

Correlation between Interpersonal Skills and Job Satisfaction among Librarians in University Libraries in Bayelsa and Delta State, Nigeria

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Abstract

The study scrutinised the correlation between interpersonal skills and job satisfaction among librarians in university libraries in Bayelsa and Delta State. Descriptive survey research design was espoused for the study, using a self-constructed questionnaire as the implement of data collection. The questionnaire was constructed after extensive consultation of related literature, to ensure that pertinent items were included. The population of the study encompassed all librarians in the university libraries in Bayelsa and Delta State, Nigeria; however, the study embraced a purposive sampling technique to handpick respondents for the study. The population of the study encompassed all librarians 78 from university libraries in Delta and Bayelsa State, Nigeria. This was as a result of the manageable size of the population. The study has revealed that a majority of the respondents maintain eye contact with patrons, colleagues, and superiors on the job; they do not get frightened or stressed on the job; they take their work seriously; they do not have difficulty following a task through from the beginning to the end; they always complete their tasks when due; they do not get angry; they do not lose their temper when things do not go the way they want it; they always have good posture and body language at work; they never curse or use offensive language at the work place; people who know them would describe them as cheerful and friendly; they respect the opinions and rights of others at the work place; they are clean, well-schooled, and well groomed in their profession; they handle conflicts among library users and colleagues in a fair and unbiased manner; they try to remain cool and maintain their temper, even in conflicting situations; they interact with library users and colleagues at the same level, irrespective of cultural diversities; and they disagree that they give an excuse to avoid queries when they cannot accomplish their task. The outcomes of the study recommended that managers/heads of libraries should endeavour to encourage librarians to attend courses on interpersonal skills in Nigeria and

abroad, by sponsoring librarians through the Tertiary Education Fund. In-house training on interpersonal skills for librarians should be organised quarterly to facilitate effective service delivery.

Keywords: Interpersonal Skills, Job Satisfaction, Librarians, Bayelsa and Delta State, Nigeria

Introduction

For librarians functioning in university libraries there is need for them to live up to the goals and objectives of the library where they serve. It is expected that librarians should render adequate services to the university community it serves; this can only be achieved when librarians are satisfied with their job. Job satisfaction has to do with one's aptitude for one's job. Khan and Ahmed (2021) proclaimed that it is natural that a librarian who is comfortable with their job will concentrate more on their professional progression. According to Locke (1976), one of the most widely used definitions of job satisfaction is that job satisfaction is gratifying or it is an experience one gains in performing a job. Hackman and Oldham (1976) in their job characteristics model give an implicit meaning of job satisfaction as one's affective reactions to one's job. Thus, if a librarian is not glad with the job, it might lead to flaw in the output (Chaudhary, 2000). Luthans (2006) posited three vital dimensions to job satisfaction: job satisfaction is an emotional reaction to a job condition, as such it cannot be seen, it can only be inferred; job satisfaction is often determined by how well the result meets or exceeds expectations; and finally, job satisfaction represents numerous related attitudes which are the most

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vital characteristics of a job about which people have an effective response. However, job satisfaction of librarians can be effective when they possess good interpersonal skills.

Nwofor and Nweke (2000) stressed that a librarian is a technology application manager who works with other adherents of the information management squad to plan and assess systems for information access to meet patron needs. In the last epoch, conjectures and propositions about the skills and knowledge required by the present LIS professionals have emerged (Knight, 2019). Poor interpersonal skills may have a negative effect on librarians' performance. Thus, for a librarian to take pleasure in and be content with his/her job, interpersonal skills are inevitable. Rungapadiachy (1999) stressed that interpersonal skills can be defined broadly as 'those skills' which one needs in order to communicate effectively with one another, person or a group of people. Library management is a liberal initiative, although the activity may seem like just management; for the feat of service delivery, actual communication is an extremely important detail between library patrons, librarians, and administrators. Khameneh (2014) listed the five categories of interpersonal skills:

- Listening skills
- Assertiveness skills
- Skills in conflict resolution
- Problem solving skills
- Selection of skill in appropriate communication

Kakirman-Yildiz (2012) opined that the role of librarians is changing and difficult, and effective interpersonal skills are essential to accomplish tasks. Lim (2007) viewed interpersonal skills as vital to inner peer and management affairs, as well as to patron-contact activities. Librarians need good communiqué skills, record keeping skills, teaching skills, administrative skills, information research skills, and the ability to appraise and organise materials (Koganuramath & Angadi, 2021; Kaul, 1998). This implies that administrative skills may also be expedient, as librarians are involved in team management. Partridge, Lee and Munro (2021) stated that the aptitude to involve and use technology to meet patrons and communal needs is frequently included within the various tilts of proficiencies or abilities. Partridge, Lee and Munro (2021)

opined that librarians need to be upright at negotiation and diplomacy, and should be able to use whatever language is needed to coax or influence the target spectators to their point of view. This implies that it is essential to establish a good relationship and communication skills with library users; poor communication skills can have a negative impact on the librarians' performance. Khameneh (2014) stated that effective communication between the various components of an organisation's management is the key element of success. In line with this, librarians need interpersonal skills, such as communication skills, during service delivery. Koganuramath and Angadi (2021) opined that librarians need to be: approachable; able to maintain eagerness; able to have a pleasing personality; obliging and easy-going when dealing with patrons; able to remain tranquil and well-mannered under stress; accurate, fast, and efficient; able to work on their own; self-motivated; and able to ask for assistance if it is needed.

Interpersonal skills are measures of how in-depth your interaction is with others. North Carolina State Student Health Center (2021) asserted that active listening is an interpersonal skill, as it helps one know how to communicate effectively with someone else that you respect, and healthy interpersonal skills reduce stress, resolve conflict, improve communication, enrich intimacy, increase understanding, and promote happiness in the working environment. The relationship between interpersonal skills and job satisfaction cannot be over-emphasised, because there is growing acknowledgement that the need for interpersonal skills applies to inner peer and administration relations, as well as to patron-contact activities.

Matin, Jandaghi, Karimi and Hamidizadeh (2010) conducted a study on the relationship between interpersonal communication skills and organisational commitment in Jahad Keshavarzi and University of Qom, Iran. Their findings revealed that between the two variables – interpersonal communication skills and employees' organisational commitment – Pearson's correlation coefficient was used. Their finding is 0.304 (p value = 0.011), which shows a direct and significant relation between these two variables.

Intuitively, it is easier to believe that librarians who are more satisfied with their jobs are likely to exhibit high traits of interpersonal skills in the library. Moreover,

studying the correlation between interpersonal skills and job satisfaction among librarians is vital. Therefore, this study seeks to investigate the correlation between interpersonal skills and job satisfaction among librarians in Bayelsa and Delta State.

Objectives of the Study

This study is intended to explore the correlation between interpersonal skills and job satisfaction among librarians in the university libraries in Bayelsa and Delta State. Specifically, the study sets out:

To find out the relationship between interpersonal skills and job satisfaction among librarians in university libraries in Bayelsa and Delta State.

Research Questions

What is the relationship between interpersonal skills and job satisfaction of librarians in university libraries in Bayelsa and Delta State?

Interpersonal Skills and Job Satisfaction of Librarians

Interpersonal skills in the library context, according to Zain (2012) and Tanawade and Shri (2011), can be defined as the aptitude to help librarians move towards their goal by dealing efficiently and effectively with populaces in an effective and pleasant work environment. In essence, interpersonal skills are techniques of communicating with people; it includes communication skills and effective learning and problem solving skills. Interpersonal skills are the life skills we use every day to communicate and interact with people. To build their image, librarians need to master all these skills, and consequently, courses on interpersonal skills must be encompassed in the programme of Library and Information Studies (LIS) (Zain, 2012).

Manley (1998) stated that a very eye-catching article in *American Libraries*, entitled 'Can't We All Get Along', asserted that a growing body of evidence suggests that the root cause for the epidemic of bad bosses is the growing number of problematic employees. Similarly, Pellack (2021) asserted that librarianship is a public

service profession which stresses patron service skills and communication with the populace, and that there would be a need to address interpersonal skills with colleagues. Interpersonal skills occur not when you simply interact with someone, but when you treat the other person as an individual (Beebe, Beebe & Redmond, 2002). According to Zain (2012), librarians with good mastery of writing skills will also be supportive in building the image of librarians, as they can advocate their profession by writing articles in newspapers, journals, and blogs to get people's attention worldwide. Furthermore, even total strangers who interact with each other respectfully could be said to be communicating interpersonally, even though the topic of conversation might be trite or task related. In short, interpersonal communication is more about the content and character of the exchange than about the mechanics of how it happens or with whom.

Sharrer (1996) discussed the importance of interpersonal skills, how they impact approachability, and their relevance to a successful reference desk interaction. The successful member of a business organisation will display a variety of interpersonal skills whenever they use communication to maintain associations, share tacit knowledge, or exchange information about emotions, values, and motivations. Levy (2021) opined that interpersonal skills begin and develop through communication, that the quality of communication has a direct impact on the quality of the interpersonal relationships or skills of an individual, and the quality of this interpersonal skill often affects how they feel about themselves. Librarianship is a person-centred profession, so developing interpersonal skills will improve a librarian's everyday communication with students, colleagues, and faculty. It will help them know themselves, control their emotions, behave professionally, and fit in with their team (Nikolova, 2004).

People who lack the logical skills to think clearly and make good decisions will be a detriment; however, those who lack the skills to anticipate other people's reactions are unable to identify what they are doing wrong. The more incompetent people are at dealing with other people, the smarter they believe themselves to be, thereby leaving themselves vulnerable to missed opportunities, failing to get the training that they need, and in the end, they never figure out what went wrong (Dunning & Kruger, 2002). Koganuramath and Angadi (2021) revealed that there is

growing gratitude that the need for interpersonal skills applies to internal peer and administration relations, as well as to patron-contact activities. Librarians need good communication skills, documentation skills, teaching skills, information research skills, and the ability to assess materials and be organised (Zain, 2012).

Kpangban (1995) said that communication is the formation of meaning and understanding between people. In the library management context, Reitz (2004) stated that the library administration is responsible for the control and management of a library, and cannot function without good communication. Yusuf (2009) stressed that many events in the library require communication. In addition, librarians need computer skills and they should know how to preserve the documents from destruction. Administrative skills may also be useful, as librarians are involved in team management. The Special Library Association (2021) published a list of competencies for special librarians; it stressed that interpersonal skills of librarians can be grouped into personal and professional skills. The personal skills include being friendly; helpful and persistent when dealing with patrons; able to remain tranquil and polite under stress; precise, quick, and efficient; able to work on one's own; self-motivated; able to ask for help if it is needed; able to maintain fervour; and having a pleasing personality. The professional skills include sound work habits, professional knowledge, being a good listener, leadership style, teamwork, negotiating, and networking.

In 1999, the staff of the University of Nebraska-Lincoln Libraries (UNL) developed twelve core competencies, including interpersonal/group skills and communication skills. Giesecke and McNeil (2021) described the UNL efforts in defining and creating these competencies. They defined core competencies as "the skills, knowledge, and personal attributes that contribute to a person's success in a particular position". Interpersonal skills competencies are defined as "creating strong working relationships with an understanding of how individuals, organisational units, and cultures function and react, including establishing partnerships at all levels and across departments and functional lines to achieve optimum results". It is worth noting that librarians who have a knack for interpersonal skills do very well in interacting with their colleagues and organisations at large (Interpersonal Communication, 2021).

Hauck and Hussey (1997); Krapels and Davis (2000); and Woods (2000) asserted that the fact that the profession of the librarians combines interpersonal skills for effective day-to-day administration of the library cannot be overstated. The teaching of interpersonal skills at the postgraduate level will remain a positive impact in librarianship in Nigeria, as in many other professions (Cullen, 1998). Cullen further stated that training postgraduate students in these skills is an important part of the curriculum of the Masters of Library and Information Services (MLIS) programme at Victoria University of Wellington (VUW), New Zealand. Experience with teaching these skills has shown that many postgraduate students find professional communication difficult, and teaching the skills as part of the MLIS programme is intricate with the need to support a large proportion of students who are pursuing distance education (Cullen, 1998).

Bates (1987) suggests that videotapes can offer a means of efficiently delivering information material, and such tapes have been used historically in the VUW MLIS programme. A significant advantage of video clips is that they can be crafted to show very specific good or bad behaviours that might be difficult to observe in the day-to-day human communication and in the working environment. When the students then use the understanding derived from the video material supplied to express the concepts learnt in their own video productions, they engage in an authentic constructivist experience (Kearney & Treagust, 2001; Squires, 2009). Library education must take into account the setting in which information professionals function (Zain, 2009).

Zain (2009) asserted that it is true that not all Indonesian librarians suffer these labels, but most people in the society still think that librarians are hostile people who work in a nasty place. However, these impressions, to some extent, influence the development of a library as an organisation. Pellack (2021) noted that having nice interpersonal skills is more than the ability to deal with people in front of the desk; the skills are influenced by anything that happens behind the desk. This implies that once a person has a difficult time interacting with his colleagues or superior officers, it is difficult for them to hide it from the patrons.

In this case, Pellack (2021) suggests that a librarian needs to be trained on how to relate with their contemporaries;

having interpersonal skills will lead a person to the world of success. It is vital that librarians need to increase their performance as an important part of their effort to solve their image problem. Librarians' performance in their workplace is highly determined by how well they master librarianship skills and how nice their personalities are. According to Zain (2009), the bad image of librarians is caused by two factors: external and internal. The external factors include the low remuneration, complicated career processes, and the government's policy that sometimes thrusts librarians into deep frustration. The internal factors come from the librarians themselves, such as their low work performance, ranging from performing tasks unprofessionally and projecting hostile faces to having a bad attitude. These two factors, according to her, have a significant influence and have influenced each other. Zain (2021) went further and named this condition 'the chicken and the egg'. She concludes that librarians must increase their interpersonal skills to show the society that they are proficient in performing their tasks professionally. If they do so, the society/government/parent institution will be enthralled, and the image of the librarians will be restored.

Librarianship is a profession that is all about helping people, which means librarians need to be able to work with people. Even if you do not work with patrons, you will still have to work with co-workers that run the gamut; you cannot escape people in this profession. Whether you were drawn to this profession because of your affection for books, or because you wanted to charge and discharge library materials, having interpersonal skills is a must (Hack Library School, 2012). The Canadian Association of Research Libraries (2012) advocated that librarians should have the following interpersonal skills:

Adaptability, flexibility, and eagerness for new experiences and knowledge.

- *Communication and Advocacy* – effectively conveying the importance of libraries to their parent institutions, to their target audiences/constituencies, and advancing the values of the library profession (e.g. authorising patrons to be self-sufficient, freedom of expression, upholding the right to access information and knowledge in all expressions, preserving the corpus of human knowledge for future generations, and so on).
- *Negotiation* – working with people to arrive at mutually acceptable/beneficial solutions.
- *Change Management* – being able to work effectively in the face of vagueness; open mindedness to change and adaptation of work habits/behaviour to diverse conditions.
- *Decision Making* – making well-informed decisions in a manner that is perceptive of the implications; committing to actions, even when faced with doubt, to fulfil organisational goals.
- *Problem Solving* – identifying glitches, determining relevance and accuracy of related information, and using good verdict to come up with resolutions; possessing the ability to manage and resolve conflicts/disagreements in constructive ways.
- *Initiative* – the capacity to identify issues and to develop and implement solutions to address those issues.
- *Innovation* – applying the imagination for the purpose of devising solutions to problems, and designing new approaches/processes when established ones do not suffice or are non-existent.
- *Collaboration* – working with various groups, in and out of the library, in pursuit of shared goals and with gratitude of different perspectives; taking the library's story to the community.
- *Marketing* – promoting the expertise, services, collections, and facilities of the library to a varied clientele (e.g. undergraduate students, graduates, and faculty in all disciplines), and making the case to management for the library as a dynamic institution in the research enterprise and for teaching and learning.
- *Mentoring* – providing useful counsel and feedback to new members of the profession, to help them achieve success in the field and in their new positions.
- *Writing Skills* – preparing influential grant proposals or reports.
- *Presentation Skills* – ability to speak in front of spectators, with or without technology.

Methodology

This study implemented the descriptive survey research design. The population of the study comprises all librarians (78) from university libraries in Bayelsa and Delta

State, Nigeria. The purposive sampling technique was used to get a sample for the study. This was as a result of the manageable size of the population. A questionnaire was the research instrument used to gather data for the study. The questionnaire is entitled 'Interpersonal Relations and Job Satisfaction Scales (IRJSS)'. Interpersonal relations items in the questionnaire were modified from Roger (2012), while job satisfaction was adapted from Spector (2012). Items in the questionnaire were positive and negatively worded on a four-point scale ranging from very strongly agree = 4, agree = 3, and disagree = 2, to strongly disagree = 1. The questionnaire was pretested on a sample of 40 librarians for psychometric study. The instrument was administered to 21 respondents (librarians) in Obafemi Awolowo University, Ile-Ife, Osun, and eight librarians from Federal University of Oye-Ekiti, Ekiti State, which were outside the scope of the study. The items were tested for significance at 0.05 level of significance. The Cronbach's alpha analysis showed the case processing summary reliability statistics. The computed values

are: librarians' interpersonal skills scale had an alpha of 0.75, $p = 0.05$ level of significance; and the librarian job satisfaction scale had an alpha of 0.78, $p = 0.05$ level of significance. A total of 78 copies of the questionnaire were administered, and 69 duly completed copies were returned and found serviceable, giving a response rate of 88.4%. Richardson (2005) asserted that a response rate of 60% or more is essential and passable for survey research. The data collected were analysed using simple percentages and descriptive and inferential statistics. The demographic information of the respondents was analysed using frequency counts, percentages, and Pearson's product moment correlation coefficient.

Data Analysis and Interpretation

Among the nine university libraries in Bayelsa and Delta State, there are two federal universities, two state universities, and five private universities, with a total of 78 librarians, as shown in Table 1.

Table 1: Population of the Study and Questionnaire Response Rate

Sr. No.	Name of Institutions	State	Ownership	No. of Samples	No. Returned	Percentage
1	Federal University Otuoke, Bayelsa State	Bayelsa	Federal	14	12	17.3
2	Federal University of Petroleum Resources, Effurun, Delta State	Delta	Federal	09	08	11.5
Total				23	20	28.8
1	Delta State University, Abraka, Delta State	Delta	State	16	12	17.3
2	Niger Delta University, Yenagoa Bayelsa State	Bayelsa	State	17	15	21.7
Total				33	27	39
1	Edwin Clark University, Kiagbodo, Delta State	Delta	Private	03	03	4.34
2	Micheal and Cecilia Ibru University Agbase, Delta State	Delta	Private	03	03	4.34
3	Novena University, Ogume, Delta State	Delta	Private	06	06	8.69
4	University of Africa, Tori-Orua, Bayelsa State	Bayelsa	Private	06	06	8.69
5	Western Delta University, Oghara, Delta State	Delta	Private	04	04	5.79
Total				22	22	31.96

Table 2: Gender Distribution of the Respondents

Gender	Frequency	Percentage
Male	36	52.17
Female	33	47.82
Total	69	100

Table 2 shows that 36 respondents, representing 52.17%, were male, while 33 respondents, representing 47.82%, were female. It could be deduced that academic librarians are male dominated in Bayelsa and Delta State.

Research question 1: What is the relationship between interpersonal skills and job satisfaction of the librarians in the university libraries in Bayelsa and Delta State, Nigeria?

Table 3: Relationship between Interpersonal Skills and Job Satisfaction of the Librarians in the University Libraries in Bayelsa and Delta State, Nigeria

Sr. No.	Options					
	<i>Relationship between Interpersonal Skills and Job Satisfaction of the Librarians</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>	<i>Mean</i>
1	At the work place, I maintain eye contact with patrons, colleagues, and superiors on the job.	40 (57.97%)	15 (21.73%)	10 (14.49%)	4 (5.79%)	3.31
2	I do not get frightened or stressed on the job.	30 (43.47%)	20 (28.98%)	15 (21.73%)	4 (5.79%)	3.10
3	I take my work seriously.	35 (50.72%)	22 (31.88%)	8 (11.59%)	4 (5.79%)	3.27
4	I do not have difficulty following a task through from the beginning to the end.	37 (53.62%)	22 (31.88%)	6 (8.69%)	4 (5.79%)	3.33
5	I always complete my tasks when due.	38 (55.07%)	20 (28.98%)	5 (7.24%)	6 (8.69%)	3.39
6	I do not get angry, do not lose my temper when things do not go the way I want it.	27 (39.13%)	22 (31.88%)	8 (11.59%)	12 (17.39%)	2.92
7	I always have good posture and body language at work.	25 (36.23%)	22 (31.88%)	12 (17.39%)	10 (14.49%)	2.89
8	I never curse or use offensive language at the work place.	28 (40.57%)	22 (31.88%)	7 (10.14%)	12 (17.39%)	2.95
9	People who know me would describe me as cheerful and friendly.	25 (36.23%)	23 (33.33%)	11 (15.94%)	10 (14.49%)	2.91
10	I respect the opinions and rights of others at the work place.	27 (39.13%)	20 (28.98%)	12 (17.39%)	10 (14.49%)	2.86
11	I am clean, well-schooled, and well groomed in my profession.	40 (57.97%)	15 (21.73%)	8 (11.59%)	6 (8.69%)	3.31
12	I give an excuse to avoid queries when I cannot accomplish my task.	9 (13.04%)	10 (14.49%)	20 (28.98%)	30 (43.47%)	1.97
13	I handle conflicts among library users and colleagues in a fair and unbiased manner	30 (43.47%)	15 (21.73%)	14 (20.28%)	10 (14.49%)	2.94
14	I try to remain cool and maintain my temper, even in conflicting situations.	28 (40.57%)	22 (31.88%)	10 (14.49%)	9 (13.04%)	3.0
15	I interact with library users and colleagues at the same level, irrespective of cultural diversities.	29 (42.02%)	20 (28.98%)	12 (17.39%)	8 (11.59%)	3.01
Overall mean	3.01					

Criterion mean = 2.50.

Table 3 reveals the relationship between interpersonal skills and job satisfaction of the librarians in the university libraries in Bayelsa and Delta State, Nigeria. The findings revealed that a majority of the respondents maintain eye contact with patrons, colleagues, and superiors on the job; they are not frightened or stressed on the job; they take their work seriously; they do not have difficulty following a task through from the beginning to the end; they always complete their tasks when due; they do not get angry; they do not lose their temper when things do not go the way they want it; they always have good

posture and body language at work; they never curse or use offensive language at the work place; people who know them would describe them as cheerful and friendly; they respect the opinions and rights of others at the work place; they are clean, well-schooled, and well groomed in their profession; they handle conflicts among library users and colleagues in a fair and unbiased manner; they try to remain cool and maintain their temper, even in conflicting situations; they interact with library users and colleagues at the same level, irrespective of cultural diversities; and they disagree that they give an excuse to avoid queries

when they cannot accomplish their task. However, Table 3 reveals that the overall mean (3.01) is higher than the criterion mean (2.50), which indicates that interpersonal skills are paramount for job satisfaction among librarians in Bayelsa and Delta State, Nigeria.

Summary of the Findings

The study revealed the following:

- The respondents maintain eye contact with patrons, colleagues, and superiors on the job; they are not frightened or stressed on the job; they take their work seriously; they do not have difficulty following a task through from the beginning to the end; they always complete their tasks when due; and they do not get angry. This is in line with the findings of Nikolova (2004), who asserted that interpersonal skills help one know oneself, control one's emotions, behave professionally, and fit in with the team.
- The respondents do not lose their temper when things do not go their way; they always have good posture and body language at work; they never curse or use offensive language at the work place; people who know them would describe them as cheerful and friendly; they respect the opinions and rights of others at the work place; they are clean, well-schooled, and well groomed in their profession; they handle conflicts among library users and colleagues in a fair and unbiased manner; and they try to remain cool and maintain their temper, even in conflicting situations. This is in accordance with the observations of Zain (2012), who asserted that librarians need good communication skills, record keeping skills, teaching skills, information research skills, and the ability to evaluate materials and be organised.
- The respondents interact with library users and colleagues at the same level, irrespective of cultural diversities; and they disagree that they give an excuse to avoid queries when they cannot accomplish their task. This is in line with the findings of Yusuf (2008), who stressed that many activities in the library have communication purposes and librarians need interpersonal skills to disseminate information materials to library users.

Conclusion

The study focused on the correlation between interpersonal skills and job satisfaction among librarians in university libraries in Bayelsa and Delta State. The study has revealed that a majority of the respondents maintain eye contact with patrons, colleagues, and superiors on the job; they are not frightened or stressed on the job; they take their work seriously; they do not have difficulty following a task through from the beginning to the end; they always complete the tasks on time; they do not get angry; they do not lose their temper when things do not go their way; they always have good posture and body language at work; they never curse or use offensive language at the work place; people who know them would describe them as cheerful and friendly; they respect the opinions and rights of others at the work place; they are clean, well-schooled, and well groomed in their profession; they handle conflicts among the library users and colleagues in a fair and unbiased manner; they try to remain cool and maintain their temper even in conflicting situations; they interact with library users and colleagues at the same level, irrespective of cultural diversities; and they disagree that they furnish an excuse to avoid queries when they cannot accomplish their task.

Based on the findings of the study, the following are recommended:

- Managers/heads of libraries should endeavour to encourage librarians to attend courses on interpersonal skills, both in Nigeria and abroad, by sponsoring librarians through the Tertiary Education Fund.
- In-house training on interpersonal skills for librarians should be organised quarterly, to facilitate effective service delivery.

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