

Full Length Research

Emotional Intelligence, Knowledge Sharing and Productivity of Librarians in Selected Academic Libraries in Ondo State, Nigeria

¹Ayodele, Samuel Kolawole and ²Ajayi, Jide Lawrence

¹Principal Librarian, Rufus Giwa Polytechnic, Owo, Ondo State, Nigeria. E-mail: ayokola70@gmail.com

²Principal Librarian, Polytechnic Digital Library, The Federal Polytechnic, Ado – Ekiti. E-mail: Ajayi4law@gmail.com

Submission Date: 10 September 2021 Accepted 22 September 2021

Emotional Intelligence, Knowledge Sharing, and Productivity of Librarians are the concepts that were examined in the study to determine their relationship in the context of academic libraries. Correlation survey research design was adopted for the study. Total enumeration Technique was deployed to select 50 professional librarians from the surveyed academic libraries in South-Western Nigeria. The instrument used for the study was adopted and adapted questionnaire. However, the questionnaire was subjected to scrutiny and validation by experts in the areas of variables studied. A total of 50 questionnaires were administered, and the entire 50 were returned. As a result, a response rate of 100% was achieved. Descriptive Statistics was used to analyse research questions 1-3 while multivariate regression was used for research question 4. The Hypotheses were tested using Pearson Product Moment Correlation (PPMC) analysis; the results showed that there was mutual relationship between emotional intelligence, knowledge sharing and productivity of librarians. The findings of the study revealed that the levels of emotional intelligence and knowledge sharing of librarians are high, and there is significant correlation amongst emotional intelligence, knowledge sharing and productivity of librarians. The study recommends that authority of academic libraries should develop methods of recognising and rewarding of librarians who share knowledge; this will go a long way of improving the productivity of librarians in the long run.

Key Words: Knowledge Sharing, Emotional Intelligent, and Productivity of librarians

Cite This Article As: 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

INTRODDUCTION

Productivity is a concept that depends on the context in which it is employed. It is a ratio to measure how well an organisation (or individual, industry and Country) converts input resources (labour, materials & machines) into goods and services. Ali, Ali& Adam (2013) cited in Yaya, Opeke & Onuoha (2016) submit that Productivity is a ratio to measure how well an organisation (or individual, industry) converts inputs resources into goods and services. This is usually expressed in ratio of input and output. Similarly, Chaudhary & Sharma (2012) as well as Rollos (1997) cited in Ali et al (2013) described productivity as that which people can produce with the least (smallest) amount of efforts. Productivity from the management or economy point of view is the ratio of its product to what is required to produce it. While in the

workmanship point of view, they are tangible services which every individual is expected to perform in order to satisfy the needs of his/her clientele (Yaya et al, 2016). Librarians' productivity refers to the extent of contributions of librarians to the development of library in meeting the information needs of the users through effective services delivery. Librarians' productivity enhances students' academic success in their various examinations as librarians would have put to bear their skills to provide current and relevant library resources that would support their lecture notes and academic programmes in their institutions. Productivity of librarians also manifest in the area of their, products, such as numbers of their publications in a given period.

Emotional intelligence is the ability to perceive emotions, to access and generates emotions so as to assist thought to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey 1997). Knowledge sharing is a set of behaviour that involves the exchange of information or assistance to others (Connelly & Keloway, 2003). Hook and Ridder (2004) described knowledge sharing as the process where individuals mutually exchange their implicit and explicit knowledge and jointly create new knowledge. The study intends to look at the interactions of Emotional intelligence and knowledge sharing on productivity of Librarians in some selected tertiary institutions in South-Western Nigeria. Thus, this paper aims to evaluate the relationship among emotional intelligence, knowledge sharing and productivity of Librarians. Also, it would examine the impact of the two independent variables on the dependent variable.

STATEMENT OF THE PROBLEM

While some studies have been carried out from the angle of librarians' productivity, paper publications and library services, hardly has any research been carried out from the perspectives of the productivity of librarians and its association with Emotional Intelligence and Knowledge sharing. This study therefore, poised to find out the input of emotional intelligence and knowledge sharing on librarians' productivity.

OBJECTIVES OF THE STUDY

The objectives of the study are to:

1. Assess the level of emotional intelligence of librarians in academic libraries.
2. Determine the level of knowledge sharing of librarians in academic libraries
3. Find out the level of productivity of librarians in academic libraries.
4. Determine the effect of emotional intelligence and knowledge sharing on productivity of librarians in academic libraries.

RESEARCH QUESTIONS

1. What is the level of emotional intelligence of librarians in academic libraries?
2. What is the level of knowledge sharing of librarians in academic libraries?
3. What is the level of productivity of librarians in academic libraries?
4. What is the effect of emotional intelligence and knowledge sharing on productivity of librarians in academic libraries?

RESEARCH HYPOTHESES

The null hypothesis for the study were tested at 0.05 level of significance

Ho1: There is no significant relationship between productivity of librarians and emotional intelligence in the academic Libraries.

Ho2: There is no significant relationship between productivity of librarians and knowledge sharing in academic Libraries.

Emotional Intelligence

Benson (2010) sees emotional intelligence as a concept that covers the process of managing personal, social and environmental changes by coping with a situation, solving problems and making decisions immediately, realistically and flexibly. It is a set of abilities related to processing emotions and emotional information (Cote et al 2010). Gulluce and Iscan (2010) cited in Kovas, Komlosi, Szenteleki & Toth (2020) describe emotional intelligence as a combination of needs, motives and real values to manage individuals' attitude that connect to human relations and determines the success in the workplace. Grace (2012) observes that emotional intelligence and capabilities are important in success. This was corroborated by Baron (1997) who argues that emotional intelligence is an array of non-cognitive capabilities and skills that influence one's ability to succeed in coping with environmental demands and pressure. In the same vein Darabi (2012) argues that emotional intelligence is one of the most important human mechanism that involves the ability to adapt to the environment while Chin (2013) in another angle, espoused that emotional intelligence is a tool that employees use to detect all worker-related emotions, and also for emotional self-management, motivational and social skills.

Nowadays, various researchers see emotional intelligence from different angles. They view it from the aspect they are interested to focus on. Mayer & Salovey (1997) cited in Calabrese & Sathitsemakul (2017) and Tamta & Rao (2017) define emotional intelligence as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and growth. Emotional intelligence describes ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups. People who possess a high degree of emotional intelligence know themselves very well and are also able to sense the emotions of others. They are affable, resilient, and optimistic (Serrat, 2017).

Knowledge Sharing

Knowledge Sharing is considered to be one of the most important aspects of knowledge management (Cupta & Govindaranjan 2000). Wang et al (2010) opine that the success of knowledge management depends on knowledge sharing. Knowledge Sharing activities provide members of groups with the opportunities to exchange ideas and to cooperate, and in this way, the performance success of their organisation can be maximised (Dokhtesmatia and Aborbani, 2013). Gaal, Szabo and Csepregi (2013) assert that knowledge sharing is a two ways process between the knowledge giver(s) and the knowledge receiver(s). Also, Szabo and Csepregi (2013) stressed that the way knowledge is shared within the organisation is essential not only to the success of the organisation, but also to those who take part in the knowledge sharing process and would benefit from it. This view is in support of the aim and objective of this paper which is to evaluate the synergy between emotional intelligence, knowledge sharing and productivity of Librarians. Knowledge sharing would be of tremendous benefit to Librarians, as it will increase their productivity as a result of knowledge gained from others and the end products would be beneficial to the students, library users as well as the entire institution at large. Branchos, Kostopoulous, Soderquist and Prastacos (2007), point out that knowledge can only be deemed shared or transferred when the receiving party uses the knowledge. Otherwise, merely making knowledge available is insufficient for Knowledge Sharing. Wasco and Furai (2000) in their study characterised knowledge sharing as an act that is aided by strong sense of reciprocity. This means that Knowledge Sharing involves a demand and supply relationship. Therefore, the process of sharing has to be differentiated in two different natures. Van den Hook and de Ridder (2004) cited in Lim kang-Yi & Goh See-Kwong (2014) provide some insights to this matter. They noted that the demand for knowledge is termed knowledge collecting (KC), which is consultancy in nature in order to get them to share their intellectual capital. Whereas knowledge donating (KD) is about communicating to others one's personal intellectual capital. The processes, through which employees in the organisation collect and donate knowledge, create and sustain the invaluable source of competitive advantages.

Productivity of Librarians

Productivity is a concept that depends on the context in which it is employed; it is a ratio to measure how well an organisation (or individual, industry, country) converts input resources into goods and services (Ali et al 2013). Yaya et al (2016) conceptualised productivity to mean the ability to produce an item or service in the organisation. They also describe it as all efforts that an individual employee exerts towards the general production of goods and services of the organisation with the least input of skills, labour, materials and machines. In Nigerian academic libraries Librarians'

productivity entails providing current and relevant educational resources in the library that would encourage increase in paper publications among Faculty members and Librarians themselves, innovative research works in the university that would attract grants from both local and international organisations (Yaya et al 2016). This helps in increasing the image and standard of the tertiary institutions among their peers.

Librarians' productivity enhances students' academic success in their various examinations as librarians would have put to bear their skills to provide current and relevant library resources that would support their lecture notes and academic programmes in their institutions. Their productivity must also manifest on the number of publications they turn in for specific periods. Librarians according to Yaya et al (2016) are directly involved in the accreditation exercise in higher institutions. They provide both electronic and printed resources to support the exercise. Without the involvement and support of librarians, any academic programmes will never scale through the accreditation hurdles. Librarians are the custodians and managers of the intellectual resources; and so must be productive before they can adequately render the services expected of them. High emotional intelligence of authorities in various libraries couple with knowledge share among librarians, will in no small measure improve the productivity of Librarians. This is so, because knowledge gained from others can lead to enhanced performance on the job. Therefore, we can conclude that employees with higher emotional intelligence are likely to share knowledge to others within the work place; which could increase productivities of workers (Gaal et al 2013).

When a leader in an establishment has high emotional intelligence, he will display optimum knowledge and employees under them will know that they are working with a boss that motivates its people in and out. He allows his employees to see, feel and experience that the time they are putting in, is making a difference in the lives of their clientele, he allows employees to take ownership of their work by allowing them to give and share input into common goals advantage. Workers with high emotional intelligence give vision. This vision gives a leader direction and aligns her decision making to long-term choices that carry a vision forward. This vision guides her decisions and puts emotional intelligence into action for positive change on the job performance. In addition, such a leader practices empathy by responding to others' emotions. This allows for understanding others and helps to build strong emotional connections. It also gives employees confidence in leadership of their organisation; thereby result in knowledge sharing among colleagues and thereby enhance productivity of workers.

Goleman (1998) posits that the four dimensions of emotional intelligence are:

- Self- Awareness – You are able to recognize own emotions
- Self-Management – You can control own emotions
- Social- Awareness – You understand emotional processes happening in society
- Relationship- Management – You develop others, inspire people to change, and manage conflicts, both personal and group-wide.

Emotional intelligence allows people to realise goals more precisely and therefore, meet them faster. It makes them build communication with people on different levels. Emotional intelligences are more cognitive and productive. With the help of emotional intelligence, one can influence leadership, job performance communication as well as success, and general happiness. All these will improve job performance and productivity.

METHODOLOGY

Research Design

The correctional research design was used for this study. According to Cheng (2016), variables, as well as how strongly these variables relates to one another. In other words, it aims to determine the relationship between two or more variables and the strength of this relationship. In the same vein, Kowalczyk (2015) opines that the whole purpose of using corrections in research is to figure out which variables are connected. The researcher concurs in order to establish the relationships amongst the variables in the study.

Validity of the instrument

Daniel Goleman (1995) Instrument to measure extent of emotional intelligence and knowledge sharing of effective leaders was adopted and modified to measure variables studied. Also questionnaire used to measure the productivity of

librarians by (yaya, Opeke&Onuaha2016) was adopted to measure the productivity of librarians. These were subjected to the scrutiny of some top ranking librarians with PhD degree in Librarianship. The researchers sought their useful advice and input in order to validate the instrument used for the study. Both face and content validity was employed in order to standardised the instrument and make it more suitable for the study. Their useful feedback and input were used for modification where necessary.

Reliability of the instrument

A pilot study was conducted to confirm the reliability of the instrument. Ten questionnaires were administered to professional librarians of Achievers University, Owo, Ondo State, Nigeria that was not part of the sample for the main study. This was subjected to Cronbach's alpha reliability analysis.

Research procedures and method of data collections:

Total enumeration method was adopted to select only professional librarians totalling 50 from the selected Institutions. The distribution of questionnaire retrieved from respondents from the surveyed academic libraries was presented in the table below:

Table 1. Sample Population for the Study

SN	Names of Institution Where Questionnaire was Administered	Number of Questionnaire Administered	Number of Questionnaire returned	Proportion of questionnaire distributed and Returned
1	AdekunleAjasin University, Akungba – Akoko, Ondo State, Nigeria	23	23	46%
2	Federal University of Technology, Akure, Ondo State, Nigeria	14	14	28%
3	Olusegun Agagu University of Science and Technology, Okitipupa, Ondo State, Nigeria	13	13	26%
	Total	50	50	100%

The researchers visited the affected Institutions personally to administer the questionnaire. The visit was repeated on three (3) occasions due to unavailability of librarians as a result of closure of tertiary institutions in the country due to corona- virus (COVID-19) pandemic, coupled with ASUU strike during the period the research was carried out. The researchers had to wait until the resumption before the final collection of the instrument was possible.

Method of data analysis

Data collected for this study were analysed using the statistical package for social science software (SPSS) 25.0 version. Descriptive statistics and inferential statistics were deployed for the analysis of data. Descriptive statistics was used for research questions 1 – 3 while multivaries regression analysis was used for research question 4 to test the relationship among the three variables in the study. Multivaries regression was used to ascertain the impact the emotional intelligence and knowledge sharing have on productivity of librarians. Hypotheses were tested using Pearson Product Moment Correlation analysis. The result was to attest to the mutual relationship that existed between emotional intelligence, knowledge sharing and productivity of librarians.

Data Analysis and Presentation

Table 2. Distribution of Respondents based on Institutions

Academic Institution	Frequency	Percentage
Federal University of Technology, Akure	14	28
AdekunleAjasin University, AkungbaAkoko	23	46
Olusegun Agagu University of Science and Technology, Okitipupa, Ondo State, Nigeria	13	26
Total	50	100

The table 2 indicates that Adekunle Ajasin University Akungba Akoko recorded the highest 23 (46%), while Federal University of Technology Akure and Olusegun Agagu University of Science and Technology, Okitipupa, Ondo State, Nigeria recorded 14 (28%) and 13 (26%) respectively.

Table 3. Demographic information of Respondents.

Gender	Frequency	Percentage
Female	21	42
Male	29	58
Age(in years)		
<=30	3	6
31-35	5	10
36-45	21	42
>=46	21	42
Qualification		
Ph.D.	11	22
M.sc	21	42
B.sc	18	36
Length of service (in years)		
1-5	6	12
6-10	19	38
11-20	11	22
21-30	3	6
>=31	11	22

Source: Field survey, 2020

From Table 3, it reveals that 29 (58%) of the respondents were male. This implies that there were more men than their female counterparts in the academic libraries. The table showed that 42 (84%) of respondents were 36 years and above. The implication of this is that there are mature people in the librarianship profession in the academic libraries. On the academic qualification of respondents, it reveals that those with Master Degree in librarianship recorded the highest of 21 (42. %), followed by B.Sc. in librarianship 18(36%), while 11 (22%) respondents possessed PhD. The data collected as shown on table revealed that 19 (38%) respondents had spent between 6 – 10 years in service. Respondents from 11 – 20 years, and 31 years and above recorded 11 (22%)each. Respondents who have spent between 21 – 30 years in service are 3 (6%) respondents.

Data Analysis and Presentation Based on Research Questions

Research Question 1: What is the level of emotional intelligence of librarians?

Table 4. Level of Emotional Intelligence of librarians

S/N	Statement	NA (%)	AHT (%)	SAP (%)	AP (%)	Mean	SD	Decision
1	I realised immediately when I lose my temper	0	0	9(18)	41(82)	3.82	0.39	Significant
2	I can reframe bad situations quickly	0	0	10(20)	40(80)	3.80	0.40	Significant
3	I am able to see things from the other person's viewpoint	0	3(6)	6(12)	41(82)	3.76	0.56	Significant
4	I am an excellent listener	0	11(22)	13(26)	26(52)	3.30	0.81	Insignificant
5	I know when I am happy	0	0	3(6)	47(94)	3.94	0.24	Significant
6	I am excellent at empathising with someone else's problem	0	4(8)	6(12)	40(80)	3.72	0.61	Significant
7	I never interrupt other people's conversation	0	7(14)	14(28)	29(58)	3.44	0.73	Insignificant
8	I usually recognise when I am stressed	0		16(32)	34(68)	3.68	0.47	Significant
9	Others can rarely tell what kind of mood I am in	3(6)	9(18)	11(22)	27(54)	3.24	0.96	Insignificant
10	I can tell if someone is not happy with me	0	4(8)	2(4)	44(88)	3.80	0.57	Significant
11	I am good at adapting and mixing with a variety of people	0	8(16)	7(14)	35(70)	3.54	0.76	Significant
12	When I am being emotional I am aware of this	0	7(14)	8(16)	35(70)	3.56	0.73	Significant
13	I rarely fly off the handle at other people	0	10(20)	11(22)	29(58)	3.38	0.81	Insignificant
14	I can tell if a team of people are not getting along with each other	0	4(8)	25(50)	21(42)	3.34	0.63	Insignificant
15	When I feel anxious, I usually can account for the reason(s)	0	0	27(54)	23(46)	3.46	0.50	Insignificant
16	I can usually understand why people are being difficult towards me		26(52)	5(10)	19(38)	2.86	0.95	Insignificant
17	I love to meet new people and get to know what makes them tick	4(8)	6(12)	13(26)	27(54)	3.26	0.97	Insignificant
18	I always know when I am being unreasonable	5(10)	0	6(12)	39(78)	3.58	0.93	Significant
19	I can consciously alter my frame of mind or mood	3(8)	9(18)	7(14)	31(62)	3.32	0.98	Insignificant
20	I need a variety of work colleagues to make my job interesting	6(12)	4(8)	9(18)	31(62)	3.30	1.06	Insignificant
21	I do not let stressful situations or people affect me once I have left work	8(16)	0	11(22)	31(62)	3.30	1.09	Insignificant
22	Delayed gratification is a virtue that I hold to	0	19(38)	13(26)	18(36)	3.54	0.81	

Continuation of Table 4

23	I like to ask questions to find out what is important to people	0	19(38)	13(26)	18(36)	2.98	0.87	Insignificant	
24	I can tell if someone has upset or annoyed me	0	5(10)	25(50)	20(40)	3.30	0.65	Insignificant	
25	I can understand why my actions sometimes offend others	0	0	6(12)	44(88)	3.88	0.33	Significant	
26	I can let anger go quickly so that it no longer affects me	0	7(14)	2(4)	41(82)	3.68	0.71	Significant	
27	I can suppress my emotions when I need to	0	0	11(22)	39(78)	3.78	0.42	Significant	
28	I can always motivate myself even when I feel low	3(6)	3(6)	5(10)	39(78)	3.60	0.86	Significant	
29	I am good at reconciling differences with other people	1(2)	1(2)	7(14)	41(82)	3.76	0.59	Significant	
30	I know what makes me happy	0	0	5(10)	45(90)	3.90	0.30	Significant	
31	Reasons for disagreement are always clear to me	1(2)	1(2)	13(26)	35(70)	3.64	0.63	Significant	
32	I generally build solid relationship with those I work with	2(4)	1(2)	18(36)	29(58)	3.48	0.74	Insignificant	
	Weighted mean score:	3.53							

Field surveyed 2020.

KEY: NA=not applied; AHT; = applied half time; SAP= strongly applied; AP= applied

It can be seen from Table 4 that librarians considered their degree of emotional intelligence to be high judging by the average weighted means score of 3.53 on the scale of 32. On the empathising with someone problem average mean score was 3.72, this means they feel the pains of others. They usually recognise when colleagues are stressed mean = 3.68, this shows that they understand the mood of their colleagues when the need be. When someone is not happy with them mean 3.80 the implication of this is that the librarians can quickly adjust their bad attitude towards others this can create healthy working relationship in the library. Good at adapting and mixing with people and they are aware when being emotional had mean scores of 3.54 and 3.56 respectively. They always know when they are unreasonable means score 3.58. Librarians understand when their actions offend others mean score 3.88. They can let anger go quickly mean had score of 3.68. They can suppress their emotions when they need to and motivate themselves even when they feel low had mean score of 3.78 and 3.60 respectively.

The table also reveals librarians were good at resolving differences with others with mean score 3.76. They know what makes them happy mean score 3.90. The reasons for disagreement always clear to them had mean score 3.64. All these indices would enable librarians behave positively towards one another within the library which will invariably improve harmonious relationship that will lead to productivity.

Research Question 2: What is the level of knowledge sharing of librarians in academic libraries?

Table 5. Level of Knowledge sharing of librarians

S/N	Statement	VE	E	SE	LE	NE	Mean	SD
Work culture indicator: (weighted average score = 3.75)								
1	Librarians are highly motivated to learn and the opportunity for sharing	12(24)	22	16	0	0	3.92	0.75
2	Our academic library is flexible, open to new ideas and promotes creativity	11(22)	24(48)	15(3)	0	0	3.92	0.72

Continuation of Table 5

3	Best practices in internal methods are reviewed and share throughout the library	24(48)	10(20)	7(14)	5(10)	4(8)	3.90	1.33
4	Negative behaviour towards knowledge sharing is always discouraged in our libraries	18(36)	7(14)	1(2)	17(34)	7(14)	3.24	1.57
Interaction Indicator: (weighted average score= 4.03)								
1	Online discussion forums is receiving highest participation	24(48)	7(14)	0	11(22)	8(16)	3.56	1.63
2	There is interaction of department/sections within the library	27(54)	5(10)	8(16)	8(16)	2(4)	3.94	1.32
3	Knowledge sharing within the library takes place through regular meetings and workshop	35(70)	11(22)	2(4)	8(16)	2(4)	4.58	0.76
Willingness to share knowledge indicator: (Weighted average score = 4.24)								
1	Librarians see knowledge sharing as strength	36(72)	14(28)	0	0	0	4.72	0.45
2	knowledge sharing improves the interpersonal relationship amongst the librarians	1(2)	14(28)	15(30)	1(2)	9(18)	3.34	1.35
3	inter-department competition creates a barrier for knowledge sharing in our library	24(48)	17(34)	3(6)	3(6)	3(6)	4.12	1.15
4	knowledge sharing enhances job learning and creativity	34(68)	11(22)	0	5(10)	0	4.48	0.93
5	knowledge sharing improves my performance in article writing and research execution	36(72)	9(18)	0	5(10)	0	4.52	0.93
Recognition indicator: (Weighted average score = 2.85)								
1	knowledge sharing is monitored and recorded positively in performance appraisal of librarians	0	11(10)	30(60)	3(6)	6(12)	2.92	0.88
2	Individual librarians are recognized for team work and knowledge sharing	0	0	27(54)	17(34)	6(12)	2.42	0.70
3	Our institution symbolically recognises(through newsletter or website) those who support and put their efforts towards knowledge sharing	18(36)	3(6)	10(20)	9(18)	10(20)	3.20	1.58
IT indicator: (Weighted average score = 3.88)								

Continuation of Table 5

1	Information technology facilities knowledge sharing through various tools in our library	18(36)	27(54)	5(10)	0	0	4.26	0.63
2	We have IT security and firewall protection procedure in place	8(16)	11(22)	9(18)	22(44)	0	3.10	1.15
3	IT supports effective communication among the librarians and the students in our institution	18(36)	31(62)	0	0	1(2)	4.28	0.78

Grand mean 3.80

Source: Field survey, 2020,

KEY: VE= Very effective; E=Effective; SE= Somewhat Effective; LE= Low Effective

Table 5 revealed that librarians in academic libraries considered their level of knowledge sharing to be high judging by the grand mean score of 3.80 on the scale of 5. From the table, the work culture of academic libraries had weighted average mean score of 3.75. This implies that librarians are highly motivated to learn and share information within the libraries, their libraries are flexible. Open for new ideas and creativities, best practices are review and share throughout the library and the negative behaviour towards knowledge sharing are discouraged.

It can be seen from the table that librarians level of interaction was high with average mean score of 4.03. This reveals that librarians shared knowledge through online discussion forums, interaction amongst departments within the libraries and through regular meetings and workshops. On the use of IT for sharing knowledge, it shows that IT as indicator for sharing knowledge was high with average mean score 3.88. This suggests that majority of librarians use various IT tools for sharing knowledge amongst their colleagues as well as students. The recognition indicator recorded low mean score of 2.85 this implies that Management do not reward those who share knowledge within the library.

Research Question 3: How productive are librarians in academic libraries?

Table 6. Level of productivity of librarians

S/N	Statement	VH (%)	H (%)	M (%)	L (%)	Mean	SD
Students' academic success (Weighted average score = 3.33)							
	Library collection enhances academic success of students in the institution	0	4	21	25	3.42	0.64
	Library provides conducive learning environment that encourages academics success	0	0	20	30	3.46	0.50
	My job performance often leads to students success in their examination	0	9	27	14	3.10	0.68
Accreditation of more courses: (Weighted average score = 2.97)							
	My job performances contribute greatly to the accreditation exercise of the institution		22	26	0	3.40	0.57
	I actively involved in the accreditation		10	29	11	3.02	0.65
	My job enriches the institution curricula and programmes	10	21	3	16	2.50	1.15

Continuation of Table 6

Innovative research work: (Weighted average score = 2.88)							
My job outputs greatly contribute to the innovative research efforts the institution	3	18	5	24	3.00	1.05	
My job promotes the image of the institution		17	28	5	2.76	0.63	
It enhances my regular paper publication	1	16	5	28	3.2	0.97	
I have produced at least five papers in the two years	7	11	21	11	2.72	0.97	
Three of my publications are in international journal	2	13	30	5	2.76	0.69	

Source: Field survey, 2020, Grad mean: 3.03

KEY: VH= Very high; H= High; M= Medium; L= Low

It can be seen from table 5 that librarians in academic libraries considered their level of productivity to be high judging by the grand mean score 3.03 on the scale of 3. Their level of productive on academic success of students recorded average mean score 3.33, this include providing conducive learning environment that encourages academic success with mean score 3.46, adequate library collection mean score 3.42, and good job performance that leads to students' success in examination with mean score 3.10. The table also revealed that librarian's contribution to success in accreditation in their Institutions was high with mean score 3.40, while the innovative research efforts librarians in the Institution had 3.00. The overall implication of these is that efforts of librarians towards success of students in their studies and general improvement of standard of academics cannot be over emphasized

Question 4; what is the effect of emotional intelligence and knowledge sharing on productivity of librarians in academic libraries?

Table 6. Result of the multiple regression model for effect of emotional intelligence and knowledge sharing on productivity

Variable	Coefficient	Std. Error	t-ratio	p-value
Constant	-5.056	2.403	-2.104	0.044
Emotional intelligence	1.442	0.683	2.112	0.043
knowledge sharing	0.468	0.094	5.008	0.00
Model summary				
R ²	Adjusted R ²	F-cal.(2, 33)	Sig	Durbin Watson
0.51	0.467	15.591	0.00	0.662

Table 6 shows the results of the multiple regressions for the effect of emotional intelligence and knowledge sharing on the productivity of librarians in tertiary institutions. Four different functional forms of multiple regressions were tried to have the best fit for the model. The linear form of these models was selected on the basis of economic and econometric criteria. The plausibility of variables' signs, number of significant variables, significance of the F- value, adjusted R-squared and variance inflation factor (VIF), among others were considered to determine the predictability of the choice of linear form in this study. The present study shows that linear model met these criteria. From Table 5, the result showed that both emotional intelligence and knowledge sharing are significantly consistent with the a priori expectations. Their coefficients were all positive. Also, the F-value was 15.591 and thus significant at 1% level of probability. This implies that the global null hypothesis that all variables in the model are not statistically different from zero is thereby rejected. The significant of F-value means that the two variables in the model jointly exerted a significant impact on the productivity of librarians. The adjusted R², on the other hand, was 0.47, which implies that 47% of variations in the productivity of librarians are explained by all the independent variables in this model and remaining percentage is due to error term. Other parameters such as tolerance (0.995) and variance inflation factor (1.005) showed that there is no serious multicollinearity among the variables.

Emotional intelligence had a positive relationship with the productivity of librarians at 5% level of significance. This result is consistent with the study's hypothesis that emotional intelligence is positively related to the productivity of librarians. The implication is that a 1% percent increase in emotional intelligence, holding knowledge sharing constant, productivity will increase by 1.4%. Similarly, holding emotional intelligence constant, knowledge sharing within and outside the system, will increase productivity by 0.5% with an additional knowledge acquired on the job.

This result is similar to the finding of Babatunde et al. (2014) that emotional intelligence has positive impact on the productivity of school teachers in Southwest, Nigeria.

Hypotheses Testing Interpretation

The hypothesis for this study was tested using Pearson Product Moment Correlation (PPMC) analysis. This was used to test the relationship between the variables. The result was to attest to the mutual or otherwise relationship that existed amongst emotional intelligence, knowledge sharing and productivity in the study.

Null hypothesis (H₀): There is no significant relationship between productivity of librarians and Emotional intelligence in the academic institutions

Alternative hypothesis (H_A): There is a significant relationship between productivity of librarians and emotional Intelligence in the academic libraries

Table 7.

Correlation analysis			
Correlations		Emotional Intelligence	productivity
Emotional Intelligence	Pearson Correlation	1	0.316
	Sig. (2-tailed)		0.073
	N	33	33
Productivity	Pearson Correlation	0.316	1
	Sig. (2-tailed)	0.073	
	N	33	33

Note significant at ** 5%

Table 7 shows the correlational analysis between productivity of librarians and emotional intelligence of librarians in academic libraries. The result shows that there is a positive association between productivity of librarians and emotional intelligence but the probability value is greater than 5% critical value. So, we accept the null hypothesis that there is no significant relationship between productivity of librarian and emotional intelligence.

Null hypothesis (H₀): There is no significant relationship between productivity of librarians and knowledge sharing in the academic institutions

Alternative hypothesis (H_A): There is a significant relationship between productivity of librarians and knowledge sharing in the academic institutions

Table 8.

Correlation analysis			
		Productivity	knowledge sharing
Productivity	Pearson Correlation	1	.661**
	Sig. (2-tailed)		0.00
	N	33	33
knowledge sharing	Pearson Correlation	.661**	1
	Sig. (2-tailed)	0.00	
	N	33	33

Note: Significant ** 5%

Table 8 shows the correlation analysis between productivity of librarians and knowledge sharing in academic libraries. The result of the survey indicates that there is a positive and significant association between them at 5% level of probability. Therefore, this implies that we can reject the null hypothesis and accept the alternative hypothesis that there is a significant relationship between productivity of librarians and knowledge sharing.

Discussion of Findings

Findings of this study were discussed in relation to some studies in the past. This empirical research indicated some worthwhile outcomes. Among others, it could confirm the significant positive relationship amongst emotional intelligence, knowledge sharing and productivity of Librarians. It can be deduced that Librarians with high emotional intelligence usually perform better on their job. Therefore, those with high emotionality and self-control level were less afraid of losing their knowledge and more willing to share it, (Kovacs et al 2020). They further stated that one of the possible reasons behind it is that people with high empathy and relationship care can build more trust hence, knowledge sharing becomes natural, and knowledge invariably leads to improve expertise on the jobs which will increase productivity of librarians. The findings of the study are discussed as follows:

Research question one revealed that librarians considered their emotional intelligence as high, it means the librarians were empathising with someone's problems, they understand moods of others, and they know when they are unreasonable and so on. This was supported by the submission of Lim and Goh. (2014) in their work "Role of Emotional intelligence and knowledge sharing. They noted that high emotional intelligence of workers will transform to psychological intelligence of workers which will transform to psychological safety that encourages knowledge sharing. This is in agreement with Kessel, Harake and Messara (2016) and Arakelian, Mayin and Hosseni (2013).

Research question two showed that librarians' level of knowledge sharing was high, because the table reveals that work culture of the libraries permit the sharing of knowledge within an organisation. A culture after some level of adaptation will lead to behaviour of individual. This is in association with Yang and Will (2008); Chow and Chan (2008), in their works. They observed that knowledge sharing intention as a behaviour, which is influenced by an individual's attitude towards knowledge sharing. The study also revealed that sharing of knowledge through interaction by librarians is high with average mean score of 4.03. These interactions according to the study are achieved through online discussion forums, departmental/ sectional interactions and through regular meetings or workshops within the libraries. This is in association with the findings of Hong et al (2011) which suggested that knowledge sharing is a result of individual's interaction. Cross and Baird (2000); Darenport, 1997; Goh and Sandling, 2014; Hickins, (1999) supported this argument for the reason that knowledge sharing involves extensively about people and their adaptations to the social dynamics of respective workplace. Hook and Ridder (2004), in relation to this assertion stressed that the role of individual as a prerequisite element in knowledge sharing is indispensable.

The study observed that willingness to share knowledge as one of the predictor to knowledge sharing within an organisation is high. Librarians in academic libraries indicated that knowledge sharing is strength, it improves interpersonal relationship among librarians, it enhances job learning and creativity and it improves performances in article writing. This implies that any actions that brings positive reward is worth doing. That is why librarians according to the study were willing to share knowledge. This finding was in line with the study carried out by Kovacs et al (2020) which submitted that intrinsic and extrinsic motivators influence knowledge sharing attitude. They further stated that intrinsic motivation plays a greater role than extrinsic motivation when it comes to willingness to share knowledge. Devenport and Prusak, 1998; Susanty and Wood, (2011) noted that Extrinsic motivation involves reputation, reciprocity, and organisational reward while intrinsic motivation is based on altruism. Also, the study of Christian Lindgren, Nulden & Pessi (2002); and Calabrese & Sathitsemakul, (2017), submit that workers will be willing to share knowledge if there is Management support, commitment, rewards and incentives.

The study revealed Information Technology as useful tools of sharing knowledge by librarians in academic libraries. It recorded an average mean of 3.88. This shows that level of knowledge sharing through IT tools is high. The findings are in conformity with Emotional Intelligence and knowledge sharing amongst workers contributed to productivity of librarians in academic libraries; It is belief that workers with high emotional intelligence usually do better on their duty, hence self-control level of such workers are high. Kovacs et al (2020) submit that high emotionality staff is less afraid of losing their knowledge and more willing to share it. They further stressed that knowledge shared improve understanding of people on their jobs, which will invariable leads to high productivity.

This study revealed in Table 5 that librarians contributed immensely to students' academic success, as well as their Institutions in the area of getting more courses accredited. This is one of the greatest measures of librarians' productivity in the Institutions. This means library was fundamental to research productivity of their Institutions and that it supported the curricula of their Institutions. These were in line with the study carried out by Okoned O et al (2015) in which the

research productivity of academic workers in the University was found relatively high in order to guarantee their promotion in their cadre. Library through librarians provide updated collections to students which assisted them greatly in their various programmes as well as enabled the parent bodies to scale through accreditation huddles. This is in consistent with Yaya et al (2016). Furthermore, library provided conducive environment that encourages peaceful learning that enhances academic success of students in their academic Institutions.

Result of Research Question four revealed that both emotional intelligence and knowledge sharing jointly exerted significant impact on the productivity of librarians. The two variables had positive relationship with the productivity of librarians at 5% level of significance. This result is consistent with the study's hypothesis that emotional intelligence and knowledge sharing had positive association with the dependent variables of the study. These finding is in consonance with the work of researchers (Muriana, Batunde, Ngorere & Muriana K. 2004); Goddaird, Hoy, Woolfolk Hoy, 2000; Hunson 2001; Rimm – Kaufran & Sayer, 2004). The effect of independent variables on dependent variable is that a 1% increase in emotional intelligence, holding knowledge sharing constant, productivity of librarians will increase by 1.4% similarly, holding emotional intelligence constant within and outside the system, will increase productivity by 0.5% with an additional knowledge acquire on the job. The result is similar to the findings of Muriana et al (2014) that emotional intelligence has impact on the productivity of School Teachers in Southwest Nigeria.

Furthermore, Table 7 shows that there is a positive association between productivity of librarians and emotional intelligence but the probability value is greater than 5% critical value. So we accept the alternative hypothesis and reject the null hypotheses that there is no significant relationship between productivity and emotional intelligence. This is consistent with Babatunde et al (2014). Also, Table 8 indicates that there is a positive and significant association between productivity of librarians and knowledge sharing with probability value of 5%. This implies that the alternative hypothesis is accepted and null hypothesis rejected

Summary of Findings

The major findings of the study were as follows:

1. Emotional intelligence of librarians in academic libraries were high based on the average mean score of 3.53 on a scale of 32. They attributed this to building solid relationship with their colleagues, know reasons for disagreement, they can suppress their emotion, know when their actions offend others, know when they being unreasonable, know when people are happy with them etc.
2. Librarians' level of knowledge sharing was high this is based on average mean score of 3.80 on the scale of 5. The reasons for this is due to their work culture which gives opportunity for it, allow interaction among workers and various departments as well as opportunity for meetings and workshops in the libraries.
3. It was established that emotional intelligence and knowledge sharing had significant impact on the productivity of librarians in academic libraries. This implies that there is significant correlation between the independent variables (Emotional Intelligence and knowledge sharing) and dependent variable (productivity of librarian)
4. The study revealed that the level of productivity of librarian is high judging by the grand mean score of 3.03 on the scale of 3. Their scores on academic success of students, provision of conducive learning environment for study, provision of adequate library collections for students, contribution to accreditation success and paper publications were averagely high.

Conclusion and Recommendations

The study has X-rayed the mind of librarians in academic libraries in South Western Nigeria in the context of their emotionality, knowledge sharing and productivity. Emotional Intelligence has proven to develop individual motivation which influencing knowledge sharing behaviour among workers as well as librarians the knowledge chain will invariably enhance the capabilities of librarians in terms of intellect, ideas, innovations and so on, which will translate into their efficiency on their duty schedules. Judging from the findings it was observed that librarians with high emotionality will be able to relate with colleagues, motivate one another, build trust, resolve conflict and create enabling environment for colleagues to function well. If these attributes are present in any organisation they will be enablers for sharing knowledge which will invariably improve jobs understanding, open the eyes of workers and librarians in particular to new innovations and better way of tasks execution that can translate to increase productivities in all sphere of lives, academic libraries inclusive. The study recommends that authorities of academic libraries and parent bodies of academic libraries should develop methods of recognising and reward librarians who share knowledge with colleagues.

This will increase existing willingness of librarians to share knowledge, thereby consolidate the productivity of librarians in terms of creating enabling environment for study, enhancing creativity of the parent bodies in the areas of accreditation of programmes and improved standard of academic generally.

REFERENCES

- 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. Available online at: www.savap.org.pk.
- Arakelian, A, Maymand, M.M. & Hosseini, M.H. (2013), Study of the relationship between Emotional Intelligence and Knowledge Sharing. *European journal of Business and Management*, vol. 5(22)
- 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. Retrieved from: www.iiste.org on 27/02/14.
- Benson, G., Ploeg, J. & Brown, B. (2010). A Cross-Sectional Study of Emotional Intelligence in Baccalaureate Nursing Studies, *Nurse Education Today*, Vol. 30, Pp. 49 – 53. DOI: <http://dx.doi.org/10.1016/j.nett.2009.06.006>.
- Brachos, D.K., Kostopoulos, K.E.S. & Prastacos, G. (2007). Knowledge Effectiveness, Social Context and Innovation. *Journal of Knowledge Management*, 11 (5), 31 – 44.
- Calabrese, F & Sathisemakul, C(2017) The influence of Emotional Intelligence on Employees' knowledge sharing Attitude: The case of a Commercial Bank in Thailand. *Journal of integrated design and process science. vol.21 (1)*
- Chaudhary, N. & Sharma, B. (2012). Impact of Employee Motivation on Performance (Productivity) in Private Organization. *International Journal of Business Trends and Technology*, 2 (4), 29 – 35.
- Cheng, T. (2016). Research methods part 4: The correlational design. Retrieved on 28th April, 2016 from <http://www.psych2go.net/research-methods-part-4-the-correlational-design>
- Connelly, C.E. & Kelloway, E.K. (2003). Predictors of Employees' Perceptions of Knowledge Sharing Cultures. *Leadership and Organization Development Journal*, 24 (5), 294 – 301.
- Cote, S., Lopes, P.N., Salovey, P. & Miners, C.T.H. (2010). Emotional Intelligence and Leadership Emergence in Small Groups a University, *The Leadership Quarterly*, Vol. 21, pp. 496 – 508.
- Chow, W. S., & Chan, L. S. (2008). Social network, social trust and shared goals in organizational knowledge sharing. *Information & Management*, 45(7), 458-465.
- Christian, H., Lindgren, R., Nulden, U., & Pessi, K. (2002). The evolution of knowledge management systems needs to be managed. *Journal of Knowledge Management Practice*.
- Cross, L & Bird, L (2002) Technology is not enough improving performance by building organisational memory. *Sloan Management Review*, 4(3), 69-78.
- Darabi, M. (2012). Emotional Intelligence: A Literature Review, *Journal of Applied Sciences Research*, Vol. 8 (6), pp. 2291 – 2297.
- Davenport, T. H., & Prusak, L. (1998). Working knowledge: How organizations manage what they know. Harvard Business School Press, Boston, MA.
- Gaal, Z., Szabo, L. & Zsepregi, A. (2013). Organizational Characteristics that Influence the way middle Managers and their Subordinates are available to each other, *Proceedings of 14th Conference on Knowledge Management (ECKM2013)*, Kaunas, Lithuania, pp. 227 – 235.
- Goddard, D, Hoy, P, & Woolfolk, H (2000). Organisational work and personal factors in employee turnover and absenteeism. *psychological Bulletin*, 80. 76-151
- Goleman, D. (1998). Daniel Goleman's five components of emotional intelligence. Available at <http://www.sonoma.edu/users/swijlink/teaching/philosophy.../goleman.htm>.
- Goh, S.K & Sandhu M.S (2014). The influence of trust on knowledge donation and collecting: An examination of Malaysian universities. *International Education Studies*, 7(2), 125
- Grace, A.F. (2012). Emotional Intelligence and Gender as Predictors of Academic Achievement among some University Students in Barbados, *International Journal of Higher Education*, Vol. 1.
- Gulluce, A.C. & Iscan, O.F. (2010). The Relationship between Occupational Burnout and Emotional Intelligence, *Eskisehir Osmangazi University Business and Management Faculty Review*, Vol. 5 (2), pp. 7 – 29.
- Gupta, A.K. & Govindarajan, V. (2000). Knowledge Management's Social Dimension: Lessons from Nucor Steel, *Sloan Management Review*, Vol. 42, (1), pp. 71 – 80.
- Kovacs, N. O, Komlosi, E, Szenteleki, C, & Toth, E. V. (2020) Exploring Sharin Emotional Intelligence Trait Enablers for knowledge Sharing: An Empirical study. *International journal of synergy and Research* .Retrieved. from <http://ijsr.journal.umcs.pl> On 15th June, 2020. 2-11

- Kowalczyk, D. (2015). Correctional research: Definition, purpose & examples. Retrieved on 28th April, 2016 from <http://www.study.com/.../correctional-research-definition-purpose-examination.html>
- Lim, K.Y, & Goh, K(2014) Perceived Creativity: The Role of Emotional Intelligence and knowledge Sharing Behaviour. *International journal of information and knowledge Sharing. vol.13(4). 2-6*
- Mayer, J.D. & Salovey, P. (1997). What is Emotional Intelligence? In Emotional Development and Emotional Intelligence, P. Salovey & D.J. Sluyter (eds.), Pp 3 – 31, New York: Basic Books.
- Muraina, K. O, Muraina M. B, Amao, O.Z.K, & Oyelade, O(2013) Parental Educational Background and Socio-Economic Status as Factors enhancing Students performance in Itesiwaju Local Government Area of Oyo State, Nigeria. *Africa journal of Education and and Information Management. vol13 (1&2), 56-63*
- Okonedo, S., Popoola, S.O., Emmanuel, S.O. & Bamigboye, O.B. (2015). Correlational Analysis of Demographic Factors, Self-Concept and Research Productivity of Librarians in Public Universities in South-West, Nigeria. *International Journal of Library Science*, 4 (3), 43-52. DOI: 10.5923/j.library.20150403.01
- Rimm-Kaufman, D & Sawyer, P (2004) The of emotional intelligence on career success; Research on the 1990 graduates of business administration faculty of Istanbul University. Master's thesis: Istanbul University.
- Quadri, R.F. (2010). *Job Satisfaction as Correlates of Job Commitment of Librarians in Tertiary Institutions in South-Western Nigeria*. Unpublished thesis submitted to the department of Library, Archival and Information Studies, University of Ibadan, Ibadan Oyo State, Nigeria.
- Serrat, O. (2017). Understanding and Developing Emotional Intelligence. Researchgate.net
- Van den Hook, B & Ridder de J(2004). Knowledge sharing in context: The influence of organisational commitment, communication climate and CMC use on knowledge sharing. *Journal of knowledge management*, 8(6). 117-120
- Wang, S. & Raymond, A.N. (2010). Knowledge Sharing: A Review and Directions for Future Research, *Human Resource Management Review*. Vol. 20, pp. 115 – 131. DOI:<http://dx.doi.org/10.1016/j.hrmr.2009.10.001>.
- Wang, W. & Hou, Y. (2015). Motivations of Employees' Knowledge Sharing Behaviours: A Self-Determination Perspective. *Information & Organization*, 25 (1), 1 – 26. DOI:10.1016/j.infoandorg.2014.11.001; <http://dx.doi.org/10.1016/j.inforandorg.2014.11.001>.
- Yang, H. & Wu, T. C. T. (2008). Knowledge sharing in an organization. *Technological Forecasting & Social Change*, 75, 1128-1156.
- yaya, J.A. (2016). Employee Motivation, Emotional Intelligence and Human Capital Development as Correlates of Job Satisfaction and Productivity of Libraries in Public Universities in Nigeria. Unpublished PhD Thesis submitted to the College of Postgraduate Studies, Babcock University, Ilishan-Remo, Ogun State, Nigeria.
- Yaya, J A, Opeke, R, O. & Onuoha, U. D. (2016) Job Satisfaction as correlates of Librarians in Nigeria. *Library. Philosophy and Practice*. Retrieved from <http://digitalcommons.unl.edu/libphilprac>. On 15th May 2020.