461	8.865	.065	2.503	.644	2.869	.580
Assistance in evaluating information resources	8.563	.380	11.543	.173	1.205	.877	2.069	.723	3.489	.480
Assistance on internet use	13.162	.006	6.969	.540	6.793	.147	13.765	.008	3.358	.500
Assistance in tablet gadgets use	16.680	.340	6.567	.584	1.283	.864	5.099	.277	6.908	.141
User Education Service										
Orientation of users	8.910	.350	7.465	.487	0.428	.980	9.736	.045	7.401	.116
Training on use of information resources	7.851	.448	14.435	.007	3.113	.539	1.586	.811	2.272	.686
Training on OPAC use	9.032	.340	7.734	.460	4.568	.335	9.096	.059	6.460	.167
Training on registration and use of remote access	4.536	.806	5.558	.697	3.991	.407	6.131	.190	2.929	.570
Training on effective information search and use	8.608	.376	9.127	.332	6.899	.141	6.937	.139	2.062	.724
Induction on Turnitin software use	5.059	.751	5.219	.734	8.810	.066	3.875	.423	6.737	.150

Assessing Effects of Librarians' Emotional Intelligence on Quality Service at the MOI University and United States International University Libraries

Training on citation and referencing tools use	6.880	.550	7.293	.505	2.250	.690	5.459	.243	3.020	.555
General Inquiry Service										
Getting usernames and passwords to access e-resources	5.450	.709	6.626	.578	9.208	.056	5.194	.268	2.224	.695
Accessing of past papers online	5.401	.714	7.570	.477	3.147	.534	1.394	.845	2.149	.708
Registration for off-campus e-resource access	5.721	.678	13.126	.108	2.669	.615	3.410	.492	0.888	.926
Finding a research work on a certain topic	7.100	.526	14.287	.005	2.933	.569	0.518	.972	3.746	.441
Accessing institutions wireless internet	3.839	.871	8.031	.430	1.164	.884	3.068	.546	4.253	.373
Registration process to use library services	3.280	.916	11.376	.181	1.097	.895	3.803	.433	1.505	.826
Getting an attachment in the library	11.269	.187	12.799	.019	1.299	.862	0.991	.911	2.718	.606
Circulation Service										
Lending information materials	7.311	.503	3.556	.895	2.721	.606	0.999	.910	1.397	.845
Reserving information resources	3.963	.860	3.646	.888	4.861	.302	8.154	.086	8.707	.069
Charging overdue resources	27.327	.001	3.952	.861	8.628	.071	7.906	.095	1.718	.787
Answering user inquiries	10.707	.219	7.540	.480	4.266	.371	4.975	.290	6.982	.137
Registering users	6.270	.617	13.569	.004	3.864	.425	3.045	.550	2.704	.609
Resolving users complaints	4.830	.776	6.102	.636	5.743	.219	2.076	.722	2.475	.649
Clearing users	5.250	.731	8.487	.387	6.484	.166	2.325	.676	2.782	.595
Assisting users photocopy materials	4.855	.773	6.700	.569	5.232	.264	5.120	.275	2.632	.621

Source: Research Data (2019)

Dependence between Librarians’ Attitude when Handling Users’ Problems and Quality Service

The researcher sought to test the relationship between librarians’ emotions and reference service. The findings revealed that there was evidence of association between librarians becoming inconsiderate while assisting users to locate information ($\alpha=0.022$) and being arrogant when assisting users on internet use ($\alpha=0.029$).

The researcher sought to test the relationship between librarians’ emotions and general inquiry service. The findings however, indicated that there was no sufficient evidence to link the librarians’ attitude when handling user problems and user educational services, since their respective p-values are greater than 0.05.

The researcher sought to test the relationship between librarians’ emotions and general inquiry service. The findings showed that, there was an association between the librarians being proud when helping users get usernames and passwords to access e-resources ($\alpha=0.032$), being inconsiderate when helping users find a research work on a certain topic ($\alpha=0.030$), being abusive and proud during the registration process to use library services ($\alpha=0.045$ and $\alpha=0.048$ respectively).

Additionally, the researcher sought to test the relationship between librarians’ emotions and circulation service. The findings showed that librarians tended to be inconsiderate when lending information materials ($\alpha=0.005$) and proud while offering reserve information resources ($\alpha=0.026$). Thus, the findings confirm McPheat (2010) that we must be effective listeners. Table 2 illustrates the association between the librarians’ attitude and the quality of service ratings, giving their respective chi-square and p-values.

Table 2: Pearson Chi-square and P-value for Librarians' Attitude and Quality of service

Librarians’ attitude when handling Users’ problems and Quality Service	Impatient		Abusive		Arrogant		Inconsiderate		Proud	
	λ^2	α	λ^2	α	λ^2	α	λ^2	α	λ^2	α
Reference Service										
Assistance in searching information resources	3.731	.589	3.271	.658	9.166	.103	1.703	.888	4.271	.511
Assistance in locating information resources	2.706	.608	3.623	.459	2.225	.694	11.466	.022	2.833	.586
Assistance in using information resources	4.524	.340	2.073	.722	4.241	.374	2.007	.735	2.322	.677
Assistance in navigating online resources	5.117	.275	0.884	.927	4.089	.394	4.286	.369	2.821	.588
Assistance in evaluating information resources	7.120	.130	0.331	.988	6.024	.197	5.877	.209	4.220	.377
Assistance on internet use	3.711	.447	0.455	.978	10.778	.029	0.684	.953	6.265	.180
Assistance in tablet gadgets use	1.164	.884	1.903	.754	2.485	.647	0.868	.929	0.597	.963
User Education Service										
Orientation of users	2.343	.673	1.082	.897	0.321	.988	0.332	.988	4.811	.307
Training on use of information	3.583	.465	0.867	.929	5.482	.241	2.273	.686	0.314	.989

Assessing Effects of Librarians' Emotional Intelligence on Quality Service at the MOI University and United States International University Libraries

resources										
Training on OPAC use	1.605	.808	3.667	.453	2.314	.678	5.881	.208	4.573	.334
Training on registration and use of remote access	3.707	.447	2.319	.677	7.947	.094	2.439	.656	1.253	.869
Training on effective information search and use	0.419	.981	1.936	.747	1.099	.894	0.344	.987	2.433	.657
Induction on Turnitin software use	0.191	.996	0.582	.965	1.933	.748	0.221	.994	6.475	.166
Training on citation and referencing tools use	0.657	.957	3.385	.496	1.602	.808	0.384	.984	3.737	.443
General Inquiry Service										
Getting usernames and passwords to access e-resources	2.907	.573	2.617	.624	5.709	.222	5.114	.276	10.543	.032
Accessing of past papers online	3.958	.412	4.656	.325	7.666	.105	1.344	.854	7.972	.093
Registration for off-campus e-resource access	5.440	.245	0.951	.917	2.603	.626	1.652	.799	4.733	.316
Finding a research work on a certain topic	1.677	.795	2.701	.609	1.298	.862	10.742	.030	7.291	.121
Accessing institutions wireless internet	3.329	.504	3.611	.461	2.376	.667	2.094	.718	4.665	.323
Registration process to use library services	1.927	.749	9.745	.045	2.457	.652	2.150	.708	9.591	.048
Getting an attachment in the library	1.681	.794	4.428	.351	0.333	.988	4.023	.403	0.935	.920
Circulation Service										
Lending information materials	2.974	.565	6.701	.153	2.210	.697	14.979	.005	6.849	.144
Reserving information resources	3.695	.449	3.085	.544	0.993	.911	5.742	.219	11.082	.026
Charging overdue resources	9.445	.051	1.794	.774	1.556	.817	4.774	.311	4.496	.343
Answering user inquiries	0.319	.989	0.743	.946	5.246	.263	6.726	.151	2.699	.609
Registering users	5.129	.274	4.595	.331	7.596	.108	4.059	.398	4.904	.297
Resolving user complaints	3.695	.449	0.078	.999	3.869	.424	3.255	.516	1.817	.769
Clearing users	0.832	.934	3.719	.445	3.337	.503	7.179	.127	7.102	.131
Assisting users photocopy materials	5.025	.285	7.279	.122	1.920	.750	4.552	.336	0.305	.989

Source: Research Data (2019)

Dependence between Librarians’ Social Skills and Quality Service

The researcher sought to test the relationship between librarians’ social skills and reference service. The findings showed the existence of evidence that the librarians were problem solvers while assisting users in navigating online resources ($\alpha=0.043$) and during the training on use of information resources ($\alpha=0.025$). There was also an association between the librarians being supportive in assisting users to search information resources ($\alpha=0.021$) and locating that information resource ($\alpha=0.014$). In terms of them being respectful, a single association was found relating to the librarians’ assistance to search information ($\alpha=0.011$).

In addition, the researcher sought to test the relationship between librarians’ social skills and user education service. The findings showed that there was sufficient evidence of association between the librarians’ portraying cooperation whenever assisting users search information resources ($\alpha=0.007$) and training them on use of information resources ($\alpha=0.043$). In contrast, the findings showed that no sufficient evidence exists between the librarians’ being critical thinkers, supportive and respectful while dispensing other user education services offered under their watch, as p-values are greater than 0.05.

Also, the researcher sought to test the relationship between librarians’ social skills and general inquiry and circulation service. The findings indicated that no evidence could be linked to whether the librarians’ social skills influence their general inquiry and circulation services as displayed by Table 3. These findings assert the earlier studies that customers seek tangible and intangible services from service providers, which impacts customers’ satisfaction and determine whether the customers will return; that is, customer-service provider relationship. Victoroff and Boyatzis (2012) stressed that predicting, embracing and delivering to the expectations of clients or customers form service orientation.

Table 3: Pearson Chi-square and P-value for Librarians' Social Skills and Quality Service

Librarians’ Social skills versus Quality Service	Problem solver		Critical thinker		Supportive		Respectful		Cooperative	
	λ^2	α	λ^2	α	λ^2	α	λ^2	α	λ^2	α
Reference Service										
Assistance in searching information resources	1.272	.938	4.110	.534	21.049	.021	23.06 2	.011	24.198	.007
Assistance in locating information resources	1.971	.741	0.861	.930	19.110	.014	11.04 9	.199	12.384	.135
Assistance in using information resources	3.951	.413	3.301	.509	13.062	.110	11.27 9	.186	10.861	.210
Assistance in navigating online resources	9.872	.043	1.052	.902	4.146	.844	7.487	.485	9.243	.322
Assistance in evaluating information resources	4.976	.290	2.301	.681	9.619	.293	7.463	.488	6.688	.571
Assistance on internet use	3.080	.544	2.724	.605	5.995	.648	8.384	.397	5.906	.658
Assistance in tablet gadgets use	2.643	.619	1.682	.794	4.216	.837	6.680	.571	9.988	.266
User Education Service										

Assessing Effects of Librarians' Emotional Intelligence on Quality Service at the MOI University and United States International University Libraries

Orientation of users	4.082	.395	3.893	.421	3.826	.872	7.558	.478	8.989	.343
Training on use of information resources	11.149	.025	5.549	.235	9.403	.309	12.124	.146	15.988	.043
Training on OPAC use	4.742	.315	2.623	.623	8.778	.361	14.087	.080	9.655	.290
Training on registration and use of remote access	1.347	.853	4.187	.381	9.942	.269	13.848	.086	7.522	.482
Training on effective information search and use	3.175	.529	7.122	.130	5.892	.659	7.326	.502	10.442	.235
Induction on Turnitin software use	4.432	.351	1.271	.866	10.142	.255	8.294	.405	10.427	.236
Training on citation and referencing tools use	2.932	.569	1.272	.866	7.445	.490	7.640	.469	4.941	.764
General Inquiry Service										
Getting usernames and passwords to access e-resources	0.572	.966	0.489	.975	7.576	.476	8.825	.357	6.773	.561
Accessing of past papers online	4.107	.392	2.679	.613	6.468	.595	9.218	.324	6.236	.621
Registration for off-campus e-resource access	1.545	.819	3.640	.457	8.072	.426	6.460	.596	8.245	.410
Finding a research work on a certain topic	2.275	.685	0.789	.940	6.522	.589	10.900	.207	13.696	.090
Accessing institutions wireless internet	7.189	.126	3.906	.419	13.370	.100	12.363	.136	11.184	.192
Registration process to use library services	3.748	.441	1.094	.895	10.719	.218	7.510	.483	7.994	.434
Getting an attachment in the library	2.365	.669	5.982	.200	7.407	.493	6.808	.557	5.206	.735
Circulation Service										
Lending information materials	6.526	.163	2.540	.637	10.713	.218	6.512	.590	9.061	.337
Reserving information resources	2.007	.735	3.560	.469	4.778	.781	6.384	.604	11.664	.167
Charging overdue resources	1.749	.782	7.725	.102	13.093	.109	11.959	.153	9.282	.319
Answering user inquiries	4.409	.354	3.973	.410	8.321	.403	13.711	.090	6.588	.582
Registering users	4.860	.302	2.771	.597	8.310	.404	8.916	.349	7.818	.451
Resolving user complaints	1.765	.779	5.334	.255	12.747	.121	10.175	.253	7.572	.476

Clearing users	2.058	.725	3.221	.522	5.781	.672	6.011	.646	7.433	.491
Assisting users photocopy materials	9.362	.053	7.679	.104	3.343	.911	3.362	.910	9.175	.328

Source: Research Data (2019)

CONCLUSION AND RECOMMENDATIONS

In assessing the relationship between emotional intelligence and quality service, the study concluded that the librarians' emotional intelligence affects their quality service. Therefore librarians should learn and apply emotional intelligence competencies in their service delivery. The study recommended that in order to enhance the influence of librarians' emotional intelligence on quality service, the top management should change their focus to the users by moving from standardization to a more service-oriented librarianship because service is at the core of librarians' tasks and functions.

REFERENCES

- [1] Andersen, P.H. & Kumar, R. (2006). Emotions, trust and relationship development in business relationships: A conceptual model for buyer-seller dyads. *Industrial Marketing Management*, 35(4), 522-535.
- [2] Ashkanasy, N.M. & Daus, C.S. (2005). Rumours of the death of emotional intelligence in organizational behavior are vastly exaggerated. *Journal of Organizational Behavior*, 26(4), 441-452.
- [3] Bar-On, R. (1997). *The emotional intelligence inventory (EQ-i): Technical manual*. Toronto, Canada: Multi-Health Systems.
- [4] Brunetto, Y., Teo, S.T., Shacklock, K... & Farr-Wharton, R. (2012). Emotional intelligence, job satisfaction, well-being and engagement: Explaining organizational commitment and turnover intentions in policing. *Human Resource Management Journal*, 22(4), 428-441.
- [5] Cartwright, S. & Pappas, C. (2008). Emotional intelligence, its measurement and implications for the workplace. *International Journal of Management Reviews*, 10(2), 149-171.
- [6] Caruso, D.R., Mayer, J.D. & Salovey, P. (2002). Relation of an ability measure of emotional intelligence to personality. *Journal of Personality Assessment*, 79(2), 306-320.
- Chapin, F.S. (1942). Preliminary standardization of a social insight scale. *American Sociological Review*, 7(2), 214-225.
- [7] Cherniss, C. (2010). *Emotional intelligence: What it is and why it matters*. Paper presented at annual meeting of the Society for Industrial and Organizational Psychology, New Orleans, Los Angeles.
- [8] Dymond, R.F. (1949). A scale for the measurement of empathic ability. *Journal of Consulting Psychology*, 13(2), 127-133.
- [9] Efron, B. & Tibshirani, R. J. (1993). *An introduction to the bootstrap: Monographs on statistics and applied probability*. London: Chapman and Hall.
- [10] Gardner, H. (1983). *Frames of mind: The idea of multiple intelligence*. New York: Basic Books.
- Goleman, D. (2005). *Emotional intelligence: Why it can matter more than IQ for character*. New York: Bantam Books.
- [11] Goleman, D. (2000). *Working with emotional intelligence*. New York, NY: Bantam Books.
- [12] Goleman, D. (1998). *Working with emotional intelligence*. New York, NY: Bantam Books.

Assessing Effects of Librarians' Emotional Intelligence on Quality Service at the MOI University and United States International University Libraries

- [13] Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York, NY: Bantam Books.
- [14] Gronroos, C. (2001). The perceived service quality concept-a mistake? *Managing Service Quality*, 11(3), 150-152.
- [15] Joseph, D.L. & Newman, D.A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology*, 95(1), 54-78.
- [16] Law, D., Ennew, C. & Mitussis, D. (2013). Adoption of customer relationship management in the service sector and its impact on performance. *Journal of Relationship Marketing*, 12(4), 301-330.
- [17] Livingstone, H.A. & Day, A.L. (2005). Comparing the construct and criterion-related validity of ability-based and mixed-model measures of emotional intelligence. *Educational and Psychological Measurement*, 65(5), 757-779.
- [18] MacCann, C., Matthews, G., Zeidner, M. & Roberts, R.D. (2003). Psychological assessment of emotional intelligence: A review of self-report and performance-based testing. *International Journal of Organizational Analysis*, 11(3), 247-274.
- [19] Mayer, J.D. & Cobb, C.D. (2000). Educational policy on emotional intelligence: Does it make sense? *Educational Psychology Review*, 12(2), 163-183.
- [20] Mayer, J. & Salovey, P. (1997). *What is emotional intelligence?* New York: Basic Books.
- [21] Mayer, J.D., Salovey, P. & Caruso, D.R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197-215.
- [22] McPheat, S. (2010). *Emotional intelligence: MDT training*. London, UK: Book Boon.
- [23] Nitecki, D.A. & Hennon, P. (2000). Measuring service quality at Yale University's libraries. *The Journal of Academic Librarianship*, 26(4), 259-273.
- [24] O'Sullivan, M. & Guildford, J. (1965). *Measurement of social Intelligence*. Los Angeles: University of Southern California.
- [25] Salovey, P. & Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211.
- [26] Slaski, M. & Cartwright, S. (2002). Health, performance and emotional intelligence: An exploratory study of retail managers. *Stress and Health*, 18(2), 63-68.
- [27] Thorndike, E.L. (1920). The reliability and significance of tests of intelligence. *Journal of Educational Psychology*, 11(5), 284-287.
- [28] Van Rooy, D.L. & Viswesvaran, C. (2004). Emotional intelligence: A meta-analytic investigation of predictive validity and nomological net. *Journal of Vocational Behavior*, 65(1), 77-95.
- [29] Victoroff, Z.K. & Boyatzis, E.R. (2012). What is the relationship between emotional intelligence and dental student clinical performance? *Journal of Dental Education*, 77(4), 416-426.
- [30] Zeidner, M., Matthews, G. & Roberts, R.D. (2004). Emotional intelligence in the workplace: A critical review. *Journal of Applied Psychology*, 53(3), 371-399.