

Emotional Intelligence and Self-efficacy as Determinant of Job Performance of Library Staff in LAUTECH, Ogbomoso

By

Mojisola Omowumi Odewole
Osun State University Library, Osogbo
mojisola.odewole@uniosun.edu.ng
Mobile Line: 08035815631

Abstract

This study investigated emotional intelligence and self-efficacy as determinant of job performance of library staff in LAUTECH, Ogbomoso. The study adopted descriptive survey research design and a sample of 54 was selected using total enumeration sampling technique. A self-developed questionnaire tagged “Emotional Intelligence and Self-efficacy as Determinant of Job Performance of Library Staff” Scale” was used to collect data from the respondents. Out of 54 copies of the questionnaire administered, 53 copies were completely filled and returned giving 98.2% response rate. Data collected for the four research questions were analysed using frequency counts and percentages while PPMC and multiple regression were used to test the three null hypotheses of the study. The study found that the level of job performance of the respondents is high. The study also found that the level of emotional intelligence of the respondents is high and majority of them hold positive opinion about themselves. The study further revealed that inadequate provision of basic needs for the work; poor conducive work environment; and power failure are some of the barriers to the effective job performance of library staff. The study also established that the combination of emotional intelligence and self-efficacy had influence on the job performance of the respondents. The study recommends that library management should take measures to enhance the emotional intelligence and self-efficacy level of library staff. This can be done by giving expertise training in emotional intelligence and self-efficacy.

Keywords: Library; Library Staff; Emotional Intelligence; Self-efficacy; Job Performance

Introduction

The basic functions of academic libraries in helping the parent institutions to achieve their goals and objectives are to select, acquire, organise, store and provide relevant information resources that will support teaching, learning and research activities. However, in order for library to achieve these, the importance of library staff which consists of the professional, para-professional and non-professional cannot be overestimated. They are the one to put the functions and services of the library into action, and these people possess skills in collection development, technical processing of information sources, user education and other services (Amusa, Iyoro & Olabisi, 2013; Saka & Salman, 2014). Thus, for effective delivery of these services, library management should be very conscious of the job performance of library staff. This is because; the concept of job performance is an imperative index in predicting the success or failure of any institutions including the academic libraries. Therefore, Igbinovia and Popoola (2016) defined job performance as a set of workers' behaviors that can be monitored, measured and assessed, and the behaviors which should be in agreement with the organisational goals.

Many indicators can be used to measure the job performance of the staff and these include rendering of good quality work, high quantity of task performed, working with little or no supervision, completion of task within stipulated period, interpersonal relationship among others (Basahuwa, Unegbu & Babalola, 2020). Over the years, many researchers postulated that there are some psychological factors that influence job performance of staff in any organisation including the library. These factors include motivation, job satisfaction, organisational culture, leadership structure, self-concept, emotional intelligence self-efficacy, among others (Igbinovia & Popoola, 2016). Therefore, this study will only focus on the influence of emotional intelligence and self-efficacy on the job performance of library staff.

Conceptually, the term emotional intelligence can be described as the capability to identify, persist, and control driving forces; communicate clearly; make incredible decisions; tackle issues; and perform with other individuals in such a way that makes companions and achievement (Suleman, Syed, Mahmood & Hussain, 2020). Generally, emotional intelligence has four components namely; self-awareness, self-management, social-awareness and relationship management (Yaya, Uzohue & Akintayo, 2016). Each of this component can be used to measure the job performance of staff in the library. The importance of emotional

intelligence in the delivery of service in any organisation cannot be underrated. This is because, it is very important in determining not only employee job commitment and job satisfaction, but also the level of employee productivity in the organisation (Masrek Abdullah-Sani & Jamaludin, 2012).

In the library context, the importance of emotional intelligence in determines the job performance of library staff cannot be overemphasized. Due to the fact that library staff are part of the social workers that attend to different information users from various ethnic groups with diversified culture, status, belief, attitude and background which might be different from the that of library staff (Onwubiko, 2020). Apart from this, emotional intelligence also enhances higher level of inter-relationships, mutual understanding and higher level of performance at the work place. Therefore, it is important for the library staff to possess some of the component of emotional intelligent which will help them to attend to library users effectively even when the users show some attitudinal problem which may likely negate their feelings or may be injurious to their effectiveness and performances.

On the other hand, self-efficacy can be described as the belief about ones capability to perform in a certain manner to attain certain goals; a person's belief about his/her capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Mensah & Lebbaeus, 2013). Similarly, Bandura (1994) as cited by Kadeejakutty and Jalaja, (2018) defined self-efficacy as the people's beliefs about their capabilities to produce designated levels of performance. The researchers explained further that these beliefs help to determine how people feel, think and behave. In any organisation including the library, individuals' perceived ability to attain or achieve a specific result is very paramount. This is because, staff with high level of self-efficacy choose to perform more challenging tasks, explore their environment, or create new ones (Bandura, 1997). This means that the higher the self-efficacy of a staff the better the certainty and capacity to prevail in a given undertaking. On the other hands, staff with low self-efficacy will probably surrender or lose trust in burdensome conditions while individuals with high self-efficacy regularly push further to overcome the test (Ikonne, Unegbu, Soyemi & Arinola, 2019). In other words, Bandura (1994) postulated that people with weak self-efficacy avoid difficult tasks and challenges, and also show weak

commitments to attain their goals while people with strong self-efficacy face challenges bravely rather than as threats to be avoided and also have strong commitments to their goals and interest.

In the light of this, it is important for library staff to possess high level of self-efficacy which will help them to be more creative, perform more challenging tasks so as to adequately disseminate relevant information resources that will meet the information need of the library users. In corroboration to this, Tella, Ayeni and Popoola (2007) postulated that self-efficacy propels librarians to keep trying to accomplish their goals, and make good decisions that translate into meaningful achievements. Base on this submission, it is assumed that if the library staff can be emotionally intelligence and exhibit high level of self-efficacy, they will perform their job effectively and efficiently. Therefore, it is against this background that this study was designed to examine the influence of emotional intelligence and self-efficacy as the determinant of job performance of library staff in Ladoke Akintola University of Technology (LAUTECH), Ogbomoso.

Statement of the Problem

Academic library as a social institution plays an important role in supporting the educational institution to achieve their goals and objectives. Therefore, for library to do these, it requires employees which are engage with different role and remain committed to perform at high standards. However, previous findings showed that job performance of employees in public sector has always been questionable in developing countries (Salman, Khan, Draz, Iqbal & Aslam, 2016). In the same vein, Akor (2009) reported that the level of job performance of staff in academic library in North-central was low. Although, many researchers such as Ogungbeni, Ogungbo and Yahaya (2013); Salman, Khan, Draz, Iqbal and Aslam (2016), Olajo and Oyeboade (2016); Bamgbose and Ladipo (2017); as well as Onwubiko (2020) carried out different studies on the psychological factors that have influence on the job performance of library staff. However, it was observed that none of them had examined emotional intelligence and self-efficacy as the combined factors that could influence the job performance of library staff. This means that little or no study had been carried out on the influence of emotional intelligence and self-efficacy as the determinant of job performance of library staff. Therefore, it is in light of this that this study was set out to examine emotional intelligence and self-efficacy as

the determinant of job performance of library staff in Ladoke Akintola University of Technology (LAUTECH), Ogbomosho.

Objectives of the Study

The broad objective of this study is to examine emotional intelligence and self-efficacy as the determinant of job performance of library staff in Ladoke Akintola University of Technology (LAUTECH), Ogbomosho. The study will specifically:

- i. determine the level of job performance of library staff in Ladoke Akintola University of Technology, Ogbomosho;
- ii. determine the level of emotional intelligence of library staff in Ladoke Akintola University of Technology, Ogbomosho;
- iii. examine the library staff's self-efficacy in Ladoke Akintola University of Technology, Ogbomosho; and
- iv. identify barriers to the job performance of library staff in Ladoke Akintola University of Technology, Ogbomosho

Research Questions

The following research questions will be answered

- i. What is the level of job performance of library staff in Ladoke Akintola University of Technology, Ogbomosho?
- ii. What is the level of emotional intelligence of library staff in Ladoke Akintola University of Technology, Ogbomosho?
- iii. What is the library staff's self-efficacy in Ladoke Akintola University of Technology, Ogbomosho; and
- iv. What are the barriers to the job performance of library staff in Ladoke Akintola University of Technology, Ogbomosho?

Hypothesis

The following null hypotheses will be tested at 0.05 level of significant

- H₀₁ There is no significant relationship between emotional intelligence and job performance of library staff in Ladoke Akintola University of Technology, Ogbomosho.

H₀₂ There is no significant relationship between self-efficacy and job performance of library staff in Ladoke Akintola University of Technology, Ogbomoso.

H₀₃ Emotional intelligence and self-efficacy will not jointly influence job performance of library staff in Ladoke Akintola University of Technology, Ogbomoso.

Scope of the Study

This study investigated emotional intelligence and self-efficacy as the determinants of job performance of library staff in Ladoke Akintola University of Technology. The study focused on two independent variables (emotional intelligence and self-efficacy) and one dependent variable (job performance of library staff). The population of the study consists of all the library staff in Ladoke Akintola University of Technology, Ogbomoso. Questionnaire was used to collect data from the respondents. Data collected for the study were analysed using Frequency counts, percentages, Pearson Product Moment Correlation (PPMC) and multiple-regression.

Review of Related Literature

In the recent time, researchers from different part of the world had carried out different empirical studies on emotional intelligence, self-efficacy and job performance of library staff. However, none of them had combined emotional intelligence and self-efficacy as combined factors that influence job performance of library staff. Therefore, only literature related to this study will be reviewed. Among the numerous studies on emotional intelligence and job performance of library staff is the work of Yaya, Akintayo and Uzohue (2016) who examined emotional intelligence as correlates of productivity of librarians in Nigerian public universities. Correlational survey research design was adopted. The study population consisted of 1,254 librarians in public university libraries in Nigeria, from which 923 were selected using simple random sampling. A self-developed questionnaire was used to collect data from the respondents. The questionnaire validation was subjected to the scrutiny of the experts in the areas of the variables studied and it gave a reliability coefficient of 0.91 for Emotional Intelligence and 0.94 for Productivity. Data were analysed using descriptive statistics and inferential of Pearson Product Moment Correlation (PPMC). The study found that there is a significant relationship between emotional intelligence and productivity ($r = 0.032$, $P < 0.05$) of librarians in public

university libraries in Nigeria. Also, the study concluded that emotional intelligence and productivity levels of librarians in university libraries were high.

In the same vein, Kassim, Bambale and Jakada (2016) investigated the relationship between lecturer's emotional intelligence and their job satisfaction in Universities in Kano State. The study comprises of 2,502 number lecturers of all the universities in Kano State, using convenience sampling, 335 represents the population of the lecturers in Kano State. Multiple linear regressions were used for the analysis. Result from the analysis revealed a significant relationship between use of emotion, regulation of emotion with job satisfaction while self-emotional appraisal and other emotion appraisal were found to have no relationship with job satisfaction.

Furthermore, the study carried out by Igbinovia and Popoola (2016) investigate organisational culture and emotional intelligence as predictors of job performance among library personnel in Edo state, Nigeria. The survey research design was employed for the study with a population size of 181 library personnel in the 15 academic libraries under study, and due to the manageable population size, total enumeration was adopted as the sampling technique. The questionnaire was used to elicit data from the respondents. Out of the 181 copies of the questionnaire administered, 163 copies were retrieved and found valid for analysis constituting a 90% response rate. Four research questions and four null hypotheses were tested at 0.05 level of significance. The tool used to analyse the research question was descriptive statistics such as percentage, mean, and standard deviation and inferential statistics such as correlation and multiple regression were used for testing the hypotheses. The findings of the study revealed that there is a high level of job performance, good organisational culture, and high level of emotional intelligence among the personnel. Organisational culture and emotional intelligence jointly and significantly predict job performance of personnel.

Similarly, Onwubiko (2020) investigated the connection between emotional intelligence and effective management of the library and librarians' performance. The study adopted a survey research design with a sampled population of 370 selected among librarians working in different libraries in Nigeria through purposive sampling technique. The study was guided by three research questions and three hypotheses that were tested at 0.05 level of significance. Questionnaire was used to collect data from the respondents. The outcome of the study reveals

that there exists high positive relationship between librarians' emotional intelligence and their performance.

In the same vein, the study of Oloajo and Oyeboade (2016) investigated emotional intelligence of library personnel and library work productivity in selected Academic Libraries in Oyo State, Nigeria. Responses were generated from 186 library personnel across eight (8) selected academic libraries in Oyo State, Nigeria. The questionnaire was used for data collection. Using the Pearson Product Moment Correlation, it was found out that Self-Awareness ($r = .521^{**}$; $P < 0.05$), Self-Management ($r = .154^*$; $P < 0.05$), Social Awareness ($r = .192^{**}$; $P < 0.05$), and Relationship Management ($r = .790^{**}$; $P < 0.05$) were positively correlated with Library Work Productivity. Likewise, Emotional Intelligence ($r = .085^*$; $P < 0.05$) has significant positive relationship with Library Work Productivity. The ANOVA showed that self-awareness, self-management, social awareness and relationship management jointly and significantly predict library work productivity by 52.1%. A study by Afolabi, Awosola, and Omole (2010) on the influence of emotional intelligence and gender on job performance and job satisfaction among Nigerian police officers revealed that those who are of high emotional intelligence are more satisfied and perform better than police officers who are of low emotional intelligence.

On the other hand, a study carried out by Adeeko, Aboyade and Oyewole (2017) on job satisfaction and self-efficacy of library personnel as determinants of their job performance. A descriptive survey research design was adopted for the study. Total enumeration was used to cover 112 library personnel using structured questionnaire. The data collected were analysed using descriptive statistics. Four research questions were answered in the study. Result obtained indicated that, the levels of job performance, job satisfaction and self-efficacy of library personnel in universities in Southwest Nigeria were high. The study further showed that job satisfaction and self-efficacy are good predictors of job performance of library personnel in universities in Southwest Nigeria, however, their relative influence differs. This is because job satisfaction has the highest relative contribution to the job performance of library personnel. In the same vein, Ikonke, Unegbe, Soyemi and Arinola (2019) assessed the correlational analysis of self-efficacy and job satisfaction of librarians in public universities in South-west, Nigeria. The study found that librarians in public university libraries in South-West Nigeria considered their

level of self-efficacy to be high, and there is a significant relationship between self-efficacy and job satisfaction of library staff in the selected institutions. A similar study carried out by Kappagoda (2018) on the impact of self-efficacy on task performance and contextual performance of the employees in the banking sector in Sri Lanka. The results of the study indicated that self-efficacy had significantly and positively correlated with task performance and contextual performance.

Kadeejakutty and Jalaja (2018) also examined perceived self-efficacy of library professionals of universities in Kerala in relation to some demographic variables. The investigator randomly surveyed 180 library professionals from among 315 qualified permanent library professionals working in the universities in Kerala through questionnaire method. The results revealed that library professionals have a moderate level of perceived self-efficacy. The study further showed that there is no significant difference in the perceived self-efficacy of university library professionals with respect to gender, age, designation and years of experience. In another study conducted by Tiyyuri, Saberi, Miri, Shahrestanaki, Bayat and Salehiniya (2016) reported the results of a study on post-graduate students in Tehran University of medical sciences and found that a significant relationship exists between research self-efficacy and academic performance, except the quantitative and computer skills need to be improved. Tella, Ayeni and Popoola (2007) reported that self-efficacy and prior computer experience contribute significantly to the creativity of newly appointed librarians. This in turn means that self-efficacy significantly helps the newly appointed librarians to perform effectively. Furthermore, Adio and Popoola (2010) assessed the influence of demographic variables and self-efficacy on career commitment of federal university librarians in Nigeria. The study revealed that there is a positive relationship between self-efficacy and career commitment of librarians under study.

On the barriers to the effective job performance of library staff, Yaya, Akintayo and Uzohue (2016) as well as Ikonne, Unegbu, Soyemi and Arinola (2019) reported that major challenging issues facing Nigerian university librarians were non-payment of similar allowances payable to other academic staff, lack of employee recognition and marginalization of librarians by the university authorities, irregular payment of salary and wages, lack of conducive work environment, irregular promotion opportunities, lack of effective job design, inadequate provision of basic needs to librarians, inadequate security of lives and properties and

undemocratic leadership styles. In the same vein, Igbinovia and Popoola (2016) postulated that academic libraries are faced with problems of unhealthy competition, inappropriate behavioural patterns, ethical issues, individual values, unfavourable working conditions, jealousy, anger, hatred, lack of self-control, and lack of understanding, which have effect on job performance of workers and subsequently the library's objectives.

In another study carried out by Bamgbose and Ladipo (2017), the researchers found that many library staff were uncertain about the future of their career while lack of complete senior management commitment and support are some of the barriers to the job performance of library staff. Base on the literature reviewed, it can be deduced that the importance of emotional intelligence and self-efficacy in workplace and also in personal life of an individual cannot be underrated. It is in the light of this that this study intends to examine the potential influence of both emotional intelligence and self-efficacy on the job performance of library staff in LAUTECH, Ogbomoso.

Methodology

Descriptive survey design was adopted for the conduct of this study. This design was considered appropriate because it involves in describing the relationship between two or more variables and also interprets the strong relationship that exists among different variables (Cheng, 2016). Hence, justify the adoption of this design. The target population of this study consisted of all the library staff in Ladoke Akintola University of Technology (LAUTECH), Ogbomoso. As at 2020/2021 academic session, the total number of library staff in Ladoke Akintola University of Technology (LAUTECH), Ogbomoso is 54 (*Academic Planning Unity, 2021*). Total enumeration sampling technique was used to determine the sample size. This technique was considered appropriate because of the small number of the population; and because the study population is readily accessible for data collection. This means that a total of 54 sample size was used in this study. A self-developed questionnaire was used to collect data from the respondents tagged "Emotional Intelligence and Self-efficacy as Determinant Job Performance of Library Staff's Scale" (EISDJPLSS). The instrument was divided into Parts A and B. Part A deals with Bio-data of the respondents including gender, age, academic qualification and year of experience while Part B was divided into four sections, which contained items to capture information on the four research questions and the three hypotheses of the study. The questionnaire was validated

using content and construct validity method by given three copies of the questionnaire to the research experts in the Department of Library and Information Science, to check for the correctness and items of the instrument. In order to determine the level of reliability of the instrument, 20 copies of the questionnaire were administered to 20 library staff in University of Ibadan and the data collected for the pre-test was subjected to Croanbach-alpha method and give a reliability co-efficient of $r=0.87$. A total number of 54 copies of questionnaire were personally administered by the researcher with the help of research assistance. The respondents were persuaded to fill and return the questionnaire immediately. Out of which 53 copies of the questionnaire were completely filled and returned which gives 98.2% response rate. Data collected for the four research questions of the study were analysed using descriptive statistic of frequency counts and percentages while data for three hypotheses were tested using inferential statistics of Pearson Product Moment Correlation (PPMC) and multiple regressions.

Data Presentation and Analysis

Table 1: Bio-data of the Respondents

Gender	Frequency	Percent
Male	21	39.6
Female	32	60.4
Total	53	100.0
Age		
25-30	1	1.9
31-35	3	5.7
36-40	5	9.4
41-45	20	37.7
46 and above	24	45.3
Total	53	100.0
Year of Experience		
1-5	5	9.4
6-10	16	30.2
11-15	13	24.5
16-20	19	35.9
Total	53	100
Academic Qualification		
PhD	8	15.1
MLIS	12	22.7
BLIS	20	37.7
DLIS	6	11.3
OND	7	13.2
Total	53	100.0

The results in Table 1 showed the bio-data of the respondents. The results revealed that out of 53 respondents, 21 (39.6%) were male while 32 (60.4%) were female. This means that majority of the respondents were female. Based on the age distribution of the respondents, the results showed that majority of the respondents 24 (45.3%) fall within the age range of 46 and above. This is closely followed by the respondents that fall within the age range of 41-45 represented by 20 (37.7%). Next to this are the respondents that fall within the age of range of 36-40 represented by 5 (9.4%). The result also showed that 3 (5.7%) fall within the age range of 31-35 while 1 (1.9%) fall within the age range of 25-30. On the year of experience of the respondents, the results revealed that majority of the respondents 19 (35.9%) had 16-20 years of experience while 16 (30.2%) had 6-10 years of experience. The result also showed that 13 (24.5%) had 11-15 years of experience while 5 (9.4%) had 1-5 years of experience. On the academic qualification of the respondents, the results showed that majority of the respondents 20 (37.7%) had Bachelor's Degree in Library and Information Science while 12 (22.7%) had Masters in Library and Information Science. This is followed by the respondents that had PhD in Library and Information Science represented by 8 (15.1%) while 7 (13.2%) had National Diploma in Library and Information Science. The results also showed that 6 (11.3%) had Diploma in Library and Information Science.

Research Question 1: What is the level of job performance of library staff in Ladoke Akintola University of Technology, Ogbomoso?

Table 2: Level of Job Performance of Library Staff in LAUTECH

S/N	Statement	VH	H	L	VL
1	Ability to solve the problem at hand	35 (66.0%)	15(28.3%)	3 (5.7%)	-
2	Job commitment	46 (86.8%)	7 (13.2%)	-	-
3	Ability to perform official duties with less fatigue	39 (73.6%)	13 (24.5%)	1 (1.9%)	-
4	Ability to combine professional, technical and administrative expertise	16 (30.2%)	21 (39.6%)	9 (17.0%)	7 (13.2%)
5	Ability to perform library work effectively without pressure	37 (69.8%)	10 (18.8%)	4 (7.6%)	2 (3.8%)
6	Level of efficiency	48 (90.6%)	5 (9.4%)	-	-
7	Punctuality at work	42 (79.2%)	11 (20.8%)	-	-

Note: VH+H=High while L+VL= Low

Results in Table 2 revealed the level of job performance of library staff in Ladoke Akintola University of Technology, Ogbomoso. The results showed that 50 (94.3%) claimed that their ability to solve the problem at hand is high while 3 (5.7%) claimed that their ability to solve the problem at hand is low. The results also showed that 53 (100.0%) claimed that their level of job commitment, efficiency, and punctuality at work is high. The results also revealed that 52 (98.1%) stated that their ability to performed official duties with less fatigue is high while 1 (1.9%) stated otherwise. Furthermore, the results showed that 37 (69.8%) claimed that their ability to combine professional, technical and administrative expertise is high while 16 (30.2%) claimed contrary. In the same vein, the results revealed that 47 (88.6%) affirmed that their ability to perform library work effectively without pressure is high while 6 (11.4%) claimed otherwise. In summary, it can be deduced that the level of job performance of library staff in LAUTECH is high.

Research Question 2: What is the level of emotional intelligence of library staff in Ladoke Akintola University of Technology, Ogbomoso?

Table 3: Level of Emotional Intelligence of Library Staff in LAUTECH

S/N	Items	VH	H	L	VL
1	Relationship Management				
i.	Positive impact on others	47 (88.7%)	6 (11.3%)	-	-
ii.	Collaboration and cooperation	35 (66.0%)	17 (32.1%)	1 (1.9%)	-
iii.	Conflict management	29 (54.7%)	20 (37.7%)	3 (5.7%)	1 (1.9%)
iv.	Communication	28 (52.8%)	13 (24.5%)	8 (15.1%)	4 (7.6%)
2	Self-awareness				
i.	Self-confidence	39 (73.6%)	8 (15.1%)	6 (11.3%)	-
ii.	Accurate self-evaluation	21 (39.6%)	19 (35.8%)	10 (18.9)	3 (5.7%)
iii.	Emotional self-awareness	33 (62.3%)	12 (22.6%)	7 (13.2%)	1 (1.9%)
3.	Self-management				
i.	Trustworthiness	48 (90.6%)	5 (9.4%)	-	-
ii.	Positivism	37 (69.8%)	7 (13.2%)	7 (13.2%)	2 (3.8%)
iii.	Self-control	45 (84.9%)	5 (9.4%)	3 (5.7%)	-
iv.	Conscientiousness	26 (49.1%)	13 (24.5%)	8 (15.1%)	6 (11.3%)
4	Social awareness				
i.	Leadership	31 (58.5%)	20 (37.7%)	2 (3.8%)	-
ii.	Empathy	38 (71.7%)	7 (13.2%)	8 (15.1%)	-
iii.	Organisational commitment	26 (49.1%)	27 (50.9%)	-	-
iv.	Organisational awareness	26 (49.1%)	19 (35.8%)	5 (9.4%)	3 (5.7%)

Note: VH+H=High while L+VL= Low

The results in Table 3 revealed the level of emotional intelligence of library staff in LAUTECH. The results showed that the level of relationship management (positive impact on others, collaborations and cooperation, conflict management and communication) of the respondents is high. In the same vein, the results also confirmed that the level of self-awareness (self-confidence, accurate self-evaluation and emotional self-awareness) is high. Also, the results revealed that the level of self-management (trustworthiness, positivism, self-control and conscientiousness) is high. Furthermore, the results showed that the level of social awareness (leadership, empathy, organisational commitment and organisational awareness) is high. In summary, it can be noted that the level of emotional intelligence of the library staff in LAUTECH is high.

Research Question 3: What is the library staff's self-efficacy in Ladoke Akintola University of Technology, Ogbomosho?

Table 4: Library Staff's Self-efficacy in LAUTECH

S/N	Statement	SA	A	D	SD
1	I am strong enough to overcome job problem	38 (71.7%)	15 (28.3%)	-	-
2	It is easy for me to stick and accomplish my goals in my job.	25 (47.2%)	23 (43.4%)	5 (9.4%)	-
3	I know how to handle unforeseen situations in my work	22 (41.5%)	19 (35.9%)	7 (13.2%)	5 (9.4%)
4	Can solve most problems in my work if I invest the necessary efforts	32 (60.3%)	17 (32.1%)	3 (5.7%)	1 (1.9%)
5	Can remain calm when facing difficulties in my job because I rely on my coping ability	44 (83.0%)	9 (17.0%)	-	-
6	If I encounter challenge in my job, I can think of a solution	31 (58.5%)	20 (37.7%)	2 (3.8%)	-
7	I feel confident to analyze problems when they occur and find solutions	26 (49.0%)	18 (34.0%)	6 (11.3%)	3 (5.7%)

Note: SA+A= Agree while D+SD=Disagree

Results in Table 4 showed the library staff's self-efficacy. The result revealed that 53 (100.0%) agreed that they were strong enough to overcome job problem, remain calm when facing difficulties because of their coping ability. Furthermore, the results revealed that 49 (92.4%) agreed that they can solve most problems in their work if they invest the necessary efforts while 4 (7.6%) disagreed with this statement. The results further revealed that 51 (96.2%) agreed that they can think of a solution if they encountered challenge in their job while 2 (3.8%) disagreed with this statement. The results also showed that 48 (90.6%) agreed that it is easy for

them to stick and accomplish their goals in their job while 5 (9.4%) disagreed with this statement. In the same vein, the results confirmed that 44 (83.0%) agreed that they feel confident to analysed problems when they occur and they can find solutions to the said problems while 9 (17.0%) disagreed with this problem. Lastly, the study showed that 41 (77.4%) agreed that they know how to handle unforeseen situations in their work while 12 (22.6%) disagreed with this statement. Based on this, it can be noted that majority of the respondents hold positive opinion about themselves.

Research 4: What are the barriers to the job performance of library staff in Ladoke Akintola University of Technology, Ogbomoso?

Table 5: Barriers to the Effective Job Performance of Library Staff in LAUTECH

S/N	Statement	Yes	No
1	Inadequate provision of basic needs for the work	43 (81.1%)	10 (18.9%)
2	Poor conducive work environment	39 (73.6%)	14 (26.4%)
3	Lack of technological knowhow or skills	16 (30.2%)	37 (69.8%)
4	Irregular payment of salary and wages	2 (3.8%)	51 (96.2%)
5	Power failure	32 (60.4%)	21 (39.6%)
6	Poor organisational structure in the library	4 (7.5%)	49 (92.5%)

The results in Table 5 identified barriers the effective job performance of library staff in LAUTECH. The results showed that inadequate provision of basic needs for the work; poor conducive work environment; power failure is some of the barriers to the effective job performance of library staff.

Testing of Hypotheses

H₀₁ There is no significant relationship between emotional intelligence and job performance of library staff in Ladoke Akintola University of Technology, Ogbomoso.

Table 6: Emotional Intelligence and Job Performance of Library Staff in LAUTECH

Variables	Mean	SD	N	DF	R-cal	P-value	Remark
Emotional Intelligence	6.41	1.03	53	51	1.363	.000	Sig.
Job Performance	3.23	0.11					

Source: Field Survey (2021) (P<0.05)

Results in Table 6 revealed the relationship between emotional intelligence and job performance of library staff. The results confirmed that there is positive relationship between emotional intelligence and job performance of library staff. This is shown in the results where

the r -cal= 1.363 and p -value= 0.00 which is less than the level of significant (0.05). Therefore, the null hypothesis of the study which stated that there is no significant relationship between emotional intelligence and job performance of library staff in LAUTECH was REJECTED. This means that there is a significant relationship between emotional intelligence and job performance of library staff.

H₀₂ There is no significant relationship between self-efficacy and job performance of library staff in Ladoke Akintola University of Technology, Ogbomoso.

Table 7: Self-efficacy and Job Performance of Library Staff in LAUTECH

Variables	Mean	SD	N	DF	R-cal	P-value	Remark
Self-efficacy	4.15	2.39	53	51	2.09	.000	Sig.
Job Performance	2.83	1.85					

Source: Field Survey (2021) (P<0.05)

The Results in Table 7 showed the relationship between self-efficacy and job performance of library staff in LAUTECH. The results revealed that there is strong relationship between self-efficacy and job performance of library staff. Because the results showed that r -cal= 2.09 and the p -value= 0.000 which is less than the level of significant (0.05). Therefore, the null hypothesis of the study which stated that there is no significant relationship between self-efficacy and job performance of library staff in LAUTECH was REJECTED. This implies that there is a significant relationship between self-efficacy and job performance of library staff.

H₀₃ Emotional intelligence and self-efficacy will not jointly influence job performance of library staff in Ladoke Akintola University of Technology, Ogbomoso.

Table 8: Joint Contribution of Emotional Intelligence and Self-efficacy on Job Performance of Library Staff in LAUTECH

R	R Square	Adjusted R Square	Std. Error of the Estimate
.411	.760	.548	6.8631

Analysis of Variance (ANOVA)

Model	Sum of Squares	DF	Mean Square	F-ratio
Regression	6537.023	2	18.943	
Residual	3662.827	51	10.521	650.7

Total	1099.85	53
-------	---------	----

Source: Field Survey (2021)

The results in Table 8 give the summary of the results of the multiple regression analysis for the joint contribution of emotional intelligence and self-efficacy on the job performance of library staff in LAUTECH. The result confirmed that the combination of the two independent variables (emotional intelligence and self-efficacy) significantly influence the job performance of library staff. This is shown in the results where emotional intelligence and self-efficacy jointly exert 76% influence on the job performance of library staff.

Table 9 Relative Extent of Influence of the Determinants on the Job Performance of Library Staff in LAUTECH

Model	B	Standard of Error	Beta	T-value	P
Constant	15.492	18.731		8.22	.000
Emotional Intelligence	1.632	2.093	1.043	0.81	.000
Self-efficacy	1.221	0.741	2.431	4.015	.000

Source: Field Survey (2021) (P<0.05)

Results in Table 10 showed the extent to which each of the independent variable influence the job performance of library staff. The results revealed that each of this variable had a significant influence on the job performance of library staff. The results showed that self-efficacy had the most significant influence with (Beta = 2.431; t-value= 4.015; P< .000) while emotional intelligence had least influence on the job performance of library staff with (Beta = 1.043; t = 0.81, P <.000). The finding also revealed that difference exists in the job performance of library staff based on their level of emotional intelligence and their self-efficacy. This is shown by the difference in the T-Value that each of determinant obtain.

Discussion of Findings

The purpose of this study is to examine emotional intelligence and self-efficacy as determinant of job performance of library staff in University of Ibadan. The first finding of the study revealed that the level of job performance of library staff in LAUTECH is high. This is because majority of the respondents stated that their level of job commitment, efficiency, and punctuality at work is high. This finding supported the work of Adeeko, Aboyade and Oyewole

(2017) who reported that the job performance of library staff in South-west Nigeria is high. The high job performance of staff in any organisation including the library is pertinent. This is because the high performance of the staff will enable the library to easily achieve her stated goals and objectives of supporting the parent institutions. However, this finding contradicts the work of Salman, Khan, Draz, Iqbal and Aslam (2016) who reported that the level of job performance of staff in the developing countries including Nigeria is questionable. The reason for this may be connected to the fact these staff were poorly motivated or dissatisfied with the conditions of their job.

The second finding of the study which focused on the level of emotional awareness of the staff in LAUTECH showed that their level of emotional intelligence is high. This is confirmed in the response of staff where majority of them claimed that their level of positive impact on others; collaborations and cooperation; conflict management; communication; self-confidence; accurate self-evaluation; emotional self-awareness; trustworthiness, positivism, self-control; conscientiousness; leadership, empathy, organisational commitment and organisational awareness is high. This means that the library staff in LAUTECH are emotionally intelligent. This finding is in line with the work of Igbinovia and Popoola (2016) who reported that the level of emotional intelligence of library personnel in Edo state, Nigeria is high. The importance of emotional intelligence to the library staff is very paramount because of their dealing with people of different culture, tribe, religion, background among others. Hence, ability to control their emotions will enable them to discharge their statutory services to their clientele effectively.

On the self-efficacy of the library staff in LAUTECH, the study revealed that majority of the respondents hold positive opinion about them. This is because the respondents revealed that they were strong enough to overcome job problem and remain calm when facing difficulties because of their coping ability. The implication of this strong sense of competence of the library staff is that it will facilitate their cognitive processes and job performance, and will help them to perform more challenging tasks and help them to exercise influence over activities that affect their lives. This finding corroborates the work of Kadeejakutty and Jalaja (2018) who postulated that employee with high level of self-efficacy choose to perform more challenging tasks, explore their environment, or create new ones.

Furthermore, the study identified barriers to the effective job performance of library staff in LAUTECH. The study reported that inadequate provision of basic needs for the work; poor conducive work environment; power failure are some of the barriers to the effective job performance of library staff. This finding supported the work of Yaya, Akintayo and Uzohue (2016) as well as the work of Ikonne, Unegbu, Soyemi and Arinola (2019) who reported that major challenging issues facing Nigerian university librarians were non-payment of similar allowances payable to other academic staff, lack of employee recognition and marginalization of librarians by the university authorities, irregular payment of salary and wages, lack of conducive work environment, irregular promotion opportunities, lack of effective job design, inadequate provision of basic needs to librarians, inadequate security of lives and properties. Based on this finding, library management need to take cognizant actions to address these issues so that library staff will perform their job effectively without any hindrance.

The result of the first hypothesis which stated that there is no significant relationship between emotional intelligence and job performance of library staff in LAUTECH was rejected. This is because the study found that there is a positive relationship between emotional intelligence and job performance of library staff. This means that high job performance of library staff is connected to their ability to control their emotions. In support of this finding, Olajojo and Oyeboade (2016) who reported that there is a relationship between emotional intelligence and job performance of library personnel in Oyo state. This implies that the higher the emotional intelligence of the library staff the more they will perform their job better. Also, in considering the fact that library staff are social workers that interact with people of different characters need to be conscious of their social awareness so as to perform their job effectively. Furthermore, the result of the second hypothesis which stated that there is no significant relationship between self-efficacy and job performance of library staff in LAUTECH was rejected.

The study in turn found that self-efficacy has a greater influence on the job performance of library staff. This means that capability of an individual to keep trying to accomplish their goals, and make good decisions will have positive impact on how they perform their job. This finding agreed with the work of Tella, Ayeni and Popoola (2007) who reported that self-efficacy propels librarians to keep trying to accomplish their goals, and make good decisions that translate into meaningful achievements. Concerning the joint contribution of emotional intelligence and self-

efficacy on the job performance of library staff in LAUTECH, the results showed that the combination of emotional intelligence and self-efficacy have influence the job performance of library staff.

The study further revealed the extent to which each of this factor (emotional intelligence and self-efficacy) contributed to the job performance of library staff, the study found that self-efficacy contributed most to the job performance of library staff. The implication of this finding is that, library staff that have high sense of capacity to tackle challenges in their works tends to perform their job effectively than the staff with low self-efficacy. This finding collaborates with the work of Ikonne, Unegbu, Soyemi and Arinola (2019) who postulated that staff with low self-efficacy will probably surrender or lose trust in burdensome conditions while individuals with high self-efficacy regularly push further to overcome the test.

Conclusions and Recommendations

Based on the findings of the study, the study concludes that high job performance of library staff is very crucial in attaining the goals and objectives of the library which will in turn help the parent institutions to achieve their mission and vision. However, for library staff to perform their job effectively, it is pertinent to note that the emotional intelligence and self-efficacy had a great influence on their job performance. This is because staff with high level of emotional intelligence and self-efficacy will perform better than the staff with low emotional intelligence and self-efficacy. Therefore, library staff are encouraged to be emotionally intelligence and develop high level of self-efficacy which will help them to tackle challenges in their works.

Furthermore, university and library management should address the barriers that may affect the job performance of the staff. In the light of this, the study made the following recommendations:

- i. In the process of recruiting new library staff, management should give preference to individuals with high emotional intelligence and self-efficacy.
- ii. Library staff must be proactive by attending trainings and any seminars that can improve their job performance.

- iii. Library management should take measures to enhance the emotional intelligence and self-efficacy level of library staff. This can be done by giving expertise training in emotional intelligence and self-efficacy.
- iv. Both university and library management should provide conducive working environment and basic amenities for effective service delivery of the staff.

References

- Adeeko, K., Aboyade, W. A., & Oyewole, G. O. (2017). Job satisfaction and self-efficacy as determinant of job performance of library personnel in selected university libraries in South-west, Nigeria. *Library Philosophy and Practice* (e-journal), 1-17.
- Adio, G. & Popoola, S. O. (2010). Demographic variables and self-efficacy as factors influencing career commitment of librarians in federal university libraries in Nigeria. *Library Philosophy and Practice* (e-journal). Available at <http://www.webpages.vidaho.edu/umbolin/adio-popoola.html>.
- Amusa, O. I., Iyoro, A. O., & Olabisi, A. F. (2013). Work environments and job performance of librarians in the public universities in South-west, Nigeria. *International Journal of Library and Information Science*, 5(11), 457-461.
- Bamgbose, A. A. & Ladipo, S. O. (2017). Influence of Motivation on Academic library Employees' Performance and Productivity in Lagos, Nigeria. *Journal of Information and Knowledge Management*, 8(2), 33-47.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioural change. *Psychology Review*, 84, 191-215.
- Bandura, A. (1994). Self-efficacy. In V S Ramachandran (Ed.). *Encyclopedia of Human Behavior*, 4, 71-81. Available at <http://www.des.emoryedu/mfp/BanEncy>.
- Basahuwa, C. B., Unegbu, V. E. & Babalola, Y. T. (2020). ICT skills and job performance of librarians in public Universities in North-central, Nigeria. *International of Science Technology and Education*, 8(1), 154-166.
- Cheng, T. (2016). Research methods part 4: The correlational design. Retrieved from <http://www.psych2go.net/research-methods-part-4-the-correlational-%09design/>
- Igbinovia, M. O. & Popoola, S. O. (2016). Organisational culture and emotional intelligence as predictors of job performance among library personnel in academic libraries in Edo State, Nigeria. *Journal of Information Science Theory and Practice*, 4(2), 34-52.
- Ikonne, C. N., Unegbu, V. E., Soyemi, D. O. & Arinola, A. A. (2019). Correlational analysis of self-efficacy and job satisfaction of librarians in public universities in South-west, Nigeria. *Library Philosophy and Practice* (e-journal). 2356.
- Kadeejakutty, U. & Jalaja, V. (2018). Perceived self-efficacy of library professionals of universities in Kerala in relation to some demographic variables. *Kelpro Bulletin*, 22(2), 55-64.
- Kappagoda, U. W. M. R. S. (2018). Self-efficacy, task performance and contextual performance: A Sri Lankan experience. *Journal of Human Resources and Sustainability Studies*, 6, 161-170.
- Kassim, S. I., Bambale, A. J. & Jakada, B. A. (2016). Emotional intelligence and job satisfaction among lecturers of University of Kano State: Empirical evidence. *Journal of Education and Practice*, 7(10), 53-59.
- Masrek, M. N., Abdullah Sani, M. K. & Jamaludin, A. (2012). Exploring the dimensions of emotional intelligence amongst Malaysian public librarians: A critical incident technique approach. *Journal of Basic and Applied Scientific Research*. 2(5), 5206-5214.

- Mensah, O. A. & Lebbaeus, A. (2013). The influence of employees' self-efficacy on their quality of work life: The case of cape coast, Ghana. *International Journal of Business and Social Science*, 4(2). Retrieved from <http://ijbssnet.com/journals/2013/21.pdf>
- Odunewu, A. O. & Haliso, Y. (2019). Knowledge sharing behaviour and librarians job performance in Nigerian Universities. *Library Philosophy and Practice (e-journal)*. 2396.
- Olaajo, P. O. & Oyeboade, J. A. (2016). Emotional Intelligence of library personnel and library work productivity in selected academic libraries in Oyo state, Nigeria. *Library Philosophy and Practice (e-journal)*. 1421. <http://digitalcommons.unl.edu/libphilprac/1421>
- Onwubiko, E. C. (2020). Librarians' emotional intelligence as correlate of effective library management and performance. *Library Philosophy and Practice (e-journal)*. 4508.
- Saka, K. A. & Salman, A. A. (2014). An assessment of the levels of job performance of library personnel in Nigerian universities. *Journal of Balkan Libraries Union*, 2(2), 26-33.
- Salman, M., Khan, M. N., Draz, U., Iqbal, M. J., & Aslam, K. (2016). Impact of self-efficacy on employee's job performance in Health sector of Pakistan. *American Journal of Business and Society*, 1(3), 136-142.
- Suleman, Q., Syed, M. A., Mahmood, Z. & Hussain, I. (2020). Correlating emotional intelligence with job satisfaction: evidence from a cross-sectional study among secondary school heads in Khyber Pakhtunkhwa, Pakistan. *Frontiers in Psychology*, 11(240). doi: 10.3389/fpsyg.2020.00240.
- Tella, A., Ayeni, C. O. & Popoola, S. O. (2007). Work motivation, job satisfaction, and organisational commitment of library personnel in academic and research libraries in Oyo State, Nigeria. *Library Philosophy and Practice*.
- Tiyuri, A., Saberi, B., Miri, M. & Shahrestanaki, E. (2016). Research self-efficacy and its relationship with academic performance in postgraduate students of Tehran University of Medical Sciences. *Journal of Education and Health Promotion*, 7(11). <https://doi:10.4103/jehp.jehp4317>.
- Yaya, J. A. Uzohue, C. E. & Akintayo, O. A. (2016). The correction analysis of motivation and productivity of librarians in public universities in Nigeria. *Journal of Educational Research*, 1(16), 15-32.