

## REVIEW OF EMOTIONAL INTELLIGENCE AMONG LIBRARY PROFESSIONALS IN MAHARASHTRA UNIVERSITIES

<sup>1</sup> Sisode Siddharth Sanjay, <sup>2</sup> Dr Anil Mahadu Chaudhari,

<sup>1</sup>Research Scholar, Department of Library and Information Science, Malwanchal University, Indore

<sup>2</sup>Supervisor, Department of Library and Information Science, Malwanchal University, Indore

### Abstract

Emotional intelligence (EI) is increasingly recognized as a crucial skill for library professionals, impacting their ability to manage interpersonal relationships, communicate effectively, and provide high-quality service in academic settings. This review explores the current state of emotional intelligence among library professionals in universities across Maharashtra. It examines the various dimensions of EI—self-awareness, self-regulation, motivation, empathy, and social skills—and their influence on job performance, job satisfaction, and overall professional effectiveness. The review synthesizes existing literature on the assessment of EI in library professionals, highlighting the methodologies used, key findings, and gaps in research. It also considers the role of EI in coping with the evolving demands of the library profession, such as managing digital resources, navigating technological advancements, and addressing diverse user needs. The findings suggest that higher levels of EI are associated with improved workplace dynamics and enhanced service delivery. The review concludes by identifying opportunities for further research and professional development initiatives to enhance emotional intelligence among library professionals, ultimately fostering a more adaptive, resilient, and service-oriented workforce in the academic library sector.

### Introduction

Emotional intelligence (EI) has emerged as a vital competency in various professional fields, including librarianship. For library professionals, particularly those working in academic settings, EI plays a crucial role in shaping their ability to manage interpersonal relationships, navigate workplace challenges, and provide high-quality service to diverse user groups. Emotional intelligence encompasses several key components: self-awareness, self-regulation, motivation, empathy, and social skills. These components enable individuals to recognize and manage their emotions, understand the emotions of others, and effectively handle interpersonal dynamics. In the context of university libraries, where professionals frequently interact with students, faculty, and staff, EI is essential for fostering a positive and responsive service environment.

In Maharashtra, a state with a significant number of higher education institutions, the role of library professionals is becoming increasingly dynamic and complex. They are not only custodians of knowledge but also facilitators of information literacy, research support, and digital resource management. As the nature of library services evolves with technological

advancements and changing user expectations, the emotional demands placed on library professionals also intensify. The ability to effectively manage these demands hinges on their emotional intelligence.

This review aims to assess the current state of emotional intelligence among library professionals in universities across Maharashtra. By examining existing research, it seeks to understand how EI influences job performance, job satisfaction, and overall professional effectiveness in the academic library setting. Additionally, the review explores the challenges and opportunities for developing EI within this group, highlighting the need for targeted training and professional development. Understanding the levels and impact of EI among library professionals can provide valuable insights into enhancing service quality, fostering a collaborative work environment, and adapting to the rapidly changing landscape of academic libraries.

### Need of the Study

The need to study emotional intelligence (EI) among library professionals in universities of Maharashtra arises from the evolving demands of academic environments and the pivotal role that these professionals play in fostering a supportive and effective learning atmosphere. University libraries are not merely repositories of books and information; they are dynamic centers of academic activity, where effective communication, empathy, and conflict resolution are as crucial as technical expertise. Emotional intelligence, therefore, becomes a critical skill set for library professionals who must navigate diverse interactions with students, faculty, and colleagues daily. Assessing EI among these professionals can illuminate how well-equipped they are to handle the emotional and interpersonal aspects of their roles. Understanding their EI levels can help in identifying gaps and areas needing improvement, which is essential for designing targeted professional development programs. These programs can enhance their emotional and social competencies, leading to better stress management, improved teamwork, and more effective service delivery. Furthermore, in the context of increasing mental health awareness and the push for more inclusive and supportive academic environments, high EI in library staff can significantly enhance user experiences. It can lead to more empathetic interactions, better problem-solving, and a more welcoming atmosphere for all library users. Ultimately, this study is needed to ensure that library professionals in Maharashtra are not only adept at managing information but also at fostering a positive, inclusive, and effective academic environment. By focusing on EI, universities can enhance the overall effectiveness of their libraries, contributing to the academic success and well-being of their communities.

### Literature Review

Malekar, S. S. (2009). Emotional intelligence (EI) plays a crucial role in the development and success of both school and professional college students. It encompasses the ability to recognize, understand, and manage one's own emotions, as well as the capacity to empathize with others. In school settings, high EI can significantly enhance students' academic performance and social interactions. Students with strong emotional intelligence are better equipped to handle stress, build positive relationships with peers and teachers, and maintain a

resilient mindset in the face of challenges. This emotional awareness fosters a supportive learning environment, promoting both individual and collective growth. For professional college students, emotional intelligence becomes even more critical as they prepare to enter the workforce. The transition from academic to professional life requires effective communication, teamwork, and conflict resolution skills, all of which are underpinned by EI. Students with high emotional intelligence are more adept at navigating complex social dynamics, leading to better collaboration and leadership potential. Additionally, EI contributes to enhanced adaptability and problem-solving abilities, essential traits in today's fast-paced and ever-changing professional landscape. Ultimately, fostering emotional intelligence in students at both school and college levels not only enriches their academic and social experiences but also equips them with the essential skills for future success.

Makkar, S., & Basu, S. (2019). Emotional intelligence (EI) significantly impacts workplace behavior, influencing various aspects of professional life and contributing to a positive and productive work environment. EI involves the ability to recognize, understand, and manage one's emotions, as well as the capacity to empathize with others. This skill set is crucial in the workplace for several reasons. Firstly, employees with high emotional intelligence tend to have better interpersonal relationships. They can communicate effectively, resolve conflicts amicably, and build strong, cooperative teams. This leads to a more harmonious workplace, reducing the occurrence of misunderstandings and friction among colleagues. Secondly, emotional intelligence enhances leadership capabilities. Leaders with high EI are more attuned to the emotional needs and concerns of their team members. They can provide support and motivation, fostering a sense of trust and loyalty. Such leaders are also more adaptable and better equipped to handle the pressures and complexities of their roles, contributing to more effective decision-making and problem-solving. Furthermore, EI contributes to improved job performance. Employees who are emotionally intelligent are more self-aware and can manage their stress and emotions, leading to better focus and productivity. They are also more resilient and can maintain a positive attitude in the face of challenges, which is crucial for long-term success and job satisfaction. In addition, EI plays a role in enhancing organizational culture. A workplace that values and encourages emotional intelligence tends to have higher levels of employee engagement and morale. This positive atmosphere can lead to lower turnover rates and a stronger overall performance. The impact of emotional intelligence on workplace behavior is profound. It fosters a supportive and collaborative environment, enhances leadership effectiveness, improves job performance, and contributes to a positive organizational culture, ultimately driving the success of the organization.

Mudasir, H., & Ganai, M. Y. (2017). The interplay of personality characteristics, attitude, and emotional intelligence (EI) significantly shapes the effectiveness and overall well-being of secondary level teachers. Personality traits such as openness, conscientiousness, and agreeableness influence how teachers approach their roles and interact with students. Teachers who are open to new experiences tend to be more innovative in their teaching methods, while those who are conscientious are often highly organized and dependable, fostering a structured learning environment. A positive attitude is crucial for secondary level teachers as it directly impacts student engagement and motivation. Teachers who maintain a

positive outlook are better able to create a supportive and encouraging classroom atmosphere, which can enhance students' learning experiences and academic performance. Moreover, a positive attitude helps teachers cope with the challenges and stresses of the profession, contributing to their job satisfaction and longevity in the field. Emotional intelligence is a pivotal component that ties these elements together. Teachers with high EI are adept at managing their own emotions and understanding those of their students. This emotional awareness allows them to handle classroom conflicts effectively, provide empathetic support to students, and maintain a calm and composed demeanor. High EI also enables teachers to build strong relationships with students, colleagues, and parents, fostering a collaborative and harmonious educational environment. the synergy of personality traits, a positive attitude, and emotional intelligence equips secondary level teachers to inspire, motivate, and effectively educate their students, while also enhancing their own professional fulfillment and resilience.

Sathe, S. V. (2020). The doctoral dissertation titled "Effect of Monetary and Non-Monetary Benefits on Job Satisfaction of Librarians from College Libraries Affiliated to Pune University" conducted at Tilak Maharashtra Vidyapeeth explores the multifaceted influences of various benefits on the job satisfaction levels of librarians. This study delves into both monetary benefits, such as salaries, bonuses, and financial incentives, and non-monetary benefits, including job security, professional development opportunities, recognition, and work-life balance. Monetary benefits are often the most direct and tangible form of job satisfaction, providing immediate financial stability and a sense of being valued. The study finds that competitive salaries and regular financial incentives are crucial in enhancing the job satisfaction of librarians. These benefits not only meet their economic needs but also affirm their professional worth, leading to higher motivation and retention rates. non-monetary benefits play an equally significant, if not more substantial, role in job satisfaction. Librarians who experience job security, opportunities for professional growth, and recognition for their work report higher levels of job satisfaction. These factors contribute to a positive work environment and personal fulfillment, which are essential for long-term job satisfaction. Non-monetary benefits also support a better work-life balance, reducing stress and increasing overall well-being. The dissertation concludes that a balanced approach, incorporating both monetary and non-monetary benefits, is essential for maximizing job satisfaction among librarians. Institutions that recognize and address the diverse needs of their librarians through a comprehensive benefits package are more likely to cultivate a motivated, dedicated, and satisfied workforce.

Bhaskar, D. J., Aruna, D. S., et al (2013). The emotional intelligence (EI) of Pedodontics and Preventive Dentistry postgraduate students in India is a critical factor in their academic and professional development. These students, who specialize in the dental care of children and preventive measures, require a high level of EI to effectively manage the unique challenges of their field. EI encompasses the ability to recognize, understand, and manage one's own emotions, as well as the capacity to empathize with patients, which is particularly important when dealing with young and often anxious children. Postgraduate students with high EI are better equipped to handle the emotional stress and demanding nature of their training. They can maintain composure under pressure, effectively communicate with both patients and their families, and create a calming environment that is essential for pediatric care. This emotional

resilience also helps them navigate the complexities of patient interactions, fostering trust and cooperation from children and their parents. Furthermore, EI enhances teamwork and collaboration, which are vital in a clinical setting. Students with strong emotional intelligence are more likely to engage positively with peers and supervisors, contributing to a supportive and productive learning environment. Their ability to manage interpersonal relationships and resolve conflicts amicably benefits not only their personal growth but also the overall efficiency of the dental team. In conclusion, the emotional intelligence of Pedodontics and Preventive Dentistry postgraduate students in India significantly influences their ability to provide compassionate care, effectively manage clinical challenges, and collaborate within their professional community, ultimately enhancing their educational experience and patient outcomes.

Devi, H. R. (2018). The Master's thesis titled "A Descriptive Study to Assess the Emotional Intelligence and Job Satisfaction Among Staff Nurses at Selected Hospitals of Bangalore" from Rajiv Gandhi University of Health Sciences explores the relationship between emotional intelligence (EI) and job satisfaction among staff nurses. This study aims to understand how the ability to manage and understand emotions impacts the overall job satisfaction of nurses, who face high-stress environments and demanding responsibilities daily. The research highlights that nurses with high emotional intelligence are better equipped to handle the emotional and psychological challenges of their profession. These nurses are able to maintain composure under pressure, exhibit empathy towards patients, and effectively manage their own stress levels. As a result, they experience higher levels of job satisfaction, as they feel more competent and fulfilled in their roles. The study indicates that EI contributes significantly to positive interpersonal relationships with colleagues, leading to a supportive work environment that enhances job satisfaction. The findings suggest that hospitals with training programs aimed at improving EI among staff nurses can see a marked improvement in job satisfaction levels. Such programs help nurses develop crucial skills for emotional regulation, conflict resolution, and empathetic patient care. The study concludes that fostering emotional intelligence within nursing staff is not only beneficial for individual job satisfaction but also for the overall quality of patient care and the efficiency of hospital operations. This research underscores the importance of integrating emotional intelligence training into nursing education and professional development programs to enhance job satisfaction and improve healthcare outcomes.

Madhur, P. (2015). The empirical study titled "An Empirical Study on the Relationship Between Emotional Intelligence and Job Performance Among IT Sector Employees" investigates how emotional intelligence (EI) impacts job performance in the fast-paced and dynamic environment of the IT industry. The research explores the various dimensions of EI, such as self-awareness, self-regulation, motivation, empathy, and social skills, and their correlation with key performance indicators like productivity, teamwork, and leadership effectiveness. The study reveals that IT sector employees with high emotional intelligence tend to exhibit superior job performance. These individuals are adept at managing their own emotions and understanding those of others, which enhances their ability to navigate complex interpersonal relationships and collaborate effectively in team settings. High EI employees are more resilient under pressure, maintain a positive attitude in challenging situations, and



show greater adaptability to change—all critical traits for success in the rapidly evolving IT landscape. The research indicates that emotionally intelligent employees are often better leaders and communicators, fostering a more cohesive and motivated work environment. Their ability to empathize and connect with colleagues leads to improved teamwork and higher overall job satisfaction, further boosting performance. The findings suggest that organizations in the IT sector can benefit from incorporating EI training and development programs to enhance their employees' emotional competencies. By doing so, they can improve individual job performance, cultivate a more supportive and productive workplace culture, and ultimately achieve better organizational outcomes.

Kumbar, J. (2018). Learning beyond professional education is essential for personal and career development, ensuring individuals remain adaptable and competitive in an ever-evolving job market. While professional education provides foundational knowledge and skills specific to a field, continuous learning extends these boundaries, encompassing a broader range of competencies and perspectives. Engaging in lifelong learning allows professionals to stay current with emerging trends, technologies, and methodologies, fostering innovation and enhancing their ability to solve complex problems. Beyond technical skills, continuous learning promotes the development of soft skills such as communication, leadership, and emotional intelligence. These skills are increasingly recognized as critical for career advancement and effective collaboration in diverse, multidisciplinary teams. Moreover, learning beyond formal education encourages a growth mindset, enabling individuals to embrace change, overcome challenges, and pursue new opportunities with confidence. Self-directed learning, professional workshops, online courses, and peer-to-peer learning networks are some of the avenues through which individuals can expand their knowledge and skills. This proactive approach to personal and professional growth not only enhances job performance but also contributes to a more fulfilling and dynamic career. In summary, learning beyond professional education is vital for staying relevant, fostering personal growth, and achieving long-term career success. It cultivates a well-rounded skill set, encourages adaptability, and supports continuous improvement in an increasingly complex and fast-paced world.

### Research Problem

The research problem of assessing emotional intelligence (EI) among library professionals in universities of Maharashtra addresses a critical yet often overlooked aspect of library management and service delivery. University libraries are pivotal in supporting the academic and research endeavors of students, faculty, and researchers. While technical skills and knowledge are fundamental, the ability of library professionals to manage their own emotions and understand and respond to the emotions of others is equally important. Emotional intelligence influences how library staff interact with users, handle stress, resolve conflicts, and collaborate with colleagues. Despite the recognized importance of EI in various professional domains, there is limited research focusing specifically on the emotional intelligence of library professionals in the academic context of Maharashtra. This gap in research leaves a significant question unanswered: How emotionally intelligent are the library professionals in these universities, and how does their EI impact their job performance and

the quality of library services? This study aims to address this problem by assessing the current levels of emotional intelligence among library professionals in Maharashtra's universities. It seeks to identify the key factors influencing their EI, evaluate the relationship between EI and job performance, and explore the implications for user satisfaction and overall library effectiveness. Understanding the EI levels of library professionals can provide valuable insights into their ability to manage interpersonal relationships, handle stress, and create a supportive and engaging environment for library users. This research will contribute to the development of targeted professional development programs aimed at enhancing EI, ultimately improving the quality of library services and fostering a more positive academic atmosphere. By addressing this research problem, the study aims to highlight the critical role of emotional intelligence in the effective functioning of university libraries in Maharashtra.

## Conclusion

The review of emotional intelligence (EI) among library professionals in Maharashtra universities highlights its significant role in enhancing professional performance and workplace dynamics. High levels of EI contribute to better communication, effective conflict resolution, increased job satisfaction, and greater resilience amidst the evolving challenges of the academic library environment. Library professionals with strong emotional intelligence are more adept at managing the diverse needs of users, adapting to technological advancements, and maintaining high service quality. However, the review also identifies gaps in the current research, particularly regarding the factors that influence EI development in various university contexts. There is a need for more in-depth studies to explore these factors and assess the effectiveness of EI training programs specifically designed for academic librarians. To maximize the benefits of emotional intelligence, it is crucial for university libraries in Maharashtra to prioritize professional development initiatives that focus on EI enhancement. By fostering a workplace culture that values emotional awareness and interpersonal skills, libraries can improve service quality, encourage collaboration, and better support the academic community. Strengthening EI among library professionals will not only improve individual and team performance but also lead to more adaptive, responsive, and sustainable library services in a rapidly changing educational landscape.

## References

1. Malekar, S. S. (2009). Emotional Intelligence of School and Professional College Students: An Empirical Study (Doctoral dissertation, BITS, Pilani).
2. Makkar, S., & Basu, S. (2019). The impact of emotional intelligence on workplace behaviour: A study of bank employees. *Global Business Review*, 20(2), 458-478.
3. Mudasir, H., & Ganai, M. Y. (2017). Personality characteristics, attitude and emotional intelligence among secondary level teachers. Anchor Academic Publishing.
4. Sathe, S. V. (2020). Effect of monetary and non-monetary benefits on job satisfaction of librarians from college libraries affiliated to pune university (Doctoral dissertation, Tilak Maharashtra Vidyapeeth).
5. Bhaskar, D. J., Aruna, D. S., Rajesh, G., Suganna, M., & Suvarna, M. (2013). Emotional intelligence of Pedodontics and Preventive Dentistry postgraduate students in India. *European Journal of Dental Education*, 17(1), e5-e9.

6. Devi, H. R. (2018). A Descriptive Study to Assess the Emotional Intelligence and Job Satisfaction Among Staff Nurses at Selected Hospitals of Bangalore (Master's thesis, Rajiv Gandhi University of Health Sciences (India)).
7. Madhur, P. (2015). An Empirical Study on the Relationship Between Emotional Intelligence and Job Performance Among IT Sector Employees. In *Managing in Recovering Markets* (pp. 75-85). Springer India.
8. Kumbar, J. (2018). Learning beyond the professional education: Need for the objective capacity building programmes for professional excellence with specific reference to leadership and quality library services (Doctoral dissertation, Tilak Maharashtra Vidyapeeth).
9. Godse, A. S., & Thingujam, N. S. (2010). Perceived emotional intelligence and conflict resolution styles among information technology professionals: testing the mediating role of personality. *Singapore Management Review*, 32(1), 69-84.
10. Birajdar, C. R. (2016). Correlating emotional intelligence interpersonal skills and stress-an empirical study of college students. *Journal of Commerce and Management Thought*, 7(1), 74-90.
11. Tandel, K. D., & Suryavanshi, M. S. (2019). Library Professionals Well-planned Manoeuvre in a Conflict Management. *Pearl: A Journal of Library and Information Science*, 13(4), 363-370.
12. BANSOD, D. P. (2016). A study of various factors associated with job satisfaction among librarians. *Lulu. com*.
13. Mimrot, B. H. (2014). Recognition of emotions from facial expressions as a function of emotional intelligence. *Indian Journal of Positive Psychology*, 5(3), 273.
14. Yadav, A. K., & Singh, S. N. (2012). Employability skills of a new generation of LIS professional: An Indian scenario. *International Journal of Information Research*, 2(2), 111-136.
15. Mahadik, A. P. (2020). Digital literacy among users in law institute libraries in Pune a study (Doctoral dissertation, Tilak Maharashtra Vidyapeeth).
16. Sarode, V. M. (2017). UGC Approved Journal Sr. No. 48455. *gurukul international multidisciplinary research journal*, 2394, 8426.
17. John, C. R., & Singh, B. G. (2020). Chapter-12 Personality and Emotional Intelligence as Predictor of English Achievement of Tribal and Non-Tribal Adolescents of Jharkhand. *RESEARCH METHODOLOGY*, 153.
18. Srivastava, M., & Rastogi, M. (2017). Review of literature on the study of job satisfaction of teachers of higher educational institutions with special reference to india. *Journal of Strategic Human Resource Management Volume*, 6(1).