Chapter One

Introduction

1.1 Background to the Study

Libraries offer a retreat for intellectual exploration, personal growth, and academic engagement, all underpinned by a commitment to continuous improvement in service quality which is refers to vital determinant of customer happiness and sustained relevance of an institution. High-quality services ensure users receive timely support, dependable access, intuitive technologies, and a welcoming atmosphere, regardless of their geographic location, service quality has become a central concern in the management and evaluation of modern libraries[1]. In today's knowledge-driven society, libraries are no longer confined to the traditional role of information repositories; they have evolved into dynamic service-oriented institutions that must continuously adapt to the changing expectations of users.

Service quality, therefore, represents a vital determinant of user satisfaction, loyalty, and the overall effectiveness of library operations which service points catering to a diverse audience, including students, researchers, professionals, and members of the general public, by not only offering access to information but doing so in a manner that is efficient, responsive, and user-centered, Service quality encompasses a range of dimensions including responsiveness, reliability, assurance, empathy, and tangibility, which collectively influence how users perceive the value of library services. Service quality in the context of a library can be defined as the difference between users' expectations and perceptions of service performance and the reality of the library service.

Lead City University DO NOT COPY

The contemporary role of libraries extends beyond access to information, encompassing the creation of inclusive learning environments that foster knowledge sharing, critical thinking, and lifelong learning within the broader context of knowledge management, libraries are now recognized as institutions where librarians thoughtfully and strategically select, acquire process, organise, store, and preserve information materials and related technologies[2], These activities are geared toward ensuring the timely and effective dissemination of knowledge to users.

Library Service quality includes navigating rapid technological advancements, responding to increased demands for higher education, and meeting rising user expectations. In view of these developments, library personnel need to make providing high-quality services a top priority, make sure that strong information resources and facilities are available, and have a thorough awareness of the various requirements and expectations of their patrons[3]. Libraries have consistently occupied a prestigious position in society as custodians of knowledge, catalysts for intellectual exploration, and centres for community engagement and growth. They have functioned as pillars supporting teaching, learning, research, and the documentation of human experience[4].

Their existence is firmly anchored in the mission to provide both intellectual and physical access to recorded knowledge. Academic libraries are not established in isolation; they are conceptualized with a clear mandate to support the vision and academic goals of their parent institutions. The library exists to fulfill the institution's information demands, striving to provide the highest quality service within the limits of available resources. Hence, the strategic alignment of the library's goal and objectives with those of the institution it serves is a fundamental aspect of its purpose and operation[5]. From their origins in ancient civilizations to their current role as

Lead City University DO NOT COPY

dynamic centers for learning and cultural enrichment, libraries have continually reinvented themselves to remain relevant and effective.

In view of their expansive and evolving role, libraries' service quality has become a key metric for assessing their effectiveness and overall impact. A library's true value lies not only in the breadth of its collection but also in the quality of interactions, accessibility of resources, and the satisfaction of its users. Libraries are vital information repositories; nevertheless, their ability in addressing diverse and intricate demand of students, scholars, professionals, and the public is largely contingent upon the quality of services provided[5]. In the contemporary digital era, maintaining high service quality is integral to fostering sustained user engagement, promoting lifelong learning, and ensuring that libraries remain indispensable in academic and social contexts[6]. Understanding the variables that contribute to service quality is paramount for librarians and administrators striving for continuous improvement. These variables shape users' perceptions and experiences, guiding how libraries design and deliver their services. By examining these factors critically, library stakeholders can not only enhance service quality but also ensure that libraries remain adaptive, user-focused, and aligned with the changing landscape of information and education[7].

The traditional metric has gradually given way to a more nuanced understanding of value, one that emphasizes the availability and accessibility of appropriate and diverse learning resources, supported by robust information and communication technologies[8], which as bring about paradigm shifted from a library-centric to a customer-centric perspective, reflecting broader changes in the global landscape of information services. This shift recognizes that user satisfaction, engagement, and academic or professional success are directly influenced by the quality and responsiveness of library services[9]. It has been observed that library service quality

Lead City University DO NOT COPY

has become a primary concern not only for libraries aspiring to remain globally competitive, but also for patrons across the world, who increasingly expect more personalized, efficient, and technologically integrated services[10]. In an interconnected world where users can access information from virtually anywhere, libraries must continuously evolve to meet international standards of excellence, within educational institutions; this concern has grown more pronounced, as global benchmarking and digital transformation have heightened expectations for seamless and user-centered library experiences[11].

Researchers and professionals have recognized several core dimensions that are important in determining user satisfaction and significantly influence the quality of library services [12]. These include the information control, library as place and affect of service. Each dimension plays a distinct yet interrelated role in defining users' overall experience. The affect of service focuses on relationship between patrons and library employees. It encompasses attributes such as professionalism, friendliness, communication effectiveness, and the ability to offer reliable and empathetic assistance. When library staff exhibits a strong affect of service, they promote elements that are necessary for creating satisfying user experiences and sustained engagement, such as trust and a sense of inclusion[7].

Complementing this dimension is information control, defined as users' ability to efficiently access, retrieve, and utilise the resources they need. This dimension includes the accuracy and user-friendliness of catalogs, search tools, databases, and digital platforms[13]. A library's success in this area enables users to navigate complex information ecosystems with ease, thereby enhancing their productivity and supporting their intellectual goals. Equally significant is the aspect of the library as place, which goes beyond the physical infrastructure to include the atmosphere, accessibility, and functionality of both physical and virtual spaces.

Lead City University DO NOT COPY

In today's knowledge driven society, libraries must serve as more than quiet reading rooms, they must also act as inclusive, vibrant environments conducive to learning, collaboration, and creative exploration. A thoughtfully designed library, whether on campus or online, fosters a sense of belonging and academic identity, Integrating these three dimensions, libraries can deliver a holistic and responsive service model that reflects the diverse and complex needs of their user base. More importantly, continual evaluation and improvement of these areas are essential for maintaining relevance in a rapidly changing information environment. As libraries strive to elevate their service delivery, it becomes increasingly apparent that institutional success is tied not only to what libraries offer, but also to how they organise, lead, and adapt to the evolving needs of their users, integrate technological innovations, and respond effectively to the dynamic landscape of information services[14].

Libraries, as dynamic and evolving institutions, now face a confluence of challenges, including rapid technological change, rising user expectations, and the demand for personalised services. Addressing these complexities requires more than technological upgrades; it necessitates a nuanced approach to leadership style, the cultivation of emotional intelligence among library personnel, and a well-aligned organisational structure that can guide teams, nurture innovation, and ensure that institutional practices support strategic objectives. In particular, leadership style assumes a central role in shaping efforts, influencing staff motivation, guiding decision-making processes, and enhancing the library's capacity to respond proactively to the evolving needs of users.

Leadership is the means through which individuals influence others to achieve common goals, especially by coordinating human elements to form cohesive and high-performing teams which is a strategic force that shapes culture, employee morale, service philosophy, and user

Lead City University DO NOT COPY

experience, choice and execution of Leadership style are important role in shaping how library staff approach their work and how users experience and value library services. For libraries to remain competitive and relevant, the leadership approach must be visionary, participatory, and aligned with service excellence. A well-suited leadership style promotes innovation, adaptability, and a customer-centric approach, all essential for providing top-notch library services[15]. Leadership styles significantly affect employee trust, satisfaction, and organisational citizenship behavior, all of which are critical for fostering a collaborative and performance-oriented work environment[16]. In academic libraries, where service quality relies heavily on interpersonal interactions and the timely execution of tasks, leadership acts as a cornerstone for guiding not just routine operations but institutional transformation.

Within the Nigerian library landscape, effective leadership must go beyond traditional administrative oversight because modern organisations libraries included operate in environments that demand far more than routine supervision. Traditional oversight often focuses on enforcing rules, allocating tasks, and ensuring procedural compliance. While these functions are important, they are no longer sufficient to meet contemporary challenges such as technological change, rising user expectations, and the need for innovation. Therefore, effective leadership requires a more proactive and transformative approach. Leaders must engage in strategic thinking, provide vision, empower staff, foster collaboration, and cultivate an environment where employees feel motivated, valued, and supported. It also involves emotional intelligence, the ability to navigate complex human dynamics, and the capacity to guide teams through change. In essence, leadership must shift from merely managing processes to actively shaping organisational culture, driving continuous improvement, and inspiring personnel to deliver high-quality services.

Lead City University DO NOT COPY

Leadership is expected to establish and clearly communicate a compelling vision for library services, particularly in view of changing customer expectations and swift technical progress. Challenges faced by libraries such as outdated infrastructure, budgetary constraints, and skill gaps among staff require leadership that is innovative, inclusive, and transformational[17]. In this regard, library leaders must not only adapt to change but actively drive it, fostering an organisational culture that embraces continuous learning and digital integration to enhance user experience and satisfaction.

Leadership is inherently situational, with effective leaders adapting their approach to suit the specific context, the team's level of maturity, and the nature of the tasks to be accomplished, Leadership situational theory offers a flexible model through which four distinct styles: coaching, directing, supporting, and delegating can be employed to address varying work dynamics[18]. A coaching leadership style, for instance, is effective when team members show potential but require guidance. It emphasizes mentorship, the development of competencies, and building confidence. Directing, by contrast, involves clear instruction and close supervision, making it suitable for teams that are inexperienced or facing time-sensitive tasks. Supporting style thrives on emotional connection, encouraging autonomy while reinforcing morale and engagement. It is best employed where competence exists but confidence or motivation is lacking. Delegating is optimal for high-performing, self-reliant teams and allows leaders to focus on strategic issues while trusting staff to independently execute responsibilities.

Leadership styles shape communication patterns, foster team cohesion, influence decision-making processes, and ultimately drive service innovation. In library settings, where user demands are diverse and continually evolving, the capacity to adapt and shift between leadership styles is not merely advantageous but essential. The modern library leader must be both a

Lead City University DO NOT COPY

visionary and a facilitator, guiding institutional transformation while nurturing the professional growth of staff. However, leadership effectiveness is not only about styles and strategies but also about the leader's emotional intelligence, adaptability, and capacity to align human relations with organisational objectives, as increasing attention is being paid to the emotional capacity of leaders and their teams to manage interpersonal dynamics. This highlights the concept of Emotional Intelligence (EI), recognised as an essential skill set for leaders in modern workplaces, including libraries.

In today's organisational climate, emotional intelligence is considered a vital complement to cognitive intelligence, especially in service-driven environments like libraries where both user interactions and internal teamwork are crucial to success. Emotional intelligence is characterised as a multi-dimensional construct encompassing the capacity to receive, monitor, control, and effectively utilise emotional information[19]. In the library context, Emotionally intelligent staff may be more adept at engaging with users, mitigating tensions, and cultivating inclusive and courteous service environments, and this capacity is crucial because it enhances interpersonal effectiveness, fosters a positive organisational climate, and ensures that interactions with users are managed with sensitivity and professionalism, ultimately elevating the overall quality of library services. Its relevance becomes even more apparent when viewed through its four foundational dimensions: self-awareness, self-management, social awareness, and relationship management.

Self-awareness enables librarians comprehend in their emotional triggers and the effects of their actions on colleagues and patrons. It also promotes a grounded sense of self-confidence, which are key to delivering services calmly and effectively, even under pressure. Self-management, closely related to self-awareness, involves regulating emotions, maintaining composure, and

Lead City University DO NOT COPY

demonstrating resilience in challenging situations. For librarians managing service counters, information literacy training, or user complaints, these qualities are essential for professional performance. Social awareness extends this emotional sensitivity to others, including the capacity to interpret non-verbal signals and empathise with individuals from varied backgrounds. This is especially important in multicultural library settings or where users are unfamiliar with how to navigate library systems. Finally, relationship management integrates these competencies to build positive, trust-based relationships whether with patrons or colleagues. It involves communication, conflict resolution, and collaboration skills that directly enhance internal productivity and external user satisfaction.

High emotional intelligence among library staff can strengthen service efficiency, workplace morale, and institutional trust. It also supports adaptability, enabling staff to respond effectively to change, embrace new technologies, and meet the diverse emotional and informational needs of users. When paired with effective leadership, EI helps shape both the internal functioning of libraries and their external perception and value within the academic community. Emotional intelligence (EI) can be viewed as an important competency in contemporary academic librarianship, especially in contexts marked by digital transformation, organisational restructuring, and rising user expectations.

In the contemporary service landscape, librarians are required to oversee information resources while simultaneously managing the interpersonal interactions that occur with both users and colleagues, and emotional intelligence enhances this capacity by promoting service orientation, fostering empathetic communication, and supporting the emotional labor involved in public-facing roles such as reference services and user engagement. When library professionals are emotionally intelligent, they tend to perform better in customer service roles, manage stress

Lead City University DO NOT COPY

efficiently, and contribute positively to the library's organisational climate[19]. These outcomes are crucial as libraries reposition themselves as learner-centric institutions that thrive on both technological competence and emotional resilience.

Recent studies also underscore how EI supports adaptive leadership, team collaboration, and job satisfaction among library staff[20]. Library professionals with higher levels of emotional intelligence are generally better equipped to manage workplace diversity and to adapt to evolving technologies and shifting user behaviours, In academic environments, emotional intelligence is instrumental in fostering a positive organisational culture that promotes creativity, collaboration, and mutual respect[20]. Librarians with high emotional intelligence are more likely to demonstrate ethical judgment and inclusive leadership qualities, which have become increasingly important given the growing emphasis on equality and social justice in higher education institutions[21]. These findings point to the relevance of integrating EI not only into training modules for librarians but also into institutional policies that affect library management and professional development.

The post-pandemic environment has heightened the influence of emotional intelligence in academic libraries, particularly in domains such as digital service provision, mental health assistance, and distant cooperation. Emotionally intelligent staff were better equipped to handle the disruptions caused by the COVID-19 pandemic, demonstrating resilience, adaptability, and user-centered thinking amid uncertainty[22]. Emotional awareness allows librarians to maintain professional empathy, offer virtual support to stressed users, and ensure the continuity of services during periods of institutional change, As digital transformation becomes the norm rather than the exception, the intersection of EI with digital literacy and technological agility forms a triadic framework for excellence in library service delivery. Institutions that prioritize EI

Lead City University DO NOT COPY

as part of their organisational strategy are more likely to experience improved morale, user satisfaction, and long-term institutional trust.

The effectiveness of leadership and emotional intelligence in academic libraries is largely contingent upon their integration within a coherent and well-organized institutional framework, which is embodied in the organisational structure and the formal system that defines roles, responsibilities, relationships, and processes within the library, A clearly articulated structure enables libraries to translate leadership strategies and emotional intelligence into concrete actions and results, Academic libraries have typically operated under hierarchical organisational structures, with top-down decision-making and clearly defined chains of command[16].

Libraries operate within organisational frameworks that shape leadership, staff roles, and service delivery. Organisational theory identifies five key structures simple structure, machine bureaucracy, professional bureaucracy, divisionalised form, and adhocracy each with distinct implications for efficiency, flexibility, and innovation[19]. Machine bureaucracy is characterised by formalised operations, centralised decision-making, and highly standardised tasks, offering predictability and control but often limiting responsiveness and creativity, which are increasingly vital in the digital era. In smaller or less formal libraries, the simple structure centralises authority in a single leader and maintains a minimal hierarchy, enabling rapid decisions but presenting challenges for complex or scaled operations. The professional bureaucracy, common in academic and specialised libraries, decentralises authority to expert staff, fostering professional autonomy and high-quality services, though it requires coordination to maintain cohesion[23]. The divisionalised form organises the institution into semi-autonomous units serving specific user groups or functions, supporting targeted service delivery while demanding effective leadership for integration. Finally, adhocracy emphasises flexibility, cross-functional

Lead City University DO NOT COPY

collaboration, and innovation, particularly suited to digital initiatives or experimental projects, albeit with potential instability in routine operations. The effectiveness of each structure hinges on the alignment of leadership style, staff expertise, and organisational design; libraries that harmonise these elements are better positioned to deliver responsive, sustainable, and high-quality services.

Robust organisational structure should clearly define tasks (division of labor), establish reporting relationships (hierarchy of authority), and enforce consistent rules and procedures (formalization). These elements enhance accountability, reduce role ambiguity, and streamline library operations. For instance, when employees understand their responsibilities and to whom they report, they are more likely to act confidently and efficiently. Similarly, standard operating procedures ensure that services are consistently delivered, user expectations are met, and institutional goals are pursued in a coordinated manner.

The best organisational models are those that align with institutional goals, foster teamwork, and remain flexible enough to incorporate feedback and innovation. In library settings, especially in colleges of education within South-west Nigeria, adopting hybrid models which balance formal authority with participatory decision-making could be instrumental in enhancing service delivery. These models empower staff, promote ownership, and ensure that strategic initiatives such as integrating new technology or improving user engagement are effectively implemented.

The synergy between leadership style, emotional intelligence, and organisational structure is what determines the quality and sustainability of library services. A visionary leader operating within a flexible structure, supported by emotionally intelligent staff, can drive meaningful change, improve user experiences, and strengthen the institutional relevance of the library in a knowledge-driven society. This synergy creates an environment that supports both individual and

Lead City University DO NOT COPY

organisational development, allowing libraries to stay competitive and innovative within an ever-evolving digital landscape[23].Therefore, by examining these critical components leadership style, emotional intelligence, and organisational structure, this study seeks to explore their collective impact on service quality in libraries, with a specific focus on Colleges of Education within South-west, Nigeria.

1.2 Statement of the problem

Service quality is a core indicator of effectiveness in academic libraries, as it determines the extent to which library services meet the information needs of users in educational institutions. In Colleges of Education, academic libraries support teaching, learning, and research, making service quality among library personnel critical to the attainment of institutional goals. Library personnel are responsible for key functions such as information organization, reference and circulation services, user education, records management, and coordination of library operations. When service quality is high, library resources are efficiently utilized, users are satisfied, and academic activities are effectively supported. Preliminary observation and evidence from related studies indicate a decline in the quality of services rendered by library personnel in some Colleges of Education in South-west, Nigeria. This situation has manifested in user dissatisfaction, delays in service delivery, and inefficiencies in library operations. If not addressed, declining service quality may negatively affect teaching and learning processes and weaken the role of academic libraries in teacher education, with broader implications for educational development in Nigeria. Leadership style, emotional intelligence, and organisational structure have been identified as important factors that may influence service quality in academic libraries.

Lead City University DO NOT COPY

In this regard, library personnel in Colleges of Education are often perceived to operate within leadership environments that may not adequately promote participatory decision-making, emotional awareness, or supportive supervision. Limited application of emotional intelligence in leadership practices, combined with rigid or poorly defined organisational structures, may constrain effective communication, staff motivation and service responsiveness. These conditions are likely to reduce staff commitment and adversely affect the quality of services provided to library users. Although previous studies have examined leadership style, emotional intelligence, organisational structure, and service quality in various organizational and academic library contexts, few studies have integrated these variables among library personnel in Colleges of Education, particularly in South-west, Nigeria. This gap in the literature justifies the present study

1.3 Aim and Objectives of the study

The aim of the study was to investigate the influence of leadership style, organisational structure, and emotional intelligence on library service quality in College of Education Libraries in South-west Nigeria. The objectives are to:

i. identify the level of service quality among librarians in College of Education libraries in South-west Nigeria.
ii. assess the prevailing leadership style by library personnel in College of Education libraries within South-west Nigeria.
iii. identify the level of emotional intelligence among library personnel in College of Education libraries in South-west Nigeria.
iv. assess the most prevalent organisational structure in College of Education libraries within South-west Nigeria .

Lead City University DO NOT COPY

v. determine the influence of leadership style on service quality in College of Education libraries within South-west Nigeria.

vi. ascertain the influence of emotional intelligence on service quality within College of Education libraries in South-west Nigeria

vii. determine the influence of organisational structure on service quality among College of Education libraries in South-west Nigeria.

viii. determine the combined influence of leadership style, emotional intelligence and organisational structure on service quality in College of Education libraries within South-west Nigeria.

1.4 Research Questions

This study answers the following research questions:

1. What is the level of service quality among Librarians in College of Education libraries in South-west Nigeria?
2. What is the prevailing leadership style employed by library personnel in College of Education libraries in South-west Nigeria?
3. What is the level of emotional intelligence among library personnel in College of Education libraries within South-west Nigeria?
4. What is the most prevalent organisational structure in College of Education libraries within South-west Nigeria?

1.5 Hypotheses

The research hypotheses was tested at 0.05 level of significance

$H_0$1: There will be no significant influence of leadership style on service quality in college of education libraries in South-west Nigeria.

Lead City University DO NOT COPY

$H_0$2: There will be no significant influence of emotional intelligence on service quality in college of education libraries in South-west Nigeria

$H_0$3: There will be no significant influence of organisational structure on service quality in college of education libraries in South-west Nigeria

$H_0$4: There will be no significant combined influence of leadership style, emotional intelligence and organisational structure on service quality in college of education libraries within South-west Nigeria.

1.6 Significance of the study

The study on leadership style, emotional intelligence, and organisational structure and their effects on service quality in Colleges of Education libraries in South-west Nigeria will be highly beneficial to library administrators. The findings will provide a clear benchmark for identifying the most suitable leadership style for enhancing staff performance and service delivery. Administrators will also gain a better understanding of how leadership decisions influence organisational structure, operational efficiency, policy direction, and the overall value delivered to library users. This will support more effective planning, leadership development, and managerial decision-making within the academic library environment.

The study will also benefit library personnel by deepening their understanding of how leadership behaviours affect their motivation, job satisfaction, and capacity to deliver high-quality services. By examining leadership styles such as coaching, directing, supporting, and delegating, the research highlights ways in which staff engagement, professional growth, and commitment can be strengthened. Additionally, the study emphasizes the importance of emotional intelligence in

Lead City University DO NOT COPY

staff–user interactions, enabling personnel to better manage conflicts, express empathy, and provide personalised assistance that enhances user satisfaction.

Library users, including students, lecturers, and researchers, will benefit indirectly from improvements in leadership practices, emotional competence, and organisational structures within the library. Better management and enhanced staff performance will lead to more reliable access to resources, timely service delivery, and more positive interactions with personnel. Ultimately, this translates into a more supportive academic environment that strengthens learning, teaching, and research productivity.

The management boards of Colleges of Education will also find the study valuable as it offers evidence-based guidance for policy formulation and strategic development. The findings can be used to improve decision-making on resource allocation, staff development, leadership appointments, and the design of organisational structures that support effective service delivery. By understanding how internal structures influence service outcomes, management will be better positioned to support libraries in achieving institutional goals and maintaining high performance standards.

Researchers and scholars in library and information science will benefit from the study through access to new empirical data and theoretical insights on the interaction among leadership, emotional intelligence, organisational structure, and service quality in Nigerian academic libraries. The study contributes meaningfully to the existing body of knowledge and provides a strong foundation for further studies, comparative research, and the development of new conceptual or theoretical models.

Lead City University DO NOT COPY

Policymakers and government agencies responsible for higher education and library development will also benefit from the findings. The study offers practical evidence that can guide the development of national standards, training frameworks, and policies that strengthen leadership capacity and organisational planning in academic libraries. By showing how structural and managerial decisions affect service quality, the research supports more informed and impactful policy formulation aimed at improving library performance across the education sector.

Research findings on leadership style, emotional intelligence and organisational structure provide valuable insights for strategic decision-making. Leaders can use this knowledge to design effective leadership development programs, restructure organisational hierarchies, and integrate emotional intelligence assessments into recruitment and performance appraisal processes. These strategic efforts allow libraries in Colleges of Education to adjust to evolving market dynamics, improve operational efficiency, and sustain a competitive advantage.

1.7 Scope of the Study

This study focuses on investigating the leadership style, emotional intelligence and organisational structure drive service quality in the libraries of colleges of education within the South-west region of Nigeria. The research delves into leadership style, emotional intelligence and organisational structure as key drivers of service quality enhancement. This will be evaluated using the LibQUAL model, which encompasses three core dimensions: Affect of Service, Information Control, and Library as Place to strengthen the validity of the findings on service quality. The researcher conducted interviews on library users, ensuring that the evaluation of the dependent variable reflects user perspectives and experiences.

Lead City University DO NOT COPY

In relation to the independent variables, the leadership styles examined among library heads in Colleges of Education comprised directive, coaching, supportive, and delegating approaches. while the focus under emotional intelligence of library personnel are self-awareness, self-management , social awareness and relationship management and while the focus under organisational structure are simple structure, machine bureaucracy, professional bureaucracy, divisionalized form and adhocracy structure .

The study focuses on the states in South- west geo-political zone of Nigeria. These are Ekiti, Lagos, Ogun, Ondo, Osun and Oyo state. The research population encompasses all library personnel and library users in 11 Colleges of Education libraries across the South-west region of Nigeria. These libraries are Federal College of Education (Special) Oyo, Federal College of Education Abeokuta, Federal College of Education Technical-Akoka Lagos, Federal College of Education Iwo, Adeyemi College of Education, Ondo. Federal College Ilawe-Ekiti State. Osun State College of Education Ila-Orogun. Oyo State College of Education Lanlate, Sikiru Adetona College of Education and tech. Omu Ajose. Best Legacy College of Education Ogbomosho. And Muftau Olanihun College of Education.

1.8 Limitation of the study

A key limitation encountered in this study was the difficulty in obtaining timely responses from both library personnel and users. Some staff members were initially reluctant to complete the questionnaire, requiring repeated persuasion before they participated. Others were preoccupied with official duties, which compelled the researcher to wait until they were available. Similarly, library users often had to be approached after completing their use of the library, and in several cases, the researcher had to arrange follow-up appointments to secure their input. These delays

Lead City University DO NOT COPY

not only prolonged the data collection process but may also have limited the depth and spontaneity of responses.

1.9 Operational Definition of Terms

Service Quality: It refers to the excellent and effective service provided by a library to its users in college of education libraries within South-west Nigeria.

Affect Service: it refers to the emotional and personal support provided by a library to its users, going beyond just providing information or resources in college of education libraries within South-west Nigeria

Information Control: it refers to the processes and mechanisms used to manage, regulate and restrict access to information within college of education libraries within South-west Nigeria.

Library as Place: refers to the physical library space as a vital part of the community, offering a welcoming and inclusive environment in college of education libraries within South-west Nigeria

Leadership Style: It can be referred to the strategies and conduct of a leader in guiding, inspiring, and overseeing individuals. An individual's leadership style influences their strategic planning and execution of initiatives in college of education libraries within South-west Nigeria.

Directive Leadership style: it is a the practice or technique of training, guiding, motivating, counselling, supervising, and leading library personnel in college of education libraries within South-west Nigeria towards the accomplishment of organisational goals.

Coaching Leadership style: it is a developmental approach wherein an experienced library leader, referred to as a coach, assists library professionals or users in attaining specified personal

Lead City University DO NOT COPY

or professional objectives through training and coaching in college of education libraries within South-west education Nigeria.

Supportive Leadership style: implies a positive contribution or influence, where one hierarchy helps to strengthen or enhance service quality in college of education libraries within South-west Nigeria.

Delegating Leadership style **:** means assigning or entrusting tasks, responsibilities or authority to other library personnel, often with a degree of autonomy and decision making power in college of education libraries within South-west Nigeria.

Emotional Intelligence: This is the capacity of library personnel in college of education within South-west Nigeria aims to comprehend, utilise, and regulate personal emotions constructively to alleviate stress, communicate proficiently, empathise with others, surmount problems, and mitigate conflicts among library personnel.

Self- Awareness: is the ability to recognize and understand one's own thoughts, feelings, and actions, as well as how library personnel perceive one and other in college of education libraries within South-west Nigeria.

Self-Management: is the ability to control oneself or one's affairs, and is important for success in any field. It involves developing self-control and mastery over one's work, such as managing time, workflow, and communication within college of education libraries in South-west Nigeria.

Social Awareness: is the ability to understand and empathize with library users, and to recognize social norms and resources in college of education libraries within South-west Nigeria.

Relationship Management: this involves building and maintaining healthy relationship with others. Library personnel's proficiency in relationship management can establish trust, resolve conflicts and collaborate effectively with colleagues, users, and stakeholders thereby contributing

Lead City University DO NOT COPY

to a positive work environment and successful library services in college of education libraries within South-west Nigeria.

Organisational Structure: It is the way that a library, or organisation is set up. It is also a system that outlines how certain activities are directed in order to achieve the goals in college of education libraries within South-west Nigeria.

Simple Structure: It is most commonly found in small businesses or start-up library or organisations, where one person often the library head makes most of the decisions and directly oversees the work in college of education libraries within South-west Nigeria.

*Machine Bureaucracy***:** it a type of organisational structure where the work is highly organised, routine, and controlled through formal rules and procedures. It is typically used in large college of education libraries within South-west Nigeria that focus on efficiency, consistency, and stability.

Professional Bureaucracy: it is an organisation or library where expert's librarians have the freedom to make decisions in their areas because they are professionally trained. The library trusts their knowledge, so there is less direct control from library head within college of education libraries within South-west Nigeria.

Divisionalised Form: it means the library is split into different sections (divisions), and each division works like a mini-organisation with its own management, but still reports to a central authority within college of education libraries within South-west Nigeria**.**

Adhocracy Structure: refers to a flexible, adaptive, and decentralized system designed to promote innovation, collaboration, and rapid response to changing user needs and technological advancements within college of education libraries within South-west Nigeria.

Lead City University DO NOT COPY

Endnotes

1. J. Cox, *Positioning the Academic Library within the Institution: A Literature Review,* Positioning the Academic Library within the University, 2021, 9-33.

2. D. O. Okhakhu, & S. V. Adeyeye, *Collaborative Learning Spaces and Quality Education among Postgraduates in Southwest, Nigeria*, **Lead City International Journal of Library, Information & Communication Sciences,** *2*(1), 2025, 292-303.

3. A.O. Isiaka, A. Soliu, B.A. Aremu, B. A. Bamidele, S. Saba-Jibril, & A.R. Ibitoye, *The Evolving Role of Libraries in the Fourth Industrial Revolution: Navigating Digital Transformation*, **Library Philosophy & Practice**, 2024.

4. G.O. Adigun, Y.A. Ajani, & R.T. Enakrire, R. *The Intelligent Libraries: Innovation for a Sustainable Knowledge System in the Fifth (5th) Industrial Revolution*, **Libri,** 74(3), 2024, 211-223.

5. A. Ullah, & M. Usman, *Role of Libraries in Ensuring Quality Education at Higher Education Institutions: A Perspective of Pakistan*, **Inverge Journal of Social Sciences**, 2(4), 2023, 13-22.

6. O.Onunka, T. Onunka, A. A. Fawole, I. J. Adeleke, & C. Daraojimba, *Library and Information Services in the Digital Age: Opportunities and Challenges*, **Acta Informatica Malaysia,** 7(1), 2023, 113-121.

7. P. Meesad, & A. Mingkhwan, *User Experience and Engagement in Smart Digital Libraries,* In Libraries in Transformation: Navigating to AI-Powered Libraries, 2024, 273-326.

8. G.O, Quadri, O. D. Bakare-Fatungase, & O. E. Akinyemi, *Investigating Work Environment for Service Qualityof Library Personnel in Academic Libraries*. **International Journal of Knowledge Dissemination (IJKD),** 5(2), 2024, 57-72.

9. W. P. G. L. Perera, S. D. Somaratna, M. A. L. Silva, & S. M. Adhikari, *Reshaping Library Services through User Feedback: A Path to Improve User Satisfaction in Academic Libraries*, **Sri Lanka Library Review**, 39(1), 2025.

10. T.M. Breseeg, *Baloch Nationalism: Its Origin and Development up to 1980*, University of London, School of Oriental and African Studies, 2001.

11. F.B. Oguntoye, & O.O. Ajibare, *Enhancing Diversity and Inclusivity in AI-Driven Library Services in Nigeria*, **Gateway Information Journal**, 25(1), 2024, 1–13..

12. M. J. Alam, & M. Mezbah-ul-Islam, *Impact of Service Quality on User Satisfaction in Public University Libraries of Bangladesh Using Structural Equation Modeling***, Performance Measurement and Metrics**, 24(1), 2023, 12-30.

13. T.A. Nakhumicha, *Access and Utilization Of Information in Digital Resource Platforms for Teaching and Research by Academic Staff in Selected Public Universities, Kenya* , Doctoral Dissertation, Kisii University, 2024.

14. A. Hayat, V. Shahare, A.K. Sharma, & N. Arora, *Introduction to Industry 4.0.* **Blockchain and its Applications in Industry 4.0. Singapore: Springer Nature Singapore,** 2023**,** 29-59.

15. H. O. Hongo, *Leadership Styles of University Librarians and Performance of Selected University Libraries In Kenya* (Doctoral Dissertation, Tuk), 2024.

16. N.Z. Abiddin, *A Deep Dive into Leadership Styles in Shaping the Higher Education Institution's Value and Culture*, **Pakistan Journal of Life and Social Sciences**, 22(2), 2024, 3854-3868.

17. F. Hakim, & Z.H. Siddiqui, *theS Effectiveness of Leadership Policies in Creating a Digital Library System,* **Development Studies in Educational Management and Leadership**, 3(1), 2024, 65-78.

18. B. Khaleel, S, Kausar, & S. Riaz, *Investigating Leadership Dynamics: A Comparative Analysis of Situational Leadership Theory and Contemporary Leadership Practices in a Public School*, **Annals of Human and Social Sciences,** 5(2), 2024, 638-649.

19. S. K. Benouadah, *Assessing the Role of Emotional Intelligence in Effective Doctoral Supervision in a UK Higher Education Context* (Doctoral dissertation, Manchester Metropolitan University), 2023.

20. C. Caffrey, H. Lee, T. Withorn, E. Galoozis, M. Clarke, T. Philo, & W. Vermeer, *Library Instruction and Information Literacy*. Reference Services Review, 51(3/4), 2022, 319-396.

21. A.A. Al-Omari, *Beyond the Glass Ceiling: Redefining Leadership Success. In Cultivating Inclusive Educational Leadership Ecosystems,* Women Trailblazers and the Path Forward Global Scientific Publishing**,** 2025, 243-272.

22. A. T. Akinyemi, & S. O. Tunmibi, *Characteristics of Cloud Computing as Determinants of Service Quality among Library Personnel in Federal Universities in South-west Nigeria*. **Lead City University Information Management Conference Proceedings**, 1(1), 2025, 54-69.

23. U. Uprety, *Capacity Building Factors Contributing to the Governance of Nepali Civil Society Organisations*, Doctoral dissertation, Kathmandu University School of Education, 2024.

Kisii University Not Copy

Chapter Two

Literature Review

This chapter attempts an in-depth review of literature on the topic under study. Literature reviewed under the following subheadings.

2.1 Conceptual Review

2.1.1 Service Quality

2.1.2 Leadership Style

2.1.3 Emotional Intelligence

2.1.4 Organisational Structure

2.2 Theoretical Framework

2.2.1 LibQUAL Model

2.2.2 Situational Leadership Theory

2.2.3 Emotional Intelligence Model

2.2.4 Mintzberg's Theory

2.3 Review of Empirical Studies

2.3.1 Leadership Style and Service Quality

2.3.2 Emotional Intelligence and Service Quality

2.3.3 Organisational Structure and Service Quality

2.4 Conceptual Model

2.5 Summary of the Reviewed Literature

Endnotes

Lead City University DO NOT COPY

2.1 Conceptual Review

2.1.1 Service Quality

The concept of service quality has attracted considerable attention in management, marketing, education, and information science literature due to its central role in shaping user satisfaction, organizational performance, and long-term sustainability. Service quality is regarded as one of the key determinants of customer loyalty and organizational success, as it reflects the extent to which an institution can deliver services that align with or surpass the expectations of its users. In competitive environments, quality service has become a strategic differentiator that enables organizations not only to attract but also to retain their clients. Libraries now provide proactive services, in contrast to the passive services of previous eras. It is an organisation committed to delivering reference and information services to its patrons, encompassing both the processes involved and their execution[1].

The resources of a library extend beyond its physical operations, Library services can also be enhanced through the utilisation of computers and internet access. A plethora of studies regarding the service quality of libraries exists both domestically and internationally. Library services are conducted in various sections, including acquisition, technical, and maintenance, before being delivered to the users[2]. High quality should be ensured from the acquisition section and maintained consistently through to the circulation section. An unpleasant experience in the library is likely to be shared with many people, whereas a positive experience will be shared with fewer. Therefore, It is imperative for librarians to comprehensively comprehend users' demands, including their desires, preferences, and timelines for accessing documents and information. The principles of service quality library pertain to the degree of perfection and efficacy to services rendered by a library to its patrons.

Lead City University DO NOT COPY

Quality encompasses the entirety of an entity's attributes that influence its capacity to fulfil both explicit and implicit requirements. Any product or service must possess the qualities that define its essence. Conversely, it is synthesis of elements and components that renders product and service exemplary to every aspect. Quality constitutes fundamental idea and prerequisite of library services, with most of libraries endeavouring in provide utmost standard of service. A great service is one that completely fulfils the expectations and criteria of the users. If library delivers pertinent information for suitable users at the optimal moment and at necessary format, which can be contended that it is upholding quality. High-quality library services entail accurately, comprehensively, and promptly addressing the enquiries of all users. Quality management plans must incorporate many methodologies to enhance the quality of information service. Effectiveness of the information system is largely with respect to service accuracy, effectiveness of need-based services, and prompts delivery of services. Outputs of information in LIS can include information abstracts, bibliographies, indexes, and current awareness bulletins, among others[3].

Quality in academic libraries should be regarded as multifaceted, including: teaching and academic programs; research and scholarship; staffing; infrastructure; equipment; societal services; and academic contributions, all of which must adopt an international perspective, signifying the exchange of knowledge, collaborative networking, and the mobility of faculty and students within a socio-cultural framework. The quality of education attracts clientele, measurable through overall engagement and delivery, as well as the fulfilment of primary informational needs. It is essential to evaluate quality in higher education by considering infrastructural elements, including equipment, instructional materials, information resources, physical facilities, and staff quality, among other factors. The fundamental concepts of quality

Lead City University DO NOT COPY

management are grounded in the ongoing enhancement of services, a customer-centric approach, and responsiveness to the requirements and actions of all stakeholders[4].

Service is an operation that entails intangible elements that interacts with both consumers and proprietors, without resulting in a transfer of ownership. The service's status may alter, resulting in either effective or ineffective connectivity to a physical object[5]. Service quality is characterised by a scholar which fulfilment or exceeding of customer expectations, or as the gap between clients' perceptions and anticipations of service. It is also the outcome of client's extensive assessment of the disparity between anticipated and actual service delivery. "Expectations are characterised as the confidence that an anticipated event may occur or is more probable to occur," while "Insight is delineated as the process of selecting, categorising, and interpreting data to construct a coherent understanding of reality"[6].

Service quality is a distinctive phenomena as its dimensions and indications may vary among the individuals engaged in the library service, which reflects degree of excellence in delivering satisfaction to each consumer. Service quality evaluation is grounded in five dimensions: reliability, responsiveness, assurance, empathy and tangibles. These traits can be characterised by their modification based on the type of business under examination and then employed as evaluation criteria for users regarding the service provider's performance. Moreover, contentment is known as the emotional state resulting from everyone assessment of disparity between the real performance of the product and service of their expectations. Users satisfaction will be achieved if the library services received are at least comparable to those offered by the library[7].

Quality of library services is important element, as user happiness is contingent upon the service quality provided by their libraries. Quality of library services is dynamic element for any service-

Lead City University DO NOT COPY

oriented institution. Their survival and reputation as a library are contingent upon quality of services provided, Library can be regarded as non-profit institutions, characterised by their operations and service outputs. Users constitute the primary objective of a library; hence, they are the most effective evaluators of service quality inside libraries[8]. Companies anticipate profit from the services or items they provide and largely assess returns based on their investments. Similarly, libraries generate information for society. The value or return on investment provided by libraries includes social, educational, and cultural dimensions, which are challenging to quantify. Although the functions are analogous, their outputs differ. Traditional measures, such as collection size, used to assess library service quality have become obsolete in addressing the needs of contemporary society and academic communities.

Service quality in academic libraries can be referring to as the disparity between users' expectations and their judgements of service delivery. In the domain of library and information science, service quality denotes the disparity between users' expectation and actual delivery of services[9]. Service quality in academic libraries encompasses three primary aspects: information resources, the service quality environment, and staff-provided services. Likewise, a scholar noted that the calibre of an academic library is contingent upon the services it delivers to users and the space it provides for both users and staff services. When a library can deliver accurate information promptly and in a preferred format, it is offering great service. High-quality library services entail promptly and comprehensively fulfilling the requirements of each individual user[10].

Perceived quality is the customer's evaluation of the product or service's comprehensive excellence or superiority in comparison to their expectations. Assessing service performance can be accomplished by juxtaposing service expectations with the actual performance outcomes;

Lead City University DO NOT COPY

nevertheless, there is a current inclination to employ subjective measures as indicators of quality. This measure is termed 'soft' since it emphasises perceptions and attitudes in relation to tangible elements known as objective criteria. Moreover, it is frequently considered essential to include soft, subjective metrics (such as personal opinions), while a more definitive objective index is inapplicable for assessing service quality[11]. Customer satisfaction refers to crucial direction of service quality in the library. The aims of research on visitor happiness in create a dependable instrument for assessing user satisfaction in the library. Neglecting the quality of its services would adversely affect visitor interest in the library. Given the significant role of the library director as both a management and librarian in delivering quality library services, each library must enhance the calibre of its librarian personnel[12].

Quality of Librarian Services and Student Contentment the library is an essential element of education, inseparable from its existence as a reflection of the nation's intellectual endeavours. To support the increasingly vital function of education in the nation, the establishment of a superb library is essential. An exemplary library is one that identifies and fulfils the needs of its users. User pleasure is the paramount objective of all library activities and serves as the ultimate aim of information services library. Consequently, the library must consistently enhance the quality of its services. Service quality is characterised by the degree to which consumer expectations are fulfilled or surpassed, or as disparity between consumer perceptions and expectations of service. High-quality service will attract individuals to visit the library and enhance pupils' willingness to learn. Reading is an activity that can enhance the reader's understanding. The disinterest of library users may stem from internal problems, like inadequate focus on purchase and upkeep of library’s collection, subpar service quality and similar issues.

Lead City University DO NOT COPY

Which enhance the services quality and facilities; library must offer a diverse array of information and facilitate connections between users and the provided information[13].

Libraries generally offer administrative services, procurement services, and service utilisation assistance[14]. Service quality rendered in libraries is determined by kind of service offered and the extent of benefits it delivers to patrons. Definition of service quality researcher defines service as any actions provided by one that have fundamentally intangible and do not result in ownership of an object[15]. The library services do not focus on tangible outcomes; rather, librarians must remain innovative in the packaging and presentation of information to users. This definition concludes that a service is any intangible action or activity provided by one party to another to deliver benefit or satisfaction. Comprehending the designated service pertains to either public service or user services within the library. The ministry possesses a universal characteristic, signifying its applicability to those who desire it. Consequently, content service customers are essential for the library's continued existence.

However, the paramount factor in delivering quality service in academic libraries is the ability to progress and adjust to the evolving demands and expectations of users and affiliated organisations. The existence of an organisation is contingent upon this factor, and given that academic libraries function within a highly dynamic environment, it is essential for librarians to implement tactics that fulfil the elevated expectations of users. Quality is typically articulated by several users according to their individual interpretations; thus, the ultimate assessment is made by the user from a subjective perspective, influenced by their requirements and interests at a particular time [10]. Users are requested to examine the desired service quality and their impressions on the library effectiveness in meeting their needs. Suggested that the quality of library services necessitates continuous enhancement to meet user expectations and recognising

Lead City University DO NOT COPY

the interconnection of content technology infrastructure and human services, Personnel who possess content expertise, technological proficiency, and a dedication to acknowledging and appreciating customer feedback. Comprehending, valuing, and addressing user perceptions.

LibQUAL+ assesses service quality in the context of libraries using three crucial dimensions: affect of service, information control, and library as a place. Affect of service means ways patrons view the responsiveness, compassion, and readiness of library employees to help. This includes how approachable, courteous, and knowledgeable staff members are in helping users navigate resources, solve problems, and enhance their overall experience. Positive affect of service can significantly influence user satisfaction and loyalty, especially in academic settings where students and researchers often rely on human support for complex information needs.

Information Control emphasises the user's impression of the library's information resources, including their accessibility and availability. It reflects how effectively the library provides access to databases, catalogues, digital repositories, and physical collections, as well as how intuitive and seamless the search and retrieval systems are. This dimension addresses not just the volume of available resources, but also the relevance, organisation, discoverability, and technological interfaces that facilitate access critical aspects for supporting academic research, learning, and teaching. Lastly, Library as a Place evaluates user's perceptions towards library's physical environment, encompassing comfort, beauty, functionality, and suitability for learning. This dimension takes into account the availability of quiet study areas, group collaboration spaces, seating, lighting, infrastructure (such as Wi-Fi and charging stations), and the general ambiance of the library. A well-designed library space fosters intellectual engagement and can serve as a welcoming, inclusive environment that meets diverse user needs, from solitude for deep research to vibrant interaction for group work[16].

Lead City University DO NOT COPY

2.1.2 Leadership Style

Leadership styles encompass the various behavioural approaches employed by leaders to shape, motivate, and direct their followers. Leadership style can view in the manner which leaders implement plans and strategies to attain specific objectives, while taking into account stakeholder expectations as well as the well-being and integrity of their team. The leadership style of any leader usually combines their personality, life experiences, emotional intelligence, family relationships, and ways of thinking[17]. Therefore, leaders need to understand their leadership style in addition to the previously described qualities and determine how to improve their efficacy. Effective leadership fundamentally depends on the chosen leadership style. Consequently, a leader's ability to recognise when a situation demands an executive decision as opposed to a collaborative approach is crucial. Furthermore, a leader must have the ability to discern the most suitable leadership style for an organisation or circumstance to attain success. Understanding one's leadership style allows a leader to take ownership, exercise control, and acknowledge responsibility for the scope and scale of upcoming duties.

Leadership style serves as a social influence mechanism through which a leader seeks to obtain the voluntary participation of subordinates in order to accomplish organisational goals, the leadership style demonstrated by a librarian is crucial for the efficient operation of the library[18]. Librarians' leadership styles have a considerable impact on the efficacy and enthusiasm of library staff in attaining the library's goals and objectives. Perceived leadership style refers to the approach a leader employs in providing direction, implementing strategies, and motivating individuals to achieve organisational goals[19]. When inappropriate methods employed in managing academic library programs may result in indiscipline among professional librarians. Contemporary leadership theories characterise leaders by their attributes or their application of

Lead City University DO NOT COPY

authority to attain goals. Leaders can be categorised as autocratic, democratic, bureaucratic, or charismatic based on trait-based descriptors.

In viewing leadership can be analysed through the lens of outcome attainment and power exchange, categorising leaders as situational, transactional, or transformational. While other classifications of leadership styles exist, it was observed that the predominant styles are transactional and transformational leadership[20]. Consequently, it is the librarian's responsibility to implement effective leadership styles that engage subordinates in attaining the organisational objectives. Unfortunately, certain librarians are inadequately equipped for the rigorous role they fulfil. Some librarians occupy their positions but lack the necessary technical proficiency and motivation to adapt to the constantly shifting environment of the university libraries they are responsible for managing.

Leadership styles involve the techniques and approaches used to inspire individuals to achieve the leader's goals particularly the power of a manager to assign tasks to team members, to attain the best results from team members, managers should focus on boosting their morale, cultivating a spirit of engagement, collaboration, and a willingness to contribute. There are three primary leadership styles: authoritarian, laissez-faire, and democratic leadership. These relate to leadership styles associated with McGregor's Theory of Assumptions "X and Y." Modern leadership theories categorise five distinct leadership styles: charismatic leadership, transactional leadership, transformational leadership, visionary leadership, and culture-based leadership. This is concise assessment of notable leadership styles already analysed, along with their possible effects on a group and their comparative efficacy.

An effective leadership style is refers to change and fosters transformation. The role of a leader can be perceived as an influential change agent[22]. From an academic standpoint, leadership is

Lead City University DO NOT COPY

perceived as a process wherein leaders develop a collective vision and set the tone that directs and shapes the behaviour of all individuals inside the company towards the attainment of shared values. The collective vision fosters alignment by establishing a unified mental framework for employees to adhere to. Leadership attitude influences employee trust, contentment, and organisational citizenship behaviour[23]. Consequently, leadership is crucial in institutions like libraries. Leadership in Nigerian libraries should focus on establishing a vision and disseminating it to others, as well as on providing and delivering services using innovative technology to enhance user accessibility to the continuous need for knowledge.

The desire to focus on personal qualities and attributes while also influencing the company's aims and objectives is one of the characteristics of a leadership style, An additional reason is offered by a scholar who points out that the success or failure of suitable businesses, countries, and other social entities is largely dependent on the leadership style. From this perspective, leadership style can be defined as an effort to exert influence over the actions of followers by means of the communication process, with the ultimate purpose of achieving specific objectives[24]. A person's leadership style can be defined as the manner in which they exercise power to influence or direct other individuals towards the accomplishment of shared objectives. Some of the numerous types of leadership styles that academics have identified are democratic, laissez-faire, autocratic or authoritative, participative, and delegating among hundreds of others. The leadership style used by a library depends on the activities and functions that the leaders and followers are doing, no matter what happens or what conditions exist. One of the goals of leadership styles in an organisation is to provide managers with the ability to motivate their employees to voluntarily carry out tasks that are required of them, with the end goal being effective performance.

Lead City University DO NOT COPY

Leadership styles are context-dependent and have improved both individual and organisational success in various ways. Leaders actively establish the pace and furnish directives for staff to adhere to. Leadership is a process by which individuals motivate and enable themselves and others to realise their utmost potential. It involves enabling people to make decisions, therefore actualising the vision through the proficient implementation of the plan. It is perceived as a process of motivating individuals to exceed typical expectations; effective leadership necessitates guiding others to engage in innovative thinking and fostering the exploration of novel solutions to challenges. This study defines leadership as the capacity to convince people to participate in transformational initiatives by aligning individual objectives with those of the leader and, ultimately, the business, under the premise that leadership involves managing change. Transformation is perceived as the capacity to execute tasks in a manner distinct from previous practices. It may also be regarded as the establishment of a new entity, rather than an enhancement of an existing one[25].

Various literary and philosophical traditions have made different attempts to define the term leadership; one way to define leadership is as a technique for influencing or guiding a group of people to act collectively in a particular way in order to achieve an organization's goals and objectives. The advantages and disadvantages of every leadership style are different. Any firm can use any of the many distinct kinds of leadership styles. These leadership philosophies include, among others, delegating, coaching, mentoring, and supportive leadership and styles.

Directive leadership exemplifies the provision of employees with a benchmark for making appropriate judgements and decisions, guided by leaders whose influence aligns with behaviours that facilitate the attainment of established organisational objectives and goals. As a result of their analysis, the managers who offer orders to their followers place less importance on their

Lead City University DO NOT COPY

participation in day-to-day decision making process. This is done with the intention of reducing the amount of time that goes into making decisions. As a result, employees of an organisation rely on the thoughts and opinions of the leader on the most effective means by which the targeted goals from the beginning can be achieved with a great deal of ease and precision. This has an effect on the way in which such subordinates are driven to work. In addition to this, it enables employees and followers to have a better understanding of the expectations of their supervisors, which in turn enables them to utilise their maximum potential in the areas of the company that are prioritised, as these become the standard operating procedures that have been agreed upon. Therefore, it is anticipated that their levels of performance will also be improved as a consequence of displaying acceptable behaviour within the context of the social situation. No matter the approach the leader chooses to use, they are responsible for determining the means by which personnel are to be motivated to produce.

As a result, a leader has the ability to adjust their circumstances in order to guarantee job satisfaction, which is an essential component of employee motivation, which leaders are unable to operate independently from the emotions of their staff members, and this should be reflected in their leadership styles[26]. The directive leadership style is effective when prompt and decisive actions are required. In this context, the leader possesses complete power and authority to affect behaviour of subordinates in workplace. The leader's thoughts and directives are seen as the definitive operational mandate within the company, indicating that followers are compelled to adhere to the established moral and performance standards[27]. This is due to the perception that such leaders are above reproach by their followers, as they assume all administrative duties and responsibilities within the company, from the inception of ideas to their implementation and eventual termination.

LeadCity University DO NOT COPY

The directive leadership style enables supervisors to be regarded seriously while informing organisational employees of the entity's expectations and prohibitions. Notwithstanding the aforementioned, the directive leadership style is deemed detrimental to employees. Consequently, companies that depend on a single individual to make all decisions for others to adhere to may find themselves in a precarious position, as this individual could misguide their followers into undertaking behaviours harmful to achieving intended objectives[28]. A scholar has noted that authoritarian leadership emphasises control and compulsion, with the leader seldom making organisational decisions based on common opinions among team members. The individual control of decisions sometimes fails to benefit the organization's collective interest and its team members, instead catering to the self-serving goals of the directive leader[29]. This leadership style undermines the organization's overall objectives by stifling the perspectives and insights of followers, who may propose innovative and practical solutions for optimising task performance and enhancing efficiency. It also diminishes staff psychological commitment and engagement with the organisation as a motivational strategy.

Directive leadership style faces the challenge of delegating all organisational decision-making to a central authority. The issue here is that the leader usurps all power and vests it in himself/herself, leaving the other organisational members dependent on his/her decisions. This is because such leaders do not consider the views and opinions of their subordinates, whether favourable or negative. This may demotivate employees who believe their new ideas are not acceptable to the so-called one-man decision-making pot. They also point out that, while the style provides for speedy decision making, it does not allow for employee participation and input. This is because they sincerely feel that they are better positioned to provide wisdom and advice, while the rest must accept their opinions as gospel truth without fear or favour, which

Lead City University DO NOT COPY

contributes significantly to low employee morale. Although it may produce excellent results in the short term, its use of excessive power and authority makes it unpopular because it reduces productivity in the long run, causing sentiments of resentment among employees. As a result, it cannot be seen as a viable alternative to other leadership styles applicable in democratic organisational settings[26].

Coaching leadership styles encompass the strategies employed by leaders to enhance employee skill development and oversee job performance, thereby promoting effective growth which reflects a leader's behaviour that strengthens the relationship between leaders and employees by promoting employee development and overseeing job performance to achieve organisational goals[30]. Coaching leadership encompasses four components for employees: direction, development, accountability, and relationship, as indicated by interviews[31]. Conversely, creative performance is characterised by the difficulties employees encounter in accomplishing organisational objectives through the generation of viable ideas and the creation of novel solutions.

Coaching leadership improves communication, facilitating employees' understanding of the organization's future direction and intrinsic motivation by recognising their positions within the business. Employing coaching leadership internal motivation is enhanced, allowing employees to willingly share ideas and engage actively in their work, which bringing in a greater variety of ideas and successfully putting them into practice in the workplace, a coaching leadership style can foster organisational innovation and produce innovative results. Secondly, coaching leadership offers both material and mental support, providing the necessary resources to help employees implement their diverse ideas aimed at fostering organisational change. The coaching leadership style enhances employees' psychological expectation of receiving the necessary

Lead City University DO NOT COPY

resources to accomplish their goals and effectively execute their tasks. Coaching managers enhances innovation by facilitating the exchange of varied ideas through both tangible and intellectual assistance[31].

Coaching leader is a novel managerial behaviour that emerged in a dynamic organisational setting, has a distinct benefit in developing employee mental models and motivating creative potential. Coaching leadership is a new kind of leadership that has gained popularity in recent years, It emphasises how leaders may utilise their coaching talents to assist employees identify underlying needs, develop goals, and enhance their skills and performance[32]. A scholar developed the coach as a training approach in the field of manager training, which demonstrated that management coaching is an effective strategy to improve organisational performance, develop managers and leaders.

According to early academics, coaching leadership is a management technique that helps staff members enhance their performance and capacity for learning. As studies develop, coaching leadership is characterised as a manager serving as a coach to exhibit managerial effectiveness, which can be demonstrated by employee performance evaluation, a willingness to accept uncertainty, a focus on collaboration and learning, and other means. Despite differences in definition, there is consensus on the following components: coaching leadership will exhibit open communication with staff members, a focus on teamwork, consideration for the traits of employees' learning and self-improvement, and an accepting environment. It is crucial to remember that coaching leadership is different from other effective leadership philosophies like servant and inclusive leadership. The interaction approach places a strong emphasis on motivating and inspiring staff members. Reach shared growth via candid dialogue and constructive relationships.

Lead City University DO NOT COPY

Coaching leadership's work behaviours has been found to have a good impact on learning behaviour, performance, organisational dedication and professional commitment, work safety, and employee self-efficacy, according to research that has already been conducted. An improvement in mental model, which in turn encourages innovative behaviour, can be achieved by coaching leadership that places an emphasis on employee motivation and on enabling people to learn and solve challenges autonomously. In addition, the open and participatory environment that is created within the company will, with the backing of the leaders, provide further resources and support to employees to enable the implementation of their innovative ideas, while also enhancing the promotion of innovative behaviour among staff.

Coaching leadership style (CLS) describes a leadership approach wherein the leader primarily employs coaching to attain specified outcomes. A coach facilitates the transformation of physical and psychological strengths into performance capabilities, while a leader can guide employees in fostering self-regulation, self-leadership, and the development of enduring personal strengths. Nonetheless, clear and universally accepted definitions of coaching are lacking. The concept of coaching ranges from a systematic understanding to a complex array of diverse perspectives. There is an increasing expectation for leaders to engage in coaching their employees. Coaching is presented as a significant instrument within the leadership framework.

Coaching is a strategy for improving self-confidence and supporting activities that lead to successful outcomes. It involves guiding individuals to unleash their potential, enhance performance, and achieve stated goals. The emphasis is on assisting those who are learning rather than giving knowledge directly. Every employee possesses the capacity to realise their optimal self. Achieving this requires engagement with learning processes. Initially, it is essential to acquire the ability to utilise mental models for comprehending one's own

Lead City University DO NOT COPY

circumstances and the perspectives of others. Secondly, it is essential to acquire the skills necessary to utilise tools for the implementation of desired behaviours and the achievement of goals[33].

The supportive leadership style has garnered significant interest in leading and mentorship studies. This exemplifies a leadership approach that offers followers emotional, informative, instrumental, and evaluative support. Effective leadership enables goal achievement by directing team members to perform tasks efficiently and view their jobs as significant and engaging. Public managers utilising a supportive leadership approach can motivate their employees and civil servants to synchronise their aspirations and objectives with those of their organisations. Supportive leadership is associated with a sincere regard for the welfare of followers, cultivating a positive atmosphere through the integration of pragmatic elements that facilitate their tasks and emotional dimensions that promote open communication among peers, thereby improving employee satisfaction and efficacy. Supportive leaders cultivate successful communication methods characterised by openness and fluidity, which promote creative idea exchange among work units. Effective leadership fosters the recognition of the significance of transparent and active communication both among individuals and with their leader[34].

Similarly supportive leadership style can encourage teamwork and making decisions together. Employees are motivated to engage in collaborative activities due to their goal-oriented mindset fostered by a supportive workplace and their job satisfaction. Supportive leaders are in charge of creating performance management systems that make clear what the goals are and what the rewards are for completing certain tasks[35]. In the development of such systems, supportive leaders establish objectives, aid their subordinates in attaining them, and recognise the value of their own competencies. Empowering subordinates ultimately establishes a psychological

Lead City University DO NOT COPY

contract between them and the organisation, evidenced by heightened employee involvement in organisational management and decision-making. In summary, effective leaders are essential; they assist followers in attaining their objectives in alignment with the organization's goals.

Supportive leadership conduct fosters an environment where success is the main goal, which is advantageous for the organization's and its employees' well-being. It is the duty of supportive leadership to assist his subordinates in achieving their goals and objectives by identifying specific actions, offering assistance, and making sure that the organization's goals have an impact on how individual and employee goals are reached as well. Therefore, in this regard, a supportive leadership style that prioritises addressing the needs and goals of subordinates in order to promote their overall wellbeing results in a motivated workforce that feels loved by their leaders, which in turn increases their drive to work. The aforementioned asks for leaders who understand their everyday responsibilities to aid others by providing direction, mentorship, and counselling as they work towards their goals. Thus, these deeply ingrained leaders support their followers by fostering positive work environments that encourage cooperation, respect, trust, and psychological support[36]. As a result, an environment where supportive leadership styles are present leads to favourable results where both organisational and personal objectives are met at the same time. The absence of a supportive leadership style is one of the primary causes of workplace stress.

Supportive leadership (individualised consideration) improves job effectiveness. This is due to the fact that employees believe that the leader's assistance and actions are crucial in helping them cope with the demanding situations and surroundings they find themselves in. Employees require assistance not only from their superiors but also from their peers. This is a result of the amount of time people spend interacting with one another and discussing their problems.

Lead City University DO NOT COPY

Consequently, finding coworkers that encourage one another also raises employee morale at work. According to their study, employees who have social support from their leaders and peers find it easier to handle any stressful situation or difficulty at work since they discuss their difficulties on a daily basis and, as the saying goes, "a problem shared is a problem half solved." These results thus support the idea that workers prefer a supportive workplace where they are assisted in overcoming various obstacles that arise while carrying out their daily tasks. Organisational employees gain advantages from diverse leadership styles, which foster skill development and necessitate the establishment of a collaborative work environment. This, in turn, enhances performance and subsequently boosts motivation to work. Since their commitment and psychological contract to the company are bolstered by their leaders' actions, managers and supervisors should adopt a leadership style that demonstrates concern for their subordinates.

Delegating leadership is a style in which decision-making is transferred to group members rather than being solely the responsibility of leaders. Delegating leadership is characterised by minimal guidance from leaders, full autonomy for followers in decision-making, leaders supplying essential tools and resources, and an expectation for group members to address issues independently. Delegating leadership is advantageous when group members possess high levels of talent, motivation, and the ability to operate independently. Due to their expertise and proficiency, these group members can perform tasks independently with limited oversight. This independence may empower certain group members and enhance their job satisfaction; however, erroneous judgements could occur, potentially undermining the contributions of others.

The delegate approach is applicable when followers exhibit intense passion and intrinsic motivation towards their task. The conventional term for this practice is 'Delegating', suggesting

Lead City University DO NOT COPY

a wholly hands-off attitude; yet, numerous leaders remain accessible to group members for conversation and feedback. Delegating leadership is suboptimal when group members lack requisite knowledge or skills to function independently and make sound decisions. Leaders who delegate are often perceived as uninvolved and disinterested, leading to diminished communication and collaboration within the group. Leaders must engage in the project to ensure that group members do not lag behind due to unfamiliarity with the tasks or procedures necessary for completion. Ultimately, if followers possess the requisite expertise, leaders contemplate utilising the Delegating approach to enable followers to function autonomously with greater latitude in decision-making and to operate effectively independently[37].

Every leadership style comes with its own set of advantages and disadvantages that are unique to it. This perspective emphasises that the employed style must be acceptable to positively influence staff behaviour, hence enhancing the library's objectives. The application of suitable leadership styles in library management may enhance creativity and innovation. Research indicates that leadership style is the predominant factor influencing productivity in 21st-century workplaces. This is because leaders in any company are responsible for achieving established objectives through their operational methods, reward systems, communication strategies, and policy development. The studies utilised secondary data sources and concluded that for a company to thrive, executives must comprehend the organisational culture to effectively adapt to it. A scholar posits that leadership styles fostering team spirit enable individuals to collaborate synergistically, so ensuring elevated levels of customer satisfaction, which, in the context of the library, correlates with enhanced job performance. The investigation revealed a negative correlation between autocratic leadership style and work effectiveness.

Lead City University DO NOT COPY

2.1.3 Emotional Intelligence

Emotion is the propensity of a feeling and certain specific thoughts of this feeling, psychological, bodily states and series of motions. Emotion is a complex psychological state composed of three distinct components: a subjective experience, a physiological reaction, and a behavioural or expressive reply [38]. Researchers have attempted to categorise and identify the various sorts of emotions in addition to attempting to describe what emotions are. All human civilisations have six basic emotions in common: fear, disgust, anger, surprise, happiness, and sadness. These descriptions and insights have evolved over time. Utilising an emotion classification framework known as the "wheel of emotions," he broadened the list to include several additional fundamental emotions, such as pride, amusement, embarrassment, enthusiasm, contempt, humiliation, and satisfaction.

This model illustrates the combination of various emotions, analogous to an artist blending primary colours to produce additional hues. The primary emotional dimensions consist of eight pairs: surprise vs expectation, wrath versus fear, trust versus distaste, and happiness versus misery. It is possible to combine emotions to create new ones; for instance, excitement is produced when happiness and anticipation are joined. Although emotions are often categorised broadly as "angry," "sad," or "happy," individual experiences of these emotions can be significantly more complex and subjective. Experts assert that several fundamental universal emotions are experienced globally, irrespective of cultural background. However, researchers contend that the experience of emotion is often highly subjective. According to an academic definition, emotion includes sentiments like joy, love, fear, rage, or hatred that might result from one's environment or social interactions [39]. The concept of emotions implies that when it comes to the quality of life and the purpose of existence, emotions and the importance they hold are the

Lead City University DO NOT COPY

most significant aspects of mental life, and that no other aspect of mental life carries greater weight[40]. They constitute the essence of a meaningful existence, while at the same time making life both useful and stressful at appropriate times.

The concepts of "intelligence" and "emotion" must be examined in order to fully understand the idea of emotional intelligence. The idea of intelligence originated during Aristotle's time. Intelligence encompasses an individual's overall ability to act with intention, engage in rational thought, and effectively navigate their surroundings[41]. Intelligence is defined as the capacity to think, reason, and comprehend, rather than merely acting on instinct or automatically[42]. It is also regarded as the ability to learn, understand, and navigate new or challenging situations, as well as the capability to apply knowledge effectively to influence one's surroundings. It is explained that an intelligent individual possesses analytical skills that enable clear and articulate communication[43]. They are capable of viewing all aspects of a problem, serving as a valuable source of ideas, effectively interacting with others, making sound decisions, addressing challenges, and being sensibly attuned to the needs and desires of others, all while thinking carefully before speaking and acting. Intelligence encompasses the cognitive abilities required to navigate, shape, and adapt to one's environment[44]. This definition indicates that intelligence encompasses both reactive and proactive elements. Alongside individual adaptation, it is essential to choose and shape the environment. Individuals possessing creative and practical intelligence often have a significant impact on their surroundings, influencing both themselves and others in meaningful ways.

Emotional Intelligence (EI) is the ability to detect and comprehend one's own emotions and those of others. Emotional Intelligence does not equate to a lack of strength. Emotional intelligence involves developing the competencies necessary for effective emotion regulation, the capacity to

Lead City University DO NOT COPY

make swift decisions with enhanced self-awareness, empathy, and control leads to encounters that are more valued, comprehended, and esteemed by others. Substantial divisions can be resolved and strong connections formed by engaging emotions to promote productive and responsive decision-making, as opposed to reactive or impulsive remarks and actions. Emotional intelligence is the ability to understand one's own emotions and those of others, including emotional management and the capacity for emotional reasoning[45].

Emotional intelligence involves an individual's capacity to manage their own emotions and influence the emotional states of others[46]. They possess the capacity to influence the emotional states of others. The capacity for emotional intelligence is an essential competency in effective leadership. The five fundamental components include self-awareness, self-regulation, motivation, empathy, and social skills[47]. The proponent of emotional intelligence identifies three adaptive competencies: the capacity to evaluate and express emotions, to regulate emotions, and to utilise emotions in problem-solving contexts. Emotional intelligence encompasses the capacity to recognise the importance of emotions and their interrelations, thereby enhancing reasoning and problem-solving through effective emotional management. It involves the capacity to employ emotions adeptly in confronting challenges[42].

Emotional intelligence involves the ability to understand, apply, and manage one's emotions to reduce stress, facilitate effective communication with others, cultivate empathy, and address challenges. If the idea of emotional intelligence seems to go against what you believe, that is quite reasonable[48]. It is common to perceive our emotional experiences and cognitive abilities as distinct entities. Nevertheless, when combined as emotional intelligence, it is a unique form of intelligence that is defined as the ability to be cognisant of, regulate, and articulate one's emotions, as well as to manage interpersonal relationships with empathetic and judiciousness.

Lead City University DO NOT COPY

Emotional intelligence (EI) represents a distinct form of cognitive capability. It's about possessing emotional intelligence, not merely academic knowledge. The data indicates that emotional intelligence holds equal, if not greater, significance compared to cognitive ability in relation to happiness and success in life[49]. The development of emotional intelligence fosters the creation of strong interpersonal relationships, improves professional achievements, and supports the realisation of personal goals. It includes the ability to identify, make use of, understand, and control one's emotions in healthy and productive ways. It entails being conscious of one's own emotional condition as well as an understanding of the emotional conditions of others.

The distinction between Emotional Intelligence (EQ) and Intellectual Intelligence (IQ) is grounded in neurological studies, indicating that these competencies differ from technical and cognitive capabilities as they activate distinct cerebral regions. The area of the brain in charge of emotion, motivation, and emotional memory associations is called the limbic system, in contrast to the neocortex, commonly referred to as 'the thinking brain.' The amygdala, situated in the limbic system, consistently assesses sensory experiences and plays a crucial role in memory processing and emotional responses, especially those related to nervousness and pleasure.

Information is interpreted milliseconds faster by the emotional brain than by the rational brain, which frequently results in an intrinsic physiological response within the body when the individual is under stress or when they feel threatened[50]. When a learnt or perceived threat is sensed, the same survival instinct that is employed to avoid genuine threats frequently induces reactions and behaviours that are less desired and damaging. The phenomenon known as "amygdala hijacking" refers to the condition wherein an individual finds them incapable of overriding these instinctual protective mechanisms. When the amygdala is in this state, it immediately takes precedence over the neocortex (since it is processing and determining whether

Lead City University DO NOT COPY

or not the instinctive reaction is appropriate). Emotional memory, perceived as a threat and stored in the limbic system, can only be suppressed and transcended until a rational response is formulated. This is achievable solely via self-awareness and self-regulation.

The emotional brain analyses information milliseconds prior to the rational brain, frequently eliciting an instinctive physiological response during stress or perceived threats[50]. The survival instinct that helps evade significant threats frequently elicits undesirable and damaging attitudes and behaviours in response to learnt or perceived threats. The incapacity to override these defensive responses has been termed 'amygdala hijacking.' In this condition, the amygdala promptly supersedes the neocortex, which evaluates the appropriateness of the instinctive response. Self-awareness and self-regulation are essential for suppressing emotional memory, which is a perceived threat stored in the limbic system, and for delaying initial reactions until a logical response is formulated.

A scholar identifies emotional domains in his model of emotional intelligence: Self-awareness, Self-management, Social Awareness, and Relationship Management[51]. The trios that are formed at first are intra-personal and manifest themselves within the individual. The latter two behaviours reveal themselves in interpersonal contexts among persons and are behaviours that may be observed. The development of your intra-personal abilities greatly contributes to your ability to master your inter-personal capabilities.

Self-awareness refers to the capacity to identify and understand one's moods, emotions, and motivations, maintaining an acute awareness of and presence to what one is experiencing be it happiness, sadness, excitement, worry, anxiety, frustration, or anger[52]. Considering your current emotional condition, it possesses an understanding of what actions or statements may be appropriate or inappropriate for you to undertake next. Recognising and processing one's

Lead City University DO NOT COPY

emotions is crucial for making informed decisions that lead to more favourable outcomes for both oneself and others. Self-awareness involves a profound comprehension of our strengths and weaknesses, alongside our responses to various situations and individuals. This knowledge enables us to establish boundaries and navigate our interactions with others in a manner that remains true to our authentic selves. Furthermore, possessing a deep understanding of ourselves enhances our communication skills, as it allows us to more accurately perceive the needs and expectations of others during discourse. Ultimately, through the cultivation of self-awareness, we can engage in the pursuit of personal growth and enhancement of our lives in ways that resonate profoundly with our individual values and aspirations.

Self-management entails the assumption of responsibility for one's own life and the deliberate making of choices that influence one's personal trajectory. It entails adopting a proactive stance and assuming accountability for one's own well-being. Self-management entails the establishment of objectives, the implementation of strategies to accomplish them, and the assessment of progress as it is made. In addition to this, it requires the capability of modifying plans as required in order accomplishing one's goals, which demonstrates capacity for adaptation and flexibility. The ability to regulate impulsive emotions and behaviours, manage emotions healthily, take initiative, fulfil commitments, and adjust to swiftly shifting circumstances is emotional intelligence[53].

Self-regulation refers to the ability to control or change disruptive impulses and emotions, as well as to choose preferred activities. Self-regulation refers to the capacity to manage one's emotional state, closely linked to the concept of self-governance. Ensure that you do not conflate this with the act of "repressing" or "suppressing" your emotions. Possessing the capacity to change depleting and negative emotional states into constructive and pleasant ones, as well as the

Lead City University DO NOT COPY

ability to delay judgment and reflect before taking action, are all included in this capacity[54]. And Social awareness encompasses the capacity to comprehend the emotions, aspirations, and issues of others, identify emotional cues, navigate social interactions proficiently, and discern power dynamics within a group or organisation[55]. Also Relationship management skills encompass the capacity to establish and sustain positive relationships, communicate efficiently, persuade and motivate others, collaborate effectively within groups, and manage conflicts adeptly. The process of creating and preserving positive relationships with clients, customers, partners, and other individuals who can assist an organisation in achieving its objectives is known as customer base management. Increased sales, client loyalty, and customer happiness can all result from effective relationship management.

Employees who exhibit emotional intelligence show exceptional communication skills and are able to cultivate closer relationships with their fellow workers. They are skilled at resolving issues, adapting to new circumstances, and building trust with other parties, including employers, customers, and coworkers. To attain exceptional performance, one must possess both cognitive ability and emotional intelligence. It has been determined that emotional intelligence is twice as significant as the other two components for employment across all levels[56]. The development and application of Emotional Intelligence skills provide essential capabilities that significantly enhance the library environment. Individuals with strong EI skills positively influence everyone they interact with, exemplifying outstanding performance and swiftly fostering relationships.

They effectively navigate anxieties and frustrations, enabling them to resolve issues efficiently while maintaining a calm and clear mindset, which paves the way for insight, intuition, and innovative ideas. Leaders possessing strong emotional intelligence skills have demonstrated

Lead City University DO NOT COPY

effectiveness as managers, attracting talented individuals who seek to work under their guidance[57].

Emotional intelligence is the ability to recognise emotions in oneself and others, understand their effects, and apply that knowledge to guide our ideas and behaviours. Individuals with high emotional intelligence typically exhibit superior interpersonal skills and greater empathy and compassion, which correlate with enhanced success relative to their peers. This renders emotional intelligence a subject worthy of further exploration. Emotional intelligence comprises five fundamental talents, each progressively enhancing the previous one: The capacity to swiftly alleviate stress, identify and regulate one's emotions, engage with people through nonverbal communication, employ humour and play to confront problems, and handle disagreements assertively and constructively. Anyone can acquire the five competencies of emotional intelligence at any moment. However, a distinction exists between acquiring knowledge of emotional intelligence and using that understanding in one's life. Awareness of the necessity to act does not guarantee action, particularly in times of stress. This is particularly applicable to the competencies of emotional intelligence.

2.1.4 Organisational structure

Structure refers to the connections between the elements of a systematically arranged entity. Consequently, the notion of structure can be universally applied. A building embodies a systematic connection between the foundation, framework, ceiling, and walls. The human body is an intricate structure formed by the interconnections among bones, organs, blood, and tissues[58]. The organisational structure establishes an outline for the interrelations of roles, systems, operational processes, individuals, and groups collaborating to attain objectives. Organisational structure serves as a framework that outlines tasks, designates specific

Lead City University DO NOT COPY

responsibilities, and facilitates the effective coordination of activities[59]. This approach facilitates the division, organisation, and coordination of organisational activities. The organisations create frameworks to coordinate work activities and govern the actions of their members[58]. The framework of an organisation sets parameters that enhance effective performance among employees by distinctly outlining responsibilities, resource management, and other pertinent factors.

The organisational structure is an established framework of relationships among different components within an enterprise. Furthermore, it was emphasised that formalisation (the standardisation of labour procedures) promotes innovation, whereas vertical differentiation and direct supervision hinder it[60]. The organisational structure, traits, and dimensions are closely linked to environmental behaviour. In a stable context, a rigid organisational structure may exemplify vertical control, efficiency, specialisation, standardisation, and centralisation in decision-making. The paper contends that in a rapidly evolving environment, a more adaptable structure characterised by robust horizontal coordination, less standardisation, and a centralised decision-making process is essential for success.

In addition, the research suggested that there is a direct connection between high levels of formalisation, the centralisation of decisions, and vertical differentiation and the innovation that occurs within organisations. As a result of their greater importance in strategic decision-making, the features of organisations, which include centralisation, formalisation, and complexity of tasks, have garnered more attention among companies. The term "organisation" refers to any kind of partnership between two or more individuals who collaborate and are formally bound in order to accomplish a predefined objective. Within this partnership, there are individuals who are referred to as "supervisors" and those who are referred to as "subordinates." The structure of the

Lead City University DO NOT COPY

division of labour and the structure of the working relationship between groups of position holders who collaborate in order to accomplish a particular objective is what we mean when we talk about our organisational structure.[61].

The organisation structure is a purposefully established framework of roles, responsibilities, authority, and communication linkages that are designed to accomplish an organization's objectives and fulfil their objective which is referred to as the organisational structure. Another name for it is the organisation chart or organogram. Furthermore, they suggested eight criteria or variables of organisational forms that distinguish these two extreme types of organisational structure: complexity of tasks, definition of tasks, accountability, oversight, expertise, communication, allegiance, and status. Additionally, it was indicated that organisational structure can be utilised to enhance knowledge leverage, thereby facilitating the flow of organisational knowledge[62]. Knowledge workers create this organisational knowledge through their education in innovative or knowledge-based organisations. It is widely acknowledged that innovative or knowledge management activities are supported by leadership or managerial style, which leads to perceived benefits[63]. According to other academics, organisational structure serves as a control mechanism that influences members of an organisation to behave in ways that align with the achievement of the organisation's objectives.

The idea of organisational structure links to the framework of tangible administrative systems, while social interactions, which possess an intangible quality, facilitate the coordination among organisational members. The organisational structure embodies a manifestation of methodical reasoning. Organisation consists of components, the interconnections among these components, and the overarching framework of these relationships, collectively constituting a cohesive entity. Structure represents a comprehensive synthesis of the interconnections among organisational

Lead City University DO NOT COPY

components that delineate the foundational principles guiding organisational endeavours[64]. An analytical examination of organisational structure indicates that it comprises tangible components on one side and intangible factors on the other.

Organisations encounter conflicting demands from essential personnel: the technostructure endeavours to standardise procedures, the apex attempts to centralise decision-making, the middle line promotes enhanced autonomy for divisions, core units aspire to professionalisation, and support workers push for collaboration. The interplay among these diverse roles influence the organisational structure's dynamics, effective organisation tailors its design parameters to align closely with its objectives. Mintzberg classified organisational structures into five categories based on their primary coordinating mechanism, the key organisational level, and the type of decentralisation. These categories include: simple structure, machine bureaucracy, professional bureaucracy, divisionalized form, and adhocracy[65].

Simple structure constitutes the essential component of the strategic apex, which utilises direct oversight alongside both vertical and horizontal centralisation. Instances of fundamental frameworks include modest enterprises, emerging governmental bodies, mid-sized retail establishments, and small primary educational institutions. The organisation comprises senior management and a select group of individuals within the operational core. The technology infrastructure is lacking, and the support crew is tiny; personnel undertake overlapping duties, For instance, in small library systems such as those in rural communities or small academic institutions librarians and administrators often take on multiple responsibilities that, in larger library systems, would typically be handled by specialized technical or support staff. However, these smaller libraries frequently belong to library consortia or cooperative networks that offer

Lead City University DO NOT COPY

shared services such as access to cataloguing expertise, It support, or user education programs across several libraries within a region or state.

Machine bureaucracy has the technostructure as its fundamental part, which also makes use of the standardisation of work processes as its primary method for coordination and employs a limited degree of horizontal decentralisation. There are many similarities between machine bureaucracy and Hage's mechanical organization[66]. Machine bureaucracy exhibits numerous characteristics of Weber's ideal bureaucracy, level of formalisation and labour specialisation is quite high in this organisation. The decision-making process is centralised from the top to the lowest levels of management within the organisation, there are many levels in the chain of command. The managerial span is limited, resulting in a tall organisational structure with numerous layers. A minimal requirement exists for horizontal or lateral integration. Furthermore, the machine bureaucracy has a sizable support staff and technology infrastructure.

Professional bureaucracy characterises the operating core as its fundamental element, employs skill standardisation as its principal coordinating mechanism, and enacts both vertical and horizontal decentralisation. The organisation is relatively formalised yet decentralised to grant autonomy to specialists. Highly qualified specialists provide tailored services to clients. The upper management is constrained in size; there is a restricted number of middle managers; and the technostructure is largely minimum. Nonetheless, the support team is frequently substantial to provide clerical and maintenance aid for the professional operational core. The aims of professional bureaucrats are to innovate and provide exceptional services. They exist in complex yet stable environments and are often of moderate to large dimensions. Coordination challenges are widespread. Examples of this organisational structure include universities, hospitals, and large law firms.

Lead City University DO NOT COPY

Some academic libraries exhibit many characteristics of the professional bureaucracy, particularly in their emphasis on librarian expertise, professional autonomy, and loosely coupled structures. Libraries are formal institutions that deliver complex information services through highly trained professionals, often operating within an environment that permits considerable discretion. Librarians, much like attorneys, physicians, or university faculty, frequently work independently conducting research support, managing collections, or guiding users in relative isolation from direct supervision, while maintaining close interaction with patrons. They apply their professional training to deliver services according to their own judgment and preferred methods, even as they operate within the framework of institutional policies and standards such as national cataloguing rules or digital resource licensing agreements. Moreover, many librarians, like academic staff, feel more connected to their job than to the administrative hierarchy of the library or parent institution.

The divisionalized structure prominently features the middle line as its central component, relies on output standardisation as its primary coordinating mechanism, and incorporates a degree of vertical decentralisation that is somewhat restricted. The process of decision making is distributed across the divisional level. The various divisions exhibit a notable lack of coordination. Personnel at the corporate level facilitate a degree of coordination. Consequently, each division is inherently centralised and exhibits characteristics akin to a machine bureaucracy. The technostructure is located at the organisation headquarters, providing services to all divisions, while support personnel are strategically placed throughout each division. It is probable that sizable corporations will embrace a divisionalized structure. It is common for libraries to deviate from the conventional divisionalized organisational structure. Nonetheless, one can observe exceptions within extensive library systems, such as those found in national,

Lead City University DO NOT COPY

state, or prominent university library networks, which provide a wide array of services through clearly delineated units.

Example of a large library system might look like resemble the divisionalized form when it maintains diffent branches or departments dedicated to special user groups or functions: a library for users with disabilities, a digital innovation hub, a research and archives division, a children's and young adults' library, and a specialized music or art library. Each of these units may operate with its own administrative staff, budget, and operational procedures while still falling under the oversight of a central library administration or governing board. Similarly, university libraries that have consolidated under one institution but retain independent operational units for different faculties or campuses exemplify the divisionalized form. The key characteristic of such library systems is their ability to deliver diverse services while maintaining semi-autonomous administrative structures tailored to specific user needs.

The adhocracy relies on support workers as its essential component, employs mutual adjustment for coordination, and upholds selected decentralisation patterns. The structure is characterised by minimal formalisation and decentralisation. The technostructure is limited because technical specialists are integrated into the organization's operational core. The support team is substantial to facilitate the complex structure. Adhocracies engage in non-routine activities and utilise advanced technology. The primary aim is to foster innovation and facilitate rapid adaptation to changing circumstances. Adhocracies typically exhibit medium size, require adaptability, and employ resources efficiently. Examples of adhocracies include the aerospace and electronics industries, research and development organisations, and innovative educational districts. No school districts are completely adhocratic; however, medium-sized districts in

Lead City University DO NOT COPY

affluent communities may display specific adhocratic characteristics. The adhocracy bears resemblance to Hage's organic organisation[65].

The organisational structure can be influenced by objectives, strategy, environment, technology, and organisational scale[67]. These factors are essential and content-oriented, reflecting the overall organisation and its standing relative to other organisations. Organisational theorists primarily analyse two categories of structures: physical and social structures. Physical structure refers to the relationships among the tangible elements of organisations, including buildings and the geographical sites of economic operations. In organisational theory, social structure refers to the relationships among social elements, including individuals, roles, and organisational units (e.g., departments and sectors).

Simple structure comprises a set of adaptable relationships characterised by minimal complexity resulting from their restricted separation. Members of such companies can construct organisational charts emphasising leaders without requiring formality. The allocation of responsibilities or management hierarchy is established with mutual consent, whereas coordination and oversight are conducted in a direct and informal manner[58]. Basic organisation is defined by a small number of departments, a wide range of control, authority that is concentrated in one individual, and little or no formalisation. The usual characteristics of a simple structure are a flat organisation with two or three vertical levels, a loosely structured body of employees, and a single person who has the power to make decisions in a centralised manner. This type of structure is most commonly found in smaller enterprises that are run by their owners or in organisations that are owned by families. One of the main benefits of basic structure is that it is easy to understand. It can be maintained in a short amount of time, it is versatile, and it is cost-

Lead City University DO NOT COPY

effective, and accountability is crystal clear. The fact is, however, that it is extremely challenging to maintain, particularly when businesses expand in size.

Functional structures are organizations where rising complexity is controlled using a simple framework. The functional structure is commonly utilised to meet the increasing demands for segregation. This is termed function, in which activities are classified based on the logical similarity of work functions. The functions established on interdependent responsibilities and collective objectives. In a functional structure, the reworking of activities is minimized, resulting in enhanced efficiency. The objective of this plan is to optimize the savings from economies of scale in specialization.

Multidivisional structures emerge in the organizational development process; when a functional structure is established, it evolves into a multidivisional structure to alleviate decision-making responsibilities from top management. The multidivisional structure consists of separate functional divisions that report to a central authority. Each functional organisation is responsible for overseeing daily activities. The central staff is responsible for supervising and directing the organization's connection with the environment and strategy.

The matrix structure integrates functional and multidivisional frameworks. The aim of a matrix structure is to combine the efficiency of a functional structure with the adaptability and responsiveness of a multidivisional structure, which is organised by product, client, or geographical region, as well as by functional logic within the multidivisional framework. In a matrix structure, individuals with specialised functions collaborate within one or multiple project teams. Task delegation to employees is achieved through negotiations among functional and project managers, sometimes including team members or potential participants.

Lead City University DO NOT COPY

Matrix is an array consisting of horizontal rows and vertical columns. To comprehend the Matrix Structure, one must first grasp the functional company, a type of departmentalisation where each member of the company is categorised based on their functional area, such as marketing or production, and grouped into a single unit. The matrix organisation is characterised as a sort of structure in which each employee reports to two supervisors, operating under dual authority. They must report to both the functional and divisional managers, as well as to a project or group manager. This structural form is predominantly favoured in advertising firms, hospitals, research & development laboratories, and institutions[68]. Despite the fact that the matrix structure makes it easier to make flexible use of an organization's human resources and makes it possible to pool and share specialist assets, there is a substantial problem that arises regarding task coordination and the stress that is caused by dual supervision.

Hybrid structure comprises one component intended for a particular type of structure and another component for a distinct form of structure. The development of hybrid structures results from the amalgamation of the benefits of two different structures, influenced by designers or organisational modifications. In a hybrid structure, transitioning from one segment to another alters the foundational relationships, resulting in potential ambiguity in hybrid forms. Conversely, a hybrid structure allows the company to utilise the most effective and adaptable framework.

The network structure emerges when businesses encounter rapid technological developments, brief product life cycles, and fragmented, specialised markets. In a network, essential assets are allocated among several participants, as there is no centralised entity responsible for producing goods or services; the network functions as a producer or supplier. As a result of the establishment of a free market economy, partners in a network structure are connected to one

Lead City University DO NOT COPY

another through ties with customers and suppliers. The fact that the objects are traded among network partners in a manner that is analogous to a free market is indicated by this evidence[58].

2.2 Theoretical framework

2.2.1 LibQUAL Model

The LibQual technique is a metric that evaluates the level of satisfaction with the quality of library services. It is utilised to collect, analyse, and address consumer comments concerning service quality. LibQual facilitates a systematic assessment of library service quality through the analysis of user perceptions. LibQual is a suite of services utilised by libraries to request, monitor, comprehend, and respond to user evaluations of service quality, as stated on the website http://libqual.org/[69]. The Association of Research Libraries (ARL) has devised a survey instrument in partnership with the university libraries of Texas and Texas A&M. This survey is web-based and has been subjected to a rigorous evaluation and is designed to assist libraries in the assessment and enhancement of library services, the modification of organisational culture, and the marketing of libraries. Over 1,300 libraries, encompassing public libraries, health science libraries, academic law libraries, community college libraries, and college and university libraries, have participated in LibQual. Some of these libraries engaged as independent entities, while others were affiliated with various consortiums. In 2017, 3,085 institutional surveys were administered in 1,383 institutions across 34 countries, with 19 language translations and exceeding 2.8 million respondents. Approximately 37% of survey respondents offered comprehensive input concerning their use of the Library[70].

The quality of library services involves responding to each patron's questions with precision and expediency. The standard of library services is vital for students' continuous development, and

Lead City University DO NOT COPY

their perspectives are critical for evaluating their happiness with the library's contribution to their learning process. The library must deliver high-quality services, ample information, and engaging activities, while concurrently addressing the issues encountered by users. To ensure that libraries provide a crucial function in facilitating an effective learning environment. If the difficulties remain unresolved, user satisfaction will diminish, making it difficult for students to locate desired resources in the library. Consequently, the library must ascertain the type of explanation required to address the issues posed by the annual influx of new students with varying needs and expectations. The library should engage in ongoing improvement to prioritise quality services, ensuring seamless operations[71].

The quality of library services is considered an unobservable variable, as it cannot be measured directly. LibQUAL provides a methodology for evaluating this service quality by assessing library patrons' perceptions across three levels: minimum, perceived, and desired service. These perceptions are measured across three dimensions: Affect of Service, Information Control, and Library as Place. The influence of service pertains to the human component to service quality, specifically the capabilities and demeanour of librarians in assisting users. The library as a physical space encompasses the building's resources and environment conducive to both individual and group study. It is characterised by tangible facilities, ambiance, and guidance, alongside the librarian's capacity to provide optimal service tailored to the academic disciplines and needs of patrons. Information control (information access) assesses the robustness and accessibility of information and resources provided by the library, focussing on the sufficiency of library materials and the strength of the collections owned. This draft will facilitate the investigation of discrepancies between users' expectations, perceptions, and minimum acceptable service levels.

Lead City University DO NOT COPY

LibQUAL is a library quality measurement tool that is derived from SERVQUAL. In this investigation, LibQUAL+ was implemented due to its validation as the fundamental measurement instrument for cultivating an environment that facilitates effortless information evaluation and enhancement within libraries. Furthermore, it facilitates the development of practical quality-assessment instruments for local planning, including the assessment of a library's collections-related services from the users' perspective, as well as the definition and measurement of library service quality across institutions. In 1999, LibQUAL+ was established in response to the demand for alternative assessment methodologies among members[72]. The Texas A&M University Libraries were the driving force behind the project. Since the early 1990s, libraries had been utilising a modified version of the SERVQUAL instrument customer survey widely employed in the private sector to evaluate the quality of their services. LibQUAL+™ represents a suite of services and mechanisms that libraries use to solicit, monitor, understand, and act upon users' perceptions of service quality. It has become a recognised standard tool for evaluating library services, evolving as an extension of the SERVQUAL model. Developed through the collaboration of the Association of Research Libraries (ARL), Texas A&M University faculty including Colleen Cook and other partners, LibQUAL+™ enables libraries to identify both their strengths and areas requiring improvement. By systematically analysing user feedback, the model supports evidence-based decision-making aimed at enhancing service quality and aligning resources with user needs[73].

The LibQUAL+™ tool identifies three distinct dimensions of customer perception: minimum, desired (or optimal), and perceived current service levels. Service quality is analysed by comparing the perceived level of service with both the minimum and the desired levels. The difference, or gap, between these levels highlights areas where service qualitymay fall short or

Lead City University DO NOT COPY

exceed expectations. Within this framework, the zone of tolerance refers to the range between a user's minimum acceptable level of service and their desired level of service, representing the threshold within which users remain generally satisfied[74]. The zone of tolerance represents the range between the minimum level of service a customer is willing to accept and the level of service they ideally desire. The LibQUAL + model assists in pinpointing gaps between anticipated service levels and the actual experiences of customers with service providers. Although the LibQUAL+ model has been criticised for its limited interpretability in measuring overall library success, it nonetheless holds potential as a tool for predicting users' intentions to engage with library services. The model offers library managers a valuable means of identifying and addressing user concerns, thereby supporting continuous service improvement.

Furthermore, the LibQUAL+ framework is widely recognised and frequently applied by libraries to assess, analyse, and respond to user feedback regarding service quality. It has become a common methodological approach in library studies for evaluating the effectiveness of service delivery.

The LibQUAL+ model highlights the importance of understanding users' perspectives and needs in order to enhance library services. It evaluates service quality across three key dimensions: affect of service, information control, and the library as a physical space. The AS dimension pertains to users' perceptions regarding the competency, abilities, and support provided by library staff. The AS dimension focusses on the treatment of the client or user within the library environment. Similarly, it is noted that the appearance of physical facilities, equipment, personnel, and communication materials represents key variables within the LP framework. The LP considered environments that promote study, tranquilly, solitude, a space for reflection, and an atmosphere suitable for deep thought. The library's collection is assessed through the

Lead City University DO NOT COPY

framework of IC dimensions to determine the extent to which it effectively addresses the needs of patrons. The central aim of the library is to provide a comprehensive and diverse range of resources that users can readily access and utilise. Equally important is the role of library staff in assisting patrons to locate appropriate resources and in offering instruction on strategies for effective information retrieval [75].

2.2.2 Situational Leadership Theory

The Situational Leadership Theory now more commonly referred to as the Situational Leadership Model was developed by Dr. Paul Hersey and Dr. Ken Blanchard during the development of their textbook Management of Organisational Behaviour. Initially introduced in 1969 as the Life Cycle Theory of Leadership, the framework was rebranded in the mid-1970s as Situational Leadership Theory[76]. This model belongs to a wider family of two-factor leadership theories that emerged between the mid-1940s and the 1960s, including Blake and Mouton's Managerial Grid, William James Reddin's 3D Theory, and Herzberg's Two-Factor Theory. In the late 1970s and early 1980s, Hersey and Blanchard advanced separate interpretations of the framework: Hersey's Situational Leadership Model and Blanchard et al.'s Situational Leadership II (SLII). Subsequently, Blanchard's version was trademarked as SLII, while Hersey's interpretation retained the original trademark of Situational Leadership[77].

The Situational Leadership Model is founded on the premise that no single leadership style is universally optimal. Rather, effective leadership is task-relevant, with the most successful leaders adjusting their style to match the performance readiness of individuals or groups, defined in terms of both capacity and willingness[78]. Leadership effectiveness therefore varies not only according to the characteristics of the follower but also in relation to the specific task, role, or function to be accomplished. At its core, situational leadership is people-centred, requiring

Lead City University DO NOT COPY

leaders to remain flexible and responsive to the demands of changing circumstances. Within organisational contexts, this approach emphasises the importance of focusing on followers particularly employees by aligning leadership behaviours with their developmental needs in order to enhance engagement, growth, and overall performance. The situational leadership style is used by assessing its employees' readiness and maturity to carry out the work assigned by the leader[79].

Leadership is defined as a leadership approach in which leaders adapt their style to align with the specific circumstances and the readiness level of their followers. However, several studies have questioned the universal applicability of the theory, noting that not all of its prescriptions are consistently supported by empirical evidence[80]. Hersey and Blanchard conceptualised leadership style as the degree of task-oriented and relationship-oriented behaviour demonstrated by leaders toward their followers. Based on varying combinations of high and low levels of these two dimensions, they identified four distinct behavioural patterns, categorised as S1 through S4.

Table 2.1. Situational Leadership Theory Follower Maturity and Leadership Styles .

S4	S3	S2	S1
Delegating	Participating (Supporting)	Selling (Coaching)	Telling (Directing)
Leaders delegate most of the responsibility to the group. They monitor progress but are less involved in decision-making.	Leaders focus on relationships and less on providing direction. They work with the team and share decision-making responsibilities.	Leaders provide direction. But they attempt to sell their ideas to get people on board.	Leaders tell people what to do and how to do it.
Low task behavior. Low relationship behavior.	Low task behavior. High relationship behavior.	High task behavior. High relationship behavior.	High task behavior. Low relationship behavior.

Source: [78]

Lead City University DO NOT COPY

None of these leadership styles is universally ideal for every leader in all circumstances. According to Situational Leadership theory, effective leaders must be adaptable and adjust their approach based on the specific demands of each situation. Thus, it can be observed that leadership styles S1 and S2 are primarily task-oriented, emphasising the completion of assigned work. In contrast, styles S3 and S4 place greater emphasis on supporting team members in developing their skills and confidence, thereby enabling them to work more autonomously.

Style 1, which is the directing leadership style, is represented by the symbol S1. In that scenario, the employees' readiness or maturity is low (M1), indicating that the individual or group lacks the ability or willingness to perform a specific task or activity. Consequently, the leadership style will prioritise the provision of instructions to the employee or group regarding the location, time, and method of completing a specific task (high directive behaviour). In addition, the leader will exhibit low supportive behaviour, as it could be perceived as more permissive or as a reward for subpar performance. The readiness is deemed moderate when the individual or group is willing or confident to effectively complete the task Moderate Maturity (M2) despite having a low or nonexistent ability. In this context, it is appropriate to apply a coaching leadership style, corresponding to Style 2 (S2) in the situational leadership model. This approach combines a high degree of direction with substantial supportive behaviour, enabling leaders to guide task execution while simultaneously fostering the development of skills and confidence among followers.

The leader must exhibit high levels of directive and supportive behaviour when the ability is low but the willingness is high. The employee or group will be consistently directed by the leader through the adoption of appropriate behaviours, which will reinforce enthusiasm and willingness through supportive behaviour. The employee or group may possess the necessary skills,

Lead City University DO NOT COPY

knowledge, or experience to execute a specific task; however, they may be averse or insecure Moderate to High Maturity (M3). Consequently, the leadership style that should be implemented is the supporting leadership style, which is associated with S3. The supporting leadership style is typically employed for moderate to high readiness, in which the leader maintains a two-way communication between the two parties and allows the employee to participate in the decision-making process while concurrently taking charge.

An employee showing moderate to high readiness requires less direction and more support to foster encouragement and motivation. The delegating leadership style, associated with S4, is defined by the leader's minimal supportive and directive behaviours. This style is appropriate for individuals or groups with High Maturity (M4), meaning they possess both the capability and willingness to execute a specific task or activity independently, without necessitating the leader's involvement or guidance[81].

Hersey and Blanchard contend that the maturity level of the individual or group being led plays a decisive role in determining the appropriate leadership approach. They identify four levels of maturity. Low Maturity (M1) represents the lowest level, where individuals lack the knowledge, skills, or confidence to perform tasks independently and therefore require significant encouragement and direction. Moderate Maturity (M2) characterises followers who demonstrate enthusiasm and willingness but do not yet possess the competence necessary to complete tasks effectively. Moderate to High Maturity (M3) describes individuals who have developed greater skills and show readiness to contribute, yet continue to lack full confidence in their abilities. Finally, High Maturity (M4) reflects the highest level of maturity, encompassing followers who are both highly skilled and self-assured, enabling them to work independently with commitment and competence.

Lead City University DO NOT COPY

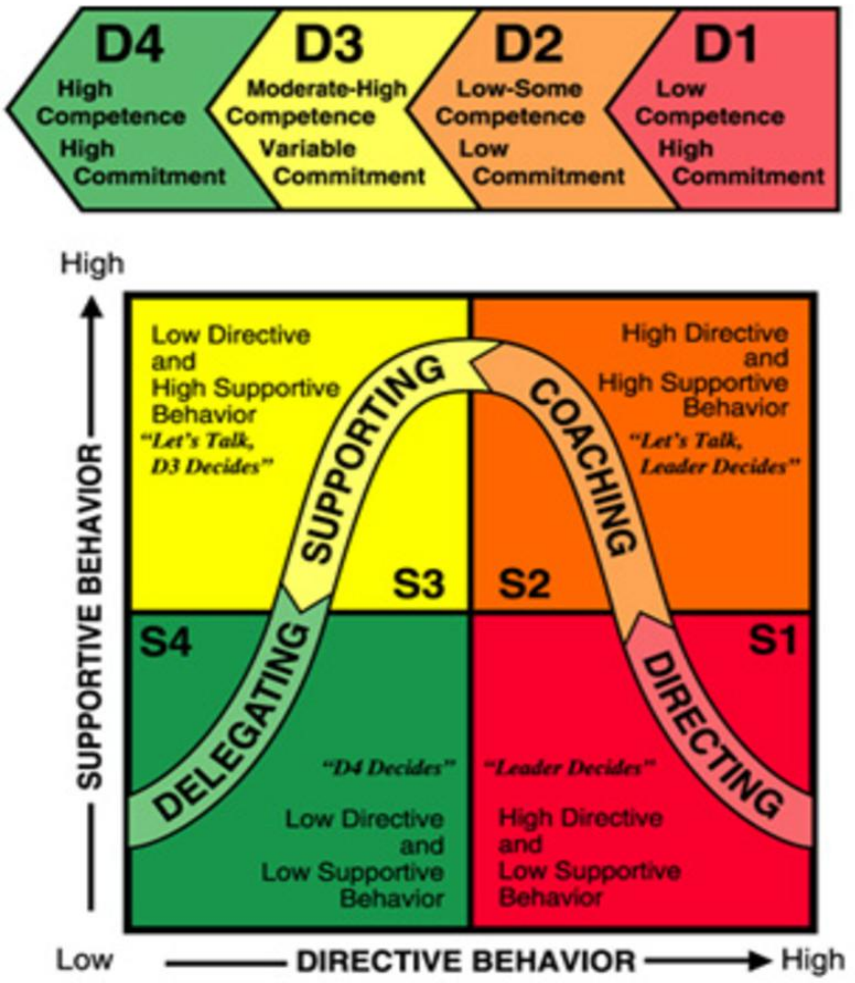


Figure 2.1. The Hersey-Blanchard situational leadership model correlates each leadership style with corresponding maturity levels, as shown [83].

To apply this concept, consider the maturity of members on your team. The table above illustrates which leadership style Hersey and Blanchard believe is most beneficial for people at that degree of maturity[82]. Blanchard and Hersey defined situational leadership style as the amount of direction and assistance provided to followers. The situational leadership styles they outlined fell into four categories:

The directing leader assigns duties and tasks to each follower and then closely supervises them. All major choices are taken by the leader and communicated to the followers. This indicates that communication is primarily one-way. These leaders tell others what they should do. The

situational leadership theory identifies four leadership types, the first of which is directing[83]. The directing style is a highly structured technique in which the leader gives explicit instructions and closely monitors the follower's performance. This method is suited for followers who lack the information, abilities, or experience to execute a work on their own and it allows for minimal creativity or independent decision-making.

The leader assumes full accountability for decision-making and problem-solving, while the follower functions primarily as a passive executor of assigned tasks. This approach proves to be most efficacious when individuals exhibit both minimal competence and commitment, a condition identified as readiness level D1. Readiness level D1 is characterised by a lack of ability and a reluctance or uncertainty to engage. Moreover, it is important to elucidate that the directing style is often referred to as crisis leadership, as it is most effective in guiding subordinates during situations where the emphasis is placed on the tasks at hand, rather than on the continuous support provided by the leader. Adherents of this approach exhibit a deficiency in knowledge, skills, or experience necessary to execute a task autonomously[84].

The coaching leader delineates the responsibilities and duties of each follower while simultaneously inviting ideas and suggestions from them. Decisions are primarily determined by the leader, yet the communication approach employed is reciprocal. These leaders excel at articulating and promoting their concepts. A leader who engages in participatory practices delegates daily decisions, including the allocation of tasks, to their team members. The leader involved will assist in guiding discussions and engage in the decision-making process; however, the final authority resides with the followers. The coaching leadership style is primarily employed when employees exhibit low to moderate readiness, necessitating considerable support and guidance from the leader. Therefore, the coaching leadership style is particularly

Lead City University DO NOT COPY

appropriate for employees who may lack the necessary skills to execute specific tasks yet possess a strong desire to learn. This is also indicative of the elevated levels of both supportive and directive behaviours exhibited in such a context. For example, the employee may require a mentor who can offer a well-defined framework and ensure the encouragement and cultivation of appropriate behaviours to achieve the objectives. Furthermore, the coaching leadership style may indeed fluctuate based on the characteristics of the individual or the collective group.

For instance, certain individuals or collectives may thrive under a more hierarchical leadership approach, where authority is clearly defined, while others may perform more effectively in an environment characterised by a horizontal structure that promotes flexibility in roles and responsibilities. The transformational, structural, and coaching leadership styles exhibit distinct characteristics, particularly in their adherence to defined roles, policies, and regulations. They exhibit a strong focus on achieving objectives, whether pertaining to personal, collective, or organisational aspirations, and adeptly manage their workforce through varying degrees of oversight, tailored to the specific needs and behavioural characteristics of their employees that require encouragement. Therefore, given that the previously discussed leadership styles are interconnected and exhibit similar traits, they will collectively be designated as the transformational leadership style[85].

The leader who delegate's remains engaged in the decision-making processes of the workgroup and assists in problem-solving, yet the final authority resides with the followers. Indeed, within the framework of this situational leadership approach, it is the followers who determine the appropriate moments to engage the leader's involvement[86]. Leaders employing a delegating approach empower employees or followers by entrusting them with the responsibility to make decisions and carry out tasks independently. The delegating approach proves to be most

Lead City University DO NOT COPY

efficacious when followers exhibit both high competence and high commitment, a condition identified as readiness level R4 within the framework of situational leadership theory. The delegating approach involves the leader offering limited direction and oversight, thereby granting the follower substantial autonomy and liberty in carrying out the task[87]. The leader exhibits confidence in the follower's capacity to make autonomous decisions and fulfil responsibilities, while also offering assistance and resources when necessary.

Blanchard and Hersey's situational leadership model acknowledges the significance of the developmental stage of individuals under leadership. Their theory posits that the leader's approach must, to some extent, align with the abilities and dedication of the followers[88]. The aforementioned two dimensions were subsequently employed to ascertain the following four developmental tiers of the individuals being guided:

Table 2.2. Blanchard's Model: Matching Leadership Styles to Development Levels.

Low Competence	High Commitment
Some Competence	Some Competence
High Competence,	Variable Commitment
High Competence,	High Competence,

Source: [88]

Blanchard's model of leadership delineates a specific leadership style that is optimally suited to each level of development. A significant portion of that reasoning aligns with the principles outlined in Goleman's framework. As previously discussed, the application of situational leadership within an organisation centres on equipping managers with the ability to recognise the strengths and limitations of different leadership styles and to apply this understanding effectively within specific organisational contexts. It is crucial for managers to acknowledge their inherent leadership style, as this will frequently be the approach they revert to during periods of stress[89].

Lead City University DO NOT COPY

Effective leaders within organisations demonstrate the capacity to quickly identify the most suitable leadership style for a given context and to apply it strategically in order to achieve superior organisational outcomes. Regardless of the theoretical framework or model used to explain leadership styles, both Goleman and Blanchard emphasise a common conclusion: adaptability remains the critical determinant of leadership effectiveness and long-term success.

2.2.3 Goleman's Model of Emotional Intelligence

Emotional Intelligence (EI), often referred to as Emotional Quotient (EQ), is typically described in ways that resonate with both personal and professional experiences. In Working with Emotional Intelligence, it is defined as the capacity to recognise and understand one's own emotions and those of others, to utilise this awareness as a source of motivation, and to regulate emotions effectively across diverse personal and interpersonal contexts[90]. Daniel Goleman, who earned his doctorate in psychology from Harvard University where he also served as an instructor has been a leading figure in popularising the concept. His influential work, Emotional Intelligence: Why It Matters More Than IQ, was followed by Working with Emotional Intelligence, further elaborating its applications in organisational life.

Goleman has contributed extensively to the New York Times on topics in behavioural science, He is co-chairman of the Consortium for Research on Emotional Intelligence in Organizations, based at Rutgers University, and co-founder of the Collaborative for Academic, Social, and Emotional Learning (CASEL), initially established at Yale University's Child Studies Center and now housed at the University of Illinois at Chicago. In addition, he serves on the board of the Mind and Life Institute. Goleman's enduring interest in emotional intelligence stemmed from the recognition that a high IQ alone does not necessarily ensure life success, whereas emotional competencies play a decisive role in both personal fulfilment and professional achievement.

Lead City University DO NOT COPY

In Emotional Intelligence, he highlights numerous individuals who, despite their academic brilliance, encountered significant challenges in social interactions or corporate environments. In contrast, he recognises individuals who may not have been particularly distinguished or well-qualified in academic contexts, yet nonetheless achieved remarkable success in their personal and professional endeavours[91]. He proceeded to draw a connection between business acumen and emotional intelligence. In his subsequent exploration of emotional intelligence, Goleman identified 25 competencies, expressed as observable behaviours, and emphasised their pivotal role in determining performance outcomes. He further illustrated how heightened levels of emotional intelligence can serve as a critical factor in distinguishing success from failure across personal and professional domains.

In Emotional Intelligence, Goleman explains how human emotions and behavioural responses are shaped by the evolutionary development of the brain. He outlines that, over millions of years, the brain has evolved into three principal regions. The brainstem, situated at the base of the brain and continuous with the spinal cord, represents the most primitive structure and governs basic survival functions. Above it lies the limbic system, including the hippocampus, which emerged later in evolution and plays a central role in regulating physiological processes and automatic survival responses [92]. In the 1980s, Joseph LeDoux recognised the significance of the amygdala region, which is part of it, The brain stores emotional reactions to visual and other stimuli that are relevant to survival here[93].

In certain situations, the amygdala can effectively "hijack" the brain, triggering immediate emotional reactions before individuals have the opportunity to engage in deliberate thought, thereby prompting impulsive responses to a given scenario. After having their amygdala destroyed, humans or mammals exhibit absolutely no emotional symptoms. The neocortex, the

Lead City University DO NOT COPY

third and most highly developed region of the brain, encompasses the centres responsible for higher-order processes such as thinking, memory, and reasoning. In contrast, the amygdala is capable of initiating impulsive reactions that may, at times, override rational thought and the capacity for measured responses. This evolutionary design has situated the two primary regulators of human behavior cognitive intelligence and emotional processing in distinct regions of the brain, reflecting the interplay between reason and emotion in guiding human action. Additionally, in certain circumstances, our emotional centres can react very fast and forcefully, and they get "input" before our reasoning centers[94].

The implications of this for human behaviour can be dire; if we remain oblivious to the circumstances and lack the practice in managing our immediate emotions, we risk permitting unsuitable emotional reactions to overshadow actions that are grounded in more thoughtful alternatives. Our emotions possess a unique form of insight that merits greater exploration, especially regarding the intuitive guidance they provide. However, when individuals initially encounter stimuli that evoke, for instance, profound fear, anger, or frustration, their immediate instinct to respond is derived from the amygdala. In the absence of thoughtful oversight, the brain defaults to a survival mechanism, prompting instinctual responses that, although potentially appropriate for the circumstances, lack rational deliberation and may lead to significant errors.

In contemporary society, we find ourselves largely devoid of the necessity to engage in combat or flee from the perils encountered by our prehistoric ancestors. Although certain instinctual reactions may prove judicious in specific situations, it is imperative to recognise that the primal response originating from the brain's emotional centre occurs prior to any rational assessment or reaction. Emotional intelligence fundamentally involves comprehending this concept and effectively utilising our emotional insights, while also regulating our reactions to accommodate

Lead City University DO NOT COPY

it. Goleman formulated a framework to elucidate emotional intelligence through five components he identified: self-awareness, self-regulation, motivation, empathy, and social skills[95]. Each of these elements possesses unique attributes, as delineated below:

Self-awareness involves a thorough examination of how your emotions influence your performance; employing your values as a compass for decision-making; engaging in self-assessment to scrutinise your strengths and weaknesses while gleaning insights from your experiences; and cultivating a sense of self-confidence and certainty regarding your capabilities, values, and objectives. Self-regulation involves managing one's temper, mitigating stress through a positive and proactive mindset, maintaining composure and clarity of thought in high-pressure situations, effectively managing impulses, and fostering trustworthiness and self-discipline, drive for engaging challenges and intellectual stimulation; a pursuit of accomplishment; dedication; a proactive approach; a hopeful outlook; and a preference-driven method in goal selection. Empathy encompasses the capacity to understand diverse perspectives, engage with transparency and integrity, resist the inclination to generalise, and maintain an awareness of cultural nuances. Furthermore the application of social skills encompasses the art of persuasion, effective communication with colleagues, active listening, negotiation, collaboration, conflict resolution, the capacity to inspire and lead, the ability to initiate and manage change, and the skill to navigate the emotional landscape of others, especially within group dynamics[96].

The scholar contends that individuals who demonstrate these attributes are more likely to succeed in senior management positions. Drawing upon evidence from multiple studies, he shows that senior managers with higher levels of emotional intelligence consistently outperform their counterparts with lower levels. To illustrate the practical impact of emotional intelligence in organisational settings, he also presents a series of anecdotal case studies. Furthermore, Goleman

Lead city University DO NOT COPY

maintains that emotional intelligence is not a fixed trait but a set of competencies that can be developed over time. In collaboration with the Hay Group, he introduced the Emotional Competence Inventory (ECI) as a tool for assessing and strengthening emotional intelligence within the workplace[97].

The Emotional Competence Inventory (ECI) streamlines the five original components of emotional intelligence into four domains. Self-awareness refers to the capacity to recognise the significance of one's emotions while maintaining a realistic appraisal of personal strengths and limitations, accompanied by confidence in one's abilities. Self-management encompasses the regulation of emotions, integrity and trustworthiness, commitment, and adaptability in the face of change. Social competence denotes the ability to empathise with others, appreciate their perspectives, and remain attuned to group dynamics and interrelationships, while also prioritising the needs of others particularly clients or consumers. Finally, Social skills that assist others in their personal growth, effective leadership, influencing abilities, exceptional interpersonal communication skills, change management abilities, the capacity to resolve disputes and disputes, the capacity to cultivate and establish positive relationships, and teamwork abilities. In the Harvard Business Review article "Leadership that gets results[98]," Goleman also reported that he was involved in the research of leadership styles in collaboration with Hay/McBer. Emotional intelligence refers to the capacity to recognise and regulate one's own emotions while also perceiving and responding appropriately to the emotions of others. Over time, various scholars have developed different models of emotional intelligence, each emphasising distinct dimensions and applications of the construct. There are several structural differences between them, despite their striking resemblance. For the purposes of these lessons, Daniel Goleman's model of emotional intelligence has been adopted. This framework comprises four interrelated domains:

Lead City University DO NOT COPY

self-awareness, self-management, social awareness, and relationship management. [99]. The model was originally introduced in 1998 with five domains and subsequently revised in 2002 into four domains. The specific competencies associated with each domain are outlined within their respective categories. Background information regarding each domain in the quadrant is briefly provided in the subsequent pages.

Table. 2.3. Daniel Goleman's Emotional Intelligence Quadrant.

Self-Awareness	Social Awareness
Emotional self-awareness Accurate self-assessment Self-confidence	Empathy Organisational Awareness Service
Self-Management	Relationship Management
Emotional Self-Control Transparency Adaptability Achievement Initiative Optimism	Influence Inspirational Leadership Developing Others Change catalyst Building bonds Conflict Management Teamwork & Collaboration

Source: [99]

Self-awareness, as the foundational domain of emotional intelligence, underpins the development of other emotional competencies. Individuals with strong self-awareness possess the ability to understand their own identity, accurately perceive how they are viewed by others, and recognise the significance of their role within the broader social and organisational context. This capacity enables them to align their actions with personal values, anticipate the impact of their behaviour on others, and navigate complex social environments with greater authenticity and effectiveness. Self-awareness constitutes the initial phase of introspective self-evaluation, involving an understanding of both our emotional states and our cognitive reflections on those states[100]. This denotes the ability to recognise and understand one's own emotions while also acknowledging their potential impact on others. At its core, self-awareness involves an in-depth understanding of

Lead City University DO NOT COPY

one's emotional states and the underlying factors that give rise to them. Increased awareness of our emotions facilitates their management and influences our responses to others. Emotional awareness results from this sequence, which includes Perceive the emotion. Acknowledge the emotion, identify additional facts. Recognise the emotion and analyse the underlying reasons for its emergence at that particular moment. Identify the additional emotions that are present or that preceded it. Consider its purpose, the message it conveys, the demonstration it provides, or the lessons it aims to impart. Articulate one's thoughts and emotions clearly, and take action when it is deemed appropriate. Reflect on the practical value of the response and discern the key lesson to be derived from the experience.

Self-awareness is fundamental for recognising the fluid nature of emotions and for understanding the necessity of responding to them appropriately. Equally important is the ability to evaluate how one's emotional states influence the feelings and moods of others. The concept of emotional contagion and its impact on group behaviour demonstrates that emotions, even when not intentionally expressed, can be transferred to others and shape the overall climate of interaction. Within leadership and organisational settings, this phenomenon is particularly significant, as the emotions displayed by leaders often set the tone for group dynamics, influencing levels of motivation, trust, and collaboration. Consequently, leaders with heightened self-awareness are better equipped to regulate their own emotions, mitigate the unintentional spread of negativity, and foster a positive emotional environment that enhances team performance and organisational effectiveness[101]. Humans are prone to mimicking the facial expressions of others due to an inbuilt process that is expressed through nonverbal behaviours.

Self-management refers to the extent to which individuals can exercise rational control over their thoughts, directing them in ways that support adaptive decision-making and purposeful action,

Lead city University DO NOT COPY

In order to be able to control our emotions, we must first acknowledge that we are experiencing them. Self-management, often referred to as self-regulation, may be defined as the capacity to control one's behaviours, cognitions, and emotions in an adaptive and flexible manner to achieve desired outcomes[102]. Optimal self-regulation is a key determinant of psychological well-being, fostering a sense of self-efficacy, confidence, and emotional connectedness with others. Within the domain of interpersonal relationships, the goal of self-regulation is to enable individuals to utilise their emotional responses as informative cues for guiding action and managing challenges effectively. Such adaptive functioning requires the capacity to interpret emotions not as obstacles but as signals that can shape constructive behaviour. However, the development of this skill is contingent upon self-awareness, as individuals must first possess an accurate understanding of their internal states before they can regulate them in ways that support both personal growth and relational harmony.

Emotions can flood the brain, producing heightened frustration and disrupting cognitive functioning. This reaction is commonly termed an "amygdala hijack," referring to the process by which the amygdala overrides rational thought and triggers an immediate emotional response. The amygdala serves as the central hub for emotions and emotional behaviour within the brain. This region of the brain becomes hyperactive, leading to increased focus and obsession regarding the source of our distress[103]. This significantly hinders the ability to consider alternative thoughts. You are collaborating with your peer leaders to organise an upcoming camp, different counsellor claims your idea while presenting it to the group. An exclusive focus on perceived unfairness can obscure consideration of the broader discussions that take place during planning sessions. The purpose of self-management is to recognise such emotional reactions as instances of hijacking and to re-establish mental clarity and task-oriented concentration. Developing

Lead City University DO NOT COPY

strategies that enable the brain to respond adaptively to negative emotions is therefore essential. Among these strategies are cultivating social awareness, practising empathy, strengthening organisational awareness, and fostering a service-oriented mindset[96].

Social awareness constitutes the ability to accurately perceive and interpret the emotions, attitudes, and intentions of others within a given context. It requires not only recognising emotional expressions and behavioural cues but also situating these within the broader circumstances that shape individual responses. This capacity enables one to adopt the perspective of others by engaging empathetic abilities, thereby fostering understanding, strengthening interpersonal relationships, and facilitating more adaptive and constructive interactions. In professional and organisational settings, social awareness is particularly critical, as it allows individuals to anticipate concerns, address discontent, and respond in ways that promote collaboration and mitigate conflict.

Goleman elucidates that our capacity originates from neurones within an extensive circuitry linked to the amygdala. They interpret another individual's facial expressions, vocal tone, and other cues to discern emotions and guide our communication with them. Empathy denotes the cognitive and emotional mechanisms that connect individuals in diverse interactions, facilitating the sharing of experiences and comprehension of others[104]. The human brain processes the reactions of others, while the amygdala and related neural circuits sustain an interpersonal cycle of emotional exchange. Achieving this requires prior recognition of the emotions expressed by those nearby, as well as the circumstances that shape them. Social awareness, therefore, entails identifying individuals who may be dissatisfied with a given task and responding in ways that alleviate the potential escalation of negative emotions.

Lead City University DO NOT COPY

Relationship management is the ability to use awareness of one's own emotions and those of others to handle social interactions effectively, build constructive relationships, and inspire desired responses. It extends beyond the passive recognition of emotions to actively shaping the quality of social dynamics in ways that foster trust, collaboration, and positive outcomes. Relationship management is therefore regarded as the outward expression of emotional intelligence in action, integrating the competencies of self-awareness, self-management, and social awareness into effective interpersonal engagement. This domain is particularly significant for leadership, teamwork, and service-oriented professions, where sustained interactions with others determine performance outcomes. In library contexts, for instance, user satisfaction and perceptions of service quality are heavily influenced by how well personnel manage relationships with patrons and colleagues. Effective relationship management ensures that library services are delivered in a manner that is empathetic, respectful, and user-centered[104].

Relationship management, as conceptualized by Goleman, encompasses several interrelated competencies which are Influence the ability to persuade and shape the perspectives or actions of others in constructive ways. Library personnel with strong influence skills can guide users toward appropriate resources, encourage adoption of new technologies, and promote a positive perception of library services. Another one is Conflict Management the capacity to resolve disagreements productively while maintaining cooperative relationships. In libraries, conflict may arise between users competing for resources or between staff and users regarding policies. Effective conflict management ensures that such issues are addressed fairly and diplomatically, preserving the integrity of service quality.

Relationship management brings about Inspirational Leadership the skill of motivating, guiding, and uniting individuals or groups toward shared goals. Within the library setting, inspirational

Lead City University DO NOT COPY

leadership from library heads or senior staff fosters a shared vision of excellence in service delivery and motivates personnel to perform at their best. Another one is Teamwork and Collaboration which build trust and foster cooperation among colleagues. Since libraries function as collaborative environments where staff must work together to meet user needs, strong teamwork enhances efficiency, reduces service delays, and contributes to overall user satisfaction. And Developing others ability to mentor, coach, and support colleagues to achieve their potential. In libraries, staff development not only improves internal capacity but also translates into improved service outcomes, as well-trained personnel are more competent and responsive to user demands.

2.2.4 Mintzberg's Theory of Bureaucracy

Mintzberg's theory of organisational structures stands as a significant contribution to the realm of strategic management; however, it has largely been overlooked by academic scholars. The exploration of conventional organisational structures and their corresponding strategic and organisational processes occupies an intriguing position within the strategic management literature. In a domain that claims to be driven by practical significance, it is our perspective that a theory as impactful as Mintzberg's warrants serious consideration, both in a constructive manner and through critical analysis. Henry Mintzberg identified ten managerial roles, classifying them into three broad categories: interpersonal, informational, and decisional, which collectively encompass the core responsibilities of managers [105].

The performance of managerial duties and the requirements attached to these roles may shift over time for an individual, depending on their level and function within the organizational hierarchy. Although the ten roles are identified distinctly, they collectively form an integrated whole. Interpersonal roles serve to unify all aspects of managerial work; the three primary

Lead City University DO NOT COPY

interpersonal roles focus predominantly on the dynamics of interpersonal relationships and Symbolic leader the role of the manager encompasses representing the organisation in all formal matters[106]. The senior executive serves as the legal and social representative of the organisation to external entities. The supervisor serves as the intermediary between the work group and upper management, facilitating communication and understanding in both directions. The manager in the Liaison Role engages with colleagues and individuals beyond the organisation. The senior manager adopts the liaison role to secure resources and strategic insights, while the supervisor employs it to maintain the smooth flow of work processes; moreover, the leadership role defines the relational dynamics between the managers and subordinates [107].

Informational roles ensure the delivery of knowledge. The three informational roles concentrate on the informational aspects of managerial duties, particularly emphasising the Monitor role. The responsibilities of a manager entail the systematic collection and integration of data pertaining to the organization's operations, while the Disseminator is tasked with the effective distribution of this information. The manager's role encompasses the distribution of specialised knowledge throughout the organisation. The senior manager interacts with and communicates a more substantial amount of information from external sources than the supervisor does. The responsibilities of the spokesperson manager encompass the dissemination of the organization's information within its broader context. As a result, the senior manager is viewed as an expert in the field, while the supervisor is seen as a figure of authority within a particular unit or department.

Decisional roles extensively utilise information, comprising four distinct categories. Managers perform a variety of critical roles within organizations. In the entrepreneur role, they initiate change, identify innovative ideas, and delegate responsibility for their implementation. As

Lead City University DO NOT COPY

disturbance handlers, they address organizational threats by resolving conflicts, implementing corrective measures, and adapting to environmental challenges. In the resource allocator role, managers determine the allocation of resources, including personnel, budget, and equipment, to support organizational priorities. As negotiators, they represent the organization in discussions with external and internal stakeholders to reach agreements that advance its objectives. Collectively, these roles ensure that managers guide the organization effectively while maintaining stability and fostering innovation. The resource allocator function manager determines the allocation of resources, establishes schedules, sets budgets, prioritises initiatives, and selects the areas in which the business will focus its efforts. Additionally the negotiator job manager represents the organisation in negotiations. The senior management determines decisions for the entire organisation, whilst the supervisor takes decisions pertaining to their specific work unit, Classification of organizations can be based on three primary factors: the critical organizational component influencing performance, the main method used to coordinate operations, and the degree of decentralization, which shows how much decision-making power is exercised by lower-level members[108].

Lead City University DO NOT COPY

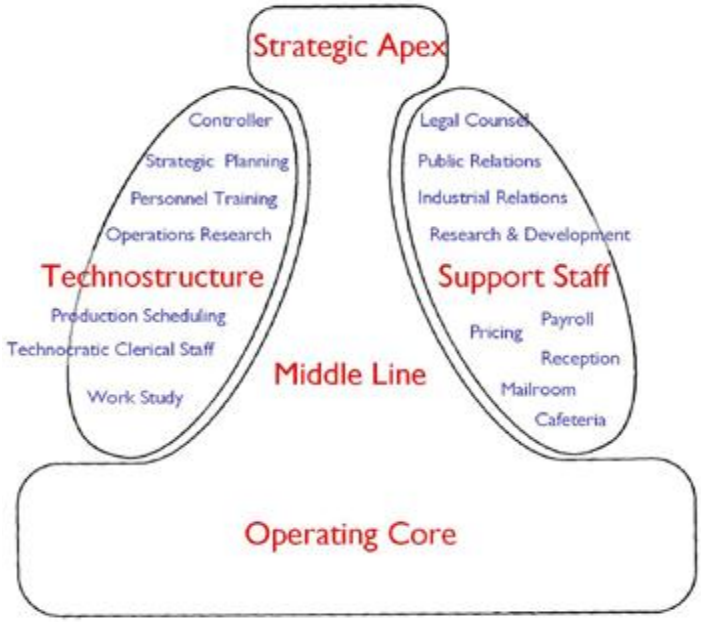


Figure: 2.2. The key parts of an organisation[108].

The Key Parts of the Organisation are In the context of a library setting, the strategic apex consists of top management and their immediate support staff typically the University/ College Librarian or Director of Library Services, along with senior administrators who oversee the library's strategic direction and policy formulation. The operative core comprises frontline library staffs such as librarians, information specialists, and library assistants who interact directly with users and perform the day-to-day tasks of information provision, cataloguing, and user support. The middle line refers to mid- and lower-level managers, such as departmental heads or branch librarians, who bridge communication and operational execution between top management and the operative staff. The technostructure includes specialists responsible for planning, analysis, and system design this may involve cataloguers, systems librarians, digital resource managers, and data analysts who develop and maintain the technological and procedural framework of the library. Finally, the support staff provides essential indirect services such as facility maintenance,

Lead City University DO NOT COPY

IT support, clerical assistance, procurement, security, and other auxiliary functions that enable the library to operate smoothly and effectively.

The coordinating mechanism is the second fundamental dimension of an organisation and serves as its primary coordinating apparatus. It denotes the principal method by which tasks are structured and coordinated to attain organisational objectives. One method is direct supervision, wherein a senior librarian or department head monitors the activities of lower personnel, assuring compliance with established protocols that embody the ideals of unity of command and hierarchical organisation. The standardisation of labour processes is evident in official job descriptions and operational procedures that delineate the execution of duties such as cataloguing, circulation, and reference services.

Standardization of skills occurs through required educational qualifications and professional certifications for librarians and other information professionals, ensuring staff are trained to perform specific roles effectively. Standardization of output involves defining expected outcomes, which may include user satisfaction benchmarks, circulation targets, usage statistics of digital resources, or compliance with institutional service standards though, as in education, quantifying outcomes in user-centered service environments can be challenging. Lastly, mutual adjustment is achieved through informal communication and collaboration among library staff, such as team meetings, shared planning, and cross-functional coordination, aligning with the concept of "linking-pin" leadership that fosters cohesion across various levels and departments within the library.

The extent of decentralisation represents the third fundamental dimension of an organisation, specifically referring to the type of decentralisation it utilises. This pertains to the distribution of decision-making authority among various levels and units within the organisation. Vertical

Lead City University DO NOT COPY

decentralisation entails the delegation of authority from senior library management, including the University/College Librarian or Library Director, to subordinate supervisors and frontline staff. This structure facilitates decision-making nearer to the service quality point. Horizontal decentralization refers to the involvement of non-administrative staff, such as librarians, technicians, and support personnel, in decision-making processes, promoting collaboration between administrative and professional staff. Selective decentralization occurs when specific library units such as acquisitions, cataloguing, digital services, user services, and community outreach are granted decision-making authority relevant to their specialized functions. This tailored approach allows each department to respond effectively to user needs while aligning with the library's overall strategic goals.

According to Mintzberg, the examination of three essential dimensions the primary coordinating mechanism, the type of decentralisation, and the most important component of the organization provides insight into the strategic approach that an organisation takes and the degree to which it has successfully implemented its strategy. This analysis results in five distinct structural configurations: the simple structure, the machine bureaucracy, the professional bureaucracy, the divisionalized form, and the adhocracy. [109].

Lead City University DO NOT COPY

Table 2.4. Mintzberg's Five Organizational structural configurations.

Structural Configuration	Prime Coordinating Mechanism	Key Part of Organization	Type of Decentralization
Simple structure	Direct supervision	Strategic apex	Vertical and horizontal Centralization
Machine bureaucracy	Standardization of work processes	Technostructure	Limited horizontal decentralization
Professional bureaucracy	Standardization of skills	Operating core	Vertical and horizontal decentralization
Divisionalized form	Standardization of outputs	Middle line	Limited vertical decentralization
Adhocracy structure	Mutual adjustment	Support staff	Selective decentralization

Source: [108]

The organisational configurations framework proposed by Mintzberg identifies six distinct organisational configurations, with the initial model comprising five; the sixth was introduced subsequently. The simple structure is characterised by a minimal or absent techno-structure, a limited number of support personnel, an informal allocation of tasks, little distinction among its units, and a streamlined management structure[110]. The conduct in uncomplicated structures lacks formalisation, with minimal utilisation of planning, training, and liaison mechanisms within these frameworks. In a straightforward organisational framework, oversight is predominantly exercised through direct supervision. All significant choices are generally centralised under the authority of the chief executive officer. The strategic apex serves as the central element of the structure. The framework often consists of a singular strategic apex and a dynamic operational core. Numerous organisations navigate the straightforward framework during their developmental phases. The settings of the basic structures tend to be straightforward yet dynamic.

Lead City University DO NOT COPY

Single individual can comprehend a simple environment, which allows them to regulate their decision-making. An organic structure is necessary in a dynamic environment, as the organisation is unable to foresee its future state and cannot achieve coordination through standardisation. Key features of the basic structure include the strategic apex, direct supervision, and centralized authority along vertical and horizontal lines. Such as simple structures include small community libraries, newly established academic library branches, privately funded research libraries, and departmental libraries within a university/ College. These libraries typically have minimal hierarchical levels, centralized decision-making, and a close-knit staff where the library manager or head librarian directly oversees most operations. The organisation comprises the senior manager and several employees in the operational core. The organisation lacks a techno-structure, and the support personnel is minimal; employees engage in overlapping responsibilities. For example, in small libraries, librarians and managers often take on multiple responsibilities that, in larger libraries, would typically be handled by specialized technostructure or support staff such as managing budgets, maintaining IT systems, developing policies, and performing administrative and clerical tasks.

Frequently, however, small libraries often join regional library cooperatives or consortia that offer shared services such as access to electronic databases, interlibrary loan systems, staff training, technical support, and cataloguing assistance to multiple small libraries within a specific geographic area or network. In small library systems, the library director may serve both as the head of the entire system and as the manager of a single branch. Directors in such settings must act as entrepreneurs overseeing daily operations while also shaping strategic direction. Because of the organization's small size, coordination is usually informal and sustained by tight staff participation and direct supervision. These libraries frequently react to changes in the

Lead City University DO NOT COPY

environment more quickly. Although implementing innovation can be difficult in relatively small or rural libraries due to limited resources and staffing, their goals emphasise long-term sustainability and innovation.

The design parameters of the machine bureaucracy can be clearly enumerated as follows: Highly specialised routine operational tasks; formalised procedures within the operational core; an abundance of rules, regulations, and formal communication throughout the organisation; large operational units; reliance on a functional basis for task grouping; relatively centralised decision-making authority; and a complex administrative structure with clear distinctions between line and staff functions. The machine bureaucracy relies predominantly on the standardisation of its operational processes for coordination, making the techno-structure a crucial component of the organisational framework[111].

Environments that are simple and stable tend to have a machine bureaucratic structure. Because complex and dynamic situations do not lend themselves to machine bureaucracy, the processes inherent to these types of settings are resistant to prediction, repetition, and standardisation, and the work itself cannot be reduced to simple tasks. Machine bureaucracies are generally present in mature organisations that possess sufficient operational volume to support repetition and standardisation, along with the knowledge necessary to establish the standards they aim to implement.

The leaders at the strategic apex of these organizations concentrate mainly on optimizing their bureaucratic systems[112]. This type of structure is characterised as a "performance organisation" rather than a "problem-solving" entity. Machine bureaucracy has the technostructure as its fundamental component, standardises work processes as its primary coordinating mechanism, and employs little horizontal decentralisation. Machine bureaucracy has many characteristics of

Lead City University DO NOT COPY

Weber's ideal bureaucracy and is closely related to Hage's mechanistic organisation. The organisation demonstrates a high level of formalisation and task specialisation. Decisions are taken at the central level. The span of management is limited, resulting in a towering organisational structure with several lines of command from top management to lower tiers of the company. Minimum horizontal or lateral synchronisation is essential. In addition, machine bureaucracies feature an extensive techno-structure along with a strong support workforce. Examples of machine bureaucracy in the library context include large national or state library systems, major academic libraries within expansive tertiary networks, and large municipal library systems in metropolitan areas. These libraries operate in relatively stable environments and emphasize internal efficiency through standardized procedures, hierarchical structures, and clearly defined roles. While many libraries exhibit some characteristics of machine bureaucracy such as formalized rules and centralized decision-making most do not fit the model entirely. However, large urban library systems, such as those in New York, Chicago, or Los Angeles, align more closely with the machine bureaucracy model due to their size, complexity, and emphasis on efficiency and control.

Coordination in professional bureaucracies is primarily based on skill standardization and related factors, including role design, training, and professional indoctrination[113]. In professional bureaucracies, the operational core is staffed with well-trained and thoroughly socialized specialists, granting them considerable autonomy in performing their tasks. Coordination among these professionals is largely achieved through the standardization of skills and information, especially concerning their expectations of one another. Unlike machine bureaucracies, which establish their own internal standards, professional bureaucracies primarily rely on externally

Lead City University DO NOT COPY

derived norms. The professional bureaucracy prioritises authority derived from professional experience[114.]

The strategies of the professional bureaucracy are mostly devised by the individual professionals inside the organisation. Professional bureaucracy emphasises the operating core, employs skill standardisation as its main coordinating method, and enacts both vertical and horizontal decentralisation. The organisation is relatively organised while being decentralised to afford autonomy to specialists. Highly qualified professionals provide unconventional services to clients. The upper management is constrained in size; there is a scant number of middle managers; and the techno-structure is frequently streamlined. Nonetheless, the support team is frequently substantial to provide clerical and maintenance assistance for the professional operational core. The aims of professional bureaucrats are to innovate and provide exceptional services. They inhabit intricate yet stable environments and are generally of moderate to large dimensions.

Coordination challenges are common. Examples of this organizational structure include universities, hospitals, and large law firms. Certain library systems, notably academic and research libraries have numerous traits of a professional bureaucracy, particularly regarding staff professionalism, librarian autonomy, and a more adaptable organisational structure. Libraries are structured organisations with established roles and procedures; however, they depend significantly on the expertise and discretion of professionally trained librarians, who possess considerable autonomy in domains such as collection development, research assistance, and information literacy education.

This combination of formal organisation and professional autonomy embodies the essential characteristics of a professional bureaucracy that delivers intricate services via highly skilled

Lead City University DO NOT COPY

professionals within a context of structural flexibility. These attributes typically expand the boundaries of self-directed judgment and professional effectiveness. Similar to attorneys, physicians, and university professors, academic librarians and research libraries frequently operate autonomously in specialised domains such as reference services, information literacy instruction, or topic liaison roles. While they remain in close contact with users, including students and faculty, they typically perform their duties with a high degree of autonomy and professional discretion. Librarians are highly trained professionals who deliver information and support services using their own expertise and preferred methods, often adapting their approach to meet user needs, even within the framework of institutional policies and standards.

Divisionalized organisations comprise semi-autonomous entities referred to as divisions. The divisionalized structure likely embodies a variant of a Machine Bureaucracy, functioning as an operational mechanism for the coordination and control of a large conglomerate that provides horizontally diversified products or services, operates in a stable environment, and does not necessitate substantial economies of scale[115]. In the presence of significant economies of scale, a thorough analysis of the costs and benefits associated with divisionalisation is essential. The contemporary structure of major holding companies or conglomerates usually follows this model. The divisional form, similar to a professional bureaucracy, consists of semi-independent units coordinated through a central administration rather than functioning as a fully integrated organization.

On other hand, in the divisionalized form, such within a professional bureaucracy, the middle-level units are 'loosely coupled,' whereas the operating core is made up of professional individuals. The middle units are commonly known as divisions, with the central administration designated as the headquarters. Among four different structural configurations, the divisionalized

Lead City University DO NOT COPY

form is distinguished from the others by a significant difference. This structure does not extend fully from the strategic apex to the operating core; instead, it is overlaid on existing structures [116]. To put it another way, every division contains its own structure. It is especially important that the divisionalized form depends on the market when organizing units at the end of the middle line. After these divisions have been established, each one of them is assigned responsibility for managing the operational functions that are required to serve the markets that they are responsible for. These divisions are established according to the markets that they serve.

The divisionalized form is characterised by the utilisation of the middle line as its primary component, the utilisation of output standardisation as its primary mechanism for coordination, and the utilisation of minimal vertical control. At the divisional level, decision-making is organised in a decentralised manner[117.] The several divisions do not work together very well in terms of coordination. There is some coordination provided by personnel at the corporate level. Because of this, each division is relatively centralised and has a tendency to resemble a machine bureaucracy. The corporate office serves as the location of the technological infrastructure; it is responsible for the provision of services to all of the divisions. Each division has support personnel stationed throughout its premises. The divisionalized management structure is likely to be adopted by large organisations.

Adhocracy structure is a type of organisational structure that is characterised by the following features: a highly organic structure that involves the least possible formalisation of behaviour; job specialisation that is based on formal training; a tendency to organise specialists into functional units in order to improve administrative efficiency while deploying them in small project teams that are orientated towards the market for task execution; and a reliance on liaison mechanisms to promote mutual adjustment, which is the primary method of coordination, both

Lead City University DO NOT COPY

within and between these teams. When it comes to coordination, the creative organisation is unable to rely on any form of standardisation. Therefore, adhocracy can be seen as the most suitable organizational structure for innovative companies that hire and empower talented employees whose knowledge and abilities have been extensively cultivated through training programs.

Adhocracies feature a wide range of managerial roles functional, integrating, and project managers. The prevalence of project managers arises from the necessity of keeping teams small to ensure smooth mutual adjustment among participants, necessitating designated leader, or "manager," for each team. Managers are integral members of project teams, tasked with the specific job of facilitating collaboration among them. As reliance on direct supervision and formal authority decreases, the line-staff distinction becomes less pronounced.

Adhocracy relies on support staff as its fundamental component, employs mutual adjustment for coordination, and upholds selected decentralisation patterns. The structure is typically characterised by low levels of formalisation and decentralisation[118]. The techno-structure is limited because technical specialists are integrated into the organization's operational core. The support team is substantial to enable the complex framework. Adhocracies engage in non-routine activities and utilise advanced technology. The primary aim is to foster innovation and facilitate rapid adaptation to changing circumstances. Adhocracies typically exhibit a medium size, necessitate adaptability, and employ resources efficiently. Examples of adhocracies include the aerospace and electronics industries, research and development organisations, and innovative educational districts. No school districts are completely adhocratic; however, medium-sized districts in affluent communities may display some characteristics of an adhocracy.

Lead City University DO NOT COPY

2.3 Review of Empirical studies

2.3.1 Leadership Style and Service Quality

The study, which explored leadership styles and job satisfaction among library personnel in Ondo State university libraries, showed that the dominant leadership style was autocratic. It was observed that management often demonstrates a lack of trust in library personnel to perform their duties without close supervision and monitoring[119]. According to the survey, participants agreed that frequent meetings were regularly held to show support for the library's policy and mission, and staff work was regularly assessed to track their development. The results indicate that library employees are fully aware of and comprehend all library policies and procedures. Additionally, discussions regarding policy changes typically involved library personnel before any actions were implemented, ensuring the accuracy and timeliness of information systems, while also facilitating direct communication of data to staff.

The research indicated that library leadership empowers subordinates with the independence to manage problems without direct supervision. In complex situations, this leadership style encourages staff to find solutions on their own, while maintaining a focus on quality and permitting them to set their own control standards. Participants were provided with time and resources to pursue their individual developmental goals. The findings revealed that the leadership styles adopted by leaders play a pivotal role in achieving the library's objectives. Approach to leadership fosters an environment where individuals are motivated to reach their fullest potential, contributing effectively to the goals of the organisation. The investigation further emphasised the difficulties encountered by library staff concerning job satisfaction in connection with leadership approaches within university libraries in Ondo State.

Lead City University DO NOT COPY

Discriminatory practices in the allocation of allowances, wherein library staff are often overlooked for bonuses awarded to similarly ranked employees, a deficiency in employee recognition, the marginalisation of librarians by university authorities, inconsistent salary and wage disbursements, an insufficient work environment, and ambiguous job descriptions were not recognised as factors affecting employees' job satisfaction. The research sought to investigate the noteworthy correlation between various leadership styles and the level of job satisfaction experienced by university library staff in Ondo State. The examination employing Pearson's Product Moment Correlation reveals a significant association between leadership styles and the job satisfaction of university library personnel in Ondo State[119].

Separate investigation examined the leadership approach and service quality of librarians at Kaduna State University Library [23]. This section discusses the study's findings in relation to previous research. The research question focused on examining the different types of service quality available at Kaduna State University Library. The study revealed that services are available and accessible within the library of Kaduna State University. Kaduna State University Library provides a variety of services, such as circulation, reference, customer service, current awareness, selective dissemination of information, and e-resources/ICT services. The findings indicated that librarians in university libraries demonstrated commendable levels of service delivery; however, it was promptly noted that, notwithstanding this high level of service, the libraries lack sufficient infrastructural resources to effectively provide these services to their patrons. It could be posited that the limited availability of certain services in the Kaduna State University Library may stem from an insufficient provision of infrastructural resources necessary for effective service quality to users[120]. The implications are that the Kaduna State University

Lead City University DO NOT COPY

Library may struggle to provide consistent services without the presence of sufficient and effective mechanisms for service quality to its users.

This study indicates that a particular leadership style is practiced in the library of Kaduna State University. Currently, the dominant leadership approach employed at Kaduna State University Library is the transactional style, with the transformational style also being implemented subsequently. The results of this study align with a scholar's assertion that Nigerian libraries require a transformational leadership approach. He believed that transformational leadership would empower the library to address challenges with sound judgement[121]. This will enable the library to enhance productivity, operate effectively under pressure, and take accountability for their actions, while also acknowledging any errors related to Library service delivery. The findings imply that transformational leadership enhances librarians' ability to discharge their responsibilities efficiently.

Furthermore, the study's results revealed that transactional leadership was predominant within the library. The results of this study affirm that the transactional leadership style is characterised by leaders who encourage and motivate their employees[23]. This leadership approach encourages organisation for prompt action in response to changes that will benefit both leaders and employees, yielding immediate results. Transformational leaders empower and develop employees to assume responsibility within their respective departments and for any tasks assigned to them. Consequently, they enable employees to perform their designated tasks with autonomy.

The study has effectively examined the impact of leadership style on service quality by librarians at Kaduna State University Library. The leadership approach adopted significantly impacts how librarians deliver services at Kaduna State University Library. It is an essential factor that can

Lead City University DO NOT COPY

enhance both effective and efficient service quality within the library. In conclusion, to ensure the continued effectiveness of service quality at Kaduna State University Library can be sustained by upholding the leadership style currently in place. According to the study's results, strengthening adaptability, mission alignment, engagement, and consistency in Kaduna State University Library can enhance librarians' service delivery. Consequently, in view of the current leadership approach and service provision within the Kaduna State University Library, it is crucial for both the federal and state governments to scale up their efforts to ensure the continued effectiveness of service quality in this institution[23].

Further analysis was conducted to assess how leadership styles affect the job performance of library staff in public university libraries in North-Central Nigeria[122]. A survey research design was employed, through which information was systematically gathered from the participants. The study involved 421 participants, including 140 librarians and 281 library officers and assistants, selected from public universities in the North-Central states of Nigeria. Total enumeration method was employed to select these 421 research subjects for the investigation. Data were gathered utilising a self-created, validated, and pretested instrument, demonstrating Cronbach's alpha reliability coefficients of 0.801 and 0.750. The results further showed that the democratic leadership style was predominantly adopted by librarians and library managers, with an average score of 3.51. In contrast, the autocratic and laissez-faire leadership styles received comparatively lower ratings were notably absent, receiving scores of 2.95 and 1.93, respectively, among librarians and library managers in public university libraries in North-Central Nigeria. Furthermore, the study revealed that library personnel at the surveyed universities in North-Central Nigeria performed commendably, attaining an overall score 3.24. The results obtained from testing the null hypotheses revealed a positive relationship between leadership style and the

Lead City University DO NOT COPY

job performance of library personnel ($r = 0.542$, $p < .05$). In view of the results, it is recommended that library leaders adopt a blend of autocratic and democratic leadership approaches to boost job performance among staff. Furthermore, the findings suggest that a laissez-faire leadership style should not be implemented, as it is unlikely to foster improved performance among library staff [122].

2.3.2 Emotional Intelligence and Service Quality

The study analyzed how librarians' emotional intelligence relates to the satisfaction levels of users at the University of Guilan, Iran [123]. The findings of this study revealed that librarians' emotional intelligence is a significant determinant of user satisfaction in libraries. Competent and effective personnel are crucial assets for attaining an organization's objectives. One of the factors that significantly influence individual organisational behaviour is emotional intelligence. Effectively managing emotions and feelings can significantly enhance employees' productivity within an organisation. The satisfaction of clients stands as a crucial indicator of both the efficiency and effectiveness of organisations. Furthermore, the current landscape of information systems in libraries has fostered a competitive atmosphere. To thrive in a competitive information landscape, academic libraries seek to improve the standard of their services. Enhancing user satisfaction at libraries seems achievable by prioritising emotional intelligence as a crucial factor in the hiring process for librarians.

Nonetheless, emotional intelligence is presently not given significant consideration in the hiring of librarians. The research outcomes showed that the average ratings for emotional intelligence and its associated dimensions of self-management, self-awareness, social awareness, and relationship management exceeded the benchmark, suggesting the emotional intelligence of librarians at the University of Guilan is at a commendable level. The high emotional intelligence

Lead City University DO NOT COPY

of librarians at the University of Guilan seems to stem from their ongoing interactions with students, professors, and other professionals. This engagement allows them to enhance their emotional intelligence skills through self-study, ultimately leading to greater effectiveness and efficiency in their roles.

Moreover, the results demonstrate that, within the factors contributing to user satisfaction, "librarian's trust," "librarian's patience," and "librarian's guidance" exhibited the highest averages. In contrast, the aspects of "sharing personal issues with the librarian," "expressing confidential matters to the librarian without fear," and "the level of librarian's support" showed the lowest averages. Patron satisfaction with the librarians within the University of Guilan can be attributed due to the majority of librarians employed there hold a degree in librarianship. Librarians have undergone essential training through undergraduate courses focused on the fundamentals of reference work, in addition to management courses at the postgraduate level.

Earlier investigations have concentrated on the link between librarians' emotional intelligence and their proficiency levels of job satisfaction and communication abilities. This study represents a pioneering effort in exploring the connection between the emotional intelligence of librarians and user satisfaction, as emphasized in the literature review. The study's findings reveal that user satisfaction is most strongly associated with self-management component among the librarians at the University of Guilan. This suggests that individuals with the ability to regulate their emotions utilize, positive mental states to support themselves and uphold their position in the face of challenges, and who drive themselves through the attainment of their goals, will perform effectively in managing the library and addressing the needs of academic libraries users. This is a key measure of library effectiveness and growth. A prior investigation

Lead City University DO NOT COPY

conducted by Mills et al. demonstrated that EI served as a successful approach for fostering interactions between users and librarians[123].

Empirical research has been conducted in the field of librarianship concerning the influence of emotional intelligence on the quality of library services. The review found that emotional intelligence is a vital determinant affecting the service quality of high school libraries in Minahasa Regency, Indonesia[124]. The aim of the study was to demonstrate the impact of emotional intelligence, creativity, and work ethic on the quality of service delivered by the high school library in the Minahasa Regency. The sample for the study included 70 librarians, chosen through a methodical and uncomplicated random sampling approach. The results and hypothesis testing indicate a clear and positive relationship between emotional intelligence and the quality of service provided by high school libraries in the Minahasa Regency. This finding is backed by a study showing that higher emotional intelligence among librarians is positively associated with increased user satisfaction in the libraries of the University of Guilan, Iran [38].

This study examined the impact of librarians' emotional intelligence on conflict resolution in private university libraries located in the South-west and South-South regions of Nigeria[125.] The investigation employed a survey research design indicated that the conflict management skills of librarians were influenced by their emotional intelligence. According to the report, private university libraries should address librarian miscommunications and work to improve their emotional intelligence. This is supported by a study that also shows a strong positive relationship between the effective management of university libraries and the emotional intelligence of librarians [38].

Furthermore, a study indicated that emotional intelligence significantly enhances work productivity among librarians in selected academic libraries in Oyo State, Nigeria[126]. The

Lead City University DO NOT COPY

ANOVA results revealed that self-awareness, self-management, social awareness, and relationship management collectively and positively account for 52.1% of the variance in library work productivity, from an alternative viewpoint, [127] indicated a noteworthy positive correlation between the job performance of staff in academic libraries in Edo State and their emotional intelligence. Specifically, the job performance of library personnel was found to be correlated with an increase in emotional intelligence.

The findings from these studies highlight significance of emotional intelligence in enabling libraries and their staff to fulfil both individual and collective objectives, ensuring that user needs are met satisfactorily for everyone involved. Nonetheless, the existing studies do not investigate the direct influence of emotional intelligence on service quality, particularly in relation to the dimensions outlined in the Libqual model of library service quality [128].

The study indicated that the emotional intelligence of librarians are significantly high, with a grand mean of 4.10. This study aligns with [129]. Emotional intelligence plays a crucial role in librarianship field, given inherent characteristics of the profession. Emotional intelligence allows librarians to offer empathetic support, manage conflicts, and adjust to changing circumstances, which in turn boosts their job satisfaction and overall effectiveness. The results demonstrated a significant degree of emotional intelligence among librarians employed in academic libraries[125, 129].

2.3.3 Organisational Structure and Library Service Quality

The situational contingencies framework underscores the necessity of examining influence of conditions on organisational structure and administrative behaviour, while the strategic choice approach focusses on the decisions taken by organisational leaders concerning products and markets and their effect on organisational forms. This model incorporates strategy and posits that

Lead City University DO NOT COPY

managers' perceptions, preferences, and choices interact with the adaptation process to environmental demands to attain objectives[130.131]. While the contingency framework has produced numerous empirical studies on various factors influencing organisational structure, this research predominantly emphasises the individual and isolated effects of these aspects.

This analysis concludes that bureaucratic organisational structures are more suitable for stable and predictable environments[132], less structured and decentralised structure is advantageous in unstable and unpredictable environments; additionally, a functional hierarchy is deemed advantageous when products are technologically related, but as product and market diversity increases (diversification), divisional structures become more favourable. Ultimately, more adaptable decentralised and divisional organisational structures are crucial in emerging markets. However, as the organisation acquires experience and tasks become more predictable, a transition to a more centralised and functional structure is required[133]. This study seeks to advance the second line of research by analysing the primary elements that influence the organisational structure of consortium enterprises located in Catalonia, Spain. This document presents an initial examination of possible limitations on particular components based on contingency theory and the strategic choice approach, concerning a typology of organisational models. The major objective is to provide a comprehensive study that deepens the understanding of organisational design, the interaction between business attributes and the environment, and organisational behaviour. The organisational structure is defined as the systematic division, categorisation, and coordination of work tasks.

The organisational structure can be viewed as the framework of the organisation, establishing a basis upon which its operations are conducted. Dalton classified the organisational structure into traditional hierarchical organisations and high-performance organisations. A traditional

Lead City University DO NOT COPY

hierarchical organisation is characterised by an extensive and intricate administrative framework, marked by job specialisation and a set of complex regulations that adhere to the principle of hierarchical authority, job specialisation, and formalised rules. An organisation characterised by high performance is referred to as an organic organisation, meticulously structured to maximise individual potential and foster an extraordinary ability to achieve outstanding results[134]. An organic organisation is characterised by its dynamic nature and flexible structure, allowing it to adjust its size and activities in response to evolving external and internal demands.

The organisational structure can be understood as the framework through which authority and accountability are distributed within the entity, guiding the operational processes undertaken by its members. An academic referenced eight dimensions of organisational structure: formalisation, specialisation, standardisation, centralisation, professionalism, complexity, hierarchy of authority, and personnel ratios[135]. Previous studies have shown the beneficial influence of task attributes on employees' emotional outcomes, including job motivation and job satisfaction. The conclusions drawn from these studies have faced scrutiny for overlooking the contextual factors of the job environment and their potential influence on the dependent variables. Such criticisms could be considered valid, as numerous elements beyond task characteristics influence job performance[131].

The objective of the investigation was to ascertain the efficacy of administrators in both public and private universities in Kenya perceived the types of organisational structures that were present in those institutions. It also looked into how they perceived these structures and how they affected the management practices that dictated the quality of management in those institutions. According to the overall index score, 67.8% of private university managers concurred that bureaucratic characteristics were present in their institutions. Compared to public universities,

Lead City University DO NOT COPY

where 61.2% of managers agreed that their organisational structures exhibited bureaucratic characteristics, this was somewhat higher. The second goal was to find out how managers felt about the impact of organisational structure on the management quality dimensions in Kenyan universities.

According to the total percentage results, 65.6% of managers at private universities and 64.2% of managers at public universities agreed that organisational structures had an impact on management quality. The perceptions of university managers on the quality of management in terms of prompt decision-making, teamwork, authority delegation, communication channels, and adaptable organisational structure did not differ statistically significantly. University managers' perceptions of how organisational structure affects customer satisfaction varied statistically significantly[132]. The study examined the impact of labour division and authority hierarchy on the effectiveness of principals in public senior secondary schools in Rivers State. A descriptive design was employed. The population for this study comprised 275 principals from public senior secondary schools situated in Rivers State. The sample comprised 153 principals from public secondary schools situated in Rivers State. A self-constructed questionnaire, named Impact of Division of Labour and Hierarchy of Authority on Principals Role Performance Questionnaire, comprising 13 items, was employed for data collection. The established reliability coefficients were 0.71 and 0.79, determined using Cronbach alpha. The mean and standard deviation were used to tackle the research questions, while z-test statistics were applied to assess the hypotheses.

According to the findings, male and female principals' average scores on how the authority structure affects their role performance do not differ significantly. Additionally, A significant disparity was observed in the mean scores of seasoned versus less seasoned principals regarding

Lead City University DO NOT COPY

the impact of labour division on their role execution in secondary schools within Rivers State, Nigeria. Findings indicate that school leaders granted complete autonomy in managing their institutions; they are more likely to develop improved concepts and innovations that contribute to effective governance. The recommendation is that the organisational structure of institutions in Rivers State should be restructured to provide principals with greater opportunities to take initiative in their roles within secondary schools[136].

Destination Management Organisations play an extremely important role in making certain that these initiatives are executed in a coordinated and efficient manner. This study proposed an organisational structure for Destination Management Organisations. The analyses conducted led to the identification of this structure as the Professional Bureaucracy, in line with Minzberg's classification. A key characteristic of professional bureaucracies is the acknowledgement of considerable autonomy, which involves granting authority and responsibility to individuals or teams operating at the ground level. Every region with tourist attractions should possess the autonomy to make independent decisions regarding their destinations. The domain that will guarantee the efficacy of the destinations is the operational field. In the context of professional bureaucracy, the significance of the support unit, referred to as the staff unit, is heightened within a local destination. As decisions unfold at the destination, securing support from business experts is crucial for this structure. These experts may come from the theoretical realm of academia or may be professionals actively engaged in practical applications. The component referred to as techno-structure holds minimal significance within the professional bureaucracy. Nonetheless, while it may hold less structural significance, the relevance of technical infrastructure in contemporary conditions is undeniable. The significance of technological infrastructure is paramount for the effective coordination of destinations. A professional

Lead City University DO NOT COPY

bureaucracy can function effectively within both complex and static external environments due to its structured organisational framework. This investigation should likewise be conducted for local destinations at the community level, incorporating the insights of experts from each stakeholder group[111].

Lead City University DO NOT COPY

2.4 Conceptual Model

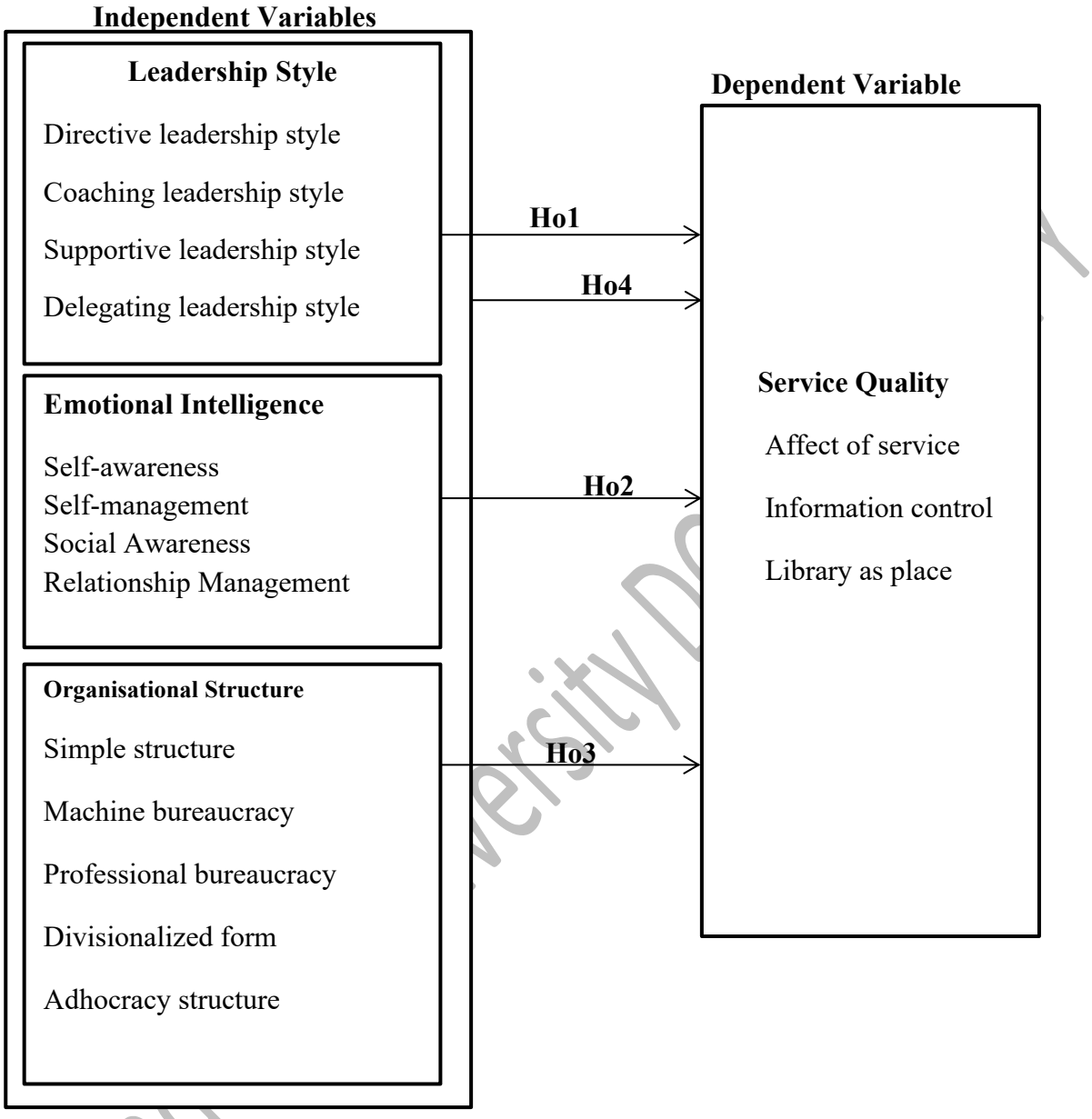


Fig 2.3: Self Constructed Conceptual Model on Leadership Style, Emotional Intelligence, Organisational Structure and Service Quality.

Sources: Researcher, 2024

From construct in the models and theories that underpins this study on Leadership style, Emotional intelligence, Organisational structure and service quality among library personnel in colleges of education, South-west, Nigeria Conceptual model made up of the dependent and independents variables in this study was developed. The conceptual model shows the nexus between dependent and independent variables of the research. The dependent variable is on service quality by library personnel in college of education in South-west, Nigeria. Specific components were used to examine service qualities which are Affect of service, information control and library as place.

For the independent variables, directive leadership style, coaching leadership style, supportive leadership style and delegating leadership style formed the specific components of leadership style in the study while Emotional intelligence components comprise of self-awareness, self-management, social awareness and relationship management of library personnel in college of education in South-west Nigeria, and simple structure, machine bureaucracy, professional bureaucracy, divisionalise form and adhocracy structure were used to examine organizational structure**.**

2.5 Summary of the Reviewed Literature

The reviewed literature emphasizes evolving and critical role of libraries, particularly college of education. Traditionally serving as places for book storage and study, libraries have now transformed into dynamic, multifaceted information service centers. College of education libraries are expected not only to store and organise information but also address the diverse and changing information demands of students, faculty, and scholar. Transformation requires libraries to be proactive, technologically equipped, and user-oriented. Libraries have evolved

Lead City University DO NOT COPY

from passive repositories of books into active service providers in learning and research, offering digital resources, internet access, and tailored services to meet users' specific needs.

Service quality in libraries is defined by how well they meet or exceed user expectations, encompassing both tangible and intangible elements like reliability, responsiveness, assurance, empathy, and the physical surrounding, the ultimate goal being user satisfaction through timely, accurate, and relevant information delivery. Factors influencing service quality include knowledgeable and responsive staff, adequate technology and infrastructure, an understanding of user expectations, and effective management strategies that emphasize continuous improvement, user-centered approaches, and quality assurance. Tools like SERVQUAL and LibQUAL+ are utilised for evaluation library service quality by collecting users' feedback on various aspects like service affect, information control, and library environment.

User satisfaction directly reflects service quality and is influenced by factors such as timely access to resources, courteous service, and helpful staff, which in turn drive user loyalty and the library's relevance. Given the fast-paced changes in academic and technological environments, libraries must continuously innovate, offering personalized services, digital literacy programs, and collaborative networking to stay relevant. To meet these demands, libraries must balance traditional roles with modern expectations, invest in staff training, upgrade infrastructure, and foster a user-driven service culture while recognizing the subjective nature of service quality and striving to meet diverse user needs. In summary, the literature underscores that library service quality is multidimensional and integral to academic success. Continuous improvement, user engagement, and strategic planning are pivotal for maintaining high-quality services in academic libraries.

Lead City University DO NOT COPY

The LibQUAL model is to assess how well library services meet users' expectations and identify gaps in service quality. Originating from the SERVQUAL model used in the private sector, it is applied for strategic planning, identifying strengths and weaknesses, improving services, and fostering a culture of continual improvement. The model measures the service quality assessed by three essential dimensions: The Affect of Service, which evaluates staff attitude, competence, and willingness to help; Information Control evaluates the accessibility, sufficiency, and usability of library materials, whereas Library as Place reviews the library's physical environment, including facilities and ambiance. The measurement framework includes three levels of user perception minimum acceptable service, perceived service level, and desired service level and difference between these levels forms a "zone of tolerance," indicating user satisfaction and areas where services may fall short or exceed expectations.

The LibQUAL model offers several benefits, including encouraging continuous improvement, providing user-centered feedback, helping align services with user expectations, and identifying gaps for actionable change. However, its limitations include potential issues with interpretability when assessing overall library success and its focus on perception, which may not always align with actual performance. LibQUAL is a comprehensive, standardized tool that helps libraries enhance user satisfaction by focusing on measurable service dimensions, user expectations, and systematic feedback.

Leadership styles encompass the various behavioral methodologies employed by leaders to influence, motivate, and guide their teams in the pursuit of organisational objectives. The formation of these styles is influenced by the leader's character, life experiences, emotional acumen, and cognitive framework. Effective leaders recognise the necessity of modifying their approach to meet the distinct requirements of a given context, thereby ensuring coherence with

Lead City University DO NOT COPY

team objectives and stakeholder anticipations. In library settings, particularly academic libraries, leadership style is essential for smooth operations and staff productivity, as poor leadership can lead to inefficiency and low morale. Scholars have identified various leadership styles, including supportive, coaching, delegating, and directive, all of which significantly impact organisational culture, employee satisfaction, and performance. Modern leadership emphasizes transformational qualities, with leaders acting as change agents by inspiring shared visions, promoting innovation, and empowering others. Effective leadership should foster collaboration, align individual and organisational goals, and drive change, rather than merely managing routine tasks. Ultimately, effective leadership is situational and strategic, plays a crucial role in determining the success of individuals and groups, including libraries by influencing behaviors, enabling innovation, and ensuring goal achievement through appropriate leadership styles.

Directive leadership involves leaders providing clear instructions and expecting strict adherence to their directives, with minimal employee involvement in decision-making. This style ensures quick decision-making, clearly defines roles, and boosts performance through structure and discipline, but can demotivate employees, stifle creativity, and create over-reliance on the leader, especially if personal interests override organisational goals. Coaching leadership focuses on supporting employee growth and self-leadership to enhance performance and innovation, improving communication, fostering self-confidence, and building strong leader-employee relationships. However, it can lead to inconsistency and requires long-term commitment and skilled leadership. Supportive leadership places a great emphasis on attending to the practical and emotional needs of staff members, establishing a productive workplace that lowers stress, boosts job satisfaction, and cultivates close relationships with coworkers. It works well for enhancing participation but may be less effective in fast-paced, high-autonomy environments.

Lead City University DO NOT COPY

Delegating leadership entails leaders supplying resources while granting subordinates complete authority over decision-making and problem-solving, fostering autonomy, satisfaction, and innovation in skilled teams. However, it can be risky with inexperienced teams, leading to poor decisions and weak coordination if leaders appear disengaged.

Emotional intelligence involves the ability to recognise, understand, manage, and utilise emotions skillfully, promoting stress alleviation, efficient communication, and empathy for others, overcoming obstacles, and conflict resolution. Frequently regarded as more significant than conventional measures of intelligence, emotional intelligence is pivotal in determining individual fulfilment, professional achievement, and the efficacy of leadership. It is rooted in the brain's processing of emotions, particularly the limbic system, where the amygdala triggers immediate emotional responses to perceived threats, a process known as "amygdala hijacking." Through self-awareness and self-regulation, individuals can pause reactions and respond rationally. The fundamental elements of emotional intelligence include self-awareness, which involves understanding one's emotions and limitations; self-regulation, which entails managing emotions constructively; motivation, driven by intrinsic goals; empathy, or understanding others' emotions; and social skills, which help in managing relationships, inspiring others, and resolving conflicts. These skills are both intra-personal and inter-personal, and those who master them tend to excel in their interactions. Individuals with high emotional intelligence in the workplace demonstrate superior communication skills, problem-solvers, and team players, with studies showing it is a key factor in leadership, impacting the ability to motivate, influence, and build trust. While EI can be learned, consistent practice, especially under stress, leads to stronger relationships, clearer thinking, and more efficient decision-making.

Lead City University DO NOT COPY

Organisational structure encompasses the arrangement of roles, responsibilities, relationships, and processes within an organisation, all aimed at efficiently achieving specific goals. It defines how tasks are divided, coordinated, and supervised to ensure effective performance and is often represented by an organisational chart. The structure provides a framework outlining hierarchy, authority, communication, and division of labor to align work processes, control behavior, and facilitate goal achievement. Factors influencing organisational structure include task complexity, role clarity, responsibility, expertise, and communication patterns. A key distinction in organisational structure is centralisation vs. decentralisation: centralised organisations concentrate decision-making at the top, while decentralised organisations distribute authority across levels, encouraging more participation. Formalisation refers to the degree of documented regulations and protocols, which provide consistency but can reduce flexibility. Organisational structure types include simple, functional, multidivisional, matrix, hybrid, network, and bureaucratic structures, each serving different organisational needs.

Henry Mintzberg's theory of organizational structure identifies five distinct configurations that organizations typically adopt, each suited to different environments and goals. These include the Simple Structure, which is centralized and flexible, often used in small or entrepreneurial settings; Machine Bureaucracy, marked by formalized procedures and a clear hierarchy, ideal for stable and routine operations; Professional Bureaucracy, characterised by reliance on the expertise of trained professionals and decentralised decision-making, is prevalent in institutions such as universities and hospitals; Divisionalized structure, wherein semi-autonomous units function under a central headquarters, characteristic of large, varied organisations; and Adhocracy is a dynamic and innovative framework that prioritises flexibility, innovation, and collaborative problem-solving, suited for complex and rapidly changing environments.

Lead City University DO NOT COPY

Mintzberg's model links organizational design with strategic function, offering a practical lens for analyzing how structure impacts performance.

While the reviewed literature provides substantial insight into library service quality, leadership styles, emotional intelligence, and organisational structure as distinct areas of study, there remains a notable gap in integrated research that examines how these elements interact particularly within the specific context of colleges of education. Many current studies primarily concentrate on discrete elements, including the assessment and enhancement of library service quality through instruments like LibQUAL, examining the effect of leadership styles on employees morale or organisational culture within library setting, investigating emotional intelligence as a determinant of individual or leadership efficacy, and scrutinising the design and operational roles of organisational frameworks in academic institutions. However, there is limited empirical evidence addressing how leadership behaviors, including emotional intelligence, interact with different organisational structures to influence library service quality in colleges of education. Specifically, research has yet to explore whether certain leadership styles such as coaching or supportive are more effective within particular structural models, such as bureaucratic or hybrid systems, in improving service.

Additionally, the mediating role of emotional intelligence in the relationship between organisational structure and customer satisfaction remains underexplored. The unique characteristics of colleges of education such as specific user expectations, institutional objectives, and resource constraints also set them apart from universities and public libraries, further emphasizing the need for context-specific analysis. Therefore, the critical gap lies in the lack of integrated research that considers how leadership styles and emotional intelligence, within the framework of existing organisational structures, collectively influence service quality in colleges of education.

Lead City University DO NOT COPY

Endnotes

1. P. Meesad, & A. Mingkhwan, *Libraries in Transformation*, 2024
2. M. Ashiq, S. Ur Rehman, D. Muneeb, & S. Ahmad, *Global Research on Library Service Quality: A Bibliometric Analysis and Knowledge Mapping,* Global Knowledge, Memory and Communication, 71(4/5), 2022, 253-273.
3. P. Vakkari, Y. W. Chang, & K. Järvelin, *Largest Contribution to LIS by External Disciplines as Measured by the Characteristics of Research Articles,* Scientometrics, 127(8), 2022, 4499-4522.
4. F. Qureshi, *Quality Management in Business: Delivering Excellence,* **Journal of Management Science Research Review**, *2*(1), 2024, 44-53.
5. L, Ndlovu, & M.A. Phiri, *Governance of the Municipal Services to the Population: The Case of an Emerging Economy*, Risk Governance & Control: Financial Markets & Institutions, *6*(4), 2016.
6. C. Kinya, & D. Muthee, *Service Quality and User Satisfaction at Machakos University, Kitui Campus Library, Kenya*, **International Journal of Current Aspects**, *6*(2), 2022, 1-10.
7. A. Jovi, U. Ma'ruf, L. Hanim, & R.B. Suharto, *The Factors Effectiveness of Driving License Service Procedures*, **Jurnal Daulat Hukum**, *5*(2), 2022, 107-114.
8. M.J. Alam, & Mezbah-ul-Islam, M. *Impact of Service Quality on User Satisfaction in Public University Libraries of Bangladesh Using Structural Equation Modeling.* **Performance Measurement and Metrics**, *24*(1), 2023, 12-30.
9. C. Musanya, *Enhancing Service Quality for Library User Satisfaction at the College of Insurance Nairobi, Kenya* , Doctoral Dissertation, Technical University of Kenya**,** 2022.
10. A, Yeni, & D. Oktavia, *Evaluation of the Quality of Library Services and Facilities on the Level of Student Satisfaction at Mahaputra Muhammad Yamin University,* ***eCo-Buss***, *7*(2), 2024, 1065-1076.
11. A.P.B. Saragih, *Analysis of the Influence of the Quality of Library Services on Library Satisfaction*, **Sch Int J Law Crime Justice**, *4*(2), 2021, 89-96.
12. M. Abdulrab, & N. Hezam, *Service Quality and Customer Satisfaction in the Hospitality Sector: A Paper Review and Future Research Directions,* **Library of Progress-Library Science, Information Technology & Computer,** 44(3), 2024.
13. S. Sharif, R.N. Lodhi, F. Siddique, & M.A. Munir, *Service Quality of Higher Education Digital Library (DL) and Loyalty Behaviors: Testing the Mediating Role of Student Satisfaction,* **Library Philosophy and Practice**, 2021, 1-22.
14. B. O. Akintola, *Capacity Building, Ict Skills, Use and Service Delivery of Library Personnel in Universities in Southwestern Nigeria* (Doctoral Dissertation), 2021.

15. S. Sumiati, *Analysis of Marketing Strategy, Product Quality and Service Quality to Repurchase Intention,* 2022.

16. A. H. Cohen, *Library Space Planning and Design: Best Practices and Case Studies from Special, **Academic, and Rare Book Libraries***. **Elsevier**, 2025.

17. M.K. Sahabi, & K.O. Ogunbote, *Leadership Style in Academic Library: Challenges of Service Quality of Librarians in Kaduna State University Library, Kaduna*, 2021.

18. T.S. Nanjundeswaraswamy, *The Mediating Role of Job Satisfaction in the Relationship Between Leadership Styles and Employee Commitment*, **Journal of Economic and Administrative Sciences**, 39(2), 2023, 286-304.

19. J. Cai, *Effects of Leadership Styles and Organizational Strategy to Enhance Performance Efficiency,* **Journal of Enterprise and Business Intelligence,** 3(1), 2023, 012-022.

20. A. Hassanzadeh Mohassel, R. Hesarzadeh, & M.A. Bagherpour Velashani, *Leadership Style, Knowledge Sharing and Audit Quality*, **European Journal of Management and Business Economics**, *33*(3), 2024, 306-323.

21. D.S. David, & K.M. Adebayo, *Leadership Styles and Emotional Intelligence of Business Educators in Nigeria,* Greel nee publications, 2024.

22. J. Mwamba, *Effective Leadership in Change Management: Ensuring Success in Organizational Transformation*, **Journal of Policy Options**, 6(1), 2023, 28-38.

23. P. Dubey, A. K. Pathak, & K. K. Sahu, *Assessing the Influence of Effective Leadership on Job Satisfaction and Organisational Citizenship Behaviour*, **Rajagiri Management Journal,** 17(3), 2023, 221-237.

24. A. Amussah, *Leadership Styles and Its Impact on Employee Performance*, School of Social Sciences, Near East University, Nicosia, 2020.

25. H. Ezzat, P. Le Masson, & B. Weil, *Extending Lab Results to Advices for Leadership Facilitating Creativity in Organisations*, CERN IdeaSquare, **Journal of Experimental Innovation**, 1(2), 2017, 17-17.

26. C. Oketch, & G.K. Karyeija, *Directive Leadership Style and Staff Motivation in Private Universities in Uganda: A Case of Kampala International University*. **Kabale University Interdisciplinary Research Journal**, *1*(2), 2022, 21-32.

27. D. Stanley, *Leadership Theories and Styles*, Clinical Leadership in Nursing and Healthcare, 2022, 31-60.

28. S. Maxwell-Wilson, *The Lived Experiences of Workplace Bullying in Faith Centered Organisations*, Graduate-level dissertation Johnson University, 2020.

29. E. Pizzolitto, I. Verna, & M. Venditti, *Authoritarian Leadership Styles and Performance: a Systematic Literature Review and Research Agenda*, **Management Review Quarterly**, 73(2), 2023, 841-871.

30. Y. Robinson, *Analyzing the Impact of Coaching Leadership Style on Employee Engagement*. Keiser University, 2024.

31. C.Y. Hwang, S.W. Kang, & S.B. Choi, *Coaching Leadership and Creative Performance: A Serial Mediation Model of Psychological Empowerment and Constructive Voice Behavior,* **Frontiers in Psychology**, 14, 2023, 1077594.

32. R. Martens, & R. S. Vealey, *Successful Coaching*, Human kinetics, 2024.

33. A. Pukiene, I. Brazauskaite-Zubaviciene, & C. Saccone, *Coaching as a Model for Successful Education,* In Edulearn23 Proceedings IATED**,** 2023, 7027-7035.

34. M. Madanchian, *Leadership Dynamics in Innovative Teams*, In Mastering Innovation in Business, 2025, 103-130, IGI Global.

35. T. Uman, D. Argento, G. Grossi, & G. Mattei, *Supportive Leadership and Job Satisfaction at the European Court of Auditors*, **International Review of Administrative Sciences,** 90(2), 2024, 454-473.

36. R. Rana, R., G. K'aol, & M. Kirubi, *Influence of Supportive and Participative Path-Goal Leadership Styles and the Moderating Role of Task Structure on Employee Performance,* **International Journal of Research in Business and Social Science,** *8*(5), 2019, 76-87.

37. M. C. Boone, *Risk in Leadership: The Decentralized Decision Space and the Implications of Delegation on the Decision-Making Process*, University of Charleston-Beckley, 2024.

38. E.C. Onwubiko, *Librarians' Emotional Intelligence as Correlate of Effective Library Management and Performance*, **Library Philosophy and Practice (E-Journal)**, 2020, *4508*.

39. T. Dixon, *The History of Emotions: A Very Short Introduction (735),* Oxford University Press, 2023.

40. L. Howells, *Understanding Your 7 Emotions: CBT for Everyday Emotions and Common Mental Health Problems,* Routledge, 2021.

41. S. Freeman, *Wechsler Preschool and Primary Scale of Intelligence. In Encyclopedia of Autism Spectrum Disorders,* Cham: Springer International Publishing**,** 2021, 5172-5181.

42. E.C. Onwubiko, *A survey on the Influence of Emotional Intelligence and Self-esteem on Social Adjustment of Librarians in Federal Universities*, **Library Philosophy and Practice (E-Journal)**, 2020, 4465.

43. J. Lamri, & T. Lubart, *Reconciling Hard Skills and Soft Skills in a Common Framework: The Generic Skills Component Approach,* **Journal of Intelligence**, 11(6), 2023, 107.

Lean City University DO NOT COPY

44. H. Fuchs, & A. Fuchs, *Introduction to Transformative Intelligence Theory: An Integrative Framework for Human Capability Development in Complex Adaptive Systems, Gaia,* 1(3), 2025, 134-194.

45. P. Salovey, A. Woolery, & J.D. Mayer, *Emotional Intelligence: Conceptualization and Measurement,* Blackwell Handbook of Social Psychology: Interpersonal Processes, 2001, 279-307.

46. R. Ahmad, *Role of Emotional Intelligence in Entrepreneurial Intention of University Students,* 2023.

47. I. D. Georgewill, & F. Asagba, *Principals'self-Awareness, Self-Regulation and Empathy of their Emotional Intelligence for Students'academic Achievement in Ogba/Egbema/Ndoni Local Government Area of Rivers State,* **Bw Academic Journal**. 2024.

48. S. R. Chung, M.N. Cichocki, & K.C. Chung, *Building Emotional Intelligence*, Plastic and Reconstructive Surgery, 151(1), 2023, 1-5.

49. A. Singh, & N. Gosain, *Human Behaviour at Work.* **Psycho Information Technologies**. 2021.

50. A.F. Buşu, *Emotional Intelligence as a Type of Cognitive Ability. Revista De Ştiinţe Politice*. Revue des Sciences Politiques, (66), 2020, 204-215.

51. B. Legg, *Senior Leaders' Understanding of Emotional Intelligence and the Experience of Applying Emotional Intelligence Competencies in a Corporate Environment in the Sub-Saharan Africa Context*, Doctoral Dissertation, Stellenbosch: Stellenbosch University, 2023.

52. F. Andres, *The Role of Emotional Intelligence in Self-Awareness and Well-Being*, In Development of Self-Awareness and Wellbeing: Global Learning Challenges in a Shifting Society, 2025.

53. S. Bhattacharya, D. K, Dikshit, & S. Adhikari, *Emotional Intelligence a Determinant of Good Health,* **Indian Journal of YOGA Exercise & Sport Science and Physical Education,** 2024, 265-272.

54. N. Khalili, M. H. Heidari, & Z. Saadatmand, *Educational Implications of Self-Governance Concept in Teachings of Imam Ali (AS): Improving Social Wellbeing and Validating It,* **Iranian Journal of Educational Research**, 4(2), 2025.

55. L. N. Obuh, & P. C. Onuosa, *Social Awareness and Relationship Management as Emotional Intelligent Variable of Leaders and Effective Administration of Public Universities,*2025.

56. D. Strickland, *Emotional Intelligence: The Most Potent Factor in the Success Equation, JONA:* **The Journal of Nursing Administration**, 30(3), 2000, 112-117.

University DO NOT COPY

57. M. Hughes, & J. B. Terrell, *The emotionally intelligent team: understanding and developing the behaviors of success*, Wiley+ ORM, 2023.

58. G.A. Ahmady, M. Mehrpour, & A. Nikooravesh, *Organisational Structure*, Procedia-Social and Behavioral Sciences, 230, 2016, 455-462.

59. S.O. Wagbara, & J.D. Joyce, *Organisational Structure and Teacher Effectiveness in Public Junior Secondary Schools in Rivers State*, **BW Academic Journal**, 2023, 8-8.

60. B. N. Maina, *Assessment of the Influence of Organisational Structure on Business Process Innovation of Small and Medium-Sized Supermarkets in Kenya* (Doctoral Dissertation, Strathmore University). 2024.

61. S. Gentile-Lüdecke, R, Torres de Oliveira, & J, Paul, *Does Organisational Structure Facilitate Inbound and Outbound Open Innovation in Smes?* **Small Business Economics**, 55(4), 2020, 1091-1112.

62. A.H. Gold, A. Malhotra, & A.H. Segars, *Knowledge Management: An Organisational Capabilities Perspective*, **Journal of Management Information Systems,** 18(1), 2001, 185-214.

63. M. A. Hussein, *The Role of Knowledge Management Processes in Reducing Strategic Drift within the Framework of Knowledge Leverage Strategies. An Analytical Study of the Opinions of a Sample of Academic Leaders at the University of Kirkuk*. **International Journal of Management and Enterprise Development,** 21**(**1), 2022, 62-96.

64. D. Jerab, & T. Mabrouk, *How to Design an Effective Organizational Structure & the 21 Century Trends.* Available at SSRN, 2023**.** *4584646*.

65. A.J. Abane, P. Sakolsatayotorn, & E.Y. Asamoa, *Bureaucratic Machine,* The Global Encyclopedia of Public Administration, Public Policy, and Governance, 2022, 1277-1282.

66. N.K. Wonnink, *The Influence of Structural Aspects of a Machine Bureaucracy on Change Readiness of Employees* , Master's Thesis, University of Twente, 2025.

67. T. Eriksson, J. Robertson, & A. Näppä, *Functional Top Management Teams and Marketing Organization: Exploring Strategic Decision-Making*. **Journal of Strategic Marketing,** 33(1), 2025, 1-18.

68. R. O. Oyewo, S. S. Akintode, & I. T. Salau, *Information and Communication Technology Facilities Use as Correlates of Quality Library Service in First Generation Universities, Southwest, Nigeria*, **Library philosophy and practice (e-journal)**, 2019 *https://digitalcommons, unl. edu/cgi/viewcontent. cgi*.

69. A. T. Akinyemi, & S. O. Tunmibi, *Characteristics of Cloud Computing as Determinants of Service Quality among Library Personnel in Federal Universities in South-west*

Lagos City University DO NOT COPY

Nigeria, **Lead City University Information Management Conference Proceedings**, 1(1), 2025, 54-69.

70. B.G. Emmanuel, & J. Liu, *International Students Assessment of Service Quality in Academic Libraries*, **International Journal of Research and Innovation in Social Science,** 5 (5), 2021, 538-546.

71. V. Kumar, *Library Service Quality: A Comparison between SERVQUAL and LibQUAL Model*. **Library Waves**, 8(1), 2022, 46-52.

72. T.D. Rizky, N Huda, M. Muslikh, & N. Rini, *Assessment Indicator Model (Libqual) on College Library Satisfaction,* **Library Philosophy and Practice (e-journal)**, 2021,4759.

73. J. J. G. Arachchige, *An Examination of the Relationship Between Resource-Capabilities and Service Quality of University Libraries in Sri Lanka* (Doctoral Dissertation, University of Colombo, 2022.

74. M. A. Fared, D. Darmawan, & M. Khairi, *Contribution of E-Service Quality to Repurchase Intention with Mediation of Customer Satisfaction: Study of Online Shopping Through Marketplace.* **Journal of Marketing and Business Research (MARK),** 1(2), 2021. 93-106.

75. C. Musanya, *Enhancing Service Quality for Library User Satisfaction at the College of Insurance Nairobi, Kenya*. Doctoral Dissertation, Technical University of Kenya, 2022.

76. P. Hersey, & K.H. Blanchard, *Situational Leadership*. In Dean's Forum, 12 (2), 1997, 5.

77. G.F. Robinson, *An Analysis of Gender Differences in Leadership Style and Their Influence on Organisational Effectiveness in the US Air Force*, Doctoral Dissertation, Trident University International**,** 2021.

78. A.H. Pearson, *Situational Leadership Theory: Do Followers Have a Preference*, Master's Thesis, Middle Tennessee State University, 2022.

79. S. Saroya, M. Amberi, S. Budhi, F. Fahrianoor, & J. Jamaluddin, *Leadership Style of North Barito Regent H. Nadalsyah in Administering Regional Government*. **International Journal Political, Law and Social Science,** 4(2),2023.

80. M. Cortes, *The Employees' Perspective: Situational Leadership Style Flexibility and Effectiveness and Employee Performance in a Technological Organisation*, Doctoral Dissertation, Walden University,2023.

81. L. Sabourin, *Examining the Perspectives of Campus Recreation Professionals on the Evolution of their Leadership Styles and Strategies*, Doctoral Dissertation, Université d'Ottawa/University of Ottawa, 2022.

82. P. Spille, & O. Moise, *Dissipating the Digital Fog around Leadership Styles: A Qualitative Study of how the Characteristics of Leadership Styles have changed due to Digitalisation,* Master's Thesis(DiVA university), 2023.

Lead City University DO NOT COPY

83. A. A. Bello, *Exploring the Vital Role of Quality Assurance in Ensuring Accessible Services and Resources in Academic Libraries in Nigeria*, **Library Philosophy & Practice,** 2023.

84. P. K. Njiiri, *Leadership Styles and Public Participation Effectiveness in the County Governance in Kenya* (Doctoral Dissertation, JKUAT-COHRED), 2024.

85. E. H. Klijn, N. De Boer, & J. Eshuis, *Leading Frontline Enforcers: How Supervisors' Leadership Style Impacts Inspectors' Enforcement Style*, **Public Management Review,** 24(3), 2022, 398-417.

86. C. Y. Afolabi, *Leadership and Authority in Education*, **Unizik Journal of Educational Research and Policy Studies**, 19(4), 2025.

87. A.M. Lumain, *The Interplay of Situational Leadership and Followership to the Organisational Commitment: Basis for Differentiated Supervision*, Doctoral Dissertation, University of the Immaculate Conception,2022.

88. S. S. I. Flanders, *Exploration of Distributed Leadership* (Doctoral Dissertation, Ghent University), 2024.

89. M. Galea, *Applying Leadership Styles to the Healthcare Sector*. **Journal of the Malta College of Family Doctors,** 6(1), 2017, 26–30.

90. M. A. K. Harahap, S. Sutrisno, D. Mahendika, S. Suherlan, & A. M. A. Ausat, *The Role of Emotional Intelligence in Effective Leadership: A Review of Contemporary Research.* **Al-Buhuts**, 19(1), 2023, 354-369.

91. G. Varvatsoulias, *Investing Cognitions in Emotions? Is that what Really Matters? A Methodological Review on Daniel Goleman's Emotional Intelligence Book (1996) In Line With Cognitive-Behavioural Psychotherapeutic Postulates*. **Education Sciences & Psychology**, 68(3), 2023, 3-58.

92. N. Surti, & V. Ganga, *Emotional Intelligence: A Study of Its Evolution*. **Journal of Education: Rabindrabharati University,** 2021, 133-141.

93. G. Picchini, *On the Origin of Storytelling: Evolutionary Theory and Literature*. Università Ca' Foscari Venezia, Master's Thesis**,** 2019.

94. L.C. Orji, & U.A. Ita, *Amygdala Hijack: Contemporary Insights into Causes, Correlates and Consequences,* **Midwifery**, 7(3), 2024, 102-111.

95. T. Xianjun, *An Exploratory Study of Emotional Intelligence towards Leadership Effectiveness,* **Journal of Digitainability, Realism & Mastery (DREAM)**, 1(4), 2022, 112-122.

Legacy University DO NOT COPY

96. H. Antonopoulou, *The Value of Emotional Intelligence: Self-Awareness, Self-Regulation, Motivation, and Empathy as Key Components*, **Technium Education and Humanities,** 8, 2024, 78-92.

97. M. Mehler, E. Balint, M. Gralla, T. Pößnecker, M. Gast, M. Hölzer, & H. Gündel, *Training Emotional Competencies at the Workplace: A Systematic Review and Metaanalysis*, **BMC Psychology**, 12(1), 2024, 718.

98. E. D. Hale, *School Heads' Leadership Style, Role Appreciation, and Emotional Intelligence towards the Level of Productivity*, **AIDE Interdisciplinary Research Journal,** 3, 2022, 85-108.

99. S. Kagwe, *Influence of Self-Awareness on Organizational Performance of Universities in Kenya: A Literature Review Synthesis,* **African Journal of Business and Development Studies**, 2(1), 2025, 593-604.

100. S. Regueig, *Exploring the Effects of Emotional Intelligence and Self-awareness on Teachers' Teaching Styles and Learners' Learning Performance*, Doctoral Dissertation, Université Ibn Khaldoun-Tiaret, 2021.

101. A.M. Ortiz, & L.D. Patton, *Awareness of self In* Why Aren't We There Yet? Routledge, 2023, 9-31.

102. K. Gbarale, & O. Benjamin, *Self-Management Competencies and Employee Effectiveness: A Conceptual Review*, **Journal of Human Resource & Leadership,** 6(2), 2022, 33-41.

103. T.J. Whittemore, & S. Woods, *Analysis on the Negative Emotional, Physiological, and Cognitive Responses Elicited from of the Activation of a Stall Alarm*. **Journal of Aviation/Aerospace Education & Research**, 30(1), 2021, 107-121.

104. V. Barinua, C.C. Chimere-Nwoji, & H.O. Ford, *Manager's Emotional Intelligence and Team Effectiveness: A Theoretical Review.* **Saudi Journal of Business and Management Studies**, 7(5), 2022, 120-124.

105. D. O. Okhakhu, & S. V. Adeyeye, *Collaborative Learning Spaces and Quality Education Among Postgraduates in Southwest, Nigeria*, **Lead City International Journal of Library, Information & Communication Sciences,** *2*(1), 2025, 292-303.

106. A. R. Hurd, R. J. Barcelona, & J. A. M. Zimmerman, *Leisure Services Management*, Human Kinetics, 2023.

107. M .A. Rahman, S. M. Nurullah, & M. Kamruzzaman, *Managerial Skills and Roles Relationship for Organisational Effectiveness*: *A Study on Public Commercial Banks in Bangladesh*, **Journal of Business Studies, PUST**, 2(1), 2019, 124–133.

Lead City University DO NOT COPY

108. H. Altamimi, Q. Liu, & B. Jimenez, *Not Too Much, Not Too Little: Centralization, Decentralization, and Organizational Change*, **Journal of Public Administration Research and Theory,** 33(1), 2023, 170-185.

109. N. Ljevo, & A. Šunje, *The Impact of Organisational Structure on The Internationalization Strategy*, **Economic Review: Journal of Economics and Business**, 19(2), 2021, 27-36.

110. P. Kumar, *An Analytical Study on Mintzberg's Framework: Managerial Roles*. **International Journal of Research in Management & Business Studies**, 2(3), 2015, 12-19.

111. D. Oliveros Sepulveda, M. Bascompta, & S. G. Franco, *Proposal for Organizational Restructuring,* In the Institutional Framework Governing Mining Management in Antioquia, Colombia.

112. H. Mintzberg, *Understanding Organisations... Finally!: Structuring in Sevens.* Berrett-Koehler, 2023.

113. R. Mizrahi-Shtelman, & G, S. Drori, *Professionalizing the Professional Bureaucracy: on Training and Expertise for Leadership Positions in Universities*, Minerva, 2025, 1-29.

114. H. Mintzberg, *The Professional Bureaucracy*. Organisation and Governance in Higher Education, 2, 1979, 50-70.

115. O.O. Ajibare, F.B. Oguntoye, & O. Omobola*, Influence of Organizational Support on the use of Legal Databases among Lawyers in Ibadan, Oyo State, Nigeria*, **Journal of Library Services and Technologies,** 6(2), 2024, 278-288.

116. G. Cappellari, J. O. Sausen, G. C. Ferreira, & C. R. Rossetto, *Organisational Configuration and the Development of the Absorptive Capacity*: *Relations and Influences***,** **Revista Ibero-Americana de Estratégia**, 22(1),2023. 10.5585/2023.22807

117. C. T. Amoke, N. I. Kinikanwo, U. V. Nwosu, & M. N. Ikeotuonye, *Effect of Organisational Structure on Managerial Decision Quality at Flour Mill of Nigeria, Lagos*, **International Journal of Public Administration and Development Studies,** 1(2), 2024, 112-136.

118. I. Irwansyah, *Adhocracy as a Model for Organizing Government Institution in Simplifying Indonesian Bureaucracy*, **Jurnal Borneo Administrator**, 17(2), 2021, 241-258.

119. A.O. Gbotoso & O.R. Oboh, *Leadership Styles and Job satisfaction of Library Personnel in University Libraries in Ondo State, Nigeria*, **Library Philosophy and Practice (e-journal),** 2021.

Le'City University DO NOT COPY

120. B.D. Abata-Ebire, A.J. Adetayo, & O.A. Babarinde, *Leadership Styles, Staff Motivation and Job Satisfaction in Private University Libraries in Osun State, Nigeria*, **Library Philosophy and Practice**, 2023, 1-25.

121. O.O. Makinde, & R.O. Opeke, *Leadership Style and Job Effectiveness of Librarians in South-West Nigerian Universities,* **Library Progress (International)**, *38*(1), 2018, 28-40.

122. U.A. Saliu, A.J. Wankasi, G.O. Eromosele, & A.O. Olukade, *Leadership Styles and Motivation on Job Performance of Library Personnel in Public University Libraries in North central Nigeria,* **Library Philosophy and Practice**, 2018, 1-25.

123. S. Jafari, & S. Shapouri, *The Relationship between Emotional Intelligence of Librarians and Satisfaction of Library Users in the Libraries of the University of Guilan, Iran*, **Caspian J Health Res**, 3(2), 2018, 64-68.

124. S. Maukar*, The Influence of Emotional Intelligence, Creativity, Work Ethic, to Service Quality of High School Library in the Minahasa Regency*, **American Journal of Educational Research,** 3(1), 2015, 67–79

125. O.B. Williams-Ilemobola, A.J. Adetayo, M.A. Asiru, & J.L Ajayi, *Librarians' Emotional Intelligence and Conflict Management in Private University Libraries in South-West and South-South, Nigeria.* **Information Impact: Journal of Information and Knowledge Management,** 12(1), 2021, 33-46.

126. M.O. Odewole, *Emotional Intelligence and Self-efficacy as Determinant of Job Performance of Library Staff in LAUTHECH, Ogbomoso*, **Lagos Journal of Library and Information Science,** 11(1& 2), 2022, 113-135.

127. M.O. Igbinovia, & S.O. Popoola, *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), 2016, 34-52.

128. E. Ogedengbe, & T. Adenekan, Emotional *Intelligence and Service Quality by Library Personnel in Colleges of Agriculture in Oyo State, Nigeria*, **Lead City International Journal of Library, Information & Communication Sciences**, 1(1), 20224, 70-82.

129. E. Regina, *Relationship between Emotional Intelligence and Job Satisfaction among Librarians in Academic Libraries in Delta State, Nigeria*, **Journal of Management and Social Science Research**, 5 (2), 2024.

130. F. Achcaoucaou, M. Bernardo, & J.M. Castan, *Determinants of Organisational Structures: An Empirical Study,* **Review of International Comparative Management,** 10(3), 2009, 566-577.

131. G.O, Quadri, O. D. Bakare-Fatungase, & O. E. Akinyemi, *Investigating Work Environment for Service Quality of Library Personnel in Academic Libraries*. **International Journal of Knowledge Dissemination (IJKD),** 5(2), 2024, 57-72.

132. S. Kereto, *Perceptions of University Managers on the Influence of Organisational Structures on Quality of Institutional Management in Public and Private Universities in Kenya* ,Doctoral Dissertation, Egerton University, 2021.

133. I. K. Nyarko, C.B. Dorkenoo, E.Y. Semordey, & P. Agbanu, P. *Organisational Structure as a Logical Tool for Determining the Flow of Responsibility and Authority*, **International Journal of Management and Administrative Sciences (IJMAS),** 3(3), 2016, 1-19.

134. C.B. Okoro, O.E. Nebo, & M.O. Nwosu, *Effects of Organisational Design on Employee Performance in the Manufacturing Industry*, **International Journal of Business Systems and Economics**, 11(1), 2017, 12-39.

135. J.J. Kiplimo, Formalization and Specialization in Organisational Design, **African Journal of Emerging Issues**, 5(11), 2023, 37-46.

136. T. G. Idem, V. C. Onyeike, & L. E. S. Kaegon, *Hierarchy of Authority, Rules and Regulations as Correlate of Teachers Job Performance in Public Senior Secondary Schools in Rivers State*, 2024.

Lead City University DO NOT COPY

Chapter Three

Methodology

This chapter presents the methodology adopted for this study. It provides information on the research design, population of study, sampling techniques and procedures, the research instrument, validity of the research instrument and the method of data analysis adopted for this study.

3.1 Research Design

The mixed method approach and survey research design which is a combination of descriptive and qualitative was adopted for this study. This method was adopted due to the flexibility it provides to obtain relevant data through appropriate tools such as surveys and interviews, allowing for the measurement of perceptions and dynamics of the phenomena under study. It facilitates a precise depiction of the variables being examined and the connections that exist among them.

3.2 Population of the Study

The population of this study comprised library personnel in 11 College of Education libraries within South-west, Nigeria. They are 183 library personnel in the College of Education libraries within South-west Nigeria. Also, 33 library users, with three users selected from each college library were interviewed. The selection of thirty-three library users three from each of the eleven Colleges of Education was guided by qualitative sampling principles. This approach ensured balanced institutional representation, supported maximum variation in user experiences, and fell within established qualitative sample size norms. The number was also sufficient to achieve data

Lead City University DO NOT COPY

saturation while remaining feasible for in-depth interviews. Hence the population for this study is 216. The distribution of the study population is presented in the table 3.1.

Table 3.1: Population Distribution for Library Personnel

S/N	College Library	Library Personnel	Library Users
1.	Federal College of Education (Special), Oyo.	55	3
2.	Federal College of Education, Abeokuta, Ogun State.	38	3
3.	Federal College of Education Technical-Akoka, Lagos.	19	3
4.	Federal College of Education Iwo, Osun State.	9	3
5.	Adeyemi College of Education, Ondo State.	15	3
6.	Federal College of Education Ilawe-Ekiti, State.	9	3
7.	Osun State College of Education Ila-Orangun.	14	3
8.	Oyo State College of Education, Lanlate.	7	3
9.	Sikiru Adetona College of Education and Tech. Omu Ajose.	9	3
10.	Best Legacy College of Education, Ogbomosho. Oyo.	4	3
11.	Muftau Olanihun College of Education, Oyo State.	4	3
	Total	**183**	**33**

Source[1,2,3,4,5,6,7,8,9,10.11]

3.3 Sample Size and Sampling Technique

The study sample includes all 183 library personnel and 33 library users in the Colleges of Education within South-west Nigeria. The study employed total enumeration because of the limited size of the population involved. The selection of 33 library users three from each of the 11 Colleges of Education was guided by qualitative sampling principles. This approach ensured

Lead City University DO NOT COPY

balanced institutional representation, supported maximum variation in user experiences, and fell within established qualitative sample size norms. The number was also sufficient to achieve data saturation while remaining feasible for in-depth interviews.

3.4 Description of the Research Instrument

The instrument for the dependent variable (Service quality) in this study is a modified standardised scale based on the LibQUAL model of service quality. The respondents were interviewed to discuss questions related to the affect of service, the library as a place, and information control. The following are examples of the questions: The library staff demonstrates a proactive approach to solving information needs, showing a strong willingness and readiness to assist users, did they maintain a user-friendly environment, ensuring reliability in the services and information they provide, while also exhibiting an empathetic nature in their interactions with patrons. A structured questionnaire was adapted from relevant theories and established models to guide the development of the study instrument. The questionnaire employed a Likert scale design, which enabled the researcher to present respondents with a set of predefined options from which they could indicate the extent of their agreement or disagreement.
The instrument is made up of four sections

For staff (Librarians) Section A: contains the demographic information of respondents which are self-developed. The bio-data of respondents was measured through metrics such as: Name of Institution/Library, Years of Experience, Educational Qualification, Gender and Age.

Section B**:** this is library service quality scale; it is designed in line with the libqual model of library service quality which has three segments namely Affect service, information control and library as a place and each have four question. Example of the statement is; I do greet users warmly and make an effort to understand their need. The options provided in this study's

Lead City University DO NOT COPY

questionnaire followed the 4 point likert type's scale of 4-Very High (VH), 3- High (H), 2-Low (L) and 1-Very Low (VL).

Section C: it deals with leadership style on library service quality, it contain the four (4) mains construct of the independent variable namely Directive, coaching, supporting and delegating leadership style and each have four question. The scale is of four points which are: 4-Strongly Agree (SA), 3- Agree (A), 2-Disagree (D) and 1-Strongly Disagree. The section contains items such as our libraries head takes charge of all decision-making processes and then delegate tasks to others without much input from your coworkers and Our libraries head use to motivate employees and achieve success.

Section D: it contains of twenty items on Emotional intelligence of librarians in college libraries within South-west, Nigeria. This was adapted from Daniel Goleman emotional intelligence scale and Masrek and Sani Emotional Intelligence scale[12,13]. The items were divided into the four indicators on Emotional intelligence which are self-awareness, self-management, social awareness and relationship management. A four 4 point likert types scale 4-Very High (VH), 3-High (H), 2-Low (L) and 1-Very Low (VL) were used. The section has questions such as I can voice my feelings regardless of whether they are unpopular? and I can make compromises as long as it promotes the overall goals of my library?

Section E: it dealt with questions on Organisational structure in college libraries within South-west, Nigeria., Twenty (20) item instrument on Organisational structure. The items are grouped under the five established dimensions of Organisational structure which are Simple structure, Machine bureaucracy, Professional bureaucracy, Divionalized form and Adhocracy which are formatted for a 4-point Likert-type scale 4-Strongly Agree (SA), 3- Agree (A), 2-Disagree (D) and 1-Strongly Disagree was used. This section has questions such as 'Communication flows

Lead City University DO NOT COPY

directly from the library head to lower level library staff" and "most strategic decisions are made without consulting lower-level library staff"

3.5 Validity of the Research Instrument

Validity of research instrument focuses on its ability to accurately measure the constructs and variables inside the study. To ascertain the face and content validity of the research instrument, the questionnaire was presented to the supervisor and five (5) experts in the Department of Library and Information Management, within and outside Lead City University for evaluation. The amendments and recommendations made contribute to the validity of the instrument.

3.6 Reliability of the Research Instrument

In order to establish the reliability of the instrument, a pre-test was conducted on thirty (30) library personnel in the Federal College of Education Okene, Kogi State. This is not included in the sampled College libraries.The Cronbach's Alpha method was used to determine the reliability coefficients of sections B, C, D and E of the questionnaire. The reliability of the study instruments was assessed using Cronbach's alpha. The results showed that the first scale returned a reliability coefficient of service quality = 0.72, indicating acceptable internal consistency. The second scale produced a leadership style coefficient of = 0.93, demonstrating excellent reliability. The third scale recorded emotional intelligence = 0.70, meeting the minimum acceptable threshold for social science research. Finally, the fourth scale yielded organizational structure = 0.73, also reflecting acceptable reliability. Therefore, these results suggest that all four scales are internally consistent and suitable for use in the study [14,15].

Lead City University DO NOT COPY

3.7 Method of Data Collection

Letter of introduction and project attestation was obtained from the Department of Information Management, Lead City University, which facilitated official permission to conduct the survey and administer the questionnaire in the Colleges of Education libraries across South-West Nigeria. In line with established methodological guidance, data were collected using a structured questionnaire adapted from relevant theories and models. The instrument employed a Likert scale format, which enabled the researcher to present respondents with predefined statements and response options to indicate the extent of their agreement. In addition to the questionnaire, semi-structured interviews were conducted to supplement and validate the quantitative findings. These interviews were carried out in each college library with selected users and personnel, following an interview guide that ensured consistency while allowing participants to express their views freely. To support the data collection process, four (4) trained research assistants were engaged to distribute the questionnaire across the colleges. The assistants completed a two-day training programme on questionnaire administration, ethical considerations, and communication skills necessary for effective delivery of the research instruments and efficient data collection.

3.8 Method of Data Analysis

Content analysis was used to interpret the interview with the library users in the institution under consideration. Descriptive and inferential statistical methods were employed to analyse the gathered data, ensuring a comprehensive understanding of the research findings. Descriptive statistics were employed. Specifically, frequency counts, means, and standard deviations was utilized to analyze demographic characteristics (such as age, gender, education qualification, year of experience and institutional name) and to respond to the research questions and inferential statistics was employed to draw conclusions and make generalizations from the

Lead City University DO NOT COPY

sample data to the larger population[16]. In this regard, multiple regression analysis was used to test the stated hypotheses.

All analyses were carried out using IBM SPSS Statistics software, version 24, and widely recognized robust statistical analysis package. SPSS provides a user-friendly interface and a comprehensive range of statistical functions that facilitate accurate data management, analysis, and interpretation[17].

Lead City University DO NOT COPY

Endnotes

1. College librarian secretary, Number of library personnel, Federal College of Education (Special), Oyo, 2025.

2. College librarian secretary, Number of library personnel, Federal College of Education, Abeokuta, Ogun State, 2025.

3. College librarian secretary, Number of library personnel, Federal College of Education Technical-Akoka, Lagos, 2025.

4. College librarian secretary, Number of library personnel, Federal College of Education Iwo, Osun State. 2025.

5. College librarian secretary, Number of library personnel, Adeyemi College of Education, Ondo State, 2025.

6. College librarian secretary, Number of library personnel, Federal College of Education Ilawe-Ekiti, State. 2025.

7. College librarian secretary, Number of library personnel, Osun State College of Education Ila-Orangun, 2025.

8. College librarian secretary, Number of library personnel, Oyo State College of Education, Lanlate, 2025.

9. College librarian secretary, Number of library personnel, Sikiru Adetona College of Education and Tech. Omu Ajose, 2025.

10. College librarian , Number of library personnel, Best Legacy College of Education, Ogbomosho. Oyo, 2025.

11. College librarian , Number of library personnel, Muftau Olanihun College of Education, Oyo State. 2025.

12. D.T. Wakesa, G. Abera, & E. Seid, *Emotional Intelligence and Psychological Well-Being as Correlated to Academic Achievementa of Undergraduate Students'at Some Selected University in Ethiopia*, Doctoral dissertation, Haramaya University, 2024.

13. M.N. Masrek, & M.K.J.A Sani, *The Development of Librarian Emotional Intelligence Assessment Tool,* In International Conference on Innovation, Management and Technology Research, Malacca, Malaysia*,* 6226950, 2012.

14. J.F. Hair,W.C. Black, B.J. Babin, & R. E. Anderson, *Multivariate Data Analysis* (8th ed.), Cengage Learning, 2019.

Lead City University DO NOT COPY

15. K. S. Taber, *The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education*, ***Research in Science Education,*** *48*(6), 2018, 1273–1296.

16. V.R. Renjith, & V. R. Arunkumar, *Fundamental Statistical Terminology for Library and Information Science Researchers: Key Concepts to Know*, **Qualitative and Quantitative Methods in Libraries,** 14(1), 2025, 1-17.

17. M. A. Tumiran, *The Recent Use of IBM SPSS Statistics in Social Science Research*, **Asian Journal of Research in Education and Social Sciences**, 5(4), 2023, 461-475.

Lead City University DO NOT COPY

Chapter Four

Results and Discussion of Findings

4.1 Questionnaire Administration & Return

This chapter deals with data presentation, analysis and the interpretation of the results. The results and discussion of findings are presented based on demographic characteristics of the respondents, research questions and hypotheses, a total of 183 questionnaires were administered, of which 151 were returned. Out of these, 147 were duly completed and deemed usable. Additionally, 33 library users were scheduled to participate in the interviews; however, only 21 were available. The response results are presented in Table 4.1.

Table 4.1: Response Rate

Response	Frequency	Percent
Returned and used	147	80.33%
Not returned	31	16.94%
Returned but not adequately filled	4	2.19%
Total no of copies of the questionnaire distributed	**183**	**100%**

Source: Field Survey, 2025.

4.2 Demographic Data Analysis

The following are the socio-demographic characteristics of the respondents.

Table 4.2: Socio-demographic Characteristics of the Respondents N = 147

Variable	Category	Frequency	Percent (%)
Gender	Male	81	55.1
	Female	66	44.9
Age	20-30 years	14	9.5
	31-40 years	49	33.3
	41-50 years	33	22.4
	51 years and above	51	34.7

Lead City University DO NOT COPY

Variable	Category	Frequency	Percent (%)
Educational Qualification	National Certificate of Education (NCE)	2	1.4
	Bachelor's Degree (BSc)	40	27.2
	Master's Degree (MSc)	59	40.1
	Master of Philosophy (MPhil.)	35	23.8
	Doctor of Philosophy (PhD)	8	5.4
	Others	3	2.0
Years of Experience	1 – 5 years	71	48.3
	6 – 10 years	5	3.4
	11 – 15 years	4	2.7
	16 – 20 years	21	14.3
	21 years and above	46	31.3

Source: Field Survey, 2025.

Table 4.2. The results showed that the majority of respondents were male. Most of the participants were aged 51 years and above. In terms of educational qualifications, the highest proportion of respondents held a master's degree. Furthermore, the data revealed that most respondents had more than 20 years of working experience.

Lead City University DO No

4.2.1 Research Question

The following research questions were answered:

Research Question 1: What is the level of service quality among Library personnel in College of Education libraries in South-west Nigeria?

Table 4.3: Descriptive Analysis of Responses on Level of Service Quality

Statements	Very High	High	Low	Very Low	Mean $\bar{x}$	Std. Dev.
Affect of Service						
I do greet users warmly and make an effort to understand their need	116 (78.9%)	30 (20.4%)	1 (0.7%)	0 (0.0%)	3.78	0.43
I have the ability to remain calm and composed when dealing with difficult users	70 (47.6%)	71 (48.3%)	6 (4.1%)	0 (0.0%)	3.44	0.57
I remember regular users or tailor services to meet specific needs	68 (46.3%)	75 (51.0%)	4 (2.7%)	0 (0.0%)	3.44	0.55
I quickly and timely respond to user inquiries (either in-person, by phone, or online).	79 (53.7%)	61 (41.5%)	7 (4.8%)	0 (0.0%)	3.49	0.59
Weighted mean					**3.54**	
Information Control						
I have ability to accurately identify and retrieve relevant information for users	91 (61.9%)	55 (37.4%)	1 (0.7%)	0 (0.0%)	3.61	0.50
I ensure that users can easily locate and retrieve needed information.	62 (42.2%)	67 (45.6%)	18 (12.2%)	0 (0.0%)	3.30	0.68
Ensuring needed materials are present and up to date	64 (43.5%)	83 (56.5%)	0 (0.0%)	0 (0.0%)	3.44	0.50
I offer information literacy instruction, helping users become independent researchers	71 (48.3%)	50 (34.0%)	9 (6.1%)	17 (11.6%)	3.19	0.99
Weighted mean					**3.39**	
Library as a Place						
Facilities and equipment in our library are well maintained and functional	46 (31.3%)	89 (60.5%)	11 (7.5%)	1 (0.7%)	3.22	0.61
Our library seat and study space is comfortable	80 (54.4%)	55 (37.4%)	10 (6.8%)	12 (1.4%)	3.45	0.68
I contribute to a friendly and inclusive atmosphere	61 (41.5%)	66 (44.9%)	19 (12.9%)	1 (0.7%)	3.27	0.71
My attitude and presence help users feel welcome, safe, and respected	66 (44.9%)	76 (51.7%)	4 (2.7%)	1 (0.7%)	3.41	0.58
Weighted mean					**3.34**	
Grand mean					**3.42**	

Decision Rule: 1.00-1.74=Very low, 1.75-2.49=Low, 2.50–3.24=High, 3.25-4.00=Very high
Source: Field Survey, 2025.

Lead City University DO NOT COPY

Table 4.3 revealed that a large majority of respondents rated their affective service delivery very highly. Most librarians reported that they warmly welcome users and seek to understand their needs, maintain composure when handling difficult patrons, remember frequent users and personalize services accordingly, and respond promptly to inquiries across communication channels. Overall, the section recorded a weighted $\bar{x}$ of 3.54, indicating a very high level of affective service performance.

Interview responses strongly support these findings. All users interviewed expressed appreciation for the welcoming attitude of library staff, describing them as polite, respectful, patient, and approachable. Users noted that staffs were consistently eager and willing to assist, making it easy to ask for help when needed. Many respondents emphasized that the friendliness and patience of staff reduced anxiety during information searches and created a supportive environment. Users further highlighted that library personnel actively engage with them during information searches by asking clarifying questions, demonstrating how to use reference tools and electronic databases, and suggesting alternative resources when requested materials are unavailable. However, a few users observed that the quality of assistance could vary depending on staff workload, availability of resources, and prior training. Overall, the interviews confirm that the affective behaviour of library staff plays a significant role in enhancing user satisfaction and confidence.

The findings reveal that respondents demonstrated a high level of effectiveness in information control within the College of Education libraries. The overall mean score for this section was $\bar{x}$ = 3.39, indicating that library personnel generally possess strong capability in identifying and retrieving relevant information, ensuring accessibility of needed resources, maintaining up-to-date collections, and providing information literacy support to users. This mean value shows that

Lead City University DO NOT COPY

the respondents' perception of service quality in information control falls within the high category.

Interview findings provide further explanation for these results. Users reported using multiple strategies to locate information, including consulting librarians, accessing electronic databases and online journals, using reference services, browsing shelves, and attending library-organised training sessions. Many users acknowledged that librarians play a crucial role in guiding them through electronic databases and helping them refine search queries, especially when dealing with complex information needs. Despite these strengths, several users recounted difficulties such as inability to locate specific books or journals due to stock limitations, challenges with database searching skills, technical issues, and being overwhelmed by excessive search results. Others pointed to outdated or insufficient resources in certain subject areas. Importantly, users consistently noted that assistance from library staff through explanations, alternative resource suggestions, and demonstrations of search techniques was central to overcoming these challenges. Overall, the interviews reveal that while information control challenges exist, proactive staff support significantly mitigates their impact.

With respect to the library as a place, the analysis shows a high level of satisfaction among respondents. The section recorded a weighted mean score of $\bar{x} = 3.34$, indicating that facilities, equipment, study spaces, and the overall atmosphere were generally perceived positively. Furthermore, the grand mean for service quality among library personnel was $\bar{x} = 3.42$, which falls within the high category based on the decision rule. This implies that the overall level of service quality delivered by library personnel in Colleges of Education libraries in South-west Nigeria was consistently high.

Lead City University DO NOT COPY

Interview responses further illuminate these findings. Users described memorable library experiences shaped by both professional staff assistance and the supportive physical environment. Many recalled receiving personalised guidance from staff during challenging information searches and gaining long-term research skills through staff-led instruction on catalogues, databases, and reference tools. However, users also identified areas for improvement in the physical environment. Common suggestions included the provision of more spacious and comfortable seating, improved lighting and ventilation, modern furniture, expanded computer access, reliable internet connectivity, clearer signage, and better organisation of library spaces. Some users also emphasized the need for improved accessibility features to accommodate users with physical challenges. Overall, interviewees agreed that enhancements to the physical environment would further improve their learning and research experiences.

Lead City University DO NOT COPY

Research Question 2: What is the prevailing leadership style employed by library personnel in College of Education libraries in South-west Nigeria?

Table 4.4: Descriptive Analysis of Responses on Prevailing Leadership Style Employed

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean $\bar{x}$	Std. Dev.
Directive Leadership Style						
Our libraries head takes charge of all decision-making processes and then delegate tasks to others without much input from your coworkers	39 (26.5%)	73 (49.7%)	34 (23.1%)	1 (0.7%)	3.02	0.73
Our libraries head helps to create a stable environment where individuals know what is expected of them and how they should act to achieve the goals set.	40 (27.2%)	98 (66.7%)	7 (4.8%)	2 (1.4%)	3.20	0.58
Our libraries head ensure you adhere to strict policies and procedures	66 (44.9%)	73 (49.7%)	8 (5.4%)	0 (0.0%)	3.39	0.59
Our libraries head provide directions, supervise your team and check in frequently to verify overall progress.	56 (38.1%)	72 (49.0%)	19 (12.9%)	0 (0.0%)	3.25	0.67
Weighted mean					**3.22**	
Coaching Leadership Style						
Our libraries head use to motivate employees and achieve success.	41 (27.9%)	78 (53.1%)	28 (19.0%)	0 (0.0%)	3.09	0.68
Our libraries head creates an environment where employees feel valued.	46 (31.3%)	91 (61.9%)	10 (6.8%)	0 (0.0%)	3.24	0.57
Our libraries head creating an environment where conversations flow freely and ideas are exchanged without hesitation.	27 (18.4%)	91 (61.9%)	29 (19.7%)	0 (0.0%)	2.99	0.62
Our libraries head always looking for ways to help team members learn and thrive, through: Seminars, Workshops, Courses and training, and Additional resources.	66 (44.9%)	71 (48.3%)	10 (6.8%)	0 (0.0%)	3.38	0.61
Weighted mean					**3.18**	
Supportive Leadership Style						
Our libraries head hear out every team member, ask their opinions, inputs, and ideas, and value their contributions.	22 (15.0%)	94 (63.9%)	31 (21.1%)	0 (0.0%)	2.94	0.60
Our libraries head look at what team members need and work with them to find a solution.	38 (25.9%)	93 (63.3%)	16 (10.9%)	0 (0.0%)	3.15	0.59

Lead City University DO NOT COPY

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean $\bar{x}$	Std. Dev.
Our libraries head work with the member until he or she is empowered and skilled enough to handle tasks with minimal supervision in the future.	13 (8.8%)	104 (70.7%)	30 (20.4%)	0 (0.0%)	2.88	0.53
Our libraries help colleagues overcome the challenges they encounter	57 (38.8%)	81 (55.1%)	9 (6.1%)	0 (0.0%)	3.33	0.59
Weighted mean					**3.08**	
Delegating Leadership Style Impact						
Our libraries head trusted team members are to decide on the best approach and tools to use.	35 (23.8%)	112 (76.2%)	0 (0.0%)	0 (0.0%)	3.24	0.43
Our libraries head checks in periodically to ensure the project is on track but does not interfere with the technical decisions made by the team.	34 (23.1%)	94 (63.9%)	19 (12.9%)	0 (0.0%)	3.10	0.59
Our libraries head provide the necessary resources and support but do not closely oversee the work.	43 (29.3%)	73 (49.7%)	14 (9.5%)	17 (11.6%)	2.97	0.92
Our libraries head embrace new creativity and innovation	42 (28.6%)	96 (65.3%)	9 (6.1%)	0 (0.0%)	3.22	0.55
Weighted mean					**3.13**	
Grand mean					**3.15**	

Decision Rule: 1.00-1.74=Very low, 1.75-2.49=Low, 2.50–3.24=High, 3.25-4.00=Very high
Source: Field Survey, 2025.

Table 4.4 revealed that, 26.5% of the respondents indicated that their libraries heads take charge of all decision-making processes and then delegate tasks to others without much input from their coworkers, 49.7% stated agree, 23.1% disagreed, while 0.7% mentioned strongly disagree. Likewise, 27.2% of the respondents indicated that their libraries head help to create a stable environment where individuals know what is expected of them and how they should act to achieve the goals set, 66.7% stated agree, 4.8% disagreed, while 1.4% mentioned strongly disagree. Moreover, 44.9% of the respondents indicated that their libraries heads ensure they adhere to strict policies and procedures, 49.7% stated agree, while 5.4% mentioned disagree.

Lead City University DO NOT COPY

Furthermore, 38.1% of the respondents indicated that their libraries head provide directions, supervise their team and check in frequently to verify overall progress, 49.0% stated agree, while 12.9% mentioned disagree. It was further revealed that on the average, the respondents' responses on directive leadership style had a mean of 3.22; indicating that it was high.

Likewise, 27.9% of the respondents indicated that their libraries head use to motivate employees and achieve success, 53.1% stated agree, while 19.0% mentioned disagree. Moreover, 31.3% of the respondents indicated that their libraries head creates an environment where employees feel valued, 61.9% stated agree, while 6.8% mentioned disagree. Additionally, 18.4% of the respondents indicated that their libraries head creating an environment where conversations flow freely and ideas are exchanged without hesitation, 61.9% stated agree, while 19.7% mentioned disagree. Similarly, 44.9% of the respondents indicated that their libraries heads always looking for ways to help team members learn and thrive, through seminars, workshops, courses and training, and additional resources, 48.3% stated agree, while 6.8% mentioned disagree. In the results, it was further revealed that on the average, that the respondents' responses on coaching leadership style had a mean of 3.18; which indicated that it was high.

Table 4.3 revealed further that, 15.0% of the respondents indicated that their libraries heads hear out every team member, ask their opinions, inputs and ideas, and value their contributions, 63.9% stated agree, while 21.1% mentioned disagree. Moreover, 25.9% of the respondents indicated that their libraries heads look at what team members need and work with them to find a solution, 63.3% stated agree, while 10.9% mentioned disagree. Besides, 8.8% of the respondents indicated that their libraries heads work with the members until he or she is empowered and skilled enough to handle tasks with minimal supervision in the future, 70.7% stated agree, while 20.4% mentioned disagree. In addition, 38.8% of the respondents indicated that their libraries

Lead City University DO NOT COPY

help colleagues overcome the challenges they encounter, 55.1% stated agree, while 6.1% mentioned disagree. It was further revealed that on the average, the respondents' responses on supportive leadership style had a mean of 3.08; indicating that it was high.

Also, 23.8% of the respondents indicated that their libraries head trusted team members are to decide on the best approach and tools to use, while 76.2% mentioned agree. Also, 23.1% of the respondents indicated that their libraries heads check in periodically to ensure the project is on track but does not interfere with the technical decisions made by the team, 63.9% stated agree, while 12.9% mentioned disagree. Also, 29.3% of the respondents indicated that their libraries head provide the necessary resources and support but do not closely oversee the work, 49.7% stated agree, 9.5% disagreed, while 11.6% mentioned strongly disagree. Also, 28.6% of the respondents indicated that their libraries head embrace new creativity and innovation, 65.3% stated agree, while 6.1% mentioned disagree. It was further revealed that on the average, the respondents' responses on delegating leadership style had $\bar{x}$ = 3.13; indicating that it was high. Based on the responses of the respondents Table 4.3**,** directive leadership style had a $\bar{x}$ = 3.22 over coaching leadership style ($\bar{x}$ =3.18), supportive leadership style ($\bar{x}$ =3.08) and delegating leadership style impact ($\bar{x}$ =3.13). It shows that directive leadership style had the highest mean, followed by coaching leadership style and delegating leadership style impact, while supportive leadership style was rated fourth. This indicated that directive leadership style was the most prevailing leadership style employed by library personnel in College of Education libraries in South-west Nigeria.

Lead City University DO NOT COPY

Research Question 3: What is the level of emotional intelligence among library personnel in College of Education libraries in South-west Nigeria?

Table 4.5: Descriptive Analysis of Responses on Emotional Intelligence

Statements	Very High	High	Low	Very Low	Mean $\bar{x}$	Std. Dev.
Self-Awareness						
As an information manager, I understand clearly where I should be taking the library to	87 (59.2%)	60 (40.8%)	0 (0.0%)	0 (0.0%)	3.59	0.49
I can voice my feelings regardless of whether they are unpopular	78 (53.1%)	69 (46.9%)	0 (0.0%)	0 (0.0%)	3.53	0.50
I often recognize that my feelings and emotions affect others at work	35 (23.8%)	77 (52.4%)	35 (23.8%)	0 (0.0%)	2.76	1.06
I perceive myself as a self-confident person	35 (23.8%)	95 (64.6%)	17 (11.6%)	0 (0.0%)	3.12	0.58
Weighted mean					**3.25**	
Self-Management						
I can make compromises as long as it promotes the overall goals of my library	35 (23.8%)	104 (70.7%)	8 (5.4%)	0 (0.0%)	3.18	0.51
I am always sensitive of the moods and feelings of my fellow staff	35 (23.8%)	77 (52.4%)	35 (23.8%)	0 (0.0%)	3.00	0.69
I am often willing to tolerate my subordinates (whether they bring frustrations or delays)	35 (23.8%)	112 (76.2%)	0 (0.0%)	0 (0.0%)	3.24	0.43
I have a stable temperament	43 (29.3%)	104 (70.7%)	0 (0.0%)	0 (0.0%)	3.29	0.46
Social Awareness						
I always treat my fellow staff with dignity and respect	87 (59.2%)	60 (40.8%)	0 (0.0%)	0 (0.0%)	3.59	0.49
I often consider the feelings of my fellow staff in the library	52 (35.4%)	95 (64.6%)	0 (0.0%)	0 (0.0%)	3.35	0.48
I often work hard to meet the needs of the library users and as well help to achieve the library goals	60 (40.8%)	52 (35.4%)	35 (23.8%)	0 (0.0%)	2.93	1.17
I can hardly hurt the feelings of my fellow staff in the library	52 (35.4%)	95 (64.6%)	0 (0.0%)	0 (0.0%)	3.35	0.48
Weighted mean					**3.31**	

Lead City University DO NOT COPY

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean $\bar{x}$	Std. Dev.
Relationship Management	35	112	0	0	3 .24	0.43
I rapport with a wide circle of people including my fellow library staff	(23.8%)	(76.2%)	(0.0%)	(0.0%)		
I am able to network effectively to support the goals of my library	35 (23.8%)	77 (52.4%)	35 (23.8%)	0 (0.0%)	3.00	0.69
I can effectively persuade members of library staff to work towards a shared vision and goal	43 (29.3%)	104 (70.7%)	0 (0.0%)	0 (0.0%)	3.29	0.46
I have strong expertise in building and leading teams outside the library work force	35 (23.8%)	95 (64.6%)	17 (11.6%)	0 (0.0%)	3.12	0.58
Weighted mean					**3.16**	
Grand mean					**3.21**	

Decision Rule: 1.00-1.74=Very low, 1.75-2.49=Low, 2.50–3.24=High, 3.25-4.00=Very high
Source: Field Survey, 2025.

DO NOT COPY

In Table 4.5, the level of emotional intelligence among library personnel was examined across five dimensions. For self-awareness, 59.2% of the respondents indicated very high that they clearly understand where they should be taking the library to, while 40.8% stated high. Similarly, 53.1% reported very high that they can voice their feelings even if unpopular, and 46.9% stated high. However, only 23.8% of the respondents indicated very high that they often recognize how their feelings affect others at work, while 52.4% stated high and 23.8% stated low. Regarding self-confidence, 23.8% expressed very high, 64.6% rated high, and 11.6% stated low. The weighted mean for self-awareness was 3.25, indicating a high level.

For self-management, 23.8% rated very high and 70.7% rated high that they can compromise to promote library goals, while 5.4% stated low. In terms of sensitivity to colleagues' moods, 23.8% indicated very high, 52.4% high, and 23.8% low. A total of 23.8% reported very high willingness to tolerate subordinates, while 76.2% rated high. Moreover, 29.3% reported very high that they maintain a stable temperament, and 70.7% rated high. The weighted mean was

3.18, also indicating a high level of self-management. For social awareness, 59.2% of the respondents indicated very high that they always treat fellow staff with dignity and respect, and 40.8% rated high. Considering others' feelings, 35.4% rated very high, while 64.6% indicated high. In meeting user needs, 40.8% indicated very high, 35.4% rated high, and 23.8% rated low. On not hurting colleagues' feelings, 35.4% reported very high and 64.6% rated high. The weighted mean was 3.31, showing a high level of social awareness. Finally, for relationship management, 23.8% rated very high that they maintain rapport with a wide circle of colleagues, while 76.2% rated high. On networking, 23.8% rated very high, 52.4% rated high, and 23.8% indicated low. With regard to persuading colleagues to work toward shared goals, 29.3% reported very high and 70.7% rated high. For team-building expertise, 23.8% rated very high, 64.6% high, and 11.6% low. The weighted $\bar{x}$ was 3.16, which also falls within the high range. Table 4.4 reveals that the grand mean for emotional intelligence among library personnel was 3.21**,** which indicated that high. This implies that the level of emotional intelligence was high among library personnel in Colleges of Education libraries in South-west Nigeria.

Lead City Un

Research Question 4: What is the most prevalent organisational structure in College of Education libraries in South-west Nigeria?

Table 4.6: Descriptive Analysis of Responses on Most Prevalent Organizational Structure

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean $\bar{x}$	Std. Dev.
Simple structure						
Communication flows directly from the library head to lower level library staff.	35 (23.8%)	112 (76.2%)	0 (0.0%)	0 (0.0%)	2.52	0.85
There is limited formalization (few written rules or procedures) in our library.	78 (53.1%)	69 (46.9%)	0 (0.0%)	0 (0.0%)	2.53	0.50
There are few management layers in my library.	87 (59.2%)	60 (40.8%)	0 (0.0%)	0 (0.0%)	2.59	0.49
Library staff has direct access to library head.	35 (23.8%)	112 (76.2%)	0 (0.0%)	0 (0.0%)	2.76	0.43
Weighted mean					**2.60**	
Machine Bureaucracy						
Most strategic decisions are made without consulting lower-level library staff	0 (0.0%)	61 (41.5%)	86 (58.5%)	0 (0.0%)	2.42	0.49
Work processes are standardized across departments in the library	8 (5.4%)	139 (94.6%)	0 (0.0%)	0 (0.0%)	3.05	0.23
Library personnel have little input in library changes	0 (0.0%)	105 (71.4%)	42 (28.6%)	0 (0.0%)	2.71	0.45
Job training focuses only on one area of expertise.	35 (23.8%)	78 (53.1%)	34 (23.1%)	0 (0.0%)	3.01	0.69
Weighted mean					**2.80**	
Professional Bureaucracy						
There is a clear distinction between technical/administrative roles and professional roles.	34 (23.1%)	113 (76.9%)	0 (0.0%)	0 (0.0%)	3.23	0.42
Library personnel are trusted to manage their tasks independently.	34 (23.1%)	78 (53.1%)	35 (23.8%)	0 (0.0%)	2.99	0.69
Decision-making is largely decentralized to professionals.	34 (23.1%)	105 (71.4%)	8 (5.4%)	0 (0.0%)	3.18	0.51
Administrative staff in library mainly provide support services to professionals	35 (23.8%)	112 (76.2%)	0 (0.0%)	0 (0.0%)	3.24	0.43
Weighted mean					**3.16**	

Lead City University DO NOT COPY

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Dev.
Divisionalised Form						
The library is divided into distinct departments or branches with specific functions.	51 (34.7%)	88 (59.9%)	8 (5.4%)	0 (0.0%)	3.29	0.56
Strategic decisions are made by central administration, not branch units.	34 (23.1%)	113 (76.9%)	0 (0.0%)	0 (0.0%)	3.23	0.42
Departments are held accountable for their individual performance.	35 (23.8%)	112 (76.2%)	0 (0.0%)	0 (0.0%)	3.24	0.43
There is a formal mechanism in place to coordinate activities across divisions.	34 (23.1%)	78 (53.1%)	35 (23.8%)	0 (0.0%)	2.76	1.06
Weighted mean					**3.13**	
Adhocracy structure						
Creativity and risk-taking are rewarded in the library's culture.	8 (5.4%)	104 (70.7%)	35 (23.8%)	0 (0.0%)	2.82	0.51
The library adapts quickly to changes in technology or user needs	35 (23.8%)	112 (76.2%)	0 (0.0%)	0 (0.0%)	3.24	0.43
The library encourages innovation and experimentation in service delivery.	35 (23.8%)	104 (70.7%)	8 (5.4%)	0 (0.0%)	3.18	0.51
There is minimal reliance on rigid hierarchy or bureaucracy in library operations	104 (70.7%)	8 (5.4%)	35 (23.8%)	0 (0.0%)	2.47	0.85
Weighted mean					**2.93**	
Grand mean					**2.92**	

Decision Rule: 1.00-1.74=Very low, 1.75-2.49=Low, 2.50–3.24=High, 3.25-4.00=Very high
Source: Field Survey, 2025.

In Table 4.6, 23.8% of the respondents strongly agreed that communication flows directly from the library head to lower-level staff, while 76.2% agreed; none indicated disagreement or strong disagreement. Furthermore, 53.1% strongly agreed and 46.9% agreed that there is limited formalization (few written rules or procedures) in their library. Similarly, 59.2% strongly agreed and 40.8% agreed that there are few management layers in the library. Also, 23.8% of the respondents strongly agreed and 76.2% agreed that library staff have direct access to the library

Lead City University DO NOT COPY

head. The weighted mean for the simple structure was 2.60, indicating a high level of agreement. On the machine bureaucracy dimension, 41.5% of the respondents agreed and 58.5% disagreed that most strategic decisions are made without consulting lower-level staff. In addition, 5.4% strongly agreed and 94.6% agreed that work processes are standardised across departments. Also, 71.4% agreed and 28.6% disagreed that library personnel have little input in library changes. Regarding job training focusing on one area of expertise, 23.8% strongly agreed, 53.1% agreed, while 23.1% disagreed. The weighted mean for this structure was 2.80, also indicating high agreement.

For the professional bureaucracy, 23.1% strongly agreed and 76.9% agreed that there is a clear distinction between technical/administrative and professional roles. Moreover, 23.1% strongly agreed, 53.1% agreed, and 23.8% disagreed that library personnel are trusted to manage their tasks independently. Also, 23.1% strongly agreed, 71.4% agreed, while 5.4% disagreed that decision-making is largely decentralized to professionals. Furthermore, 23.8% strongly agreed and 76.2% agreed that administrative staff mainly provide support services to professionals. The weighted mean for this category was 3.16, which is high.

On the divisionalised form, 34.7% strongly agreed, 59.9% agreed, while 5.4% disagreed that the library is divided into distinct departments or branches. Additionally, 23.1% strongly agreed and 76.9% agreed that strategic decisions are made by central administration, not branch units. Equally, 23.8% strongly agreed and 76.2% agreed that departments are held accountable for individual performance. Moreover, 23.1% strongly agreed, 53.1% agreed, while 23.8% disagreed that there is a formal mechanism to coordinate activities across divisions. The weighted mean for this form was 3.13, which is high.

Lead City University DO NOT COPY

Regarding adhocracy, 5.4% strongly agreed, 70.7% agreed, while 23.8% disagreed that creativity and risk-taking are rewarded in library culture. Furthermore, 23.8% strongly agreed and 76.2% agreed that the library adapts quickly to changes in technology or user needs. Also, 23.8% strongly agreed, 70.7% agreed, while 5.4% disagreed that innovation and experimentation in service quality are encouraged. However, 70.7% strongly agreed, 5.4% agreed, while 23.8% disagreed that there is minimal reliance on rigid hierarchy or bureaucracy. The weighted mean for this form was 2.93, which is high. Based on the responses of the respondents in Table 4.3**,** professional bureaucracy had highest mean out of the five indicators for measuring organisational structure. This means that professional bureaucracy was the most prevalent organisational structure in College of Education libraries in South-west Nigeria.

Lead City University DO NOT COPY

4.2.2 Hypotheses

The following hypotheses were tested at 0.05 level of significance:

$H_0$1: There will be no significant influence of leadership style on service quality in College of Education Libraries in South-west Nigeria.

Table 4.7: Summary of Regression Analysis of Influence of Leadership Style on Service Quality

Table 4.7a Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.664	0.440	0.437	2.95650

Table 4.7b ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	997.404	1	997.404	114.108	0.000
Residual	1267.426	145	8.741		
Total	2264.830	146			

Table 4.7c Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
(Constant)	12.097	2.720		4.448	0.000
Leadership Styles	0.574	0.054	0.664	10.682	0.000

Source: Field Survey, 2025.

As presented in Table 4.7a, leadership style had a moderate positive and statistically significant relationship with service quality in College of Education Libraries in South-west Nigeria. ($R=0.664$, $p<0.05$). The coefficient of determination (Adj. R^2) of 0.437 shows that leadership styles predicted 43.7% of the changes in service quality among library personnel in Colleges of Education, South-west, Nigeria; This implies that the remaining 56.3% of the variation in service quality among library personnel in the Colleges of Education is accounted for by other external

factors not examined in this study. Also, the result yielded a coefficient of 0.440 for the R-square.

Table 4.7b The ANOVA results assessing the overall model significance of the regression analysis indicated that leadership styles including directive, coaching, supportive, and delegating approaches exert a significant influence on service quality in College of Education libraries in South-West Nigeria. This was established through the F-value (114.108) and low p-value (0.000) which was statistically significant at 95% confidence interval. Hence, the result revealed that leadership styles being adopted in South-west, Nigeria significantly influenced service quality of the library personnel working in such colleges of education in the study area.

In Table 4.7c, the results of regression coefficients revealed that a positive and statistically significant influence was reported for leadership style (β=0.664, p=0.000) on service quality in college of education libraries in South-west, Nigeria. Concerning the results of regression coefficients in Table 4.7c, which position that at 95% confidence level, it was established that a unit change in leadership style would lead to a 0.664 increase in the service quality in college of education libraries in South-west, Nigeria. Given that all other factors are held constant. For the overall result, a total variation was explained by leadership style (predictor) on service quality among the library personnel through simple linear regression (R^2=0.440, F(1,145)=114.108, p=0.000). This implied that, there was a significant influence of leadership style on service quality in college of education libraries in South-west, Nigeria. The null hypothesis ($H_0$1) was therefore rejected.

Lead City University DO NOT COPY

$H_0$2: There will be no significant influence of emotional intelligence on service quality in college of education libraries in South-west Nigeria

Table 4.8: Summary of Regression Analysis of Influence of Emotional Intelligence on Service Quality

Table 4.8a Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.458	0.209	0.204	3.51427

Table 4.8b ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	474.069	1	474.069	38.386	0.000
Residual	1790.761	145	12.350		
Total	2264.830	146			

Table 4.8c Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
(Constant)	28.580	2.031		14.072	0.000
Emotional intelligence	0.194	0.031	0.458	6.196	0.000

Source: Field Survey, 2025.

As shown in Table 4.8a, emotional intelligence exhibited a moderate positive and statistically significant relationship with service quality in College of Education libraries in South-West Nigeria ($R = 0.458$, $p < 0.05$). The coefficient of determination (Adj. $R^2 = 0.204$) indicates that emotional intelligence accounted for approximately 20.4% of the variation in service quality among library personnel, while the remaining 79.6% was attributable to other factors beyond the scope of this study. Similarly, the regression analysis examining organisational structure including simple structure, machine bureaucracy, professional bureaucracy, divisionalized form, and adhocracy revealed a significant influence on service quality, with an R-squared value of 0.209, suggesting that about 20.9% of the variation in service quality could be explained by

Lead City Univ

differences in organisational structure. These findings collectively highlight that both emotional intelligence and organisational design play substantial roles in shaping service quality in academic libraries, even as additional external factors contribute to the overall outcomes.

Additionally, Table 4.8b revealed the results of ANOVA (overall model significance) of regression test revealed that emotional intelligence (self-awareness, self-management, self-regulation, social awareness and relationship management) had a significant influence on service quality in college of education libraries in South-west, Nigeria. This was established through the F-value (38.386) and low p-value (0.000) which was statistically significant at 95% confidence interval. Therefore, the result revealed that emotional intelligence being displayed in South-west, Nigeria significantly influenced service quality of the library personnel working in the colleges of education in the study area.

In Table 4.8c, the results of regression coefficients revealed that a positive and statistically significant influence was reported for emotional intelligence (β=0.458, *p*=0.000) on service quality in college of education libraries in South-west, Nigeria. Concerning the results of regression coefficients in Table 4.8c, which position that at 95% confidence level, it was established that a unit change in emotional intelligence would lead to a 0.458 increase in the service quality in college of education libraries in South-west Nigeria; given that all other factors are held constant. For the overall result, Simple linear regression was conducted to examine the effect of emotional intelligence on the quality of library services. The analysis revealed that emotional intelligence significantly predicted service quality, explaining 20.9% of the variance ($R^2 = 0.209$, $F(1, 145) = 38.386$, $p < 0.001$) among library personnel. This implied that, there was a significant influence of emotional intelligence on service quality in college of education libraries in South-west, Nigeria. The null hypothesis ($H_0 2$) was therefore, Rejected.

$H_0 3$: There will be no significant influence of organisational structure on service quality in college of education libraries in South-west, Nigeria

Lead City University DO NOT COPY

Table 4.9: Summary of Regression Analysis of Influence of Organisational Structure on Service Quality

Table 4.9a Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.509	0.259	0.254	3.40238

Table 4.9b ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	586.281	1	586.281	50.645	0.000
Residual	1678.549	145	11.576		
Total	2264.830	146			

Table 4.9c Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	8.443	4.588		1.840	0.068
Organizational Structure	0.557	0.078	0.509	7.117	0.000

Source: Field Survey, 2025.

As presented in Table 4.9a, organisational structure had a moderate positive and statistically significant relationship with service quality in college of education libraries in South-west Nigeria (R=0.509, p<0.05). The coefficient of determination (Adj. R^2) of 0.254 shows that organisational structure predicted 25.4% of the changes in service quality among library personnel in Colleges of Education, South-west, Nigeria; while the remaining 74.6% changes in service quality among the library personnel in the Colleges was explained by other external factors other than those examined in this study. Equally, the result yielded a coefficient of 0.259 for the R-square.

Table 4.9b The ANOVA results assessing the overall model significance of the regression analysis indicated that organisational structure including simple structure, machine bureaucracy,

professional bureaucracy, divisionalized form, and adhocracy exerts a significant influence on service quality in College of Education libraries in South-West Nigeria. This was established through the F-value (50.645) and low p-value (0.000) which was statistically significant at 95% confidence interval. Therefore, the result revealed that organisational structure being adopted in South-west, Nigeria significantly influenced service quality of the library personnel working in the colleges of education in the study area.

In Table 4.9c, the results of regression coefficients revealed that a positive and statistically significant influence was reported for organisational structure (β=0.509, p=0.000) on service quality in college of education libraries in South-west Nigeria. Concerning the results of regression coefficients in table 4.9c, which position that at 95% confidence level, it was established that a unit change in organisational structure would lead to a 0.509 increase in the service quality in college of education libraries in South-west Nigeria; given that all other factors are held constant. For the overall result, a total variation was explained by organisational structure (predictor) on service quality among the library personnel through simple linear regression (R^2=0.259, F(1,145)=50.645, p=0.000). This implied that, there was a significant influence of organisational structure on service quality in college of education libraries in South-west Nigeria. The null hypothesis ($H_0$3) was therefore rejected.

Lead City University DO NOT COPY

H_04: There will be no significant combined influence of leadership style, emotional intelligence and organisational structure on service quality in college of education libraries in South-west Nigeria.

Table 4.10: Summary of Regression Analysis of Combined Influence of Leadership Style, Emotional Intelligence and Organisational Structure on Service Quality

Table 4.10a Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.691	0.478	0.467	2.87541

Table 4.10b ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1082.508	3	360.836	43.643	0.000
Residual	1182.322	143	8.268		
Total	2264.830	146			

Table 4.10c Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
(Constant)	4.384	4.068		1.078	.283
Leadership Styles	.455	.065	.525	7.046	.000
Emotional Intelligence	.035	.033	.084	1.069	.287
Organisational Structure	.196	.087	.179	2.253	.026

Source: Field Survey, 2025.

As presented in Table 4.10a, combined influence of leadership style, emotional intelligence and organisational structure had a moderate positive and statistically significant relationship with service quality in college of education libraries in South-west Nigeria ($R=0.691$, $p<0.05$). The coefficient of determination (Adj. R2) of 0.467 shows that leadership style, emotional intelligence and organisational structure predicted 46.7% of the changes in service quality among library personnel in Colleges of Education, South-west, Nigeria; while the remaining 53.3% changes in service quality among the library personnel in the Colleges was explained by other

external factors other than those examined in this study. Equally, the result yielded a coefficient of 0.478 for the R-square.

Additionally, Table 4.10b revealed the results of ANOVA (overall model significance) of regression test revealed that leadership style, emotional intelligence and organisational structure jointly had a significant influence on service quality in college of education libraries in South-west Nigeria. This was established through the F-value (43.643) and low p-value (0.000) which was statistically significant at 95% confidence interval. Therefore, the result revealed that leadership style, emotional intelligence and organisational structure being adopted in South-west, Nigeria significantly had combined influence on service quality of the library personnel working in the colleges of education in the study area.

In Table 4.10c, the results of regression coefficients revealed that a positive and statistically significant relative influence was reported for leadership style (β=0.525, p=0.000) and organisational structure (β=0.179, p=0.026) on service quality in college of education libraries in South-west Nigeria, emotional intelligence (β=0.084, p=0.287) did not. Concerning the results of regression coefficients in table 4.10c, which position that at 95% confidence level, it was established that a unit change in leadership style and organisational structure would lead to a 0.525 and 0.179 increase in the service quality in college of education libraries in South-west Nigeria respectively; given that all other factors are held constant. For the overall result, Multiple linear regression analysis was conducted to examine the combined effect of leadership style, emotional intelligence, and organisational structure on the quality of library services. The results indicated that the model was statistically significant, $F(3, 143) = 43.643$, $p < 0.001$, and accounted for approximately 47.8% of the variance in service quality (Adjusted $R^2 = 0.478$). These findings suggest that, collectively, these three factors exert a meaningful influence on the

Lead City University DO NOT COPY

effectiveness of library service delivery among personnel. This implied that, there was a significant combined influence of leadership style, emotional intelligence and organisational structure on service quality in college of education libraries in South-west Nigeria. The null hypothesis (H04) was therefore rejected.

4.3 Discussion of Findings

The results of this study on socio-demographic characteristics revealed that, most of the respondents were male; of which majority of them had master's degree, with over 20 years working experience. In research question one, it was established that, the level of service quality was high among library personnel in Colleges of Education libraries in South-west Nigeria. This was established through the grand mean for service quality among library personnel**,** which was rated high based on the decision rule, the findings of this study reveal that the affective dimension of service delivery among library personnel in Colleges of Education libraries in South-west Nigeria is very high. Most of the library personnel agree that they consistently greet users warmly and make deliberate efforts to understand their needs. This suggests that library personnel disagree on not only aware of the importance of first impressions but also actively foster a welcoming environment. Scholars argue that positive interpersonal communication, such as warm greetings, significantly enhances users' perceptions of service quality and contributes to overall satisfaction[1].

The findings further reveal that library staff remains calm and composed when dealing with difficult users, which underscores their emotional intelligence and ability to manage challenging interactions. It was identified that composure and emotional regulation are critical components of relationship management, while affirmed that maintaining professional demeanor in stressful service encounters enhances the credibility and reliability of librarians[2,3]. This suggests that

Lead City University DO NOT COPY

emotional control and patience are essential traits that contribute to user trust in library services. Another major outcome is that library personnel make deliberate efforts to remember regular users and tailor services to meet specific needs. This reflects a commitment to personalized service delivery, which is increasingly recognized as a driver of user loyalty and satisfaction in academic libraries. It was noted that personalized attention helps align services with users' unique academic and research goals, while argued that tailoring services demonstrates responsiveness and adaptability key indicators of high service quality in knowledge institutions[1,4].

The study also highlights that library personnel respond quickly and in a timely manner to user inquiries across different platforms, including in-person, phone, and online. Timely responsiveness is widely acknowledged as a critical determinant of service effectiveness. It included responsiveness as one of the five dimensions of the SERVQUAL model, noting its central role in shaping user perceptions of service quality[5]. There was a further observation that in the digital age, timely responses are crucial as users increasingly compare library services with those offered by commercial information providers[6]. Also argued that prompt and effective communication helps libraries maintain relevance in the face of growing competition from search engines and social media platforms[7].

The findings of this study indicate that the dimension of information control among library personnel in Colleges of Education libraries in South-west Nigeria is rated high. Respondents generally acknowledged that they possess the ability to accurately identify and retrieve relevant information for users. This reflects the professional competence of library staff, as effective information retrieval remains a core responsibility of academic libraries. The skill of efficiently

Lead City University DO NOT COPY

navigating diverse information resources is critical to meeting the academic and research needs of users in higher education[8]. The results further demonstrate that library personnel actively ensure that users can easily locate and retrieve needed information. Accessible information systems and clearly organized collections enable users to achieve their academic goals more efficiently. In the Nigerian context, guiding users to effectively access library materials remains one of the most valued competencies of academic librarians. Updated collections not only enhance user satisfaction but also ensure that libraries remain credible sources of information in an era where students often rely on the internet as an alternative.

The results of this study further indicate that the dimension of the library as a place was rated high. Respondents generally agreed that facilities and equipment in the libraries are well maintained and functional, suggesting that infrastructure plays a significant role in shaping user experiences. Well maintained physical facilities directly influence how students perceive the library as a conducive environment for learning and research[9]. Similarly note that functional facilities and equipment contribute to student engagement and the effective utilization of library resources[10]. The findings also reveal that respondents consider the seating and study spaces in the libraries to be comfortable. Comfortable seating and adequate study space are widely recognized in the literature as essential for supporting different learning styles and fostering an environment conducive to concentration[11]. As libraries transition from being merely repositories of books to learning commons, the provision of flexible and user-friendly spaces has became a key indicator of service quality [12].

Another important aspect of this study is the creation of a friendly and inclusive atmosphere in the libraries. Respondents affirmed that library personnel contribute to making users feel

Lead City University DO NOT COPY

welcome, safe, and respected. This finding resonates with the argument maintains that the library should function not only as a space for information access but also as a welcoming community hub that encourages inclusivity and collaboration[13]. Recent studies highlight that promoting inclusivity in Nigerian academic libraries fosters a sense of belonging, which is essential for student retention and academic success[14]. The grand mean for service quality among library personnel falls within the high category. This implies that the overall level of service quality in Colleges of Education libraries in Southwest Nigeria is commendable. The high service quality reflects the personnel's commitment to maintaining facilities, creating comfortable study spaces, fostering inclusivity, and ensuring that user's feel respected and valued. These findings align with global perspectives on library service quality, as articulated in the SERVQUAL model, which identifies tangibles, responsiveness, and empathy as central to user satisfaction[15].

The results of this study reveal that library heads in Colleges of Education libraries in Southwest Nigeria employ a variety of leadership styles, with directive leadership emerging as the most prevailing. The directive leadership style recorded the highest mean score, indicating that library heads frequently take charge of decision-making, set clear expectations, enforce policies, and supervise progress closely. This finding aligns with the observation which explains that directive leadership is effective in environments where structure, compliance, and accountability are crucial for achieving organizational goals[16]. In academic libraries, directive leadership may provide stability and ensure that policies and procedures are consistently followed, which is critical for maintaining order and efficiency. In addition to directive leadership, the findings show that coaching leadership was also rated highly. This suggests that library heads make efforts to create an environment where employees feel valued, motivated, and supported in their professional growth through opportunities such as workshops, seminars, and training, which

Lead City University DO NOT COPY

identifies coaching leadership as one of the styles that fosters long-term development by empowering employees to learn and thrive. Recent studies in African academic libraries also confirmed that coaching leadership contributes significantly to staff motivation, skill development, and adaptability in a rapidly changing information landscape[17].

The supportive leadership style was also evident, though rated lower compared to directive and coaching approaches. The findings suggest that library heads listen to team members, provide encouragement, and help colleagues overcome challenges, thereby fostering collaboration and a sense of belonging. This supports the argument, which highlights that supportive leadership enhances job satisfaction and creates a psychologically safe work environment [18]. Within the Nigerian context, emphasize that supportive leadership is essential for sustaining positive interpersonal relationships in library settings, particularly in addressing workplace stress and enhancing team morale. Delegating leadership also featured prominently, with library heads entrusting team members to make decisions, encouraging innovation, and checking in periodically without micromanaging. This resonates with the findings who suggest that delegating leadership empowers employees, enhances creativity, and fosters responsibility[19]. In the academic library context, delegating leadership is especially relevant in promoting professional autonomy, which is crucial for staffs that are expected to exercise judgment in information organization, reference services, and user education [20]. The findings show that while directive leadership is the dominant style among library heads, coaching, supportive, and delegating styles are also present at relatively high levels. This pattern reflects a hybrid approach to leadership, suggesting that library leaders in Colleges of Education adopt context-specific strategies to balance authority, guidance, and empowerment. Such a mix is consistent with

Lead City University DO NOT COPY

situational leadership theory, which argues that effective leaders adjust their style depending on the needs of the task, the institution, and the competence of their team members[21].

This study revealed that the level of emotional intelligence among library personnel in Colleges of Education libraries in Southwest Nigeria was generally high across the core dimensions of self-awareness, self-management, social awareness, and relationship management. This outcome underscores the significance of emotional competencies in fostering effective library services, particularly in academic environments where staff user interactions are central to service delivery. Recent scholarship confirms that high emotional intelligence among library professionals contributes significantly to innovation, adaptability, and service quality [22]. The findings on self-awareness indicate that library personnel demonstrated a strong capacity to understand their emotions, values, and strengths. This suggests that they are able to recognize how their emotions influence their behavior and interactions with others. Self-awareness is widely regarded as the foundation of emotional intelligence, enabling individuals to act consistently with their values and make sound decisions. More recently, scholar found that academic library personnel in Southwest Nigeria who exhibited strong self-awareness were more effective in managing institutional repositories, highlighting its role in professional decision-making and information services[23].

With respect to self-management, the findings suggest that personnel possess the ability to regulate their emotions, remain composed under pressure, and adapt their behavior to promote organizational goals. This reflects Goleman's assertion that self-management involves emotional regulation, adaptability, and resilience. In library settings, such competence ensures that staffs remain calm when dealing with challenging users and also notes that employees with strong self-

Lead City University DO NOT COPY

management skills demonstrate higher organizational commitment. This is consistent showed that emotionally intelligent university library managers in Pakistan were better at handling conflicts, underscoring the importance of emotional regulation in leadership and service provision[24].

The results also pointed to a high level of social awareness among respondents, implying that personnel are sensitive to the needs, feelings, and perspectives of both colleagues and users. Social awareness fosters empathy and strengthens interpersonal relationships, while highlight its role in creating positive user experiences. That emotional intelligence, especially social awareness, was positively associated with job satisfaction among librarians in Delta State, Nigeria. This underscores the fact that sensitivity to user needs and collegial relationships enhances both staff well-being and library service delivery[25].

In addition, relationship management emerged as a significant strength of library personnel, suggesting their ability to build rapport, maintain professional networks, and foster teamwork. This has the capacity to inspire, influence, and resolve conflicts in collaborative settings. Recently confirm that librarians with strong relationship management skills demonstrate greater creativity and problem-solving abilities, thereby contributing to institutional innovation[22]. This is also in line with [26], who in their systematic review emphasized that emotional intelligence strengthens psychological capital, teamwork, and resilience in professional organizations.

Emotional intelligence enables librarians to demonstrate empathy, patience, and effective communication qualities that are essential for enhancing user satisfaction and maintaining a collaborative work environment. This finding highlights the role of human relational skills as a key determinant of service quality in academic libraries and also resonate with the conclusions

Lead City University DO NOT COPY

that emotional intelligence enhances adaptability, resilience, and interpersonal effectiveness[27]. The recent body of evidence further strengthens the argument that emotional intelligence is not only essential for individual performance but also for sustaining organizational excellence in academic libraries. By demonstrating high emotional intelligence, library personnel in Colleges of Education libraries in Southwest Nigeria are better positioned to manage relationships, address user needs, and sustain high-quality service delivery[22,23.24.25].

The findings of this study revealed that the most prevalent organizational structure in Colleges of Education libraries in Southwest Nigeria is the professional bureaucracy, followed by the divisionalised form, adhocracy, and machine bureaucracy, while the simple structure was least common. This indicates that these libraries operate primarily within a framework where professional staff plays a central role in decision-making, supported by administrative personnel who provide operational assistance. Such a structure reflects the nature of academic libraries as professional service organizations that rely heavily on the expertise and autonomy of trained personnel to deliver specialized services. The predominance of the professional bureaucracy aligns with organizational theory, which describes professional bureaucracies as institutions that depend on the knowledge and autonomy of professionals to achieve organizational goals. In the context of libraries, this structure supports decentralized decision-making, allowing librarians to exercise professional judgment in information management and user support.

The presence of the divisionalised form as the second most common structure further suggests that many libraries in this study are organized into distinct departments or branches with central coordination. This reflects a trend toward accountability and performance measurement across library divisions, which has been noted in recent studies of higher education institutions.

Lead City University DO NOT COPY

Emphasize that divisionalisation fosters specialization while maintaining institutional oversight, which can enhance efficiency in service delivery when managed effectively[27]. The identification of adhocracy as a moderately prevalent structure demonstrates that some libraries are adapting to the demands of technological change and user-centered service delivery. Adhocracies emphasize innovation, flexibility, and responsiveness to external shifts. In the library context, this structural form supports experimentation with digital tools and user-focused initiatives. The machine bureaucracy, while less dominant, was evident in some libraries through the standardization of processes and adherence to formal rules and procedures. While this structure provides stability, it may limit flexibility and staff input in decision-making. Lastly, the simple structure was the least prevalent, suggesting that few libraries rely on centralized authority and direct communication from the library head to staff. Although this structure may facilitate clear communication in smaller organizations, it may not be sustainable in larger academic libraries where professional expertise and shared decision-making are critical.

Taken together, the findings suggest that organizational structures in Colleges of Education libraries in Southwest Nigeria reflect a blend of professionalism, departmental coordination, and emerging adaptability. The prominence of the professional bureaucracy indicates that library services in these institutions rely heavily on the expertise of professional staff, while the presence of divisionalisation and adhocracy suggests ongoing structural adjustments to accommodate specialization, accountability, and technological change. These findings echo global perspectives that academic libraries must balance professionalism with flexibility to remain effective in the digital age [28].

Lead City University DO NOT COPY

The results of this study established a moderate positive and statistically significant relationship between leadership style and service quality in Colleges of Education libraries in Southwest Nigeria. Specifically, leadership styles accounted for less than half average mean of the variance in service quality, while the remaining variation was attributable to external factors not considered in this study. This finding confirms that leadership practices play a critical role in shaping the quality of services delivered by library personnel. The significance of the regression model indicates that leadership styles particularly directive, coaching, supportive, and delegating approaches are key predictors of how library personnel perform and interact with users. This suggests that effective leadership not only motivates staff but also enhances user satisfaction, resource utilization, and the overall perception of the library as a service hub. These findings corroborate the noted that leadership practices in Nigerian academic libraries directly affect staff morale, innovation, and responsiveness to user needs[29].

The positive regression coefficient further implies that a unit improvement in leadership style corresponds with an improvement in service quality. However, the fact that leadership styles accounted for less than half of the variance in service quality also indicates that other factors such as organizational culture, technological infrastructure, funding, and staff training remain influential. Recent studies emphasize that leadership must operate in tandem with institutional support and resource availability to maximize service quality[30]. This underscores the complexity of service delivery in academic libraries, where leadership is necessary but not solely sufficient to ensure excellence. In summary, the findings affirm that leadership style significantly and positively influences service quality in Colleges of Education libraries in Southwest Nigeria. Effective leaders, by adopting participatory and supportive approaches, create enabling environments that empower staff to deliver high-quality, user-centered services. These results

Lead City University DO NOT COPY

highlight the strategic importance of leadership development programs for library managers, particularly within institutions seeking to enhance service delivery in an increasingly competitive and technology-driven educational environment.

The study revealed that emotional intelligence had a moderate positive and statistically significant relationship with service quality in Colleges of Education libraries in Southwest Nigeria. Emotional intelligence accounted for approximately one-fifth of the variance in service quality, while the remaining variance was explained by other external factors. This finding underscores the role of emotional competencies in enhancing library services, particularly in academic environments where effective interaction between personnel and users is central to service delivery. The significance of self-awareness, self-management, social awareness, and relationship management in predicting service quality highlights the relevance of emotional intelligence as a professional skill for library personnel. That self-awareness and self-management form the foundation of emotional intelligence, enabling individuals to regulate their emotions and act in ways that foster positive outcomes[31].

The positive link between emotional intelligence and service quality observed in this study also supports the argument noted that emotionally intelligent professionals are more likely to build trust, communicate effectively, and maintain collaborative relationships[32]. In addition, relationship management emerged as an especially important predictor of service quality in this study. This reinforces the perspective which highlighted that individuals skilled in relationship management are better able to inspire, influence, and sustain teamwork[32]. In the context of libraries, this translates into improved collaboration among staff and more positive interactions with users, which collectively enhance the perception of service quality.

Lead City University DO NOT COPY

The ANOVA results of the regression analysis further indicated that emotional intelligence (self-awareness, self-management, self-regulation, social awareness and relationship management) had a significant influence on service quality in college of education libraries in South-west Nigeria. The implication of this result revealed that emotional intelligence being displayed in South-west, Nigeria significantly influenced service quality of the library personnel working in the colleges of education in the study area. Concerning the results of regression coefficients, it was established that a unit change in emotional intelligence would lead to a 0.458 increase in the service quality in college of education libraries in South-west Nigeria; given that all other factors are held constant. The finding of this present study regarding influence of emotional intelligence on service quality among library personnel in Colleges of Education libraries in South-west Nigeria was in line with a previous study which revealed that emotional intelligence of librarians served as a significant predictor of library users' satisfaction[33].

In the present study, it was established that emotional intelligence of the respondents had significant impact on their service quality among library personnel in Colleges of Education libraries; and the finding of the previous study equally established library impact of it on service quality of the respondents at the University of Guilan, Iran. Furthermore, the outcome of this study was in line with a finding of another previous study in Indonesia. In this previous study, it was established that emotional intelligence had influence on the service quality of high school libraries in Minahasa Regency, Indonesia[34]. In the same vein, the finding of this present study had similar results with previous studies. It corroborates the finding of the study carried out in Iran, which established that emotional intelligence had relationship with user satisfaction in the libraries of the University of Guilan, Iran[35]. The present study was also in agreement with the

Lead City University DO NOT COPY

finding of a previous study which established that emotional intelligence significantly enhanced work productivity among librarians in selected academic libraries in Oyo State, Nigeria[36].

The study also revealed that organisational structure had a moderate, positive, and statistically significant relationship with service quality among library personnel in Colleges of Education in Southwest Nigeria. This result indicates that the way libraries are structured whether simple, bureaucratic, professional, or adaptive directly affects the efficiency and quality of services provided to users. In particular, a flexible and well-defined structure enhances coordination, decision-making, and accountability, which in turn improves user satisfaction and overall library performance. This outcome aligns with [37] classical theory of organisational structure, which highlights how structural forms such as professional bureaucracy or adhocracy influence efficiency and adaptability in knowledge-based institutions. Overall, the results of this study highlight that the organisational structures adopted in Colleges of Education libraries in Southwest Nigeria play a critical role in shaping service quality. By promoting professional autonomy while ensuring coordination through supportive administrative systems, these libraries enhance their capacity to deliver reliable, user-centered services. The findings suggest that maintaining a balance between professional bureaucracy and adaptive elements such as adhocracy may be vital for sustaining high service quality in the evolving academic landscape.

Analysis of variance (ANOVA) from the regression test demonstrates that organisational structure (simple structure, machine bureaucracy, professional bureaucracy, divionalized form and adhocracy) had a significant influence on service quality in college of education libraries in South-west Nigeria. This implication of this outcome established that organisational structure being adopted in South-west, Nigeria significantly influenced service quality of the library

Lead City University DO NOT COPY

personnel working in the colleges of education in the study area. Concerning the results of regression coefficients it was established that a unit change in organisational structure would lead to an increase in the service quality in college of education libraries in South-west Nigeria; given that all other factors are held constant. For the overall result, a total variation was explained by organisational structure (predictor) on service quality among the library personnel. The finding of this study regarding influence of organisational structure on service quality among library personnel in Colleges of Education libraries in South-west Nigeria was in line with the finding of a previous study which revealed that organisational structure had significant effect on customers' satisfaction[38.]

The findings of this study also revealed that the combined influence of leadership style, emotional intelligence, and organisational structure had a moderate, positive, and statistically significant relationship with service quality in Colleges of Education libraries in South-west Nigeria. The predictors jointly explained nearly half of the variance in service quality, while the remaining changes were attributed to other external factors not examined in this study. The regression analysis further indicated that leadership style and organisational structure exerted significant relative influence on service quality, while emotional intelligence, though positively related, did not significantly predict service quality in the studied libraries.

The finding further revealed the results of ANOVA (overall model significance) of regression test revealed that leadership style, emotional intelligence and organisational structure jointly had a significant influence on service quality in college of education libraries in South-west Nigeria. This finding further established that leadership style, emotional intelligence and organisational structure being adopted in South-west, Nigeria significantly had combined influence on service

Lead City University DO NOT COPY

quality of the library personnel working in colleges of education in the study area. The results of regression coefficients revealed that a positive and statistically significant relative influence was reported for leadership style and organisational structure on service quality in college of education libraries in South-west Nigeria, while emotional intelligence did not.

The regression coefficient results showed that a unit change in leadership style and organisational structure leads to an improvement in service delivery in college of education libraries in South-west Nigeria respectively, while that all other factors are held constant. For the overall result, a total variation was explained by combination of leadership style, emotional intelligence and organisational structure (predictors) on service quality among the library personnel through multiple linear regressions. The finding of this present study regarding the combined influence of leadership style, emotional intelligence and organisational structure on service quality in college of education libraries in South-west Nigeria was in line with a previous study which revealed that combination of transactional style and transformational style had influence on service quality of personnel at Kaduna State University Library[39]. The outcome of this present study specifically of relative contribution of emotional intelligence on service quality was in line with the finding of a previous study which established that emotional intelligence had impact on service quality among the respondents [40].

Lead City University DO NOT COPY

Endnotes

1. A. O. Isiaka, A. Soliu, B.A. Aremu, B. A. Bamidele, S. Saba-Jibril, & A.R. Ibitoye, *The Evolving Role of Libraries in the Fourth Industrial Revolution: Navigating Digital Transformation*, **Library Philosophy & Practice**.2024.

2. D. Goleman, *Working with Emotional Intelligence*, Bantam Books**,** 1998.

3. J. Mavodza, & P. Ngulube, *Emotional Intelligence and Service Quality in Academic Libraries,* **South African Journal of Libraries and Information Science,** 87*(*1), 45–56, 2021.
4. A. Kaba, & R. Said, *Personalization and User Satisfaction in Academic Libraries: a Conceptual Analysis*, **Journal of Academic Librarianship,** 48*(*5), 2022. 102593.

5. A. Parasuraman, V. A. Zeithaml, & L. L. Berry, *SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality*, **Journal of Retailing**, 64*(*1), 1988, 12–40.

6. O. Onunka, T. Onunka, A. A. Fawole, I.J. Adeleke, & C. Daraojimba, *Library and Information Services in the Digital Age: Opportunities And Challenges,* **Acta Informatica Malaysia**, 7(1), 2023, 113-121.

7. A. T. Akinyemi, & S. O. Tunmibi, *Characteristics of Cloud Computing as Determinants of Service Quality among Library Personnel in Federal Universities in South-west Nigeria*, **Lead City University Information Management Conference Proceedings**, 1(1), 2025, 54-69.

8. O. G. Okediji, F.K. Ogunbodede, D. A. Adebiyi, & D. F. Iyanda, *Information Literacy Skills and Library User Education in Tertiary Institutions in Nigeria: Issues and Challenges,* Academic and Research Libraries Section of the Nigerian Library Association On: Current Trends and Emerging Issues in Academic and Research Libraries for Information Service Delivery, 2023, *28*, 29.

9. E. E. Obona, H. A. Ayang, M. I. Osha, & S.O. Arikpo, *Impact of Digital Resources Availability and Utilization on the Service Delivery of Academic Staff in Universities in Cross River State, Nigeria*, **Journal of Association of Educational Management and Policy Practitioners**, 6(2), 2024, 274-283.

10. S. D. DeVille, & J. A. Sughrue, *Linking Library Use to Student Engagement*, **Journal of Library Administration,** 63(2), 2023, 179-199.

11. X. Yang, X. Zhou, & J. Hu, *Students' Preferences for Seating Arrangements and their Engagement in Cooperative Learning Activities in College English Blended Learning Classrooms in Higher Education*, **Higher Education Research & Development**, 41(4), 2022, 1356-1371.

Lead City University DO NOT COPY

12. X. Sun, J. C. Orillo, & J. D. Quinto, *Utilization of Learning Commons in University Libraries: Basis for an Innovative Library Feature Enhancement Plan*, **International Information & Library Review,** 2025, 1-18.

13. J. M. Scoulas, *College Students' Perceptions on Sense of Belonging and Inclusion at the Academic Library sduring COVID-19*, **The Journal of Academic Librarianship**, 47(6), 2021, 102460.

14. D. O. Okhakhu, & S. V. Adeyeye, *Collaborative Learning Spaces and Quality Education among Postgraduates in Southwest, Nigeria*, **Lead City International Journal of Library, Information & Communication Sciences,** *2*(1), 2025, 292-303.

15. M. J. Alam, & M. Mezbah-ul-Islam, *Service Quality Assessment Model for Academic Libraries,* **Global Knowledge, Memory and Communication,** 70(4/5), 2021, 325-338.

16. N. B. Ojanji, S. N. Paul, & F. J. Bwire, *Directive Leadership and Organizational Performance: Evidence from International Non-Governmental Organizations in South Sudan,* **European Journal of Management, Economics and Business**, 2(4), 2025, 113-126.

17. R. Christina, & M. D. M. Nathan, *Enhancing Organizational Performance through Employee Coaching: A Review of Current Practices and Future Directions*, **CAHIERS MAGELLANES-NS**, 6(2), 2024,1090-1101.

18. F.B. Oguntoye, & O.O. Ajibare, *Enhancing Diversity and Inclusivity in AI-Driven Library Services in Nigeria,* **Gateway Information Journal**, 25(1), 2024, 1-13.

19. X. Liu, Z. Zhu, Z. Liu, & C. Fu, *The Influence of Leader Empowerment Behaviour on Employee Creativity,* **Management Decision**, 58(12), 2020, 2681-2703.

20. S. D. Mirkhan, S. K. Omer, H. M. Ali, M. Y. Hamza, T. A. Rashid, & P. Nedunchezhian *Effective Delegation and Leadership in Software Management*, **ArXiv preprint,** 2024.

21. X. Wang, Y. Liu, Z. Peng, B. Li, Q. Liang, S. Liao, & M. Liu, *Situational Leadership Theory in Nursing Management: A Scoping Review*, **BMC Nursing**, 23(1), 2024.930.

22. C. Musanya, *Enhancing Service Quality for Library User Satisfaction at the College of Insurance Nairobi, Kenya*. Doctoral Dissertation, Technical University of Kenya, 2022.

23. A. A. Bamgbose, H. M. Ibrahim, & S. A. M. Adamu, *Transprofessional Competencies of Information Managers and the Challenges of the New Normal*, **Library Philosophy and Practice (E-Journal),** 7, 2023, 7887.

24. S. A. Ahmad, M. Ibrahim, & S. A. Khan, *Understanding the Relationship between Emotional Intelligence and Conflict Management: A Case of University Library Managers in Pakistan,* **IJoLIS**, 9(1), 2025.

Lead City University LIBRARY COPY

25. H. Antonopoulou, *The Value of Emotional Intelligence: Self-Awareness, Self-Regulation, Motivation, and Empathy as Key Components*, **Technium Education and Humanities,** 8, 2024, 78-92.

26. X. Zhang, & Z. Xu, *Exploring the Relationship between Psychological Capital, Emotional Intelligence, Psychological Safety, and Knowledge Sharing among E-Commerce Practitioners,* **Frontiers in Psychology**, 15, 2024, 1472527.

27. N. R. Mayang, *The Relationship between Emotional Intelligence and Student Adaptability,* **Educational Praxis Journal**, 1(1), 2025, 36-46.

28. O. Onunka, T. Onunka, A. A. Fawole, I. J. Adeleke, & C. Daraojimba, *Library and Information Services in the Digital Age: Opportunities and Challenges,* **Acta Informatica Malaysia**, 7(1), 2023, 113-121.

29. D. Akparobore, & A. F. Omosekejimi, *Leadership Qualities and Style: A Panacea for Job Productivity and Effective Service Delivery among Library Staff in Academic Libraries in South South, Nigeria,* **Library Management**, 41(8/9), 2020, 677-687.

30. A. A. Bello, *Exploring the Vital Role of Quality Assurance in Ensuring Accessible Services and Resources in Academic Libraries in Nigeria*. **Library Philosophy & Practice,** 2023.

31. S.J. Stein, P. Papadogiannis, J.A. Yip, & G. Sitarenios, *Emotional Intelligence of Leaders: A Profile of Top Executives*, **Leadership & Organisation Development Journal**, 30(1), 2009, 87-101.

32. F. H. Fazrin, & E. Norman, *Human Relationship Management to Enhance Organizational Performance through Effective Communication and Team Collaboration*, **MES Management Journal,** 3(3), 2024, 685-692.

33. S. Jafari, & S. Shapouri, *The Relationship between Emotional Intelligence of Librarians and Satisfaction of Library Users in the Libraries of the University of Guilan, Iran*, Caspian J Health Res, 3(2), 2018, 64-68.

34. S. Maukar*, The Influence of Emotional Intelligence, Creativity, Work Ethic, to Service Quality of High School Library in the Minahasa Regency***, American Journal of Educational Research,** 3(1),2015, 67–79.

35. E. C. Onwubiko, *Librarians' Emotional Intelligence as Correlate of Effective Library Management and Performance*, **Library Philosophy and Practice (E-Journal)**, 2020, 4508.

36. M.O. Odewole, *Emotional Intelligence and Self-efficacy as Determinant of Job Performance of Library Staff in LAUTECH, Ogbomoso*, **Lagos Journal of Library and Information Science,** 11(1& 2), 2022, 113-135.

37. G.O, Quadri, O. D. Bakare-Fatungase, & O. E. Akinyemi, *Investigating Work Environment for Service Quality of Library Personnel in Academic Libraries*, **International Journal of Knowledge dissemination (IJKD),** 5(2), 2024, 57-72.

38. S. Kereto, *Perceptions of University Managers on the Influence of Organisational Structures on Quality of Institutional Management in Public and Private Universities in Kenya* , Doctoral Dissertation, Egerton University, 2021.

39. A.O. Gbotoso & O.R. Oboh, *Leadership Styles and Job Satisfaction of Library Personnel in University Libraries in Ondo State, Nigeria*, **Library Philosophy and Practice (e-journal),** 2021.

40. E. Ogedengbe, & T. Adenekan, Emotional *Intelligence and Service Quality by Library Personnel in Colleges of Agriculture in Oyo State, Nigeria*, **Lead City International Journal of Library, Information & Communication Sciences**, 1(1), 20224, 70-82.

Lead City University DO NOT COPY

Chapter Five

Conclusion

5.1 Summary of Findings

This study investigates the influence of leadership style, emotional intelligence, organisational structure, and service quality on the operations of Colleges of Education libraries in South-west Nigeria. This study is structured around three independent variables and one dependent variable. It is guided by eight specific objectives, which were operationalized into four research questions and four corresponding hypotheses. These frameworks facilitated a comprehensive evaluation of both the individual and combined effects of leadership style, emotional intelligence, and organisational structure on service quality within Colleges of Education libraries in South-west Nigeria. The primary research instrument, the questionnaire, was analyzed using descriptive statistics, including simple percentages, means, and standard deviations, while thematic analysis was employed for the qualitative data. Additionally, the study hypotheses were tested at a 0.05 level of significance using regression analysis. Data analysis was conducted with the aid of IBM SPSS software, version 24.

The study confirmed that the overall level of service quality library personnel in Colleges of Education libraries in South-west Nigeria is high. The findings further revealed that the directive leadership style is the most dominant approach adopted in these libraries.

The study also established that librarians possess a high level of emotional intelligence, which contributes significantly to fostering positive relationships with both library users and colleagues. And also the study identified professional bureaucracy as the prevailing organizational structure in the libraries. This structure, characterized by specialization, formal procedures, and

Lead City University DO NOT COPY

standardized processes, ensures accountability and consistency in service delivery. Inferential analysis confirmed that leadership style, emotional intelligence, and organizational structure each exert a significant influence on service quality. More importantly, the combined influence of these three factors was found to strongly shape the quality of library services, suggesting that they are interdependent and must operate in harmony to achieve sustainable improvements in service delivery.

5.2 Conclusion

The study highlights that the provision of high-quality library services in colleges of education is influenced by far more than the mere availability of physical or digital resources. While adequate collections, technology, and facilities are fundamental, the effectiveness of these resources is largely contingent upon human and organisational factors. In particular, the practices and decisions of library leaders, the emotional intelligence and interpersonal skills of library staff, and the organisational structures that govern operations collectively shape how well libraries can respond to the diverse needs of their users. Leadership practices determine strategic direction, resource allocation, and staff motivation, while emotionally competent personnel are better equipped to engage users, manage conflicts, and create an inclusive and supportive service environment. Similarly, an optimally designed organisational structure ensures efficient workflows, clarity of roles, and coordination across departments. Consequently, the enhancement of leadership quality, staff emotional competency, and organisational arrangements is integral to improving service delivery. Strengthening these dimensions not only elevates the quality of library services but also maximises the institution's contribution to teaching, learning, and scholarly research, thereby reinforcing the library's role as a central pillar in the academic life of Colleges of Education.

Lead City University DO NOT COPY

5.3 Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance and sustain service quality in Colleges of Education libraries within South-west Nigeria:

1. The study established that the overall level of service quality among library personnel is high, reflecting their effectiveness in meeting user needs and upholding professional standards. To sustain this achievement, library management should provide continuous professional development opportunities, adequate resources, and incentives that keep library personnel motivated and equipped to deliver excellent services. Regular assessment and user feedback mechanisms should also be institutionalized to ensure that high standards are consistently maintained.

2. Since the directive leadership style was found to be the most prevalent, it is recommended that library leaders receive training to encourage a more balanced approach that integrates both directive and participatory elements. While directive leadership ensures order and compliance, participatory leadership fosters creativity, innovation, and staff engagement. By combining these approaches, libraries can maintain efficiency while promoting inclusiveness and adaptability in decision-making processes.

3. The findings revealed that librarians possess a high level of emotional intelligence, which significantly contributes to positive relationships with users and colleagues. To build on this strength, management should organize regular workshops, mentoring programs, and reflective practice sessions aimed at enhancing empathy, patience, communication, and conflict resolution skills. Strengthened emotional intelligence will further increase user satisfaction and improve workplace harmony.

Lead City University DO NOT COPY

4. Professional bureaucracy was identified as the dominant organizational structure in the libraries, characterized by formal procedures and standardized processes. While this structure ensures consistency and accountability, excessive rigidity may hinder innovation and responsiveness. Therefore, libraries should periodically review their organizational structures and policies to retain their strengths while introducing flexibility. A more adaptive structure would enable libraries to respond effectively to emerging user needs and technological changes.

5. Given the significant influence of leadership style on service quality, library administrators should embrace transformational leadership practices. Such practices empower staff, promote teamwork, and enhance decision-making. Transformational leadership also encourages a culture of trust, innovation, and shared responsibility, which ultimately translates into higher service quality.

6. Emotional intelligence plays a central role in service delivery; librarians should be encouraged to continually develop self-awareness, interpersonal competence, and problem-solving abilities. Management should support this by embedding emotional intelligence training into professional development programs. This will further strengthen librarians' ability to meet user needs with empathy and professionalism.

7. Recognizing that organizational structure impacts service delivery, Colleges of Education libraries should ensure that their structures support collaboration, effective communication, and swift decision-making. Over-reliance on rigid hierarchies should be avoided, and a more decentralized approach should be considered where appropriate to improve efficiency and responsiveness.

8. The study confirmed that leadership style, emotional intelligence, and organizational structure jointly exert a strong influence on service quality. Therefore, improvement strategies

Lead City University DO NOT COPY

should not focus on any one factor in isolation but rather adopt an integrated approach. By strengthening leadership practices, enhancing emotional competence among staff, and ensuring enabling organizational structures, libraries can achieve sustainable service excellence and maximize their contributions to teaching, learning, and research in Colleges of Education.

5.4 Contribution to Knowledge

This study examines leadership style, emotional intelligence, organisational structure, and service quality in college of education libraries in South-west Nigeria, contributing significantly to conceptual, theoretical, and empirical knowledge.

This study makes an important conceptual contribution by integrating leadership style, emotional intelligence, and organizational structure into a unified framework for understanding library service quality. Unlike previous research that has typically examined these factors in isolation; the study demonstrates their interdependence and shows how they collectively shape service delivery. The framework developed underscores that service quality is not solely a function of resources or user perceptions, as emphasized in models such as SERVQUAL and LibQUAL, but also the product of managerial direction, staff emotional competence, and organizational design.

By embedding human and organizational dynamics into the discourse, this study broadens the conceptual foundation of service quality research in academic libraries. It provides a more holistic model that better reflects institutional realities and offers a transferable framework for future investigations in other educational and knowledge-based institutions. Ultimately, the study contributes to theory-building by linking library and information science with leadership and organizational behavior scholarship, thereby expanding the boundaries of how service quality can be understood and evaluated.

Lead City University DO NOT COPY

This study makes a significant empirical contribution by providing evidence that leadership style, emotional intelligence, and organizational structure significantly and jointly influence library service quality in Colleges of Education libraries in South-West Nigeria. While previous scholarship has examined these factors in isolation, limited research has assessed their combined effect on service quality within the specific context of academic libraries in Nigeria. By empirically demonstrating their interconnected influence, this study fills a notable gap in the literature. The findings extend existing knowledge by validating that service quality is not only dependent on resource availability and staff competence but also strongly shaped by managerial approaches, the emotional intelligence of personnel, and the structural framework guiding library operations. Thus, this research offers measurable proof that these organizational and behavioural variables collectively determine the effectiveness of library service quality in Colleges of Education.

This study makes a significant theoretical contribution by applying leadership theories, emotional intelligence frameworks, and Mintzberg's model of organizational structure to the academic library context, library service quality have been dominated by resource-based perspectives, emphasizing collections, facilities, and technological access. While important, these factors alone do not explain the human and organizational dynamics that shape effective service delivery. By incorporating managerial style, staff emotional competence, and organizational design into the discourse, this study broadens the theoretical understanding of service quality and establishes it as a multidimensional construct shaped by both tangible and intangible elements.

The integration of these perspectives demonstrates that leadership approaches influence staff motivation and responsiveness, emotional intelligence determines the quality of staff–user

Lead City University DO NOT COPY

interactions, and organizational structures provide the framework for consistency and coordination in service delivery. In combining these dimensions, the study extends existing service quality models such as SERVQUAL and LibQUAL by embedding managerial, behavioral, and structural variables into their explanatory scope. Ultimately, this contribution bridges library and information science with management and organizational theory, illustrating that concepts traditionally applied in business environments are equally relevant to educational and library settings. It advances the theoretical foundations of service quality research by highlighting the dynamic interaction between human competencies, leadership, and structural arrangements, and it establishes a platform for future interdisciplinary scholarship in knowledge-based institutions.

This study makes a valuable practical contribution by identifying directive leadership style, high emotional intelligence, and professional bureaucracy as the prevailing factors influencing service quality in Colleges of Education libraries. These findings provide administrators, policymakers, and library managers with concrete strategies for enhancing service delivery. The prominence of directive leadership highlights the importance of clear guidance and structured supervision in driving staff performance and accountability, particularly in resource-constrained settings. The recognition of emotional intelligence as a critical determinant of user satisfaction underscores the need for continuous professional development in interpersonal and communication skills to foster positive staff–user relationships. Finally, the dominance of professional bureaucracy emphasizes the value of well-defined procedures, role clarity, and professional specialization in sustaining service quality. Collectively, these insights offer a roadmap for strengthening library services not only in Nigeria but also in other developing countries with comparable institutional and educational challenges.

Lead City University DO NOT COPY

In summary, this study has provided empirical, conceptual, theoretical, and practical contributions that collectively advance the understanding of service quality in academic libraries. It has shown that leadership style, emotional intelligence, and organizational structure jointly shape library service delivery, thereby filling a notable gap in existing scholarship. By situating the research within Colleges of Education in South-West Nigeria, the study enriches the limited body of literature on academic libraries in developing contexts and offers lessons applicable to similar institutions globally. Conceptually, it integrates managerial, behavioral, and structural variables into a unified framework, extending existing service quality models.

Theoretically, it bridges library science with management and organizational studies, while practically; it offers actionable insights for administrators and policymakers. Together, these contributions demonstrate that library service quality is a multidimensional construct shaped by both resources and human organizational dynamics, and they provide a comprehensive foundation for future research, policy formulation, and professional practice in the field.

5.5 Suggested Areas for Further Studies

This study has provided valuable insights into the influence of leadership style, emotional intelligence, and organizational structure on service quality in Colleges of Education libraries in South-West Nigeria. There remain areas that require further exploration. The following suggestions are therefore proposed for future research:

1. Future studies should extend beyond South-West Nigeria to include other geopolitical zones. This would enable comparative analysis across regions and provide a more comprehensive understanding of how contextual differences affect library service quality.

Lead City University DO NOT COPY

2. Researchers should replicate this study in other higher education institutions such as universities, and polytechnics, this will help to determine whether the findings are consistent across different categories of academic libraries.
3. Other organizational and human factors, such as job satisfaction, motivation, technological competence, and resource availability, should be investigated to determine their combined and individual effects on library service quality.

Lead City University DO NOT COPY

Bibliography

Book

Breseeg, T.M. *Baloch Nationalism: Its Origin and Development up to 1980*, In University of London, School of Oriental and African Studies, 2001.

Cohen, A. H. *Library Space Planning and Design: Best Practices and Case Studies from Special,* Academic, and Rare Book Libraries. Elsevier, 2025.

David, D. S. & Adebayo, K. M. *Leadership Styles and Emotional Intelligence of Business Educators in Nigeria,* Greel Nee Publications, 2024.

Dixon, T. *The History of Emotions: A Very Short Introduction (Vol. 735,* Oxford University Press, 2023.

Freeman, S. *Wechsler Preschool and Primary Scale of Intelligence.* In Encyclopedia of Autism Spectrum Disorders**,** Cham: Springer International Publishing**,** 2021, 5172-5181.

Goleman, D. *Working With Emotional Intelligence*, Bantam Books**,** 1998.

Hayat, A. Shahare, V. Sharma, A.K. & Arora, N. *Introduction to Industry 4.0.* In Blockchain and its Applications in Industry 4.0. Singapore**,** Springer Nature Singapore, 2023**,** 29-59.

Howells, L. *Understanding Your 7 Emotions:* In CBT for Everyday Emotions and Common Mental Health Problems*,* Routledge, 2021.

Hughes, M., & Terrell, J. B. *The Emotionally Intelligent Team: Understanding and Developing the Behaviors of Ssuccess*, Wiley+ ORM, 2023.

Hurd, A. R., Barcelona, R. J., & Zimmerman, J. A. M. *Leisure Services Management*, Human Kinetics, 2023.

Madanchian, M. *Leadership Dynamics in Innovative Teams*. In Mastering Innovation in Business IGI Global**,** 2025.

Martens, R., & Vealey, R. S. *Successful Coaching*, Human kinetics, 2024.

Meesad, P. & Mingkhwan, A. *Libraries in Transformation*.2024

Mintzberg, H. *Understanding Organisations... Finally!: Structuring in Sevens.*In Berrett-Koehler.2023.

Singh, A. & Gosain, N. *Human Behaviour at Work*. Psycho Information Technologies. 2021.

Chapters in Books

Andres, F. *The Role of Emotional Intelligence in Self-Awareness and Well-Being*, In Development of Self-Awareness and Wellbeing: Global Learning Challenges in a Shifting Society**,** IGI Global Scientific Publishing, 2025.

Leading University DO NOT COPY

Abane, A. J. Sakolsatayotorn, P. & Asamoa, E.Y. *Bureaucratic Machine,* The. Global Encyclopedia of Public Administration, Public Policy, and Governance, 2022. 1277-1282.

Cox, J. *Positioning the Academic Library within the Institution: A Literature Review.* Positioning the Academic Library within the University, 2021, 9-33.

Mintzberg, H. *The Professional Bureaucracy*, Organisation and Governance in Higher Education, 2, 1979, 50-70.

Ortiz, A. M. & Patton**,** L. D . *Awareness of Self**,*** Why Aren't We There Yet*?* Routledge**,** 2023, 9-31.

Salovey, P. Woolery, A. & Mayer,J. D. *Emotional Intelligence: Conceptualization and Measurement,* In Blackwell Handbook of Social Psychology: Interpersonal Processes, 2001, 279-307.

Stanley, D. *Leadership Theories and Styles*. Clinical Leadership in Nursing and Healthcare, 2022, 31-60.

Conference Proceedings

Ahmady, G.A. Mehrpour, M. & Nikooravesh, A. *Organisational Structure*, Procedia-Social and Behavioral Sciences, 230, 2016, 455-462.

Akinyemi, T. & Tunmibi, S. O. *Characteristics of Cloud Computing as Determinants of Service Quality among Library Personnel in Federal Universities in South-west Nigeria*, Lead City University Information Management Conference Proceedings, 1(1),2025, 54-69.

Masrek, M.N. & Sani, M.K.J.A *The Development of Librarian Emotional Intelligence Assessment Tool,* In International Conference on Innovation, Management and Technology Research, Malacca, Malaysia*,* Vol. 6226950.2012.

Pukiene, A., Brazauskaite-Zubaviciene, I., & Saccone, C. *Coaching as a Model for Successful Education,* In Edulearn23 Proceedings, IATED, 2023.

Internet sources

Azouzi, S. *Reflextion on Design As/For Common (S)/Decolonial Participatory Experiences for Post-Capitalist Resilient Future (S),* 2022.

Bello, A. A. *Exploring the Vital Role of Quality Assurance in Ensuring Accessible Services and Resources in Academic Libraries in Nigeria,* **Library Philosophy & Practice**, 2023.

Cappellari, G. Sausen, J. O. Ferreira, G. C. & Rossetto, C. R. *Organisational Configuration and the Development of the Absorptive Capacity*: *Relations and Influences***,** Revista Ibero-Americana de Estratégia, 22(1), 2023.

Lead City University DO NOT COPY

Gbotoso, A. O. & Oboh, O.R. *Leadership Styles and Job satisfaction of Library Personnel in University Libraries in Ondo State, Nigeria*, **Library Philosophy and Practice (E-Journal)**, 2021.

Jerab, D., & Mabrouk, T. *How to Design an Effective Organizational Structure & The 21 Century Trends,* Available At SSRN, *4584646*. 2023.

Onwubiko, E. C. *Librarians' Emotional Intelligence as Correlate of Effective Library Management and Performance*, **Library Philosophy and Practice (E-Journal)**, 2020, *4508*.

Onwubiko, E.C. *A Survey on the Influence of Emotional Intelligence and Self-esteem on Social Adjustment of Librarians in Federal Universities*, **Library Philosophy and Practice (E-Journal)**, 2020, 4465.

Oyewo, R. O. Akintode, S. S. & Salau, I. T. *Information and Communication Technology Facilities Use as Correlates of Quality Library Service in First Generation Universities, Southwest, Nigeria*, **Library Philosophy and Practice (E-Journal)**,2019.

Rizky, T. D. Huda, N. Muslikh, M. & Rini, N. *Assessment Indicator Model (Libqual) on College Library Satisfaction,* **Library Philosophy and Practice (e-journal)**. 2021,4759.

Sharif, S. Lodhi, R. N. Siddique, F. & Munir, M. A. *Service Quality of Higher Education Digital Library (DL) and Loyalty Behaviors: Testing the Mediating Role of Student Satisfaction,* **Library Philosophy and Practice**, 2021, 1-22.

Journal Articles

Abata-Ebire, B. D. Adetayo, A.J. & Babarinde, O.A. *Leadership Styles, Staff Motivation and Job Satisfaction in Private University Libraries in Osun State, Nigeria***, Library Philosophy and Practice**, 2023, 1-25.

Abdulrab, M., & Hezam, N. *Service Quality and Customer Satisfaction in the Hospitality Sector: A Paper Review and Future Research Directions*, **Library of Progress-Library Science, Information Technology & Computer**, 44(3), 2024.

Abiddin, N.Z. *A Deep Dive into Leadership Styles in Shaping the Higher Education Institution's Value and Culture*, **Pakistan Journal of Life and Social Sciences**, 22(2), 2024, 3854-3868.

Achcaoucaou, F. Bernardo, M. & Castan, J.M. *Determinants of Organisational Structures: An Empirical Study,* **Review of International Comparative Management,** 10(3), 2009, 566-577.

Adigun, G.O. Ajani, Y. A. & Enakrire, R. T. *The Intelligent Libraries: Innovation for a Sustainable Knowledge System in the Fifth (5th) Industrial Revolution*, **Libri,** 74(3), 2024, 211-223.

Afolabi, C. Y. Leadership and Authority in Education, **UNIZIK Journal of Educational Research and Policy Studies,** 19(4), 2025.

Ladoke Akintola University DO NOT COPY

Ahmad, R. *Role of Emotional Intelligence in Entrepreneurial Intention of University Students,* 2023.

Ahmad, S. A. Ibrahim, M. & Khan, S. A. *Understanding the Relationship between Emotional Intelligence and Conflict Management: A Case of University Library Managers in Pakistan,* **IJoLIS**, 9(1), 2025.

Ajibare, O. O., Oguntoye, F. B., & Omobola, O. *Influence of Organizational Support on the Use of Legal Databases among Lawyers in Ibadan, Oyo State, Nigeria,* **Journal of Library Services and Technologies**, 6(2), 2024. 278-288.

Akinyemi, A. T. & Tunmibi, S.O. *Characteristics of Cloud Computing as Determinants of Service Quality among Library Personnel in Federal Universities in South-west Nigeria*, **Lead City University Information Management Conference Proceedings**, 1(1), 2025, 54-69.

Akparobore, D. & Omosekejimi, A. F. *Leadership Qualities and Style: A Panacea for Job Productivity and Effective Service Delivery among Library Staff in Academic Libraries in South South, Nigeria,* **Library Management**, 41(8/9), 2020. 677-687.

Al-Omari,A. A. *Beyond the Glass Ceiling: Redefining Leadership Success. In Cultivating Inclusive Educational Leadership Ecosystems,* **Women Trailblazers and the Path Forward Global Scientific Publishing,** 2025, 243-272.

Altamimi, H., Liu, Q., & Jimenez, B. *Not Too Much, Not Too Little: Centralization, Decentralization, and Organizational Change*, **Journal of Public Administration Research and Theory,** 33(1), 2023, 170-185.

Amoke, C. T., Kinikanwo, N. I., Nwosu, U. V., & Ikeotuonye, M. N. *Effect Of Organisational Structure On Managerial Decision Quality At Flour Mill Of Nigeria, Lagos*, **International Journal of Public Administration and Development Studies**, 1(2), 2024, 112-136.

Antonopoulou, H. *The Value of Emotional Intelligence: Self-Awareness, Self-Regulation, Motivation, and Empathy as Key Components*, **Technium Education and Humanities,** 8, 2024, 78-92.

Ashiq, M., Ur Rehman, S., Muneeb, D., & Ahmad, S. *Global Research on Library Service Quality: A Bibliometric Analysis and Knowledge Mapping*, **Global Knowledge, Memory and Communication,** 71(4/5), 2022, 253-273.

Bamgbose, A. A. Ibrahim, H. M. & Adamu, S. A. M. *Transprofessional Competencies of Information Managers and the Challenges of the New Normal*, **Library Philosophy and Practice (E-Journal),** 7, 2023, 7887.

Barinua, V. Chimere-Nwoji, C.C. & Ford, H.O. *Manager's Emotional Intelligence and Team Effectiveness: A Theoretical Review,* **Saudi Journal of Business and Management Studies**, 7(5), 2022, 120-124.

Bartlett, C.A. & Ghoshal, S. *The Myth of the Generic Manager: New Personal Competencies for New Management Roles*, **California management review**, 40(1), 1997, 92-116.

Berezi, U. I . *Virtual Learning Environment: Redefining Higher Educational Delivery for Efficiency and Accessibility*, **International Journal of Educational Management, Rivers State University**, 1(1), 2025, 451-467.

Bhattacharya, S., Dikshit, D. K., & Adhikari, S. *Emotional Intelligence a Determinant of Good Health,* **Indian Journal of YOGA Exercise & Sport Science and Physical Education,** 2024, 265-272.

Bușu, A.F. *Emotional Intelligence as a Type of Cognitive Ability,* **Revue des Sciences Politiques**, (66), 2020, 204-215.

Caffrey, C. Lee, H. Withorn, T. Galoozis, E. Clarke, M. Philo, T. & Vermeer, W. *Library Instruction and Information Literacy*, **Reference Services Review,** 51(3/4), 2022, 319-396.

Cai, J. *Effects of Leadership Styles and Organizational Strategy to Enhance Performance Efficiency*, **Journal of Enterprise and Business Intelligence**, 3(1), 2023, 012-022.

Christina, R. & Nathan, M. D. M. *Enhancing Organizational Performance through Employee Coaching: A Review of Current Practices and Future Directions*, **CAHIERS MAGELLANES-NS**, 6(2), 2024, 1090-1101.

Chung, S.R. Cichocki, M. N. & Chung, K. C. *Building Emotional Intelligence*, **Plastic and Reconstructive Surgery**, 151(1), 2023, 1-5.

DeVille, S. D. & Sughrue, J. A *Linking Library Use to Student Engagement*, **Journal of Library Administration,** 63(2), 2023, 179-199.

Dubey, P., Pathak, A. K., & Sahu, K. K. Assessing the Influence of Effective Leadership on Job Satisfaction and Organisational Citizenship Behaviour, **Rajagiri Management Journal**, 17(3), 2023, 221-237.

Emmanuel, B.G. & Liu, J. *International Students Assessment of Service Quality in Academic Libraries*, **International Journal of Research and Innovation in Social Science,** 5 (5), 2021, 538-546.

Eriksson, T., Robertson, J., & Näppä, A. *Functional Top Management Teams and Marketing Organization: Exploring Strategic Decision-Making*, **Journal of Strategic Marketing**, 33(1), 2025, 1-18.

Ezzat, H. Le Masson, P. & Weil, B. *Extending Lab Results to Advices for Leadership Facilitating Creativity in Organisations*, **CERN IdeaSquare Journal of Experimental Innovation**, *1*(2), 2017, 17-17.

Fared, M. A., Darmawan, D., & Khairi, M. *Contribution of E-Service Quality to Repurchase Intention with Mediation of Customer Satisfaction: Study of Online Shopping through*

Lancaster University Library COPY

Marketplace, **Journal of Marketing And Business Research (MARK),** 1(2), 2021. 93-106.

Fazrin, F. H. & Norman, E. *Human Relationship Management to Enhance Organizational Performance through Effective Communication and Team Collaboration*, **MES Management Journal,** 3(3), 2024. 685-692.

Fuchs, H., & Fuchs, A. *Introduction to Transformative Intelligence Theory: An Integrative Framework for Human Capability Development in Complex Adaptive Systems*, **GAIA**, 1(3), 2025, 134-194.

Galea, M. *Applying Leadership Styles to the Healthcare Sector*, **Journal of the Malta College of Family Doctors,** 6(1), 2017, 26–30.

Gbarale, K., & Benjamin, O. *Self-Management Competencies and Employee Effectiveness: A Conceptual Review,* **Journal of Human Resource & Leadership**, 6(2), 2022, 33-41.

Gbotoso, A. O. & Oboh, O. R. *Leadership Styles and Job satisfaction of Library Personnel in University Libraries in Ondo State, Nigeria*, **Library Philosophy and Practice (E-Journal),** 2021

Gentile-Lüdecke, S. Torres de Oliveira, R. & Paul, J. *Does Organisational Structure Facilitate Inbound and Outbound Open Innovation in Smes*? **Small Business Economics,** 55(4), 2020, 1091-1112.

Georgewill, I. D., & Asagba, F. *Principals' self-Awareness, Self-regulation and Empathy of their Emotional Intelligence for Students' Academic Achievement In Ogba/Egbema/Ndoni Local Government area of Rivers State,* **BW Academic Journal**, 2024.

Gold, A.H. Malhotra, A. & Segars, A.H. *Knowledge Management: An Organisational Capabilities Perspective*, **Journal of Management Information Systems,** 18(1), 2001, 185-214.

Hakim, F. & Siddiqui, Z. H. *the Effectiveness of Leadership Policies in Creating a Digital Library System,* **Development Studies in Educational Management and Leadership**, 3(1), 2024, 65-78.

Hale, E.D. *School Heads' Leadership Style, Role Appreciation, and Emotional Intelligence towards the Level of Productivity*, **AIDE Interdisciplinary Research Journal,** 3, 2022, 85-108.

Harahap, M. A. K., Sutrisno, S., Mahendika, D., Suherlan, S., & Ausat, A. M. A. *The Role of Emotional Intelligence in Effective Leadership: A Review of Contemporary Research*, **Al-Buhuts,** 19(1), 2023, 354-369.

Hassanzadeh Mohassel, A. Hesarzadeh, R. & Bagherpour Velashani, M. A. *Leadership Style, Knowledge Sharing and Audit Quality*, **European Journal of Management and Business Economics**, 33(3), 2024, 306-323.

Leadership University DO NOT COPY

Hersey, P. & Blanchard, K.H. *Situational Leadership*, **In Dean's Forum**,12 (2), 1997, 5.

Hussein, M. A. *The Role of Knowledge Management Processes in Reducing Strategic Drift within the Framework of Knowledge Leverage Strategies. An Analytical Study of the Opinions of a Sample of Academic Leaders at the University of Kirkuk*, **International Journal of Management and Enterprise Development,** 21(1), 2022, 62-96.

Hwang, C.Y. Kang, S.W. & Choi, S.B. *Coaching Leadership and Creative Performance: A Serial Mediation Model of Psychological Empowerment and Constructive Voice Behavior,* **Frontiers in Psychology**, 14, 2023, 1077594.

Idem, T.G. Onyeike, V. C & Kaegon, L. E. S. *Hierarchy of Authority, Rules and Regulations as Correlate of Teachers Job Performance in Public Senior Secondary Schools in Rivers State*, **International Journal of Innovative Social & Science Education Research (IJISSER)**, 12(4), 2024.

Igbinovia, M.O. & Popoola, S.O. *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), 2016, 34-52.

Irwansyah, I *Adhocracy as a Model for Organizing Government Institution in Simplifying Indonesian Bureaucracy*, **Jurnal Borneo Administrator**, 17(2), 2021, 241-258.

Isiaka, A.O. Soliu, A. Aremu, B. A. Bamidele, B. A, Saba-Jibril, S. & Ibitoye, A.R. *The Evolving Role of Libraries in the Fourth Industrial Revolution: Navigating Digital Transformation*, **Library Philosophy & Practice**, 2024.

Jafari, S. & Shapouri, S. *The Relationship between Emotional Intelligence of Librarians and Satisfaction of Library Users in the Libraries of the University of Guilan, Iran*,**Caspian J Health Res**, 3(2), 2018, 64-68.

Jovi, A. Ma'ruf, U. Hanim, L. & Suharto, R.B. *The Factors Effectiveness of Driving License Service Procedures*, **Jurnal Daulat Hukum**, 5(2), 2022, 107-114.

Kaba, A. & Said, R. *Personalization and User Satisfaction in Academic Libraries: A Conceptual Analysis*, **Journal of Academic Librarianship,** 48(5), 2022.

Kagwe, S. *Influence of Self-Awareness on Organizational Performance of Universities in Kenya: A Literature Review Synthesis,* **African Journal of Business and Development Studies**, 2(1), 2025, 593-604.

Kereto, S. *Perceptions of University Managers on the Influence of Organisational Structures on Quality of Institutional Management in Public and Private Universities in Kenya*, Doctoral Dissertation, Egerton University, 2021.

Khaleel, B. Kausar, S. & Riaz, S. *Investigating Leadership Dynamics: A Comparative Analysis of Situational Leadership Theory and Contemporary Leadership Practices in a Public School*, **Annals of Human and Social Sciences,** 5(2), 2024, 638-649.

Khalili, N., Heidari, M. H., & Saadatmand, Z. *Educational Implications of Self-Governance Concept in Teachings of Imam Ali (AS): Improving Social Wellbeing and Validating It,* Iranian **Journal of Educational Research,** 4(2), 2025.

Kinya, C. & Muthee, D. *Service Quality and User Satisfaction at Machakos University, Kitui Campus Library, Kenya*, **International Journal of Current Aspects**, *6*(2), 2022, 1-10.

Kiplimo, J.J. *Formalization and Specialization in Organisational Design,* **African Journal of Emerging Issues**, 5(11), 2023, 37-46.

Klijn, E. H., De Boer, N., & Eshuis, J. *Leading Frontline Enforcers: How Supervisors' Leadership Style Impacts Inspectors' Enforcement Style*. **Public Management Review**, 24(3), 2022, 398-417.

Kumar, P. *An analytical study on Mintzberg's framework: Managerial roles*. **International Journal of Research in Management & Business Studies**, 2(3), 2015, 12-19.

Kumar, V. *Library Service Quality: A Comparison between SERVQUAL and LibQUAL Model*, **Library Waves**, 8(1), 2022, 46-52.

Lamri, J. & Lubart, T. *Reconciling Hard Skills and Soft Skills in a Common Framework: The Generic Skills Component Approach,* **Journal of Intelligence**, 11(6), 2023, 107.

Liu, X. Zhu, Z. Liu, Z. & Fu, C. *The Influence of Leader Empowerment Behaviour on Employee Creativity,* **Management Decision**, 58(12), 2020. 2681-2703.

Ljevo, N. & A. Šunje, A. *The Impact of Organisational Structure on the Internationalization Strategy*, **Economic Review: Journal of Economics and Business**, 19(2), 2021, 27-36.

Makinde, O.O. & Opeke, R.O. *Leadership Style and Job Effectiveness of Librarians in South-West Nigerian Universities,* **Library Progress (International)**, 38(1), 2018, 28-40.

Maukar, S. *The Influence of Emotional Intelligence, Creativity, Work Ethic, to Service Quality of High School Library in the Minahasa Regency***, American Journal of Educational Research,** 3(1): 2015, 67–79

Mavodza, J. & Ngulube, P. *Emotional Intelligence and Service Quality in Academic Libraries,* **South African Journal of Libraries and Information Science,** 87*(*1), 45–56, 2021.

Mayang, N. R. *The Relationship between Emotional Intelligence and Student Adaptability,* **Educational Praxis Journal**, 1(1), 2025, 36-46.

Meesad, P. & Mingkhwan, A. *User Experience and Engagement in Smart Digital Libraries***, Libraries in Transformation: Navigating to AI-Powered Libraries,** .2024, 273-326.

Mehler, M., Balint, E., Gralla, M., Pößnecker, T., Gast, M., Hölzer, M. & Gündel, H. *Training Emotional Competencies at the Workplace: A Systematic Review and Metaanalysis*, **BMC Psychology**, 12(1), 2024, 718.

Mirkhan, S. D. Omer, S. K. Ali, H. M Hamza, M. Y. Rashid, T. A. & Nedunchezhian, P. *Effective Delegation and Leadership in Software Management*, **Arxiv Preprint** 2024.

Cairo University Do Not Copy

Mishra, C. & Maharana, B. *The Effects of Dimensions of Organisational Structure on Innovation in Business School Libraries in India: An Empirical Study SRELS,* **Journal of Information Management**, 56(4), 2019, 216-221.

Mizrahi-Shtelman, R., & Drori, G. S. *Professionalizing the Professional Bureaucracy: on Training and Expertise for Leadership Positions in Universities*, **Minerva**, 2025, 1-29.

Mwamba, J. *Effective Leadership in Change Management: Ensuring Success in Organizational Transformation*, **Journal of Policy Options**, 6(1), 2023, 28-38.

Nanjundeswaraswamy, T. S. *The Mediating Role of Job Satisfaction in the Relationship between Leadership Styles and Employee Commitment*, **Journal of Economic and Administrative Sciences**, 39(2), 2023, 286-304.

Ndlovu, L & Phiri, M.A. *Governance of the Municipal Services to the Population: The Case of an Emerging Economy*, **Risk Governance & Control: Financial Markets & Institutions**, *6*(4).2016.

Nyarko, I. K. Dorkenoo, C.B. Semordey, E.Y. & Agbanu, P. *Organisational Structure as a Logical Tool for Determining the Flow of Responsibility and Authority*, **International Journal of Management and Administrative Sciences (IJMAS),** 3(3), 2016, 1-19.

Obona, E. E. Ayang, H .A. Osha, M. I. & Arikpo, S. O. *Impact of Digital Resources Availability and Utilization on the Service Delivery of Academic Staff in Universities in Cross River State, Nigeria*, **Journal of Association of Educational Management and Policy Practitioners**, 6(2), 2024, 274-283.

Odewole, M.O. *Emotional Intelligence and Self-efficacy as Determinant of Job Performance of Library Staff in LAUTHECH, Ogbomoso*, **Lagos Journal of Library and Information Science,** 11(1& 2), 2022, 113-135.

Ogedengbe, E. & Adenekan, T. Emotional *Intelligence and Service Quality by Library Personnel in Colleges of Agriculture in Oyo State, Nigeria*, **Lead City International Journal of Library, Information & Communication Sciences**, 1(1), 20224, 70-82.

Oguntoye, F. B. & Ajibare, O. O. *Enhancing Diversity and Inclusivity in AI-Driven Library Services in Nigeria,* **Gateway Information Journal**, 25(1), 2024, 1-13.

Ojanji, N. B. Paul, S. N. & Bwire, F. J. *Directive Leadership and Organizational Performance: Evidence from International Non-Governmental Organizations in South Sudan,* **European Journal of Management, Economics and Business**, 2(4), 2025.

Okediji, O. G. Ogunbodede, F. K. Adebiyi, D. A. & Iyanda, D. F. *Information Literacy Skills And Library User Education In Tertiary Institutions In Nigeria: Issues And Challenges,* **Academic and Research Libraries Section of the Nigerian Library Association on: Current Trends and Emerging Issues in Academic and Research Libraries for Information Service Delivery**, 2023, *28*, 29.

Oketch, C. & Karyeija, G.K. *Directive Leadership Style and Staff Motivation in Private Universities in Uganda: A Case of Kampala International University*, **Kabale University Interdisciplinary Research Journal,** *1*(2), 2022, 21-32.

Okhakhu, D. O., & Adeyeye, S. V. *Collaborative Learning Spaces and Quality Education Among Postgraduates in Southwest, Nigeria*, **Lead City International Journal of Library, Information & Communication Sciences,** *2*(1), 2025, 292-303.

Okoro, C. B. Nebo,O. E. & Nwosu, M.O. *Effects of Organisational Design on Employee Performance in the Manufacturing Industry*, **International Journal of Business Systems and Economics**, 11(1), 2017, 12-39.

Onunka, O. Onunka, T. Fawole, A.A. Adeleke, I.J. & Daraojimba, C. *Library and Information Services in the Digital Age: Opportunities and Challenges*, **Acta Informatica Malaysia,** 7(1), 2023, 113-121.

Onwubiko, E. C *Librarians' Emotional Intelligence as Correlate of Effective Library Management and Performance*, **Library Philosophy and Practice (E-Journal)**, 2020, *4508*.

Onwubiko, E.C. *A Study on the Relationship between Self-Esteem and Emotional Intelligence among Librarians in Nigerian Universities*, **Library Philosophy and Practice, December,** 2020**,** 1-22.

Orji, L.C. & Ita, U.A. *Amygdala Hijack: Contemporary Insights into Causes, Correlates and Consequences,* **Midwifery**, 7(3), 2024, 102-111.

Parasuraman, A. Zeithaml, V. A. & Berry, L. L *SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality*, **Journal of Retailing**, 64(1), 1988, 12–40.

Parthiban, E.S. & Adil, M. *Seeing Through the Mystique Surrounding the Task-Technology-Organisation Fit: A Mixed-Method Exploration of Consumers' Intention to Use Banking Conversational Agents*, **Communications of the Association for Information Systems,** 55(1), 2024, 17.

Perera, W. P. G. L., Somaratna, S. D., Silva, M. A. L., & Adhikari, S. M. *Reshaping Library Services Through User Feedback: A Path to Improve User Satisfaction in Academic Libraries*, **Sri Lanka Library Review**, 39(1). 2025.

Pizzolitto, E., Verna, I., & Venditti, M. *Authoritarian Leadership Styles and Performance: a Systematic Literature Review and Research Agenda*, **Management Review Quarterly**, 73(2), 2023, 841-871.

Quadri, G. O. Bakare-Fatungase, O. D. & Akinyemi, O. E. *Investigating Work Environment for Service Quality of Library Personnel in Academic Libraries*, **International Journal of Knowledge Dissemination (IJKD),** 5(2), 2024, 57-72.

Qureshi, F. *Quality Management in Business: Delivering Excellence,* **Journal of Management Science Research Review**, *2*(1), 2024, 44-53.

Rahman, M. A. Nurullah, S.M. & Kamruzzaman, M. *Managerial Skills and Roles Relationship for Organisational Effectiveness*: *A Study on Public Commercial Banks in Bangladesh*, **Journal of Business Studies, PUST**, 2(1), 2019, 124–133.

Lead City University DO NOT COPY

Rana, R., K'aol, G., & Kirubi, M. *Influence of Supportive and Participative Path-Goal Leadership Styles and the Moderating Role of Task Structure on Employee Performance,* **International Journal of Research in Business and Social Science,** *8*(5), 2019, 76-87.

Regina, E. *Relationship between Emotional Intelligence and Job Satisfaction among Librarians in Academic Libraries in Delta State, Nigeria*, **Journal of Management and Social Science Research**, 5 (2), 2024.

Renjith, V, R. & Arunkumar, V.R. *Fundamental Statistical Terminology for Library and Information Science Researchers: Key Concepts to Know*, **Qualitative and Quantitative Methods in Libraries,** 14(1), 2025, 1-17.

Sahabi, M..K. & Ogunbote, K.O. *Leadership Style in Academic Library: Challenges of Service Quality of Librarians in Kaduna State University Library, Kaduna*, 2021.

Saliu, U.A. Wankasi, A.J. Eromosele, G.O. & Olukade, A.O. *Leadership Styles and Motivation on Job Performance of Library Personnel in Public University Libraries in North central Nigeria,* **Library Philosophy and Practice**, 2018, 1-25.

Saragih, A.P.B. *Analysis of the Influence of the Quality of Library Services on Library Satisfaction*, **Sch Int J Law Crime Justice**, *4*(2), 2021, 89-96.

Saroya, S. Amberi, M. Budhi, S. Fahrianoor, F. & Jamaluddin, J. *Leadership Style of North Barito Regent H. Nadalsyah in Administering Regional Government*, **International Journal Political, Law, and Social Science,** 4(2).2023.

Scoulas, M. J. *College Students' Perceptions on Sense of Belonging and Inclusion at the Academic Library During COVID-19*, **The Journal of Academic Librarianship**, 47(6), 2021. 102460.

Sharma, A.K. *Knowledge Management and New Generation of Libraries Information Services: A Concepts*, **African Journal of Library and Information Science**, 2019, 001-007.

Sharma, R. *Measuring Social and Emotional Intelligence Competencies in the Indian Context. Cross Cultural Management*: **An International Journal**, 19(1), 2012. 30-47.

Strickland, D. *Emotional Intelligence: The Most Potent Factor in the Success Equation. JONA:* **The Journal of Nursing Administration**, 30(3), 2000, 112-117.

Sumiati, S. *Analysis of Marketing Strategy, Product Quality and Service Quality to Repurchase Intention,* 2022.

Sun, X. Orillo, J. C. & Quinto, J. D. *Utilization of Learning Commons in University Libraries: Basis for an Innovative Library Feature Enhancement Plan*, **International Information & Library Review,** 2025. 1-18.

Surti, N., & Ganga, V. *Emotional Intelligence: A Study of Its Evolution*, **Journal of Education: Rabindrabharati University,** 2021.

Tumiran, M.A. *The Recent Use of IBM SPSS Statistics in Social Science Research*, **Asian Journal of Research in Education and Social Sciences**, 5(4), 2023, 461-475.

Laguna State Polytechnic University - NC COPY

Ullah, A., & Usman, M. *Role of Libraries in Ensuring Quality Education at Higher Education Institutions: A Perspective of Pakistan*, **Inverge Journal of Social Sciences**, 2(4), 2023, 13-22.

Uman, T. Argento, D. Grossi, G & Mattei, G. *Supportive Leadership and Job Satisfaction at the European Court of Auditors*, **International Review of Administrative Sciences,** *90*(2), 2024, 454-473.

Vakkari, P., Chang, Y. W., & Järvelin, K. *Largest Contribution to LIS By External Disciplines as Measured by the Characteristics of Research Articles*, **Scientometrics**, 127(8), 2022, 4499-4522.

Varvatsoulias, G. *Investing Cognitions in Emotions? Is that what Really Matters? A Methodological Review on Daniel Goleman's Emotional Intelligence Book (1996) In Line With Cognitive-Behavioural Psychotherapeutic Postulates*, **Education Sciences & Psychology**, 68(3), 2023, 3-58.

Wagbara, S.O. & Joyce, J..D. *Organisational Structure and Teacher Effectiveness in Public Junior Secondary Schools in Rivers State*, **BW Academic Journal**, 2023, 8-8.

Wang, X. Liu, Y. Peng, Z. Li, B. Liang, Q. Liao, S. & Liu, M. *Situational Leadership Theory in Nursing Management: A Scoping Review*, **BMC Nursing**, 23(1), 2024.930.

Whittemore, T.J. & Woods, S. *Analysis on the Negative Emotional, Physiological, and Cognitive Responses Elicited from of the Activation of a Stall Alarm*, **Journal of Aviation/Aerospace Education & Research**, 30(1), 2021, 107-121.

Williams-Ilemobola, O. B. Adetayo, A.J. Asiru, M. A.& Ajayi, J.L. *Librarians' Emotional Intelligence and Conflict Management in Private University Libraries in South-West and South-South, Nigeria,* **Information Impact: Journal of Information and Knowledge Management,** 12(1), 2021, 33-46.

Xianjun, T. *An Exploratory Study of Emotional Intelligence towards Leadership Effectiveness,* **Journal of Digitainability, Realism & Mastery (DREAM)**, 1(4), 2022, 112-122.

Yang, X. Zhou, X. & Hu, J. *Students' Preferences for Seating Arrangements and their Engagement in Cooperative Learning Activities in College English Blended Learning Classrooms in Higher Education*, **Higher Education Research & Development**, 41(4), 2022. 1356-1371.

Yeni, A., & Oktavia, D. *Evaluation of the Quality of Library Services and Facilities on the Level of Student Satisfaction at Mahaputra Muhammad Yamin University*, **eCo-Buss,** 7(2), 2024, 1065-1076.

Zhang, X. *The Relationship of Coaching Leadership and Innovation Behavior: Dual Mediation Model for Individuals and Teams across Levels*, **Open Journal of Leadership,** *9*(01), 2020. 70.

Library Visit Only NOT COPY

Zhang, X. & Xu, Z. *Exploring the Relationship between Psychological Capital, Emotional Intelligence, Psychological Safety, and Knowledge Sharing among E-Commerce Practitioners,* **Frontiers in Psychology**, 15, 2024. 1472527.

Theses/Dissertations

Akintola, B. O. *Capacity Building, ICT Skills, Use and Service Delivery of Library Personnel in Universities in Southwestern Nigeria* (Doctoral Dissertation), 2021.

Amussah, A. *Leadership Styles and Its Impact on Employee Performance*, School Of Social Sciences, Near East University, Nicosia, 2020.

Arachchige, J. J. G. *An Examination of the Relationship between Resource-Capabilities and Service Quality of University Libraries in Sri Lanka* (Doctoral Dissertation, University Of Colombo), 2022.

Benouadah Senouci, K. *Assessing the Role of Emotional Intelligence in Effective Doctoral Supervision in a UK Higher Education Context* (Doctoral Dissertation, Manchester Metropolitan University), 2023.

Boone, M. C. *Risk in Leadership: The Decentralized Decision Space and the Implications of Delegation on the Decision-Making Process*, University of Charleston-Beckley, 2024.

Cortes, M. *The Employees' Perspective: Situational Leadership Style Flexibility and Effectiveness and Employee Performance in a Technological Organisation*, Doctoral dissertation, Walden University, 2023.

Flanders, S. S. I. *Exploration of Distributed Leadership* , Doctoral Dissertation, Ghent University, 2024.

Hongo, H. O. *Leadership Styles of University Librarians and Performance of Selected University Libraries in Kenya* (Doctoral Dissertation, Tuk), 2024.

Kereto, S. *Perceptions of University Managers on the Influence of Organisational Structures on Quality of Institutional Management in Public and Private Universities in Kenya* , Doctoral Dissertation, Egerton University, 2021.

Legg, B. *Senior Leaders' Understanding of Emotional Intelligence and the Experience of Applying Emotional Intelligence Competencies in a Corporate Environment in the Sub-Saharan Africa Context*. Doctoral Dissertation, Stellenbosch: Stellenbosch University, 2023.

Lumain, A.M. *The Interplay of Situational Leadership and Followership to the Sorganisational Commitment: Basis for Differentiated Supervision*, Doctoral Dissertation, University of the Immaculate Conception, 2022.

Maina, B. N. *Assessment of the Influence of Organisational Structure on Business Process Innovation of Small and Medium-Sized Supermarkets in Kenya* (Doctoral dissertation, Strathmore University), 2024.

Legg University DO NOT COPY

Maxwell-Wilson, S. *The Lived Experiences of Workplace Bullying in Faith Centered Organisations*, Graduate-level Dissertation Johnson University, 2020.

Musanya, C. *Enhancing Service Quality for Library User Satisfaction at the College of Insurance Nairobi, Kenya* , Doctoral Dissertation, Technical University of Kenya, 2022.

Nakhumicha, T.A. *Access And Utilization Of Information In Digital Resource Platforms For Teaching And Research By Academic Staff In Selected Public Universities, Kenya* , Doctoral Dissertation, Kisii University, 2024.

Njiiri, P. K. *Leadership Styles and Public Participation Effectiveness in the County Governance in Kenya* (Doctoral Dissertation, JKUAT-COHRED), 2024.

Obuh, L. N., & Onuosa, P. C. *Social Awareness and Relationship Management as Emotional Intelligent Variable of Leaders and Effective Administration of Public Universities*, 2025.

Pearson, A.H. *Situational Leadership Theory: Do Followers Have a Preference*, Master's Thesis, Middle Tennessee State University, 2022.

Picchini, G. *On the Origin of Storytelling: Evolutionary Theory and Literature*, Università Ca' Foscari Venezia, Master's Thesis, 2019.

Regueig, S. *Exploring the Effects of Emotional Intelligence and Self-awareness on Teachers' Teaching Styles and Learners' Learning Performance*, Doctoral Dissertation, Université Ibn Khaldoun-Tiaret, 2021.

Robinson, G.F. *An Analysis of Gender Differences in Leadership Style and Their Influence on Organisational Effectiveness in the Us Air Force*, Doctoral Dissertation, Trident University International, 2021.

Robinson, Y. *Analyzing the Impact of Coaching Leadership Style on Employee Engagement*, Keiser University, 2024.

Sabourin, L. *Examining the Perspectives of Campus Recreation Professionals on the Evolution of their Leadership Styles and Strategies*, Doctoral Dissertation, Université d'Ottawa/University of Ottawa, 2022.

Spille, P. & Moise, O. *Dissipating the Digital Fog Around Leadership Styles: A Qualitative Study of how the Characteristics of Leadership Styles have Changed Due to Digitalisation,* Master's Thesis(DiVA University), 2023.

Uprety, U. *Capacity Building Factors Contributing to the Governance of Nepali Civil Society Organisations*, Doctoral Dissertation, Kathmandu University School of Education, 2024.

Wakesa, D.T. Abera, G. & Seid, E. *Emotional Intelligence and Psychological Well-Being as Correlated to Academic Achievementa of Undergraduate Students'at Some Selected University in Ethiopia*, Doctoral Dissertation, Haramaya University, 2024.

Wonnink, N.K. *The Influence of Structural Aspects of a Machine Bureaucracy on Change Readiness of Employees* , Master's Thesis, University of Twente, 2025.

London City University DO NOT COPY

Appendix 1

Lead City University, Ibadan
Faculty of Communication and Information Science
Department of Information Management

Dear Respondent,

Questionnaire on Leadership style, Emotional Intelligence, Organisational Structure and Service Quality in College of Education Libraries in South-west Nigeria.

I am a postgraduate student of the above-named institution and I kindly seek your assistance in completing this questionnaire to enable me complete my study. The purpose of the questionnaire is to collect information on Leadership style, Emotional Intelligence, Organisational Structure and Service Quality in College of Education Libraries within South-west Nigeria, All responses would be treated with utmost Confidentiality and anonymity as the information will be used purely for academic purposes.

Thank you for your cooperation.

Researcher

Section A

Demographic Data of Respondent

Instruction: Please tick (√) when necessary and fill in appropriate sections

1) Name of Institution: _____

2) Gender: Male [ ], Female [ ]

3) Age range (years): (a) 20 – 30 years [ ] (b) 31 – 40 years [ ]

(c) 41 – 50 years [ ] (d) 51 and above [ ]

4) Educational qualification: SSCE [ ] NCE [ ] B.Sc [ ] MSC [ ] Mphli [ ] PhD [ ]

Others [ ]

Lead City University DO NOT COPY

5) Year of Experience: 1-5years [ ] 6- 10years [ ] 11-15years [ ] 16- 20years [ ] 21- above [ ]

Section B: Service Quality

Instruction: Please use the key below to answer this section and tick the options that best describes your librarians.

Research question 1

1. What is the level of service quality among Librarians College of Education libraries in South-west Nigeria?

Affect of service(s)	Very High	High	Low	Very low
I do greet users warmly and make an effort to understand their need				
I have the ability to remain calm and composed when dealing with difficult users				
I remember regular users or tailor services to meet specific needs				
I quickly and timely respond to user inquiries (either in-person, by phone, or online).				
Information control				
I have ability to accurately identify and retrieve relevant information for users				
I ensure that users can easily locate and retrieve needed information.				
Ensuring needed materials are present and up to date				
I offer information literacy instruction**,** helping users become independent researchers				
Library as a place				
Facilities and equipment in our library are well maintained and functional				

Lead city University DO NOT COPY

Our library seat and study space is comfortable				
I contribute to a friendly and inclusive atmosphere				
My attitude and presence help users feel welcome, safe, and respected				

Section C: Leadership Style Employed

2. What is the prevailing leadership style employed by library personnel in Colleges of Education libraries in South-west Nigeria?

Directive leadership style	Strongly Agree	Agree	Disagree	Strongly Disagree
Our libraries head takes charge of all decision-making processes and then delegate tasks to others without much input from your coworkers				
Our libraries head helps to create a stable environment where individuals know what is expected of them and how they should act to achieve the goals set.				
Our libraries head ensure you adhere to strict policies and procedures				
Our libraries head provide directions, supervise your team and check in frequently to verify overall progress.				
Coaching leadership style				
Our libraries head use to motivate employees and achieve success.				
Our libraries head creates an environment where employees feel valued.				
Our libraries head creating an environment				

Lead City University DO NOT COPY

where conversations flow freely and ideas are exchanged without hesitation.				
Our libraries head always looking for ways to help team members learn and thrive, through: Seminars, Workshops, Courses and training, and Additional resources.				
Supportive leadership style				
Our libraries head hear out every team member, ask their opinions, inputs, and ideas, and value their contributions.				
Our libraries head look at what team members need and work with them to find a solution.				
Our libraries head work with the member until he or she is empowered and skilled enough to handle tasks with minimal supervision in the future.				
Our libraries help colleagues overcome the challenges they encounter				
Delegating leadership style impact				
Our libraries head trusted team members are to decide on the best approach and tools to use.				
Our libraries head checks in periodically to ensure the project is on track but does not interfere with the technical decisions made by the team.				
Our libraries head provide the necessary resources and support but do not closely oversee the work.				
Our libraries head embrace new creativity and innovation				

Lead City University DO NOT COPY

Section D: Emotional Intelligence of Librarian

3. What is the level of Emotional intelligence among library personnel in Colleges of Education libraries in South-west Nigeria?

Self-Awareness	Very High	High	Low	Very Low
As an information manager, I understand clearly where I should be taking the library to				
I can voice my feelings regardless of whether they are unpopular				
I often recognize that my feelings and emotions affect others at work				
I perceive myself as a self-confident person				
Self-Management				
I can make compromises as long as it promsotes the overall goals of my library				
I am always sensitive of the moods and feelings of my fellow staff				
I am often willing to tolerate my subordinates (whether they bring frustrations or delays)				
I have a stable temperament				
Social Awareness				
I always treat my fellow staff with dignity and respect				
I often consider the feelings of my fellow staff in the library				
I often work hard to meet the needs of the library users and as well help to achieve the library goals				

Lead City University DO NOT COPY

I can hardly hurt the feelings of my fellow staff in the library				
Relationship Management				
I rapport with a wide circle of people including my fellow library staff				
I am able to network effectively to support the goals of my library				
I can effectively persuade members of library staff to work towards a shared vision and goal				
I have strong expertise in building and leading teams outside the library work force				

Section E: Organisational Structure

4. What is the most prevalent organisational structure within Colleges of Education libraries?

Simple structure	Strongly Agree	Agree	Disagree	Strongly Disagree
Communication flows directly from the library head to lower level library staff.				
There is limited formalization (few written rules or procedures) in our library.				
There are few management layers in my library.				
Library staff has direct access to library head.				
Machine Bureaucracy				
Most strategic decisions are made without consulting lower-level library staff				
Work processes are standardized across				

Lead City University DO NOT COPY

departments in the library				
Library personnel have little input in library changes				
Job training focuses only on one area of expertise.				
Professional Bureaucracy				
There is a clear distinction between technical/administrative roles and professional roles.				
Librarians are trusted to manage their tasks independently.				
Decision-making is largely decentralized to professionals.				
Administrative staff in library mainly provide support services to professionals				
Divisionalised form				
The library is divided into distinct departments or branches with specific functions.				
Strategic decisions are made by central administration, not branch units.				
Departments are held accountable for their individual performance.				
There is a formal mechanism in place to coordinate activities across divisions.				
Adhocracy structure				
Creativity and risk-taking are rewarded in the library's culture.				
The library adapts quickly to changes in technology or user needs				

Lead City University DO NOT COPY

The library encourages innovation and experimentation in service delivery.				
There is minimal reliance on rigid hierarchy or bureaucracy in library operations				

Lead City University DO NOT COPY

Appendix II

Leadership Style, Emotional Intelligence, Organisational Structure and Service Quality among Library Personnel in Colleges of Education, South-west, Nigeria

Interview with Library Users in College of Education Libraries in South-west, Nigeria.

INTERVIEW GUIDE

Section A:

Interview guide on Affect of Service

1. What do you observe about library personnel on their willingness and readiness to help in search for information?
2. Can you describe how library personnel motivate or encourage you in finding or solving problem?

Interview guide on Library as a place

3. Can you describe a memorable or meaningful experience you had in the library?
4. What changes or improvement would you like to see made to the library physical space?

Interview guide on Information Control

5. How do you currently find and access the information you need through the library?
6. Can you describe a time when you had difficulty finding information you needed?

Lead City University DO NOT COPY

Bio-data

Personal Data

1. **Name: -** Rokibat Mayowa, **KARIM-ASIYANBI**.
2. **E-Mail:-** **mayowaasiyanbi@gmail.com**
3. **Phone Number: -** **08065354115**
4. **Place and Date of Birth: -** Oyo west, Oyo State, Nigeria / 30th August, 19
5. **Nationality: -** Nigerian
6. **Name & Address of Next of Kin: - Hameed Karim/** Plot 7/8 Gbekuba Araromi, Apata, Ibadan Oyo State, Nigeria.

Educational Institutions attended with dates

i.	Lead City University, Ibadan, Oyo State	2022 - date
ii.	Lead City University, Ibadan, Oyo State	2018-2020
iii.	Tai Solarin University of Education, Ijebu Ode, Ogun State.	2009-2014
iv.	Sped International Secondary School,Oyo.	2002-2008
v.	AD-DIN International Nursery and Primary School	2001-2002
vi.	Federal college Education (SP) Staff school, Oyo	1996- 2001

Academic Qualifications obtained with dates

PhD (Library and Information Science)	in view
Master of Library and Information Science	2020
Bachelor of Education in Library and information science	2014
National Examination Council (NECO)	2008
West African Examination Council (WAEC)	2008

Work Experience with Dates

Federal College of Education (Special) Oyo, Oyo State 2017-till date

Membership of Professional Bodies/Societies

Librarians" Registration Council of Nigeria (LRCN)

Teachers Registration council of Nigeria

Academic Publications

a) Journal Articles

Kaku, S.I., Bello, A. A. & **Karim-Asiyanbi, R.M.** (2025). Library use as correlate in curbing the spread of fake news on social media among private university students in

Lead City University DO NOT COPY

oyo state, Nigeria. Scholarly Archive, journal of information dissemination and literacy (SAJIDL), 111-125.

Kaku, S. I., **Karim-Asiyanbi, R.M.** Adaramola, T.A. (2024). Atitude and use of smart technology in knowedge sharing among library personnel in academic libraries in Oyo state, Nigeria, *International Journal of Education, Library and Intformation Communication Technology (IJELICT),* 3(1), 78.

Imran, A.A.,**Karim-Asiyanbi, R.M.** & Eyinade, M.T. (2022). Utilization of E-published books by students of Emmanual Alayande College of Education, Oyo: Challenges and way forward, *Contemporary issues in teacher education in Nigeria: A multidisciplinary approach*. 45-54.

Bello, A.A., **Karim-Asiyanbi, R.M.,** Eyinade, T.M. & Kaku, S.I. (2022). Issues and prospects of knowledge management in academic libraries in Nigeria. *Library philosophy in conventional & contemporary era*. 367-376.

Karim-Asiyanbi, R.M. (2022). Readiness and adoption of digital reference services among library personnel in academic libraries in Nigeria. Erudite journal. 4(1), 330-337.

Salvador, M.Y.,**Karim-Asiyanbi, R.M.** & Osadolor,E.O. (2021). Social Media/Networking: Tools for service qualityby Librarians. *International Journal of Academic Library and Information Science*.9(8), 414-420.

Oyewo, R.O., Atoyebi,O.C.& **Karim-Asiyanbi, R.M**. (2020) Merits and drawbacks of incorporation digital literacy into library and information science curriculum design: a review of recent literature. *The Knowledge Resort: A Biennial Journal of School of Education.* 3(1), 84-94.

Oyewo, R.O.,**Karim-Asiyanbi, R.M.(**2020). Library Information Literacy Programmes and library use by the Polytechnic of Ibadan Students. *Middlebelt Journal of Library and Information Science*.18(1).161-181

Agbeniga,K.A., Imran, A.A., Mosebolatan, B.I.,**Karim-Asiyanbi, R.M**.& Eyinade,T.M (2019) Survey of Teachers' perception to Textbook Evaluation, selection, Adoption and use in selected schools in Afijio Local Government Area of Oyo State. *Southwest Journal of Teacher Education*, 10(1) 101-106

Bello,A.A., **Karim-Asiyanbi, R.M.**,& Eyinade, T.M (2019) Information literacy competence and ICT Use as predictors of students' Academic Activities in Federal College of

Lead City University DO NOT COPY

Education(Special),Oyo. *COCLIN Journal Library and Information Science,* 12(1&2)258-272

Oyewo,R.O., **Karim-Asiyanbi, R.M.** & Atoyebi,O.C. (2019). Use of bibliotherapy for aggressive behavior modification among young adults in orphanages in Oyo State, Nigeria. *Sped international journal.*2(1).118-130

b) Publications (accepted but yet to appear)

Conferences/Workshops attended with dates

- **Karim-Asiyanbi, R. M.** (2025). Paradigm Shift of Libraries Setting To 5th Industrial Revolution Technologies in College of Education.A paper presented at Committee of College Librarians in Nigeria (COCLIN) 33rd held at Federal College of Education, Zuba, 5th -9th May 2025
- Bello, A. A., Eyinade, T.M. & **Karim-Asiyanbi, R. M.** (2024). Information literacy competence and ICT use as predictors of student' academic activities in Federal College of Education (Special), Oyo. A paper presented at 12th BIENNIAL National conference held at School of Education, Federal college of Education (special) Oyo state, 27th -31th May 2024.
- Department of Computer Science, School of Secondary Education in Collaboration with Nigeria Computer Society Oyo State Chapter, Theme: Education in Nigeria and the 4th Industrial Revolution: Opportunities, Threats & Way Forward. Held at Multipurpose hall, school of arts & social sciences FCE(Sp.) Oyo 30th May- 2nd June, 2022.
- Digital Bridge Institute, International Centre for Information and Communications Tech. Studies on Advanced Digital Appreciation Programme for Tertiary Institutions Statistical Package for Social Sciences at the Federal College of Education (Special), Oyo. March 14-18, 2022
- **Karim-Asiyanbi, R.M.,** Kaku, I. S. & Adaramola, T.A.(2022). Attitude and use of smart technology in knowledge sharing among library personnel in academic libraries in Oyo State, Nigeria. A paper presented at Committee of College Librarians in Nigeria (COCLIN) 28th Conference & Annual General meeting. Theme: Collaboration amongst information workers and other professionals towards building information infrastructure for sustainable development, held at Federal college of Education, Abeokuta, Ogun state, 30th August -3rd September 2021

Lead City University DO NOT COPY

- Imran,A.A., Abdul-Salam, A.O. & **Karim-Asiyanbi, R.M.,** Assessment of Alternative Instructional Media(AIM) in Academic Libraries to Support Teaching of Language Education in Selected Federal Colleges of Education in South-west, Nigeria. A paper forwarded for presentation at annual conference of Nigerian Library Association(NLA), Rivers state Chapter, Participated in the 2021 NLA Conference on "Envisioning the future of libraries: Building libraries for a new age" held at University of Port Harcourt, Rivers state from 25th -6th November, 2021
- Nigerian Library Association (NLA), Oyo state Chapter, Participated in the NLA Oyo State Chapter Webinar. Theme: New Normal: Hybrid services, Librarians skill readiness and organizational facilities support, September 9 & 10, 2020(**in Attendance**)
- Librarians' Registration council of Nigeria (LRCN), Participated in the 7th Conference of Certified Librarians in Nigeria from 23rd- 27th November, 2020 at the Public Service Institute of Nigeria, Dutse Junction, Kubwa Express-Way Abuja, Nigeria. Theme : Transforming Libraries and Librarianship: A Gateway to Sustainable Development (**in Attendance**)
- Colleges of Education Academic staff union (COEASU), Southwest zone. National Conference: Theme: Restructuring Teacher Education towards Achieving 2030 Education Agenda for sustainable Development in Nigeria, held at Federal College of Education(special), Oyo 6th -10th May,2019 (**in Attendance**)
- Bello, A. A., **Karim-Asiyanbi, R. M.** & Eyinade, T.M. (2019). Information literacy competence and ICT use as predictors of student' academic activities in Federal College of Education (Special), Oyo. A paper presented at Committee of College Librarians in Nigeria (COCLIN) 27th held at Federal college of Education, Okene, Kogi state, 13th - 16th May 2019
- National Library of Nigeria, Sensitization workshop on legal deposit/ISSN & ISBN held at Alumni Association Multipurpose Auditorium, University of Ibadan, Nigeria between 16th -17th April,2019 (**in Attendance**)

Referees

I. Dr. O, O. Ajibare.

Lecturer, Dept. of Information Management

Lead City University, Ibadan

Lead City University DO NOT COPY

08028799267

II. **Mrs. A.O. Imam**

College Librarian

Federal College of Education (Special)

Oyo, Oyo State

Tel: 08034496906

III. **Dr. A.A.Imran**

Librarian
Federal College of Education (Special)
Oyo, Oyo State
Tel: 07039215899

Lead City University DO NOT COPY

The University Compliance Certification

This is to certify that this thesis by Rokibat Mayowa **Karim-Asiyanbi**, with Matriculation Number **LCU/PG/001053** in the Department of Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, Oyo State is in full compliance with the University format and style

Signature _____ Date _____

Lead City University DO NOT COPY

Rokibat_Karim-Asiyanbi LCU Library

Quick Submit

Quick Submit

Lead City University

Document Details

Submission ID
trn:oid:::1:3338677749

Submission Date
Sep 14, 2025, 3:23 PM GMT+1

Download Date
Sep 14, 2025, 4:01 PM GMT+1

File Name
Rokibat_Karim-Asiyanbi_PhD_LIS.docx

File Size
1008.7 KB

231 Pages

55,308 Words

343,711 Characters

20% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text
- Small Matches (less than 10 words)

Match Groups

590 Not Cited or Quoted 20%
Matches with neither in-text citation nor quotation marks

0 Missing Quotations 0%
Matches that are still very similar to source material

0 Missing Citation 0%
Matches that have quotation marks, but no in-text citation

0 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

16% Internet sources

8% Publications

13% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inco
would set it apart from a normal submission. If we notice somet
it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you
focus your attention there for further review.