

**Emotional Intelligence, Information & Communication Technology Skills and
Reference Service Delivery among Library Personnel in Universities, Oyo State
Nigeria**

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of Communication & Information Sciences,
Lead City University, Ibadan,
Oyo State, Nigeria**

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Certification

This is to certify that this thesis was carried out by **Felicia Aderiyike IYANDA** with Matriculation Number **LCU/PG/002742** in the Department of Information Management under my supervision in the Faculty of Communication and Information Sciences, Lead City University, Ibadan, Nigeria and that the work has not been previously submitted.

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Dedication

This thesis is dedicated to God Almighty for His sufficient grace over my life.

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Acknowledgment

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Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.

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Abstract

Reference service has become essential in academic libraries as the information landscape becomes more complex. The study aims to examine the influence of emotional intelligence and ICT skills on reference services delivery in universities in Oyo State. The study adopted a descriptive survey research design. The population for this study consisted of 103 library personnel from ten (10) universities in Oyo State. Total enumeration is adopted in selecting the study sample in view of the manageable number of respondents to be involved in the study. The instrument used in this research is a structured questionnaire adapted from relevant theories and models. Data analysis entails the use of descriptive statistic such as simple frequencies and percentages while the research hypotheses were analysed using inferential statistics. The results show a moderate level of reference services delivery in the universities (Mean = 2.83). The study also found a high level of emotional intelligence (Mean = 3.14) but a moderate level of ICT skills (Mean = 2.87) among the respondents. The test of hypotheses revealed that emotional intelligence (Adj. $R^2 = 0.711$; $p = 0.00$) and ICT skills (Adj $R^2 = 0.165$; $p = 0.00$) significant influence reference services delivery in the universities. The study concluded that effective reference service delivery in academic libraries depends greatly both on emotional intelligence and ICT skills of librarians. It was therefore, recommended that academic libraries in Oyo State should create a supportive work environment that encourages continuous professional development. This includes promoting teamwork and collaboration among library staff to facilitate the sharing of best practices in emotional intelligence and ICT competencies.

Keywords: Academic libraries, Emotional Intelligence, ICT Skills, Reference Services, Library Services

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Chapter One

Introduction

1.1 Background to the Study

Libraries play a crucial role in academic institutions which often prompt people to refer to libraries as the hub around which activities in academic libraries revolve¹. The academic library provides resources, facilities and services that support the tripartite functions of academic institutions, namely, teaching/learning, research, and community services. Consequently, library personnel in academic libraries serve a wide range of users, including students, lecturers, non-teaching staff, and administrators, who have different information needs. Just as the library is fundamental to any and all educational institutions, so too is the reference service division of any type of library. Reference services is one of the key services provided by academic libraries globally. Indeed, one of the library's many vital roles is the provision of requested information to patrons through the use of its collection of reference and information materials. The requested information could be either very detailed or quite broad in scope².

Reference services are an essential part of academic library services that aim to fulfil users' information needs and form the foundation of librarianship which is to facilitate the use of existing knowledge to create new knowledge. Experts submitted that the primary roles of academic libraries are information acquisition, organisation, preservation, and dissemination³. In line with this, reference library personnel provide services such as responding to reference inquiries, educating users, creating reading lists and bibliographies, indexing and abstracting, interlibrary loan, and current awareness⁴. In the

modern era, reference services can further be classified into direct or indirect, physical or virtual. Academic libraries are usually result-oriented which makes them innovative and futuristic in their services. This trait is more pronounced in academic libraries attached to private universities due to the demand to justify every fund allocated to the library⁵.

Academic libraries in private universities therefore strive to meet the information and services needs of different categories of patrons and researchers who often lack extensive library training and experience in information search and retrieval. In response, reference services emerged as a major function of libraries. Reference services are defined as services designed to help readers who are looking for general or specific information to fulfil their information needs⁶. Scholars have categorised reference services into three focus areas namely, information service, library use instruction, and user guidance.

Information services involve locating or assisting users with needed information through services such as selective dissemination of information, current awareness services, newsletter etc. Information services is mainly rendered through the reference desk. Academic libraries typically have a reference desk staffed by library personnel who are available to assist users in person, via phone, email, or chat services. Users can approach the reference desk for immediate assistance with research inquiries, reference consultations, database troubleshooting, and general library-related questions.

The second category of reference services is instruction in library use, which involves teaching users how to locate and use library materials. This is often represented in programmes and activities such as library orientation, 'Use of Library' courses and similar educational programmes offered by the library. In addition to these, reference library personnel also provide research assistance by offering instruction and training on

search strategies, database selection, and information evaluation. They train and assist users in locating scholarly articles, books, data sets, archival materials, and other resources relevant to their research topics, helping them with the skills needed to access reliable and authoritative information sources.

The third dimension of references is patrons' guidance, which involves helping users choose library materials that are suitable for their educational, informational, or recreational needs⁷. Library personnel offer instruction and guidance on how to effectively use library resources and services. This may involve providing individual or group orientations on library facilities, research tools, citation styles, and information literacy skills, empowering users to navigate the library's offerings independently. In addition to this, reference library personnel also help users identify appropriate resources for their research needs. This includes assisting users in formulating research questions, selecting relevant databases and search tools, and executing effective search strategies to locate books, articles, and other information sources.

Library personnel also offer guidance on citation styles, formatting bibliographies, and managing references using citation management tools such as Zotero, EndNote, or Mendeley. They assist users in properly citing sources, understanding copyright and fair use principles, and avoiding plagiarism in their academic work. There are other reference services that fall outside these categories and are regarded as indirect" services offered by reference librarians. These services include the creation and upkeep of reference sources such as bibliographic tools and information source collection, and involvement in cooperative programmes that link library patrons to resources beyond the library's walls⁸. Furthermore, the incursion of technology into libraries has seen the integration of

technology into reference services. This has led to the emergence of digital or virtual reference services which simply means the provision of all three categories of reference services mentioned earlier through the use of digital resources and tools such as video conferencing, SMS, email, chat applications and websites^{9,10}.

In addition to traditional in-person assistance, academic libraries offer virtual reference services through email, chat, and online messaging platforms. Users can seek help remotely from librarians, who provide timely responses, research assistance, and resource recommendations, extending the reach of reference services beyond physical library spaces. This infusion of traditional and digital tools allows reference library personnel to provide patrons with the needed support whether they are in the library or somewhere else.

Reference services are rendered using reference sources which are documents that people look at for specific information that they require. Reference materials are resources set aside, organised and treated in a way that makes them useful for retrieving specific pieces of information rather than for reading them in a linear fashion¹¹. Therefore, publications that give background and factual information about a topic issue are reference sources. Their intended use is at the library, and their intended consultation for specific information needs; not for cover-to-cover reading. Because reference materials are so useful for research and education, having them available at the library would stimulate students' interest in using them.

Reference services in academic libraries play a pivotal role in supporting the research and information needs of students, faculty, and researchers. These services involve providing

assistance, guidance, and access to information resources to help users locate relevant materials, answer research questions, and navigate the library's collections effectively.

The provision of high-quality reference services will undoubtedly encourage research and development for the development of the nation, as reference library personnel play a pivotal role in guiding information seekers to the most recent findings in a particular area of human endeavour¹². Hence, a considerable attention has been directed towards the evaluation of digital reference services in academic libraries in Nigeria and beyond. Library personnel are however aware that certain factors can affect the provision of reference services in academic libraries. Some of these factors include emotional intelligence and Information and Communication Technology (ICT) skills of librarians.

Academic librarians, particularly reference librarians, are expected to be proactive, show initiative while engaging with their role and remain committed to performing at high standards¹³. Reference library personnel are services providers who, in the course of their duties and on a daily basis; provide services to different people from different background, culture, feelings/emotions, skills and characters. Based on this, it is required of library personnel to have knowledge on how to manage emotions and render effective services to the all categories of library users¹⁴. Emotion is the subjective experience associated with personality, mood, temperament and disposition. Human beings can report an extraordinary range of states, which they can feel or experience. Emotion is a state of psychological arousal, an expression or display of distinctive somatic and autonomic responses. In other words, an emotion fundamentally involves “physiological arousals, expressive behaviours, and conscious experience”¹⁵.

An emotion has been defined as “a complex feeling state with psychic, somatic and behavioural components that are related to affect mood”¹⁶. Emotional intelligence is defined as the “ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.” This emphasis suggests that emotional states can be defined by particular constellations of bodily responses. Hence, the ability to recognise and manage one’s emotion is a skill that has to be developed, used and honoured throughout one’s life time¹⁷.

Emotional intelligence is a type of social intelligence, which involves the capacity for recognising one’s own feelings and those of others for motivating and managing emotions well in oneself and in one’s relationships. Thus, emotional intelligence refers to an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures¹⁸. According to experts, emotional intelligence (EI) comprises four dimensions that collectively contribute to an individual's ability to recognize, understand, manage, and use emotions effectively. These dimensions offer a framework for assessing and developing emotional intelligence skills. These dimensions include self-awareness, self-management, social management, and relationship management

Self-awareness involves recognizing and understanding one's own emotions, including their impact on thoughts, behaviour, and interactions with others. Self-aware individuals have a keen understanding of their strengths, weaknesses, values, and emotions. They are able to accurately identify their feelings as they occur and understand the reasons behind them. Self-awareness also involves recognizing how emotions influence decision-making

and personal relationships. Library personnel who are self-aware recognize their own emotions and understand how those emotions may affect their interactions with library users. They are mindful of their strengths, weaknesses, and biases, allowing them to provide assistance in a manner that is authentic and empathetic. Self-aware library personnel are able to manage their emotions effectively, remaining calm and composed even in challenging situations. Self-awareness ensures effective self-management

Self-management refers to the ability to regulate and manage one's own emotions, impulses, and behaviors in various situations. This dimension involves exercising self-control, resilience, and adaptability in the face of challenges or stressful circumstances. Self-managed individuals are capable of effectively managing stress, delaying gratification, and maintaining a positive outlook even in difficult situations. For librarians, self-management is crucial when providing reference services, especially during busy or stressful periods. Library personnel with strong self-management skills are able to regulate their emotions, maintain focus, and prioritize tasks effectively¹⁹. They demonstrate resilience in the face of difficulties and remain adaptable to changing circumstances, ensuring that they can provide consistent and reliable support to library users under any condition. They demonstrate flexibility and the ability to respond to setbacks constructively, rather than being overwhelmed by emotions or impulse.

Self-management must be complimented with social awareness which encompasses the ability to perceive, understand, and empathize with the emotions and perspectives of others. People with high social awareness possess empathy, compassion, and sensitivity to the feelings and needs of others. Social awareness enables library personnel to understand the emotions and needs of library users, allowing them to tailor their

assistance accordingly. Library personnel with high social awareness are attentive to nonverbal cues, such as body language and tone of voice, which can provide valuable insights into library patrons' emotional state. By demonstrating empathy and sensitivity, library personnel can create a supportive environment where library patrons feel comfortable seeking assistance. Library personnel with this trait are skilled at accurately interpreting nonverbal cues, such as facial expressions and body language, and understanding the dynamics of social interactions. Socially aware individuals demonstrate a genuine interest in others, actively listen to their concerns, and show empathy and understanding, fostering positive relationships and effective communication which are essential in reference services¹⁹.

Social awareness is also linked to the fourth dimension of emotional intelligence which is relationship management. This aspect involves effectively navigating and managing interpersonal relationships, including communication, conflict resolution, and collaboration. This dimension encompasses skills such as communication, teamwork, influence, and conflict resolution. Library personnel with this trait listen actively to user inquiries, demonstrate patience and understanding, and strive to address user needs in a respectful and courteous manner. They also demonstrate strong interpersonal skills, such as active listening, assertiveness, and diplomacy, fostering trust, cooperation, and mutual respect in their relationships. Effective reference service provision relies on strong relationship management skills, as library personnel interact with a diverse range of library users on a daily basis. Library personnel who excel in relationship management are able to build rapport, establish trust, and communicate effectively with users from various backgrounds¹⁸.

In today's era of technical and organizational advancements, numerous scholars have highlighted the importance of having emotionally aware library personnel in the library system. Several authors argue that library personnel require emotional intelligence (EI) in order to effectively carry out their information services responsibilities. When providing reference services, a wide range of emotions can arise, varying from highly positive to extremely negative. The librarian must possess the capacity to see and comprehend the emotional consequences of change in themselves and others. According to scholars, the uses and benefits of EI are extensive in terms of enhancing productivity in library work and improving the quality of reference services delivery. However, there is insufficient research on this concept specifically in the context of Nigerian academic library professionals¹⁹.

While emotional intelligence has been considered as a factor in reference services delivery, other factors such as ICT skills of library personnel cannot be overlooked. The aforementioned services have been transformed by the structure, approach, and provision in the modern world, brought about by the progress of ICT and the development of electronic resources and computer-assisted library management. The rapid shift from a traditional library management system to an electronic library management system has brought about significant transformations in the structure and practices of the library profession²⁰.

Technology use in reference services is now mandatory for academic libraries due to the proliferation of digital resources. As a result, the ability to apply ICT skills is necessary because they are a requirement for delivering good services in today's society. ICT skills refer to the technological and computer abilities and knowledge that library personnel

need in order to effectively provide library services such as reference services in the era of digital innovations²¹. Scholars have defined ICT capabilities of library staff as the essential skills and knowledge required by those working in a library to effectively utilize electronic formats for information search, retrieval, and delivery. It showcases the expertise, abilities, background, and qualities required to perform a specific task with efficiency²². The fundamental computer skills needed by library personnel include proficiency in search engines, internet services, e-mail, internet navigation tools, web browsers, database software, media literacy, and ICT literacy²³.

ICT skills encompass a broad spectrum of competencies that are crucial in navigating today's digital landscape. One key aspect of ICT skills lies in hardware proficiency. Understanding hardware components, such as CPUs, RAM, and peripherals like keyboards and printers, is fundamental. Moreover, the ability to assemble and disassemble computer hardware safely and correctly is essential, particularly in troubleshooting and upgrading systems. Hardware skills extend to peripheral management, where users must configure and troubleshoot devices like printers and scanners. These skills enable librarians to harness the full potential of computing devices for various tasks, from basic office work to complex data analysis and multimedia production²⁴.

On the other hand, software skills constitute another significant component of ICT proficiency. Proficiency in operating systems, such as Windows, macOS, or Linux, is foundational. Additionally, familiarity with productivity software like Microsoft Office and Google Workspace is essential for tasks such as document creation, spreadsheet management, and presentation development. Specialized software skills are also crucial,

as they enable individuals to leverage industry-specific tools for tasks ranging from graphic design to engineering simulations. Furthermore, understanding the process of software installation, updates, and troubleshooting ensures smooth and efficient operation of software applications, contributing to productivity and efficiency in library service delivery²⁵.

Internet skills play a pivotal role in today's interconnected world, facilitating access to vast repositories of information and enabling seamless communication and collaboration. Proficiency in web browsing allows individuals to navigate online resources effectively and discern credible information from unreliable sources. Moreover, adeptness in search skills enables efficient information retrieval, critical for research and decision-making processes. Communication tools, such as email clients and video conferencing software, facilitate seamless interaction and collaboration with peers, colleagues, and clients across geographical boundaries. Understanding online security principles and practicing digital citizenship are imperative in safeguarding personal information and promoting ethical online behavior²⁶.

In essence, a combination of factors go into the delivery of effective reference services, especially in academic libraries. When these factors are missing, it could result in poor services which would not meet the expectations of users. Indeed, the current level of reference services in Nigerian academic libraries could not be compared to what is obtainable in developed countries. This has necessitated the evaluation of librarian-related factors such as emotional intelligence and library personnel ICT skills in order to

understand how they determine the type of reference services delivered in Nigerian academic libraries.

1.2 Statement of the Problem

Reference services is one of the main services that can be used to promote user involvement, promote library services, and enhance the profile of the academic library. However, reference services in Nigerian academic libraries currently can be regarded at the best quality. The role of reference library personnel as mediators between information and users is considered to be very crucial and it requires certain skills and abilities from information service professionals so that reference services can be presented effectively and efficiently. Libraries without effective reference services may experience poor patronage and ineffective use of their collection.

Despite the benefits of reference services, there are reports of poor quality of reference services provision in Nigerian private universities. This has led to various studies on the combination of factors that may affect reference services provisions²⁷. Majority of studies on reference service provision have focused on public universities while others have focused on other factors such as institutional support, infrastructural facilities and librarians' attitude among others. In view of this, the study examines the influence of emotional intelligence and ICT skills on reference services delivery in universities in Oyo State.

1.3 Aim and Objectives of the Study

The study aims to examine the influence of emotional intelligence and ICT skills on reference services delivery in universities in Oyo State. The specific objectives of the study are as follows;

- i. to identify the level of reference services delivery by library personnel in universities in Oyo State
- ii. to assess the level of emotional intelligence among library personnel in universities in Oyo State;
- iii. to identify the level of ICT skills among library personnel in universities in Oyo State;
- iv. to ascertain the influence of emotional intelligence on reference services delivery by library personnel in universities in Oyo State
- v. to determine the influence of librarians' ICT skills on reference services delivery by library personnel in universities in Oyo State
- vi. to ascertain the combined influence of emotional intelligence and librarians' ICT skills on reference services delivery by library personnel in universities in Oyo State

1.4 Research Question

The study sought to answer the following research question;

1. What is the level of reference services delivery by library personnel in universities in Oyo State
2. What is the level of emotional intelligence among library personnel in universities in Oyo State?
3. What is the level of ICT skills among library personnel in universities in Oyo State

1.5 Hypotheses

The following hypotheses were tested at 0.05 level of significant

- H₀₁ There will be no significant influence of emotional intelligence on reference services delivery by library personnel in universities in Oyo State
- H₀₂ There will be no significant influence of librarians' ICT skills on reference services delivery by library personnel in universities in Oyo State
- H₀₃ There will be no significant combined influence of emotional intelligence and librarians' ICT skills on reference services delivery by library personnel in universities in Oyo State

1.6 Significance of the Study

The study has the potential to benefit various stakeholders such as librarians, university administrators, library users, the academic community, and professional associations and also contributes to the overall effectiveness and quality of academic library services in the region.

The primary beneficiaries of the study are library personnel working in private universities in Oyo State. By participating in the study and gaining insights into their emotional intelligence levels, ICT skills proficiency, and reference service delivery practices, library personnel can identify areas for improvement and professional development. The findings of the study can inform training programmes and initiatives aimed at enhancing librarians' competencies, ultimately improving the quality of reference services they provide to users.

University administrators, including library directors and academic deans, stand to benefit from the study's findings. Understanding the emotional intelligence and ICT skills

of library personnel can help administrators make informed decisions regarding recruitment, training, and professional development initiatives within the library department. Moreover, insights into reference service delivery practices can inform strategic planning and resource allocation to enhance library services and support academic goals.

Students, faculty, and researchers in private universities in Oyo State are indirect beneficiaries of the study. Improved emotional intelligence and ICT skills among library personnel can translate into enhanced interactions and support for library users. Library personnel who are adept at understanding users' needs and utilizing technology effectively can provide more personalized assistance and guidance in accessing information resources, thereby contributing to users' academic success and research endeavours.

The broader academic community, including scholars, researchers, and practitioners in library and information science, can benefit from the study's findings. The research outcomes can contribute to the body of knowledge on the intersection of emotional intelligence, ICT skills, and reference service delivery in academic libraries. Researchers and educators can use the insights from the study to design further research projects, develop curriculum materials, and tailor training programs aimed at enhancing librarians' competencies in these areas.

Professional associations and organizations in the library and information science field can leverage the findings of the study to advocate for professional development opportunities and resources for librarians. They can use the research outcomes to design workshops, seminars, and conferences focused on enhancing emotional intelligence, ICT

skills, and reference service delivery practices among library professionals in Oyo State and beyond.

1.7 Scope of the Study

The scope of the study cut across subject, population and geographical scopes. The subject scope is represented by the study variables. The independent variable is reference service delivery which is measured by information services, library instruction, and users' guidance. The first independent variable is emotional intelligence which is measured by metrics such as self-awareness, self-management, social management, and relationship management. The second independent variable is ICT skills which is measured by hardware skills, software skills, and internet skills. The population of the study will include professional library personnel in the private universities while the geographical scope is Oyo State. This means that the study will cover private universities in Oyo state

1.8 Limitations of the Study

The study was limited to private Universities in Oyo State. However, some of the libraries have less than five staff which often means that library units such as reference services unit are often subsumed under reader services. This often means that more staff are involved in references in these libraries than others where the reference unit is separate

1.9 Operational Definition of Terms

Reference Services: These encompass the assistance provided by library personnel to users in locating information resources, answering queries, and offering guidance on research methodologies.

Information Services: refer to the range of activities provided by librarians in Oyo State private universities to facilitate access to and retrieval of information resources for users. This includes assisting users in locating relevant materials, answering reference inquiries, providing research assistance, and facilitating access to digital and print resources available in the library's collection.

Library Instruction: involves the delivery of educational sessions or workshops aimed at enhancing users' information literacy skills and competencies by library personnel in Oyo State private universities. These sessions are designed to empower users with the knowledge and skills necessary to conduct research and academic work independently.

User Guidance: User guidance encompasses the provision of personalized assistance and support to library users in navigating library resources, services, and facilities by library personnel in Oyo State private universities.

ICT Skills: These denote proficiencies in Information and Communication Technology, including hardware, software, and internet-related competencies. Library personnel with robust ICT skills can navigate digital resources, troubleshoot technical issues, and utilize technology to enhance library services.

Hardware Skills: These entail knowledge and abilities of library personnel in private universities in Oyo State related to physical computing devices and peripherals.

Software Skills: These encompass competencies of library personnel in private universities in Oyo State in utilizing software applications for various tasks.

Internet Skills: These refer to the ability of library personnel in private universities in Oyo State to effectively navigate the internet, utilize search engines, evaluate online resources, and engage in online communication.

Emotional Intelligence: This encompasses the ability of library personnel in private universities in Oyo State to recognize, understand, and manage one's own emotions as well as those of others. Library personnel with high emotional intelligence can navigate interpersonal relationships effectively, communicate empathetically, and adapt to various social contexts.

Self-awareness: This dimension of emotional intelligence involves recognizing and understanding one's own emotions, strengths, weaknesses, and values. Library personnel who possess self-awareness can reflect on their actions and interactions, leading to more effective decision-making and self-improvement.

Self-management: This involves regulating one's emotions, impulses, and behaviours effectively. Library personnel with strong self-management skills can remain calm under pressure, manage stress constructively, and maintain a positive outlook, enhancing their ability to perform their duties effectively.

Social Awareness: This entails understanding and managing the emotions and interactions of others. Library personnel adept in social management can empathize with users' needs, communicate effectively, and build rapport, fostering positive relationships and collaboration.

Relationship Management: This involves building and maintaining healthy relationships with others. Library personnel proficient in relationship management can

establish trust, resolve conflicts, and collaborate effectively with colleagues, users, and stakeholders, contributing to a positive work environment and successful library services.

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Chapter Two

Literature Review

The chapter review scholarly materials on emotional intelligence, personality traits and service quality by library personnel and presented various authors argument, critics, statement, view, concept and empirical review on both the independent and dependent variables of the study. The chapter is presented in the following sub-headings:

2.1 Conceptual Review

2.1.1 Overview of Reference Services

2.1.2 Concept of Emotional Intelligence

2.1.3 Concept of ICT Skills

2.2 Theoretical Framework

2.2.1 The Kano Model of Service Delivery

2.2.2 Goleman Emotional Intelligence Model

2.2.3 ICT Skills Model

2.3 Review of Empirical Studies

2.3.1 Emotional Intelligence and Reference Services Delivery

2.3.2 Librarians' ICT skills and Reference Services Delivery

2.4 Conceptual Model

2.5 Summary of Gaps in Literature Reviewed

Endnotes

2.1 Conceptual Review

2.1.1 Overview of Reference Services

Academic libraries pride themselves on the provision of information resources and services. In the traditional sense, libraries are rated by the size of their collection; the larger, the better. This is essential for academic libraries catering to the needs of information from diverse knowledge areas transversing arts, humanities, science and technology. However, the emphasis, more than ever before, is on the services rendered by the libraries that makes academic life easier for academic library patrons. One of the most enduring services rendered by library personnel is reference service. The service is so unanimous with libraries that it is often considered as a matter of fact that all libraries render them. However, reference services have been evolving over the years and library personnel have to understand what it entails in order to deliver the most comprehensive, effective and relevant service to their clientele.

Various definitions have been coined to show the evolution of reference services and indicate that it has been an integral part of librarianship and library services for centuries. The conceptualisations reveal the 'humble' origins of reference services and highlight how far this aspect of library services have evolved over the years. According to one of such definitions, reference services involve personal assistance to library users in finding needed information. This includes direct assistance, such as answering specific questions or providing guidance on the use of library resources, as well as indirect assistance, such as creating guides and tutorials to aid users in their research¹. This definition is also reflected in the one provided by another scholar who also submitted that reference services are personal assistance eagerly given to library users in pursuit of information by

a librarian or information services provider². These definitions capture the essence of reference services but not its true dimensions.

The definitions are consistent in referring to reference as 'personal services' meaning that it started as one-on-one service in which a library patron speaks directly with a librarian in order to solve problems requiring the use of library and its resources. The personal nature of reference services is seen in the reference desk which is designed to promote consultation. However, available evidence suggested that reference services have grown in scope. Reference services in academic libraries encompass a range of activities aimed at assisting users in finding information, conducting research, and utilizing library resources³.

Reference services in academic libraries now encompass a range of activities designed to assist patrons in finding, evaluating, and using information resources effectively. These services aim to support the research, learning, and teaching needs of students, faculty, and staff. Modern reference services now encompass in-person assistance in which professional library personnel provide guidance at a physical reference desk or through scheduled appointments. It also includes virtual assistance in which academic libraries offer reference services via email, chat, video calls, and screen-sharing platforms. Reference services are personal assistance eagerly given to library users in pursuit of information by a librarian or information services provider⁴.

Reference services are as old as librarianship itself and it was usually delivered manually. The library's reference section headed by a reference librarian is an important section that houses and takes care of important information resources that cannot be given to users on loan. The services rendered to users include information services, bibliographic

verification and documentation services, inter-library loan and document delivery services, user education, and selective dissemination of information (SDI) among others⁵.

Information services can also be called referral service. This is the process of identifying resources and agencies with special services or information needed by library users or information seekers, and the ability of the libraries, from time to time, to refer these users to these agencies or organizations for the purpose of satisfying their information need. Libraries from time to time receive a good number of reference and information enquiries whose range is usually very long i.e. from general to specific. Majority of reference and information queries by users received at the reference desk can be answered through ready reference tools such as dictionaries, directories, encyclopaedias, handbooks and manuals, atlases and gazetteers, indexes and bibliographies etc. In organizing reference services, bibliography and documentation services should also be made available¹³.

Bibliographic verification is the use of bibliographic tools for purpose of verifying the correctness and completeness of the used information. These verifications provide information about publications, and to achieve this reference librarian consults and searches both manual and electronic versions of standard bibliographic works. Some bibliographic tools may include abstracts and indexes, gazettes, encyclopaedias, almanacs, catalogues, bibliographies etc. while documentation services may include monthly list of additions, reading lists, documentation list, subject bibliographies etc. on the topics of seminars, conferences, research projects etc; and documentation list of contents.

Inter-library loan and document delivery services are important services due to the rising document prices and budgetary constraints on libraries, which makes them unable to purchase more and new documents. This service is closely related to the bibliographic

verification and documentation service. A library that does not have certain required documents among its collection may borrow, through the inter-library loan, from other libraries in the neighbourhood and supply or make available to the users at the earliest and required time. In other words, no single library or information centre can boast of having in its collection all the resources that can be demanded of them. As a result, library personnel appreciate the need to seek for co-operation from other libraries or information centers in order to provide services to their clientele. After the library has identified its area(s) of need it places a request after a verification done manually in many libraries both within and outside Nigeria. The borrowing and lending process can also take place in the internet for both requesting for and the delivery of inter-library loan materials. In the inter-library loan and document delivery services, periodical articles can be transmitted instantly. The library can also enjoy the services of inter-library loan in order to enrich the collection and provide improved and qualitative services to users⁶.

Current Awareness Services (CAS) are provided for researchers to acquaint them with recent publications that might help them in their research work. The reference librarian's duty is to make its users aware of latest information relating to their work field. Current Awareness Services (CAS) can be re-packaged to suit the information needs of the users/clientele. Its services can be introduced in the routing of periodicals, abstracting or indexing of documents, circulation of accession lists of newly acquired documents, library bulletin containing all types of useful information etc¹³.

User education is another form of reference services mostly offered by academic libraries. The basic objective of this service is to infuse information seeking habit among the users, especially students, so they can independently search the information sources in the

library. User education in the modern day has also expanded to cover information literacy training in view of modern advances in the information environment. The training now encompasses how to search various databases, citation styles, evaluating information, ethical use of information, dissemination of scholarly outputs. In the age of social media and cyber threats, information literacy programmes have also been expanded to include detecting fake news and netiquette among others⁷.

While user education is mostly focused on students, Selective Dissemination of Information (SDI) services are mainly for lecturers, researchers and professionals within the community served by the library. This is another form of reference service provided in the library. In some cases, it can be referred to as Current Awareness Services (CAS). It is user packaged reference service that keeps users abreast of latest information. Many libraries use computerize service methods for disseminating the selective information for the users so as to keep them well informed. SDI alerts a user that a document or material of his interest has been received in the library or information centre.

The manner in which reference services in academic libraries are rendered has changed as a result of technological advancements. In addition, the format and sources of information libraries employ to provide reference service have also been transformed. The majority of library materials and services are now accessible online¹¹. As a result, library patrons are no longer restricted to using the library itself to access our materials. Many libraries and library cooperatives are introducing virtual reference services to better serve clients who remotely access the library services and collections from their computers.

Due to advancements in technology, library patrons can now send in reference questions from anywhere in the globe, at any hour. The demand for easy access to reference materials is met by virtual reference. Historically, reference service has been offered in a library at a single institution. To better serve their patrons, both in and out of the library, and even those who are not part of the library's traditional user base, libraries have developed virtual (or "digital") reference services (VRS) as a result of the proliferation of Internet use.

Available literature indicates that library personnel have always been early adopters of innovative tools. In order to better serve their remote patrons, reference library personnel have increasingly turned to state-of-the-art hardware, software, and services. When a new piece of technology or piece of software becomes widely used and accessible, library personnel jump on it immediately^{8, 9}. Academic libraries established free phone and fax lines for reference questions in the 1970s and 1980s; in the 1990s, the number of reference questions submitted to American libraries via email exploded. Library personnel have been providing online access to reference materials since 1987. Many libraries began using synchronous video chat services in the late 1990s and early 2000s, and by 1999, popular chat software like Library Systems & Services (now Tutor.com), LivePerson, and QuestionPoint had emerged with useful new capabilities including co-browsing and usage tracking. During this time, the use of chat reference grew, and library consortia collaborated to make virtual reference available for longer periods of time. This is, however limited to developed countries¹¹.

The Florida Distance Learning Reference and Referral Centre, for instance, has been providing live chat reference services since 1999. In the late 1990s, library personnel

started using instant messaging applications like AOL Instant Messenger (AIM) and Yahoo Messenger to provide reference service to patrons. Although it lacked sophisticated capabilities, instant messenger was widely adopted by university library personnel because of its low price and intuitive interface. The usage of several IM account logins by library personnel was a hassle as they tried to contact patrons on their preferred IM service. Aggregator services like Meebo, Trillian, and Pidgin arose as a result. Meebo also had a chat widget that was convenient because it allowed users to communicate without having to sign up for or use any particular IM service. When Meebo's chat service was discontinued in 2012, it was widely used by libraries, prompting library personnel to look for alternatives¹⁰.

Virtual reference, as defined by the Reference and Users Services Association (RUSA), is any reference service provided via electronic means (computers, Internet, etc.) such as chat, videoconferencing, cobrowsing, IM, VOIP, or email. Synchronous real-time communication is used by the vast majority of VRS. Telephone, fax, and postal reference services are not examples of virtual reference. "reference service initiated electronically, often in real-time, where patrons employ computers or other Internet technology to communicate with reference staff, without physically being present," is how the concept of "Virtual Reference" has been described⁹. In addition to "virtual reference," there are many more names for this type of service in the lexicon "digital reference," "e-reference," "electronic reference," "remote reference," "Internet information services," "live reference," and so on. These services are carried out via mediums, platforms, means otherwise known as virtual referencing tools¹⁰.

A scholar asserted that the importance of providing library services in a digital setting grew during the Covid-19 epidemic. Virtual reference services have been provided by academic libraries for many years. Live chat, email, and text reference are all common services provided by academic libraries. Virtual reference inquiries can be answered by librarians, employees, or even librarians, and the services can be accessed in a number of different ways. It may be challenging for staff and library personnel to adapt to the virtual environment if they have spent their entire careers fielding questions at a physical reference desk¹¹. It may be difficult to detect if a transaction was successful in a virtual setting where traditional indicators are absent. When a customer walks out in person, they usually have good cause to leave. There are several reasons why a patron might end a chat session, including as technological difficulties, and the librarian might not be aware of any of them. However, to the librarian technological inventions properly harnessed has turned out to be a means to an end for the library, library personnel and the library clientele.

Virtual reference is reference service initiated electronically, often in real-time, where patrons employ computers or other Internet technology to communicate with reference staff, without being physically present. Communication channels used frequently in virtual reference include chat, videoconferencing, Voice over IP (VoIP), co-browsing, e-mail, and instant messaging. Reference services requested and provided over the Internet, usually via e-mail, instant messaging ("chat"), or Web-based submission forms, usually answered by library personnel in the reference department of a library, sometimes by the participants in a collaborative reference system serving more than one institution.

Synonymous with chat reference, e-reference, online reference, real-time reference, and virtual reference¹².

In other words what is done manually as regards reference services has been taken over and carried out online. The library now needs to reach the user virtually and remotely in the comfort of their room to render appropriate services even sometimes without physical contact. In the digital world, all types of libraries have been developing a wide variety of digital services to meet the needs of patrons from diverse backgrounds. More and more library services have been developed not requiring patrons physically present at a library facility. In a typical library, there is a set of digital services that have been used to support the teaching, learning and research needs of students and some other categories of users. Some of the digital services do not need the library staff's intervention while some do¹³.

A cataclysmic factor that really left academics and libraries with no other option than to embrace virtual references is the outbreak of the coronavirus. During Covid-19 onslaught libraries who have not engaged in virtual services were forced to start. This is known as extrinsic motivation triggered by forces that necessitated the library to start using technology as a tool that it is to render quality services even without the user coming to the library. For example, a study was conducted in Pakistan, on university libraries response to COVID-19 pandemic, from the interview, the study discussed that like other academic libraries, when it comes to Pakistan's academic libraries, university libraries are by far the most advanced. The academic semester was well underway when COVID-19 struck the country, forcing the closure of all schools. Universities' responses varied, however, from outright shutdowns to the introduction of online alternatives. Most schools implemented online education, and libraries were called upon to support faculty and

students. While some universities did cancel classes, others kept their libraries open so that students and faculty could still access the resources they needed to complete their work. Since prior to the epidemic only a small number of colleges offered online education, and most teaching was done in person, the library's position in online education was novel.

Ultimately, this pandemic presents challenges and opportunities for university libraries to reimagine their function, services, and reach to better serve the community's information requirements. Until recently, university libraries in developing countries of the world did not give web and social media applications for online library services the attention they deserved. Most library services relied on in-person contact and material objects. The provision of information services has never made excessive use of social media technologies and applications¹⁴. University libraries had to reallocate staff, update their websites, and try new things in order to fulfill the needs of their patrons during the COVID-19 pandemic. Libraries shifted their methods of operation, updated and improved their websites, reallocated their resources on their online portals, included open access (OA) materials, incorporated pop-up contact details on their websites, provided services via email and instant messaging apps like WhatsApp, and more. It was the consensus of the interviewers that libraries should provide "one-stop access to all resources" to facilitate information seeking and discovery. However, better technological infrastructure and system support are needed to realize the idea of a library where all materials are accessible from a single location.

It was found in a study that during the pandemic, almost all libraries went through a mix of total closure, partial closure, and limited access to their physical resources and services.

Few university libraries granted restricted access to their materials and services, mostly to faculty members who lived on campus. The judgments made by the university administration have any impact on the policies of university libraries. Libraries adopted institutional policies, but they did not yet have explicit policies of their own. It reveals a sporadic pattern mostly driven by the pandemic and emergency responses implemented by these libraries. 'Working from home' became the new standard for library personnel employed by Pakistani universities. Adapting to new routines and working methods is ultimately difficult. Staff at libraries who worked from home faced certain difficulties since, as some respondents stated, they provided uninterrupted services, which put stress on them¹⁵.

These practices demand that staff engagements be reviewed and that roles and responsibilities be redistributed in order to protect the staff members' mental, social, and physical health. Additionally, it demands spending on personnel training, infrastructure improvement, and technology provision. According to interview responses, users of university web portals did not frequently use them throughout the pandemic. Similar comments were made against social media platforms like Facebook, Twitter, etc. This may be due to low internet penetration and sluggish internet connectivity in rural regions. However, it turned out that WhatsApp, phone calls, and emails were the best ways to connect with, engage, and communicate with users. Staff meetings were also held using Zoom and Google Meet¹⁶.

The low use of digital reference platforms during a critical period such as the pandemic indicates the need for rethinking the library and information services with the use of such instruments that may have a wider audience and more significant influence. Additionally,

it underlines the necessity of high-speed internet connectivity in rural areas in addition to big cities and towns. Therefore, poor internet access and speed, especially in small towns and villages, may be a significant barrier to expanded usage of university or library portals and online library services.

On the need to engage in virtual or digital reference services, a scholar found that academic libraries play an important role in supporting e-learning in higher education institutions by providing electronic information resources, which are key in research, learning and teaching. Moreover, libraries provide a one-stop shop for accessing electronic resources through the digital library. Furthermore, patrons have benefitted by accessing and using digital library services during the COVID-19 lockdown period. Scholars also opined that libraries should ensure that they are prepared to always offer their services despite the closure of physical building¹⁷. The pandemic played a great role in library acceptance of virtual services especially in the developing countries of the world.

However, it is very clear to the library professionals and library profession that numerous tools have been developed to aid library patrons in obtaining reference information. Letter writing in the nineteenth century gave way to telephone inquiries, which gave way to e-mail inquiries, which gave way to instant messaging. Reference inquiries have recently been answered in libraries through the use of chat forms, instant messaging, and virtual environments. Virtual reference services (VRS) are a term that has emerged to describe these offerings¹⁸. Despite the lack of a universally accepted definition, "the use of information technologies to facilitate remote communication between users and library personnel or experts to satisfy any information request" is a typical definition of virtual reference services (VRS). VRS modes can be broken down into asynchronous (or delayed)

forms (like email) and synchronous (or real-time) forms (like IM). Communicating in real time via chat, video, and Voice over IP (VoIP)¹⁹.

Virtual reference services conversations may be synchronous or asynchronous. A user can submit a query at any time, from any location, using an asynchronous service like email or a web form quiz, and the librarian can respond when they have time and have thought through the answer. In contrast, synchronous services facilitate the user's interaction with a reference librarian in real time. Although the term "virtual reference service" (VRS) has been used to describe both asynchronous and synchronous Internet-based communication services, it is more usually used to describe the former. Users don't even need to be in the library itself to have a live chat with a librarian. In addition, co-browsing and "escorting" (when the librarian guides the patron through the web, such as when they are learning to use the online catalog) are possible with certain Virtual reference services (VRS)²⁰.

Virtual reference services are a type of library service that allows users to ask reference questions and receive assistance from library personnel through online or digital channels, such as email, chat, or video conferencing. Some of the tools used for virtual reference services include chat software, email reference services where users can send their questions and receive answers via email, and video conferencing software like Zoom or Skype to provide face-to-face assistance to users remotely. Virtual reference is a reference service initiated electronically, often in real-time, where patrons employ computers or other Internet technology to communicate with reference staff without being physically present²¹. Reference service is rendered by mechanisms otherwise known as tools. However, it is very clear that technology in all its forms and formats to the library personnel are just a means to an end, they assist the well-grounded librarian in offering

services efficiently and effectively. Therefore, to the library personnel every means of reaching the library users and satisfying their information needs without a physical contact could be regarded as virtual reference tool. Virtual reference service is divided majorly into duo of synchronous and Asynchronous.

In an asynchronous reference transaction, a client poses a query and receives a response at a later time. It entails asking a question of a trained information specialist but not counting on an instantaneous answer. A researcher observes that there is a lag in this transaction between the question and the response. The listed channels are all viable options for delivering asynchronous virtual reference services (VRS).

Users have the option of utilizing the library's provided email address on the website, which will launch the appropriate email client software, or of using their own email client software to submit questions to the library. Due to its widespread adoption and lack of system requirements, e-mail has quickly become the de facto standard for electronic communication. A scholar points out that using email for references service is simple, inexpensive, and widely available. The reference librarian has the option of using email to transmit data files to the end users. E-mail reference also has the added benefit of allowing questions and their responses to be saved in a database for later use. argue that improved responses can be obtained by e-mail reference since staff members have more time to think through their responses. There are three main drawbacks to using email as a reference (1) it is more challenging to conduct the reference interview; (2) it takes longer to receive a response; and (3) non-verbal communication is lost.

Another form of asynchronous reference service is web form. With web forms, users can fill out a web form on the library's homepage or reference page and submit it for

processing. The reference librarian typically responds to user inquiries via electronic mail, telephone, facsimile, or regular mail. Some fields on online forms are required in order for users to submit their responses. These fields can ask for the user's name or email address, for example. Users are also prompted to give supplementary, voluntary data via web forms in order to better understand their information requirements. Information needs can be better identified by reference staff thanks to web forms that allow users to offer more specific information. Users might be helped in the question-asking process by means of online forms due to the fact that they offer a structured format.

Another virtual reference tool is chatterbots software used to generate chatbots that examine user queries for keywords, then respond with information based on matching keywords and replies from a database. In this VRS variant, rather than interacting with a human reference librarian, users pose questions to and receive answers from an interactive database containing extensive previously compiled data. Chatterbots are graphical representations of full-text search engines that give the impression of online chat through the use of photos (so-called avatars). Inputting the user's question into the appropriate fields yields an instantaneous response. Chatterbots are essentially FAQs that replicate a discussion using artificial characters to answer specific topics. Chatterbots are closer to synchronous VRS tools than others

Synchronous reference service is a reference transaction that takes place at exactly the same moment between the information professional and information user. It entails instantaneous interaction between both participants. In this reference transaction, the user and librarian work together in real time to provide a prompt response to the user's inquiry. Live reference, or real-time reference, is another name for this concept. Types of

synchronous services includes webchat, instant messaging, video conferencing, social media tools among others.

Web chat is an online chatting tool which facilitates immediate, textual communication between information users and reference librarian. The librarian and the user are both accessible online and able to communicate with one another in real time. A separate window displays on the computer screen for entering and sending written communications. The chat was deemed useful for the reference service since it allowed users to engage with the reference librarian in real time despite their geographical location. It "has potential as an intermediate step between electronic mail reference and real time audio and video conferencing," they write. In order to contact the reference librarian, the user must follow the instructions provided on the library's website. Online reference checking is made easier using chat reference.

After the user's reference has been processed, they can be sent a copy of the entire conversation. A second copy of the text can be kept in an archive database for statistical data pertaining to the reference procedure (e.g., conversation length, discussion subjects, user locations, etc.). However, there are a few drawbacks to using chat references. Some inquiries or users may find the process of typing messages to be cumbersome or unnatural. The chat-referenced transaction likewise lacks any examples of non-verbal communication. Before web chat there was instant messaging in which library personnel used simple tools such as SMS to communicate with users.

These days, a lot of people use a chat service called instant messaging (IM). IM has been widely adopted by libraries for VRS purposes. Due to its widespread adoption, IM is a valuable resource for DRS. Through the use of specialized text-based software, IM

facilitates online communication between the user and the librarian. In order to complete the IM transaction, you'll need to use a split web screen. Reference library personnel utilize one screen to search the web or other electronic sources for requested information while users submit inquiries and view the librarian's response on the other. Instant messaging (IM) allows for the transfer of files, and some IM programs even include VoIP calling options.

Using specialized digital reference software like QuestionPoint (QuestionPoint, 2013) or VRLplus, you may combine IM/chat with advanced functionality like co-browsing and page pushing. The librarian can "push" a static web page (essentially a screen capture of the user's browser) from the library's browser to the user's browser. When a librarian and a user cobrowse, they both take part in the search at the same time. Library personnel and patrons alike can manage their access to the internet and electronic resources. Librarian actions in the co-browse window are visible to the user, and user actions are also visible to the librarian. The co-browsing capability of an IM/chat reference software has excellent potential as a tool for educating librarians about the importance of information literacy.

Voice over Internet Protocol (VoIP) allows for the transmission of both voice calls and data using the same Internet protocol. For users to be able to hear and be heard by one another, microphones and speakers must be set up on both computers. It is widely used these days as a means of communication.

Webcam or video conferencing is an improvement over the VoIP. It has the advantage of incorporating a visual component which helps in avoiding the misunderstandings common to voice only applications. Referencing transactions can be conducted verbally

or in writing via videoconferencing. A video chat window opens on the screen, allowing the librarian and the user to interact in real time. Additionally, it enables the rerouting of web or electronic content to another window. Distance learning, study, and research are all aided by videoconferencing. Aside the asynchronous and synchronous means is the collaborative mode of virtual referencing services. Collaborative Digital Reference Service (CDRS)' which involves collaboration between two or more libraries to offer DRS using any of the above asynchronous and synchronous tools.

Technology experts, library personnel and academic institutions have developed several software tailored towards effective virtual reference services. Some of these software include AllExperts, Ask a Question, Ask ERIC, Ask Me, Britannica, Inforocket, Library U and Questionpoints among others. All of these were designed to eliminate the inherent deficiencies in generic communication tools such as Zoom, SMS, Social Networks and the likes³⁰. It must be pointed out that these technologies enjoy varying level of success and some endured while others were soon abandoned. In addition the focus of each of the technology differ from the other.

For instance, AllExperts (<http://www.allexperts.com>) is free web-based reference service where answers are provided with the help of subject experts like lawyers, doctors, engineers and scientists. This means that the service uses human libraries to help solve complex problems. Consequently, this tool is useful strictly for researchers or people seeking factual and expert information. On the other hand, Ask a Question (<http://talonline.ca/askaquestion>), a service is hosted by Alberta Library, Canada is a cooperative venture of school libraries. It is developed to help school children and answer educational and other related questions³⁰.

Furthermore, Ask ERIC (<http://askeric.org>) also provides educational resources for tertiary institution students and academics. It is one of the most visible Ask A Service on internet for academic circles. Another tools designed to serve academics is Library U (www.libraryu.org). It provides free web-based training for professional libraries, supported cooperatively by the Illinois's state library. Ask Me (www.askme.com) is a more generic tool designed to the general public. It is a free service where a user simply asks a question and get answers. Similarly, Britannica (www.britannica.com), is a free information service on the web that allows the user to search and retrieve information from Encyclopedia Britannica and other web resources. It is also for general users. Inforocket (<http://www.inforocket.com>) is a fee-based reference service where the user can ask questions which will be answered by the experts²².

In modern libraries, online research assistance is a vital component. The homepage of most libraries will prominently feature a link to it. The primary goal of library service content is to direct customers to library services, such as free trials of subscribed databases. Numerous service delivery formats exist, such as email interface or web forms, frequently asked questions (FAQ), and bulletin board systems (BBS). Some libraries set up a form that users may use to ask questions online and offer a real-time virtual reference service. Successful examples include the National Science Library's scientific reference service desk and the virtual reference desk at Shanghai Jiaotong University. Well-known libraries have begun sharing resources and working together. By combining subject-specific local resources with state-of-the-art IT, the Digital Library Reference Service Center of the Sun Yat-sen Library in Guangdong Province and the Collaborative Online Reference Service (CORS) platform of the Shanghai Central Library Reference

service experts from China's Science Digital Library's 37 member units offer online reference assistance to library patrons.²³

Blogs, wikis, and other forms of Web 2.0-based service delivery improve digital reference's previously static service paradigm. The service procedure is now much more interactive thanks to the users' input. When accessing a digital reference system, a user is automatically logged into a personalized platform where they can browse under a username to retrieve frequently asked questions, visit information communities, and interact with reference staff, registered users, visitors, and so on. Each time a user logs in, their data will be analyzed and integrated, and then stored in the system's user information database²⁴.

When combined with in-person assistance, the virtual reference service is invaluable. Both aim to provide answers to people's questions and address their concerns, but they use different approaches to accomplish these ends. Unlike the traditional reference system, which placed a premium on the librarian's upbeat demeanor and eagerness to help the patron with any question, the virtual service, in which the patron is not physically present but instead communicates with library personnel through email or a chat service, will place less weight on these factors. Since e-mail and web-based forms are the two most convenient options for a virtual reference service, they are being adopted by all academic libraries. Users prefer e-mail since they can do it from the convenience of their own homes, rather than needing to travel to the library to submit their questions²⁵. Users can always utilize e-mail to reach a librarian and ask any question, even if the library hasn't set up a formal virtual reference desk. Similarly, web-based forms are a more complex method than e-mail, but they give the library an opportunity to passively initiate the

reference interview with the user. These forms typically have blank boxes or areas for users to fill up and are connected to the library's frequently asked questions database. The reference service is the intended recipient of the forms; library personnel there will be responsible for responding to and addressing all issues and concerns raised²⁶.

University libraries' online reference services also make use of chat and IM. While not as common as e-mail and web-based forms, synchronous instant messaging systems are increasingly being used by many libraries to answer to users' requests for information in real time. Both programs perform the same functions, albeit with different underlying technology. Although in libraries with well-developed virtual reference units, this service is available during the same hours as the library, a schedule is typically established by the directors of information services that use these tools as a means of engaging with their users. The usage of specialized software such as X-Chat, ChatZilla, mIRC, AOL Instant Messenger, or Meebo is required to facilitate communication between the librarian and user²⁷.

These tools to some authors are called communication channels. A scholar asserts that the communication channels used frequently in virtual reference include chat, videoconferencing, voice-over IP, co-browsing, e-mail, and instant messaging. This means that libraries other than using a specialized or artificial intelligence assisted inventions like chatZill, X-chat and so on, can use social media platforms like Whasapp, facebook, twitter handles and so on to render services that are formally rendered manually. As long as it is rendered remotely, every means through which is rendered is referred to as the librarian as virtual reference tools. To buttress further, IP phones and SMS (Short Message Service) are still not widely used in operational settings.

In most circumstances, users are expected to pay for the short messages they get. For example, the Fairfield University Library has had a new mobile messaging facility available for sending in any inquiry to a librarian²⁸. Summarily put, Libraries can provide instantaneous help to patrons via chat software. LibAnswers, Springshare, and QuestionPoint are just a few examples of popular chat programs. Through the use of email, libraries can provide reference services in which patrons can submit inquiries and receive responses. However, library personnel also have access to two more channels for responding to patron inquiries. Skype and Google Talk are two free applications that enable Internet-based telephone calls. Libraries can also employ video conferencing tools like Zoom or Skype to provide in-person help to patrons from afar.

Social media tools have also been found useful in virtual reference services. Twitter, Facebook, and Instagram are just a few examples of social media platforms that libraries might employ to provide virtual reference services to their patrons. Library patrons can find self-help materials and answers to frequently asked questions by creating a FAQ database containing frequently asked questions. Libraries can utilize knowledge base software to build a database of information that patrons can search at any time.

Academic libraries in industrialized countries are rapidly adopting and utilizing IM virtual reference services²⁹. While most libraries in developing nations lack access to real-time VRS, academic institutions in developed nations do. For instance, just four (4) libraries out of the 382 universities studied in Indonesia employ chat technology for VRS, and only one (1) library uses WhatsApp, according to an evaluation of VRS and information services at university libraries. Both of these amounts are equivalent to 1.05 percent³⁰. Similarly, research into 79 university libraries in the West African sub-region

found that not a single one of them used cutting-edge technologies like live chat or text messages to deliver virtual reference services (VRS)³¹.

This could be the why it is so helpful that there are so many IM technology tools available, because university libraries in underdeveloped countries may use them to offer virtual reference services. Cost, usability, privacy, platforms, Web browser integration, file transfers, document sharing, policy, training, and spam protection are just a few of the many variables that should be carefully considered before integrating instant messaging (IM) into a library's virtual reference system (VRS).

Social Media Technologies being virtually the most popular tool for virtual reference which that library personnel has come terms with. A researcher It is impossible to deny the impact that social media has had on the information landscape. claim that social media has risen to prominence in the information hierarchy³². Therefore, it is no longer reasonable for social media to be viewed as foreign by information professionals and academic libraries³³. For this reason, the daily use of social media is becoming increasingly crucial in academic libraries all over the world. Promoting library events, including library services, library guides, and exhibition, and communicating with the community across distances are just a few of the benefits of implementing and using social media in academic libraries' services^{34, 35}.

There has been a tremendous amount of research done over the years on the topic of how academic libraries around the world are incorporating and using social media. For instance, one researcher has studied the prevalence of social media and web 2.0 technologies in university libraries in the Flemish region of Belgium and in South Africa. According to the results of the survey, all three of the Flemish academic libraries were

using social media. There are three universities in South Africa; two of them have adopted at least two forms of social media, while the third has not³⁶. This study investigates the use of social networking sites by patrons of a subset of Botswana's academic libraries. Some authors have noticed that some of the chosen universities are using social media to communicate and collaborate with their patrons by employing self-administered questionnaires and organized face-to-face interviews³⁷.

The existence of social media in virtual reference services has not been given serious study, despite the growing body of literature on the topic. Multiple researches have defended the importance of integrating social media into the VRS. Information professionals, according to HILWIKI International, should be able to use social media to provide users with reference and instructional services in libraries, as well as to solve information problems. It was also suggested that academic libraries take advantage of the two-way communication offered by platforms like Facebook and Twitter if they wish to keep up with the changing needs of their patrons. Thus, academic libraries would be able to reach out to countless individuals and deliver VRS to them if they integrated social media profiles like Facebook and Twitter into their website. Visitors can use their own mobile devices, laptops, or the library's public computers to access the library's resources.

Many individuals in the developing world rely on social media for communication because of the ease with which these apps can be downloaded and used. That means they can be used by universities to supply VRS immediately. Internet connection is made more affordable through projects like Facebook Express Wi-Fi, which academic libraries in developing countries can leverage by partnering with cell operators. It is also possible to

use Facebook's Free Basics model for the VRS, which provides free access to fundamental online services.

For library effectiveness, two international standard body for librarianship came up with laws, standards and principles that should guide and guard virtual and digital reference services. The International Federation of Library Associations (IFLA) and the Reference and User Services Association (RUSA) have collaborated to establish comprehensive guidelines for creating and maintaining digital reference services. These guidelines encompass various aspects of digital reference services, including staffing and training considerations. Within the guidelines provided by both IFLA and RUSA, there is a specific section dedicated to staffing and training. This section emphasizes the importance of training for library staff to acquire and maintain effective online behaviors. It suggests that initial and ongoing training programs should be implemented to support staff members in developing these essential skills³⁷. Additionally, the guidelines emphasize the significance of designating specific staff members responsible for ensuring the maintenance of reference standards. This ensures that there is a dedicated individual or team overseeing the quality and consistency of digital reference services.

Recognizing the dynamic nature of digital reference services, the guidelines recommend that libraries allocate time and resources for training and continuing education for staff members. This commitment to professional development is crucial to ensure that library staff are equipped with the knowledge and skills necessary to deliver effective and up-to-date digital reference services. In terms of evaluation, the guidelines emphasize that the assessment of digital reference services should be an integral part of a library's overall evaluation process for reference services. Libraries are encouraged to conduct user

surveys, gathering feedback from both patrons and staff members. By monitoring concerns, problems, and questions raised by both parties, libraries can identify areas for improvement³⁸.

Moreover, the evaluation process should incorporate statistical analysis of the collected data, alongside the valuable input from library personnel and patrons. The results of the evaluation should inform decision-making and be utilized to enhance the digital reference services. This may involve adjustments to staffing, additional training initiatives, and any other improvements deemed necessary based on the evaluation findings. Overall, the IFLA and RUSA guidelines for implementing and maintaining digital reference services underscore the significance of staffing and training in ensuring the provision of high-quality online reference services. These guidelines promote the continual improvement of reference services through ongoing training, dedicated staff roles, and regular evaluation processes. By adhering to these standards, libraries can enhance their digital reference services to better meet the needs of their patrons in the digital age³⁹. However, reference service delivery is focused on the users which makes it important that libraries listen to the voice of the users in determining the effectiveness of reference service being delivered.

The purpose of reference service as a unit in a library is to maximize the utilization of information resources in the library and meet the information needs of all categories of library patrons. Service delivery in the context of reference services can therefore be judged on general criteria being used to judge other services worldwide⁴⁰. Within the library profession, reference services delivery is rated based on various criteria. For instance, scholars often categorised reference services into minimal, middling, and

maximum level services to library clientele. This however refers to the extent to which a librarian would go in helping library patrons find the needed information or resource⁴¹.

Categorising reference services into minimum to maximum level of service may be misleading as it is a factor of several variables. A reference query may require only minimum or reference intervention while some accomplished library patrons may also require minimum level of services simply because of their familiarity with the library. The question therefore is of whether the service provided is to the satisfaction of library patrons.

From another perspective, researchers also identified three level of services that user might likely receive from reference unit. These levels are, conservative, moderate, and liberal level. Conservative approach to reference services involves simply pointing to where the library needed information resources may be found. Moderate level reference services take it further by instructing the library patron on how to locate, retrieve and use the found information resources to achieve specific purposes. The highest level is the liberal reference service which involves the provision of required information resources or even helping the patron to get the needed. As in minimum to maximum reference services, the level of services enjoyed by library patrons depends on factors such as available resources; personality of the librarian and the need of the library patron. As the reference unit is the main unit in the library that establishes direct personal contact between the resources and user in search of answer to immediate questions, the level of service delivery is important⁴².

The extent of utilization of library and its resources depends on the relevance, comprehensiveness and, scope of reference services in the library. Library personnel are

well familiar with the fact that a service is a good as its rating by library patrons. In line with this, service delivery in reference services can be evaluated based on the availability of certain qualities or attributes which can be categorised into basic requirements, performance requirement, and excitement requirement. Basic service requirement in reference services include information resources, the presence of professional library personnel and, in the modern era, relevant technologies.

Reference library personnel help users make the best use of available resources meaning that the resources must be available in the first place. In addition, there should be provision of computer and internet services and, a periodic formal interaction with the users. Availability of reference resources such as computer, internet, sound and film projectors, CDROM, microfilm and, photocopying machines have to be made available only if users' satisfaction could be achieved. In places where this is not the case, the service delivery would be rated as poor.

In addition to facilities and resources, it is also important that the reference sources are rich and relevant to the need of the patrons. In order to achieve this, academic library personnel should consider teachers' recommended titles for those needed by students for special objectives and reference purpose. Poor quality of resources has negative effects on reference service to users and most Academic libraries within this region have limited access to modern Information and Communication Technology Facilities and this makes it difficult for teachers and students to keep abreast with current developments in their academic lines.

The existing interest of the reference library personnel is important in relation to the quality of service their libraries render to the users. Personal attention is at the very heart

of the reference desk, and the goal of the information literacy is to create confidence in information consumers. It is equally important to adequately stock library with relevant resources and all possible means through which access to library resources will be guaranteed. Technological developments have affected not only the formats and sources of the information, but has also affected how and where to provide library services. Libraries and their resources have partially moved to the virtual world of the Internet. As a result, library users can access the resources from outside the physical library⁴³.

However, scholars contend that, when it comes to reference services delivery, the personnel is the key. Library personnel rendering references services constitute the basic requirements, determines the performance and can bring or remove excitement from reference services. To improve service delivery to library customers, library personnel should provide timely information services in the form of print and non-print items to their users⁴⁴. As a result, service delivery inside the academic library ensures that all services in the library's life-cycle activities are available to its users.

Reference service delivery refers to providing support to a user who is seeking various types of information within a specific library. A scholar provided a definition of library services as encompassing all actions carried out by a library with the purpose of facilitating access to the library and its contents⁴⁵. In line with this, service delivery hinges upon the willingness and readiness of the librarian to be proactive, utilising both internal and external resources, to effectively address users' inquiries and fulfil their comprehensive information requirements⁴⁶. The services provided in university libraries include user education services, inter-library loan services, abstracting services,

cataloguing services, reprographic services, bibliographic services, circulation services, reference services, and information services.

Libraries must clearly explain their services so that users know what to anticipate and what not to expect when they visit the library. The attitude of the library personnel speaks volumes about the value placed on service delivery at the library. Staff attitude refers to how library professionals respond to user needs. The library staff's attitude towards its users in pursuit of information resources to meet their information needs encourages them to patronise the library based on previous interactions with the library personnel . However, literature has demonstrated insufficient delivery of excellent service to patrons in Nigerian university libraries⁴⁷.

Despite the indifferent behaviour of many library staff members that negatively impact service delivery in Nigerian university libraries, it is worth noting that the positive attitude of other staff members has significantly contributed to the provision of high-quality services. This is achieved by providing information resources to enhance the quality of teaching, learning, and research, while aligning with institutional objectives⁴⁸. However, it seems that the library personnel who are considered as the most important element of service delivery could also be the weakest link. This is because effective management of available resources and facilities by dedicated, competent and passionate librarian is important to reference services delivery.

Consequently, the librarian of the 21st century must possess proficient abilities that will improve the delivery of efficient library services in order to fulfil the evolving information requirements of clients. Library services in the 21st century mostly rely on Information and Communication Technology. The library, like all other areas of the

economy, has been positively influenced and enhanced by the impact of Information and Communication Technology. In their study, scholars stated that academic library personnel provide various services to their users, including but not limited to circulation services, serial services, electronic library services, Online Public Access Catalogue (OPAC) services, and social media services. However, it is essential to provide training and ongoing education for library personnel due to perceived skill gaps⁴⁹.

According to scholars, library personnel require training and retraining in several areas, including the acquisition of solid interpersonal skills, ICT abilities, and information literacy skills⁵⁰. Similarly, another scholar identified the essential areas in which library personnel need to be trained, including a fundamental understanding of computers and their capabilities, proficiency with search engines, familiarity with internet facilities, email usage, internet navigator tools, web browsers, and web file formats, knowledge of database software, and expertise in internet development and management⁵¹.

Library personnel also need to acquire various soft skills, such as communication and collaboration, creativity and innovation, critical thinking and problem solving, media literacy, ICT literacy, flexibility, and adaptability⁵². The impact and advantages of training library personnel in academic libraries to enhance their service delivery cannot be underestimated or overstated, particularly in this era of advanced technology. Librarians' roles have shifted from being solely reliant on traditional sources of information to incorporating technology as a primary source. Additionally, there is a plethora of self-improvement training resources available online, requiring minimal training personnel involvement.

2.1.2. Emotional Intelligence

The term emotional intelligence, first coined by John Mayer of Yale University, Connecticut, emphasises the ability to control one's own feelings and emotions, accept the feelings, emotions and views of others, and control social relationships and actions⁵³.

Daniel Goleman introduced the concept of emotional intelligence to scientific communities in 1994 and revised it in 2004. He states there are four categories of emotional intelligence: self-awareness, self-management, social awareness and relationship management. The concept of emotional intelligence in recent years, has aroused lively interest in both the scientific and the general public. Some scientists and researchers in the general scientific field of Psychology, and in particular Organizational Psychology, believe that this concept can provide a satisfactory explanation as to what is responsible for the low performance of individuals, whether it is school performance or professional one, especially when their cognitive abilities are satisfactory⁵⁴.

A review of the literature on emotional intelligence gives a clear idea of the significant differences between men and women in aspects related to the emotional world. Basically, male and females naturally differ on the basis of their physiological and biological characteristics. They also differ in various psychological attributes. Regarding emotional differences, these are considered as something natural, hereditary and innate, while in fact they are the result of gender roles, which have been assimilated from pre-school age. Emotions omnipresence in human life have encouraged scientists across various disciplines to investigate their influence on performance and well-being⁵⁵.

Historically, the concept of emotional intelligence has been grounded within the two major perspectives of ability and trait. According to these two approaches, the main characteristics of emotional intelligence are that individuals differ in terms of identifying, expressing, understanding, regulating, and using one's and others' emotions⁵⁶. This study focuses on trait- emotional intelligence, which is a constellation of emotional self-perceptions situated at the lower levels of personality hierarchies. Trait emotional intelligence has been shown to have strong links with behavioural components and biological markers such as cortisol secretion and heart rate variability⁵⁷.

Explanation of meaning of emotional intelligence will help shower more light on the understanding of the psychological concept. Emotional Intelligence can be defined as "A set of abilities and skills that a person must acquire gradually and hierarchically to find emotional self-fulfilment. It is the response to emotional stimuli, the recognition - expression of emotions, the full awareness and management of our own emotions but also the emotions of others, the social skills for better intrapersonal, interpersonal and working relationships, the empathy and compassion, the accurate discrimination of emotions with the ultimate aim of the emotional development of our potential, self - actualization, transcendence and finally the unity of emotions because humans are part of a united world"⁵⁸. Emotional intelligence refers broadly to skills and/or abilities that enable awareness of the emotional states of oneself and others and the capacity to regulate or use emotions to positively affect role performance⁵⁹.

In 1920, Thorndike introduced the concept of emotional intelligence as a type of social intelligence. Subsequently, Salovey and Mayer coined the term emotional intelligence in their article "*EI*," published in the journal of "Imagination, Cognition and Personality".

Five years later, Goleman introduced Emotional Quotient (EQ), which further extended the concept the concept into numerous disciplines and various occupations, including sales, hospitality, banking, education and information services.

Emotional intelligence as “the ability to identifying and understanding the emotions in oneself and others”⁶⁰ while emotional intelligence as “an array of non-cognitive ability, efficiencies, and skills that affect one’s ability to be successful in facing environmental claims and stress”⁶¹. On the other hand, emotional intelligence as “the ability to recognize our own feelings and others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship”⁶². is emotional intelligence or emotional intelligence includes: the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions [and] the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of these emotions, and manage them⁶³.

Emotional Intelligence was made popular as earlier stated by Goleman in 1996 in his book *Emotional Intelligence: Why It Can Matter More Than IQ* “emotional intelligence has attracted the attention of the public because it suggests that emotions convey sensible meaning, which requires understanding”⁶⁴. The concept has been argued and discussed at length by psychologists and it appears to have key applicability in the management area in debates over differences between management and leadership and whether the difference between a manager and a leader can be attributed to an understanding of emotional intelligence. If emotions convey information, then dismissing such information is done at the organization’s risk. Emotional intelligence: includes a degree of awareness of how affective states infuse our memories, thoughts, judgements, and interpersonal

behaviour. Affect is thus likely to influence many relationship behaviours, group behaviours, organizational decisions, consumer preferences, and health related behaviours, and emotional intelligence necessarily involves knowing when and how these effects occur.⁶⁵

Emotional intelligence is also a creation of the affective realm but operates more on an interactive interpersonal level. In library and information management a greater understanding of the affective realm and concepts such as personal constructs, memory representations and emotional intelligence would seem to have relevance. A greater understanding of these concepts would especially appear to have application in the following areas: N information professional and user interaction; information professional to information professional interaction; and interpersonal relations in the workplace⁶⁶.

The affective factors influencing the “information environment” outlined above, perception of the environment, affective responses to queries, prior experience with resources and information providers and expectations of communication flow, can also be thought of more generally as image constructions. Images or perceptions are created of environments and people and prior experiences and expectations of communication flow are image constructions placed on prior events. Images are personal or individual creations that are socially influenced by the environment around us⁶⁷.

emotional intelligence as the ability to perceive and express emotional intelligence (the ability to perceive emotions, use emotions, understand emotions, and regulate emotions; emotions, use emotions, understand emotions, and regulate emotions⁶⁸. Although people

differ in their emotional intelligence, there is evidence that people can enhance their emotional intelligence through training and related interventions.

The first dimension of emotional intelligence, the perceiving and expressing emotions dimension, describes how quickly and effectively people can express and recognize emotions. People high in this dimension can recognize the emotions that others' experience, can detect authenticity in others' emotions, can appraise their own emotions, and can clearly express their emotions to others⁶⁹.

The second dimension of emotional intelligence, the using emotions dimension, describes how effectively people can use their emotions to enhance their cognition. People high on this dimension understand the effect of their emotions on their cognitive processes. They also understand how to use their emotions to enhance their cognitions and to make better decisions⁷⁰.

The third dimension of emotional intelligence, the understanding emotions dimension, describes how effectively people can reason about various aspects of emotions. People high on this dimension recognize the relationship between linguistics and emotions and the relationship between particular events and the emotions that these elicit. They also recognize how basic emotions combine to form more complex emotions⁷¹.

The fourth dimension of emotional intelligence, the regulating emotions dimension, describes how effectively people can influence the intensity or duration of their own emotions and the emotions of others. People high on this dimension can discern whether their emotions are optimal in a specific situation and can effectively modify their

emotions accordingly. They can also select regulation strategies and effectively implement these strategies⁷².

Emotional intelligence is a multifaceted concept. It has occupied and continues to occupy researchers to this day. One of the main reasons that makes it so interesting is the fact that it affects almost every human activity. Emotional intelligence is inextricably linked to the recognition and expression of both the emotions of the person and the people around and with the regulation of emotions, so that the person can adapt to various situations, but also with the use of emotions to resolve problems. It is also linked to the working environment and more specifically to work success, for which self-awareness, self-management, cognitive awareness and social relationship management play an important role. Emotional intelligence promotes well-being and help people make the most of their positive emotions⁷³.

Emotional perception refers to the ability to identify one's own emotions as well as those of others. This is done by paying attention to the sensations and states of one's body and interpreting facial and body signals and the tone of voice of others. The second skill, emotional assimilation or facilitation, relates to the ability to take emotions into account when making decisions, as emotional states will influence how we manage our problems and information processing. Thirdly, understanding of emotions involves the ability to know and break down the different emotions and feelings, as well as the knowledge of their causes and the transition from one emotional state to another. Finally, emotion regulation is the most complex skill and refers to the ability to reflect on feelings and thus be able to regulate both one's own feelings and those of others, carrying out different strategies and seeking personal growth⁷⁴.

Emotional intelligence is defined as “...the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth”. A substantial body of literature has related higher emotional intelligence levels with numerous psychosocial benefits, such as greater life satisfaction and well-being, better physical and psychological health, higher professional and academic performance, and lower levels of aggressiveness⁷⁵

Constructs or indices or measures of emotional intelligence were also reviewed to clear confusion in the concept of emotional intelligence. An important point to note when addressing emotional intelligence is that this has been considered in various forms over the years. We can understand emotional intelligence from three different approaches as a function of its conceptualization and the measurement instruments used: the self-reported ability model, the performance-based ability model, and the mixed model. Both ability models understand emotional intelligence as a mental ability comprising a set of emotional abilities related to the emotional intelligence conceptualization proposed by Mayer & Salovey⁷⁶.

The self-reported ability model uses self-report questionnaires to measure EI, while the performance-based ability model uses objective performance measures where there are right and wrong answers. The mixed model understands EI as a broader concept, in which aspects such as personality, motivation, and affect are also part of the construct and are assessed by self-report measures. While all three models are used indistinctly in the emotional intelligence literature, the ability models have received greater empirical

support⁷⁷. Ability models are exclusively based on emotional processing abilities, while mixed models blend these abilities with other behavioural variables and personality traits that do not focus on emotional reasoning. This lack of agreement regarding the conceptualization of emotional intelligence could at least partially explain the mixed findings observed in the literature studying the relationship between emotional intelligence and risk behaviour⁷⁸.

The *Trait Meta-Mood Scale* (TMMS) is an instrument extensively employed to assess emotional intelligence in the adult population. In the present study we used its Spanish adaptation. This scale measures participants' self-perceived level of emotional intelligence through 24 items divided into three subscales: emotional Attention (e.g., "I think about my mood constantly"), emotional Clarity (e.g., "I almost always know exactly how I am feeling") and emotional Repair (e.g., "Although I am sometimes sad, I have a mostly optimistic outlook"). Participants are asked to indicate the degree of agreement or disagreement with each item on a 5-point Likert scale with response options from "1. Totally disagree" to "5. Totally agree". In our sample the internal consistency was good: Attention, $\alpha = .92$ Clarity, $\alpha = .91$, and Repair, $\alpha = .87$ ⁷⁹.

All emotions have a regulatory function and act as an advantage for the person experiencing them. There are two major theoretical approaches to EI: the mixed model and the ability model⁸⁰. The mixed model defines emotional intelligence as a set of abilities and personality characteristics that allow a person to interact successfully with the environment as well as to maintain their well-being. These models primarily use self-report tests for the assessment of emotional intelligence. On the other hand, the ability model defines emotional intelligence as an ability to identify one's and others' emotions,

using them to direct one's thoughts and behaviours. These authors' process model conceptualizes emotional intelligence based on four skills: perception of emotions, use of emotions to support thinking (called assimilation or facilitation), understanding of emotions, and finally regulation of emotions. These four skills are interdependent, occurring at both intrapersonal and interpersonal levels, and can be assessed using self-report and ability tests⁸¹.

The instruments used for the assessment of EI in the studies reviewed, all of which were self-report measures, are detailed below. The TMMS-24, the Bar-On Inventory, and the Adolescent SUEIT were used in eight of the twelve studies. Among the instruments were those corresponding to the ability model, such as the TMMS-24, the SUEIT or the EIS, and instruments corresponding to the mixed model, such as the Bar-On Inventory, the CTI, or the SEC. We decided to include studies using these instruments despite belonging to different models of emotional intelligence because the scales contained in the mixed model measure characteristics comparable to the skills measured in the questionnaires belonging to the ability model: emotional coping, which can be understood as emotion regulation, and self-awareness, understood as intrapersonal emotional perception or emotion regulation.

The instruments are described as follows: - Trait Emotional Meta-Mood Scale (TMMS-24)⁸². This measure is composed of three subscales: Emotional Attention, Emotional Clarity, and Emotional Repair. This instrument is based on the emotional intelligence ability model. - Bar-On Emotional Quotient Inventory-Youth Version⁸³. The subscales of this inventory measure the social, emotional, and personality dimensions of emotional intelligence. It belongs to the mixed model of emotional intelligence - Adolescent

Swinburne University Emotional Intelligence Test (Adolescent SUEIT;⁸⁴). This instrument is composed of the following subscales: Emotion Understanding, Emotion Recognition and Expression, Emotion Regulation, and Emotion Awareness. It is based on the emotional intelligence ability model.

Emotional Intelligence Scale (EIS;)⁸⁵. This scale is composed of three subscales: Perception of Own Emotions, Perception of Others' Emotions, and Emotional Regulation and Use. It measures emotional intelligence from the perspective of the ability model. - Constructive Thinking Inventory (CTI;)⁸⁶.

This instrument assesses constructive thinking and emotional intelligence. It is hierarchically organized and provides information at three levels of generality. The most general level consists of a global scale called Global Constructive Thinking (GCT). The next level of generality consists of six main scales measuring the basic forms of constructive thinking, which in turn contain 15 subscales. This instrument measures emotional intelligence from the mixed model approach. - Social and Emotional Competencies Questionnaire (SEC-Q;)⁸⁷. This instrument is composed of four subscales: Self-Awareness, Self-Motivation and Regulation, Social Awareness, and Prosocial Behaviour. It is based on the mixed model of emotional intelligence.

There are numerous emotional intelligence models developed by different authors and with different specifications or dimensions, which are pertinent to all kinds of disciplines such as hospitality, banking, military, salespersons, students and many more. However, none of the available model or scales have been empirically tested in the context of librarians. According to Zeidner, Matthews & Roberts, in order to meet organizational requirements, construction of emotional intelligence instruments must identify precisely

the specific contexts, needs, and purposes for which that EI test is being developed. Different jobs call for varying levels of social and emotional involvement and activity. Thus, a systematic emotional task analysis needs to be done in order to match the different facets of emotional intelligence

Self-Awareness is a construct of emotional intelligence. Images of the library and librarian were created by many experiences and acted as motivators/demotivators influencing information-seeking behaviour. There was no one image identified of libraries or librarians. Images were often based on prior experiences and perceptions of resources availability and accessibility, which were particularly found to be important in image construction and the resultant motivators/ demotivators to using library services.

The vast majority of academics held positive images about the role of the librarian and library. There was no suggestion of the librarian as a “stern woman with a bun” a stereotype often portrayed in the literature. Importantly, participants identified a number of roles, summarised below. This is important because these roles encompass functions the librarian is generally thought to perform or which academics would like to see performed. They could be used as motivators relating to library use: librarian as keeper of the collection; N librarian as creator of independent user; librarian as “knowledge navigator”; librarian as information technician; librarian as document deliverer; librarian as educator of academics; librarian as educator of students; librarian as interactive partner; librarian as information provider.

There was far from universal acceptance among participants about the degree of importance that they would ascribe to each role. There were also varying degrees of success attributed to the librarian’s ability to perform each role. Some roles attracted

positive and negative feelings, as well as a diversity of views as to what should be the role as compared to what it was. It was a positive sign that participants identified key roles for library personnel in this technological age. It concluded that whether or not a librarian is asked for assistance is based upon factors such as “the inquirer’s image of the personnel , their effectiveness, and his previous experience with this or any other library or librarian”⁸⁸.

2.1.3 Concept of ICT Skills

ICT skills refer to the ability to use digital technology, ICTs, and networks to access, organise, and share information in a knowledge society. In today's digital era, ICT skills are essential for almost every profession. These skills encompass a range of abilities related to the use of digital technology to communicate, manage information, and solve problems. The importance of ICT skills in the workplace cannot be overstated. They are essential for enhancing efficiency and productivity, as they enable employees to perform tasks more efficiently and accurately, leading to better use of time and resources.

ICT skills are vital for communication and collaboration, allowing team members to effectively interact and work together, regardless of their physical location. This capability is especially crucial in remote or hybrid work environments, where digital tools facilitate seamless interaction and coordination. Additionally, organizations with a workforce proficient in ICT can leverage technology to innovate, maintain a competitive edge, and meet the ever-changing demands of the market⁸⁹.

Moreover, ICT skills play a significant role in problem-solving and decision-making. They facilitate better data management and analysis, providing the necessary insights for informed decision-making in business operations. The ability to analyze data accurately

and efficiently can lead to more effective problem-solving and strategic planning. In conclusion, ICT skills are integral to the modern workplace, enabling employees to perform their roles more effectively and contributing to the overall success of the organization. Continuous development and adaptation of these skills are essential to keep pace with technological advancements and evolving workplace requirements, ensuring that organizations remain agile and competitive.

A brief look at literature would show that ICT skills is a very wide concept which definition keeps expanding as technology and innovation expand. Initially, ICT skills could simply be regarded as the ability to use various technologies relating information sharing and communication. Today ICT skills have grown to encompass, basic computer literacy skills, internet and e-mail skills, digital communication, social media use, digital data management and cybersecurity awareness among others^{90, 91}.

Basic computer literacy skills mean a good understanding of how to operate a computer, including starting and shutting down systems, using the operating system (Windows, macOS, Linux), and navigating through files and folders. It also include familiarity with basic software applications such as word processors (Microsoft Word, Google Docs), spreadsheets (Excel, Google Sheets), and presentation software (PowerPoint, Google Slides⁹². Basic computer skills is enough for library personnel whose tasks simply include using computers for 'housekeeping' tasks. Reference library personnel in the modern era would need more skills such as internet and email skills

Internet and email skills mean proficiency in using web browsers such as Chrome, Firefox, Opera etc. to search for and retrieve information efficiently, including the use of search engines, bookmarks, and browser extensions. It also includes the ability to

compose, send, receive, and manage emails effectively. This includes using email clients (Outlook, Gmail), understanding email etiquette, and managing spam. Internet skills also covers digital communication. Using tools such as Google Meet, Microsoft Teams, or Zoom for real-time communication and collaboration with colleagues and library patron. This includes understanding how to set up and participate in video conferences, share screens, and use collaborative documents. This skill is highly important in the era of digital reference services⁹³.

The emergence of digital reference services also demands that library personnel acquire social media skills. Knowing how to use social media platforms (LinkedIn, Twitter, Facebook) is now important. Social media can be used as a cost-effective way to promote library services. It is also used for synchronous and asynchronous reference services in which library patrons enjoy reference services without having to step foot in the library⁹⁴. Furthermore, ICT skills. In addition, with library resources increasingly becoming digital based and library processes being digitised, effective data management skills are essential for librarians.

Data management and analysis for modern library personnel include the database management. This is necessary for managing various records such as users queries, library patron register, digital repositories for information resources etc. this mean a fair understanding the basics of databases and how to manage data using tools like Microsoft Access, SQL, or cloud-based solutions. In addition, ICT skills include data analysis skills. Proficiency in analyzing data using spreadsheets and specialized software (Excel, Google Sheets, Tableau). This includes knowledge of basic statistical analysis, data visualization, and creating reports.

Most importantly, ICT skills is not complete without cybersecurity awareness. Library personnel must learn online security Practices and the importance of cybersecurity, including how to create strong passwords, recognize phishing attempts, and protect sensitive information. Another aspect of cybersecurity awareness is safe browsing: it is important to knowhow to use the internet safely by avoiding suspicious websites, using secure connections (HTTPS), and keeping software up to date to protect against malware and viruses.

As the world become more connected and employee are given the opportunity to work across various disciplines, experts are advocating for advanced ICT skills among librarians. This include programming and coding. Basic understanding of programming languages (Python, JavaScript, HTML/CSS) can be valuable for roles that require custom solutions or enhancements to existing software. It also includes familiarity with cloud services (AWS, Google Cloud, Microsoft Azure) for storage, computing, and collaboration. Understanding how to leverage cloud applications for business operations.

In addition to all these, ICT skills for workplaces such as libraries include familiarity with digital tools such as time management tools. ICT literate library personnel should be able to use digital calendars and scheduling tools (Google Calendar, Microsoft Outlook) to organize meetings, set reminders, and plan workflows. The must also be good in digital content creation. This includes basic skills in creating and editing images using software like Adobe Photoshop, Illustrator, or Canva. It also encompasses the ability to create and edit videos, podcasts, and other multimedia content using tools like Adobe Premiere, Audacity, or iMovie⁹⁵.

Perhaps the most important ICT skill is adaptability. Library personnel must be open and able to quickly adapt to new technologies and software updates, ensuring continuous improvement and relevance in the workplace. As pointed out by a scholar, library professionals in universities must continuously enhance their ICT skills as their responsibility is to transmit information to library patrons across generations. ICT skills encompass word processing, which is utilised for registering library users, as well as the ability to find and retrieve information from the internet, assisting faculty in their research. Additionally, proficiency in sending emails with attachments is necessary for completing class assignments and selectively distributing information. Lastly, the skill of searching databases is essential for the purpose of selectively disseminating information⁹⁶.

A group of scholars examined the ICT proficiency of academic library staff in the universities of Kerala, India. They defined technology as the means by which individuals interact with information. Moreover, they restated the importance of library personnel improving their ICT skills. They concluded that the ability of library personnel to utilise information for problem-solving and skill development is indicative of their future success. They emphasised that simply being familiar with various hardware or software is not as beneficial. Therefore, the extent to which a person can creatively utilise their ICT knowledge is crucial in determining the value it can bring to their life. Knowledge is a potent force, and universities serve as conduits for transmitting knowledge and information to successive generations, fostering personal and societal progress, as well as contributing to the advancement of the nation. Therefore, it is essential for academic library staff to possess expertise in Information and Communication Technology (ICT)⁹⁷.

In the current digital age, library staff must possess information and communication technology (ICT) skills in order to efficiently access, control, and distribute information to library users. Additionally, they may need to teach these abilities to patrons if required. A study on the skills needed by library personnel in Pakistan found that it is crucial for library professionals to acquire new skills in order to provide enhanced services and advance in their careers. It is imperative that the library infrastructure remains modernised in order to align with the current developments in the field of librarianship. It is necessary to obtain the most up-to-date ICT hardware and software in order to improve the provision of existing services⁹⁸.

In their study on the skills needed by library staff at the University of Nigeria, Nsukka, Nigerian scholars found that the digital environment relies on web 2.0 technologies for delivering library services. These technologies include blogging, electronic groups, Wikis, RSS, podcasting, and instant messaging. Web 3.0 is the most recent technological advancement in the delivery of library services, and it has been increasingly adopted by developing countries⁹⁹. Similarly, a comparative analysis of the use of technology for service provision by library staff in universities located in Belgium and South Africa. The study observed that these libraries had embraced web 2.0 technology to enhance their service delivery. However, the author emphasised that having internet skills is crucial for library professionals to be productive in the current digital world¹⁰⁰.

Another scholar confirmed this finding in their research on the impact of Internet facilities on printed resources in educational institution libraries in Nigeria. The study concluded that the Internet has influenced the utilisation of printed resources. In order to be effective in today's libraries, people must demonstrate a high level of proficiency in

utilising the Internet, as it serves as the foundation for web 2.0¹⁰¹. ICT skills can be learned through different methods and at different proficiency levels. This was shown in a study which evaluated the information and communication technology (ICT) proficiency of academic library personnel in public universities in Khyber Pakhtunkhwa, Pakistan. The researchers observed that the primary methods of obtaining ICT skills were personal endeavour, colleagues, participation in workshops/seminars, manuals, and formal education . Other less prominent sectors included tele/video conferencing, Library and Information Science institutes, informal education, and ICT suppliers¹⁰².

A scholar submitted that in the digital age, acquiring skills is essential for effective service delivery, and so, LIS schools should incorporate the development of changing skills into their curriculum to fulfil upcoming work demands. Additionally, they argued that library staff should enhance their skills in order to effectively utilise ICT and provide additional services in this era of ICT⁹⁹. Similarly, researcher conducted a study on the utilisation of information and communication technology (ICT) for mobile-based library services by librarians. The findings revealed that participants utilised social networking services (SNS) streaming media , podcasts, and RSS feeds¹⁰³.

In their study, South African researchers evaluated the enhancement of librarians' abilities at the University of Deakin. The researchers discovered that a significant number of library personnel expressed satisfaction with the capacity building activities. They reported notable improvements in their ICT skills and the delivery of library services. Respondents strongly urged the National Library Association of South Africa (LIASA) to make a greater effort to ensure the implementation of staff development guidelines for

effective staff development activities in the LIS sector and higher education. The acquisition of skills and capacities can be either effective or ineffective¹⁰⁴.

The acquisition of ICT skills should not entail the complete abandonment of traditional librarianship skills. Examples of such skills include categorising and classifying information, as well as developing current awareness and selectively disseminating knowledge. The utilisation of ICT improves these skills and simplifies the job, resulting in increased efficiency, speed, and reduced errors. In line with this, scholars conducted a survey on the technology skills of library professionals in universities in Nigeria. They found that in order to remain relevant in the digital environment, library personnel need to possess traditional knowledge of librarianship, as well as management and ICT skills¹⁰⁵.

In Nigeria, library professionals have not fully utilised ICTs. This may be attributed to their limited proficiency in ICT skills. Ajie (2019c) reaffirmed that there exists a significant disparity between the potential of ICTs and their actual utilisation by library people. He concluded that the library personnel lack the necessary skills to fully exploit the capabilities of ICTs. Therefore, this suggests that they were limited to using computers solely for fundamental ICT tasks such as word processing, web browsing, and scanning. They did not possess the necessary ICT abilities to utilise computers for teleconferencing, presentation programmes, and site creation. The emergence of ICT skills and their application in libraries has led to the development of novel library services. However, it is crucial for library staff to consistently update their ICT skills in order to provide enhanced and competitive library services in the evolving digital landscape.

Research indicates that the issue of insufficient information and communication technology (ICT) skills among library staff appears to be widespread in developing nations^{106, 107}. In their study, they found that the majority of library professionals in Iran had low ICT abilities, with nearly half having fair skills and none had very excellent ICT skills. Similarly, another study conducted to assess the level of ICT proficiency among library personnel in seven higher institutions in Nigeria found that majority of the library personnel were not computer literate¹⁰⁸.

The poor ICT skills among Nigeria is confirmed in several studies. In one of such studies, researchers analysed the information and ICT proficiency of library professionals at Madonna University in Okija, Nigeria. The findings revealed that just a few of the library personnel possessed advanced ICT skills, while majority had intermediate skills⁵⁰. Similarly, a scholar conducted an evaluation of the information literacy abilities of library staff in higher education institutions in southwestern Nigeria. They concluded that the library workers shown a high level of proficiency in information and communication technology (ICT) skills and task performance. However, their utilisation of ICT was found to be moderate¹⁰⁹.

It is commonly believed that even when library staff has advanced ICT skills, they struggle with computer hardware management. Proficiency in fundamental computer hardware engineering abilities, such as cable termination, would greatly benefit library staff. This would optimise efficiency and alleviate the burden of searching for the perpetually occupied computer engineers. The deficiency in the proficiency of managing ICT hardware might be attributed to the absence of adequate training in LIS schools.

In an assessment of service delivery difficulties faced by public libraries, a researcher argued that LIS institutions fail to adequately equip students with the necessary abilities to offer competitive library services in the modern ICT profession. This suggests that the abilities gained by the students may become outdated or inactive by the time they are employed and may not be properly utilised for providing services in this digital age¹¹⁰. A related study have verified this through an evaluation of the digital skills and capabilities of professional library personnel at Nigerian universities¹¹¹.

An international group of scholars conducted a comparative analysis of the digital competencies of library staff at African institutions. They found that all library workers had fundamental computer abilities, such as typing and browsing. However, they identified a deficiency in their ability to manage the systems, specifically in the field of systems engineering. Their information and communication technology difficulties encompassed insufficient refresher courses and training sessions¹¹². Experts have maintained that, in this technological age, having ICT skills is essential for library professionals. Library professionals must enhance their expertise through many means¹¹³. However, this has not prompted enough library personnel to embrace ICT or acquire ICT skills.

Researchers in Nigeria found that most of the respondents in their study were only acquainted with Google and Yahoo and lacked the ability to evaluate or organise electronic resources. Additionally, they were not knowledgeable about database management, web design, or related software. Several participants attributed their low ICT skills to factors such as lack of awareness or indifference towards training, limited funding, inadequate commitment from library management, and insufficient library

facilities for capacity building. This suggests that the insufficient ICT proficiency of library staff may be attributed to a deficiency in training or the absence of an ICT training policy. It is evident that institutions should prioritise the development of library personnel's capacity¹¹⁴.

Researchers assessed the level of understanding and use of information and communication technology (ICT) by library staff at Punjab University, Pakistan. The respondents were found to possess advanced proficiency in utilising emails, search engines, e-resources, and chatting. Nevertheless, a few of the respondents were acquainted with the programming language CSS, while only one in five were conversant with JAVA¹¹⁵. In another study, researchers evaluated the information and communication technology (ICT) proficiency of academic library personnel in public universities in Khyber Pakhtunkhwa, Pakistan. The respondents demonstrated proficiency in various areas, including e-mails, search engines, web browsing, bibliographic databases, and cataloguing and classification. However, their skills in social media use were only fair¹¹⁵. With the pervasive low level of ICT skills among librarians, researchers have also examined ICT use in libraries, especially in the developing world.

A study conducted by examined the perception of library staff on the use of information and communication technology (ICT) for delivering services in universities located in Edo State. According to their statement, ICT is defined by specialists as any device that improves the process of acquiring, organising, packaging, and distributing knowledge through software applications and computer hardware¹¹⁶. Another scholar also provided a definition of ICT as a combination of telecommunication and computer technology that is used to transmit, collect, analyse, interpret, and distribute information¹¹⁷.

Experts have classified new ICTs as technological advancements such as artificial intelligence, wireless networks (e.g., cell phones), virtual collections, and multimedia projectors. Each technological advancement in all areas of life will consistently have a profound impact on the production of knowledge. The advancement of new technology consequently entails the production of novel information by library staff, whose responsibility is to procure, arrange, and distribute information¹¹⁸.

Researcher conducted a study on the relationship between information sharing, organisational culture, and organisational success in Nigerian universities. The study found that there is a requirement for formalised professional development in these institutions. She observed that the use of ICT in acquiring, storing, processing, and sharing knowledge is greatly changing the way libraries provide services. This is a positive advancement as we are currently in an era where information plays a crucial role, and it is widely accepted that a nation's progress is limited by its amount of access to information. Consequently, it can be inferred that this is the rationale behind the promotion of ICTs and the implementation of policies to ensure its sustainability by many governments¹¹⁹.

In term of the application of ICT in Nigerian libraries a study conducted to evaluate the use of ICTs for service provision in Nigerian libraries found that majority of the library personnel claim to use the Internet for various purposes such as current awareness services, marketing library services, collaborating with colleagues and friends, image and video sharing, blogging, meeting training needs, and social tagging and bookmarking. Researchers also found that library workers in Southern Nigeria utilise information technology (IT) for collaborative purposes in consortium partnerships, as stated in their

review of the benefits and barriers of cooperative utilisation of online resources in university libraries¹²⁰. In addition, the participants were familiar with Facebook, Whatsapp, Blogs, Wikis, and YouTube, but they had limited or no understanding of RSS Feeds, Bookmarking, and Podcasts¹²¹.

The study suggests that library professionals in Nigeria and other poor countries lack sufficient proficiency in ICT and thus, do not fully exploit the potential of ICTs. This suggests that their provision of services falls short of the current standards of service delivery in industrialised countries, where ICTs are employed to provide creative, competitive, user-centric, and efficient services in the digital age. Library professionals in Nigeria and developing nations must prioritise the development of their ICT skills in order to provide efficient, up-to-date, high-quality, and competitive services in the current era of information and communication technology.

Information and Communication Technologies (ICTs) are being embraced in libraries around the world, particularly in developing nations. Many institutions are also adopting ICTs. In their study of seventeen university libraries in Rajasthan, India, observed that nearly all of the libraries have used automation for several sectors, including cataloguing, acquisitions, serials, and circulation. Implementing automation in a library does not ensure that library staff will make the most extensive use of information and communication technologies (ICTs)¹²².

A comprehensive analysis of the worldwide influence of information and communication technology (ICT) on educational progress by a Nigerian researcher resulted in a proposed framework for optimising the use of ICTs at universities located in developing countries. This model ensures a continuous and reliable power supply, the acquisition of

necessary facilities, the creation of a conducive environment, regular maintenance, sufficient supervision, the development of effective library policies, staff training, and a significant and beneficial influence on students (library users)¹²³.

In his study, a Nigerian scholar assessed the utilisation of ICT by library professionals in academic institutions in Kaduna, Nigeria. He observed that the library personnel lacked proficiency in IT installation and maintenance. A recommendation was put forward that in order to fully utilise ICTs and ensure efficient delivery of library services, university libraries should recruit and provide training to individuals specifically tasked with establishing and maintaining ICT facilities. Integrating ICT employment among library professionals in universities will promote networking and foster inter-library linkages, facilitating knowledge transfer and enhancing user satisfaction¹²⁴.

A group of Indian scholars conducted a study to evaluate how library personnel in three universities in India utilise the Internet and deliver services. They found that the evolving librarianship environment promotes the use of multimedia services, such as podcasting, wikis, SMS, and other technologies, to enhance service delivery. These novel methods are more efficient, simpler, and may be customised to cater to the specific requirements of each user. The importance of using ICT in libraries in the current digital age should not be underestimated¹²⁵. Similarly, a study evaluated the impact of information technology on development and found that the use of ICT by library staff is particularly notable in developing nations and improves the efficiency of service provision¹²⁶.

This is similar to the situation in Nigeria as shown in a survey examining the influence of contemporary technology on the delivery of services by library staff in Nigerian universities. It was observed that library staff utilise the Internet for electronic services

and document distribution, which has significantly improved the research activities of the academic faculty¹²⁷. This implies that, library personnel develop positive attitude towards information and communication technology (ICT), which obviously enhances their utilisation of ICT for providing enhanced services.

Library professionals in universities utilise ICTs for various duties. In their study, conducted a comparison of the use of information and communication technology (ICT) by library staff in public and private institutions in Pakistan for the purpose of service delivery. A survey was conducted on fifty-five universities, revealing that library personnel made extensive use of social media. Specifically, library RSS feeds were utilised to a significant extent by both private and public institutions. Additionally, Twitter alerts, which serve as current awareness services, were highly utilised by private and public universities. The library professionals utilised several ICTs, including laser printers, photocopying machines, scanners, audio players, digital cameras, and dot-matrix printers. The findings indicate that library staff in private universities utilise information and communication technologies (ICTs) to a greater extent for providing services compared to their counterparts in public universities. Given that ICTs improve library service delivery, it may be inferred that library service delivery is more efficient in private universities compared to public universities in Pakistan¹²⁸.

2.2 Theoretical Framework

2.2.1 The Kano Model

The Kano Model was introduced in 1984 by Professor Noriako Kano, a Japanese scholar and management consultant. The model offers a framework to analyze and understand customer satisfaction in relation to product or service delivery attributes. Basically, the

Kano Model identifies various attributes that a service must possess in order to meet customer expectations. These attributes are categorised into three. There are some elements that must be present (Must-be Requirements), other are extras that could be added to the service to increase satisfaction (One-dimensional Requirements), and there are some elements designed to make the customer feel delighted (Attractive Requirements). The basic constructs of the Kano Model are therefore basic needs, performance needs and excitement needs¹²⁹.

Basic Needs are the fundamental attributes that customers expect in a product or service. Their presence does not significantly increase satisfaction, but their absence leads to significant dissatisfaction. In the context of service delivery, these are the basic expectations that must be met for the service to be acceptable. In the context of reference service delivery, basic needs might include the availability of key reference resources such as books, encyclopaedia, directories, online information resources, and internet access.

Performance Needs are also referred to as One-dimensional Requirements. These attributes cause customer satisfaction to increase linearly as they are improved. The better these needs are met, the higher the customer's satisfaction, and conversely, the worse they are met, the greater the dissatisfaction. For academic libraries, particularly in reference services, performance needs might include the speed at which patrons are attended to by reference library personnel and the helpfulness of the staff.

Excitement Needs are also called attractive requirements as they are mainly designed to attract new patrons or keep existing one from considering other sources. Excitement needs are unexpected features or services that delight customers when present, but do not

cause dissatisfaction when absent. They can create significant customer satisfaction and differentiate a service from competitors. In the context of reference services, excitement needs might include offering current awareness services, selective dissemination of information, digital reference services, hosting author talks and workshops, or providing access to resources beyond the library.

2.2.2 Emotional Intelligence Theory

Based on the review of the literature, we found that the framework developed by Goleman is the most comprehensiveness. In addition, it had been used by numerous researchers. It is because of these reasons, this study decided to adopt the framework as the basis for investigating librarians' emotional intelligence.¹³⁰ The Goleman's framework consists of four dimensions which are self-awareness, self-management, social awareness and relationship management. The self-awareness dimension consists of three sub-dimensions while the self-management dimensions comprise of six sub-dimensions.¹³¹ The social awareness dimension contains three sub-dimensions and the last dimension which is relationship management is divided into six sub-dimensions, the details of the model is presented in Figure 2.1 below.

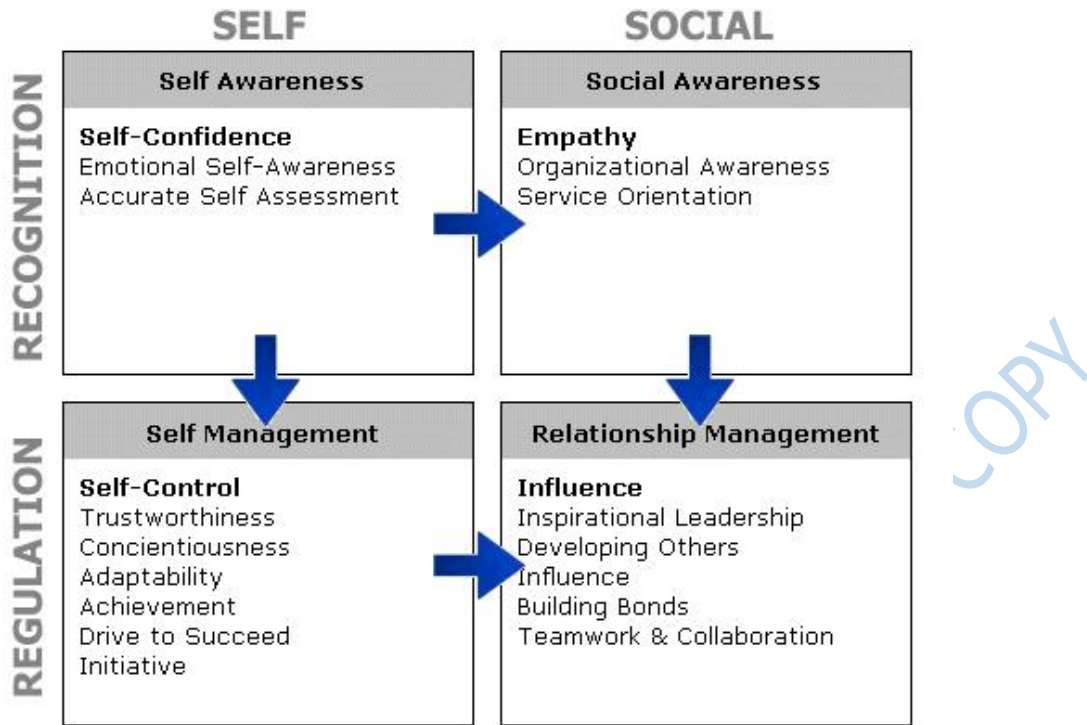


Figure 2.1: Goleman Emotional Intelligence Model¹⁸⁰

The adapted version of Goleman emotional intelligence model for librarian is modification of the original more. This adapted version is suitable for library personnel and best fit their job descriptions and personality.

Goleman's Emotional Intelligence (EI) theory is highly relevant to librarian service delivery as it emphasizes the importance of empathy, social skills, self-awareness, self-regulation, and motivation in building strong relationships with patrons, understanding their needs, and delivering high-quality services. In this answer, I will provide some references and examples of how Goleman's emotional intelligence theory can be applied in a library setting. One key aspect of Goleman's EI theory is empathy, which involves understanding and responding to the feelings and perspectives of others. In a library context, empathy can help library personnel to connect with patrons, build trust, and provide personalized services. For example, library personnel can use active listening

skills to understand patrons' information needs and preferences, and show empathy by responding with kindness and understanding. This can lead to a more positive patron experience and foster a sense of loyalty to the library.

Another aspect of emotional intelligence is social skills, which involve the ability to interact effectively with others, communicate clearly, and build relationships. In a library context, social skills are important for library personnel to collaborate with colleagues, work with diverse communities, and develop partnerships with other organizations. For example, library personnel can use their social skills to build relationships with local schools, community groups, and businesses, and develop programming and outreach initiatives that meet the needs of these groups. Self-awareness is another important aspect of emotional intelligence, as it involves understanding one's own emotions, strengths, and weaknesses. In a library context, self-awareness can help library personnel to identify areas for professional development, manage their own emotions, and build resilience in the face of challenges. For example, library personnel can use self-reflection and self-assessment tools to identify areas where they can improve their skills or knowledge, and seek out training or mentorship opportunities to support their growth.

Self-regulation is another key aspect of emotional intelligence, as it involves managing one's own emotions and behaviour in response to different situations. In a library context, self-regulation can help library personnel to remain calm and focused in stressful situations, and respond to patrons with empathy and professionalism. For example, library personnel can use mindfulness techniques or other self-regulation strategies to manage their own stress levels, and respond to patrons' needs in a calm and respectful manner. Finally, motivation is an important aspect of emotional intelligence, as it

involves the drive and passion to achieve goals and overcome obstacles. In a library context, motivation can help library personnel to stay engaged and committed to their work, and provide high-quality services to patrons. For example, library personnel can use their motivation to develop innovative programs and services, engage with new technologies, and build strong partnerships with other organizations. Conclusively, Goleman's emotional intelligence theory has many applications to librarian service delivery, and can help library personnel to develop the skills and competencies they need to provide high-quality services to patrons. By cultivating empathy, social skills, self-awareness, self-regulation, and motivation, library personnel can build strong relationships with patrons, collaborate effectively with colleagues, and make a positive impact on their communities.

2.2.3 ICT Skills Model

The self-perceived ICT model was developed by three researchers; Dirk Heerwegh, Kurt De Wit, and Jef Verhoeven in 2015 to facilitate accurate measurement of ICT skills. The model was based on the idea that presenting ICT skills in small, well delineated and easily recognizable acts yield more reliable answers than existing generalised models which are too complex and ambiguous¹³². The model is based on existing guidelines on what skills define a digital literate person and what they are expected be able to accomplish with ICT devised such as the US Committee on Information Technology Literacy and the European Computer Driving License (ECDL) Foundation. The model identifies three main constructs of ICT skills to include; hardware skills, software skills, and internet skills. These three main constructs are further divided into sub-constructs

such as; PC maintenance skills, word processing skills, spreadsheet skills database management skills, presentation software skills, internet browsing skills and digital communication skills.

Reference library personnel today play a multifaceted role in managing and disseminating information. To effectively serve their patrons, they need to be proficient in various technical skills. Ensuring that computers and related hardware are functioning properly is crucial in a library setting where many patrons rely on these resources for research and accessing information. Reference library personnel must be able to troubleshoot common issues such as software crashes, slow performance, printer malfunctions, and connectivity problems. Basic skills in installing updates, managing antivirus software, and performing routine maintenance can prevent larger issues and minimize downtime. With strong PC maintenance skills, library personnel can maintain an efficient and reliable technology environment, enhancing the overall user experience¹³².

Word processing is fundamental for creating, editing, and formatting a variety of documents, including reports, instructional materials, and correspondence. Reference library personnel often create user guides, bibliographies, policy documents, and promotional materials. Proficiency in software like Microsoft Word or Google Docs allows them to produce professional and accessible documents. Effective word processing skills ensure that all written communication is clear, well-organized, and professional, which is essential for both internal and external communication⁸⁹.

Spreadsheets are powerful tools for data organization, analysis, and presentation, which are critical for managing library resources and operations. Reference library personnel might use spreadsheet software like Microsoft Excel or Google Sheets to track budgets, monitor inventory, analyze user statistics, and schedule staff. They also might help patrons who need assistance with spreadsheet tasks. Proficiency in spreadsheet skills enables library personnel to manage data efficiently and make informed decisions based on accurate and organized information⁹⁰.

Libraries house vast amounts of information, often stored in digital databases. Understanding how to navigate and manage these databases is key to effective information retrieval. Reference library personnel need to be adept at using library management systems, online databases, and digital catalogues. Skills in database searching, record keeping, and metadata management are essential. Strong database skills allow library personnel to assist patrons in finding accurate and relevant information quickly, enhancing the library's role as an information hub⁹⁹.

Presenting information in a clear and engaging manner is vital for educational and promotional purposes within the library setting. Library personnel often conduct workshops, training sessions, and community programs that require presentations. Proficiency in software like Microsoft PowerPoint or Google Slides helps them create visually appealing and informative presentations. Effective use of presentation software can make educational sessions more engaging and informative, thereby improving learning outcomes for patrons.

The internet is a primary source of information. Knowing how to efficiently navigate and evaluate online resources is crucial for reference librarians. Library personnel must be

skilled in using search engines, accessing online databases, and evaluating the credibility of websites. They also guide patrons in effective internet research techniques. Strong internet browsing skills ensure that library personnel can find and provide accurate, reliable information swiftly, enhancing their ability to support patrons' research needs⁸⁹.

Digital communication is essential for interacting with patrons, colleagues, and the wider community. Reference library personnel use email, social media, library websites, and online chat services to communicate. Proficiency in these tools allows them to provide virtual reference services, market library programs, and engage with the community. Effective digital communication skills help library personnel reach a broader audience, provide timely assistance, and promote library services more effectively⁸⁸.

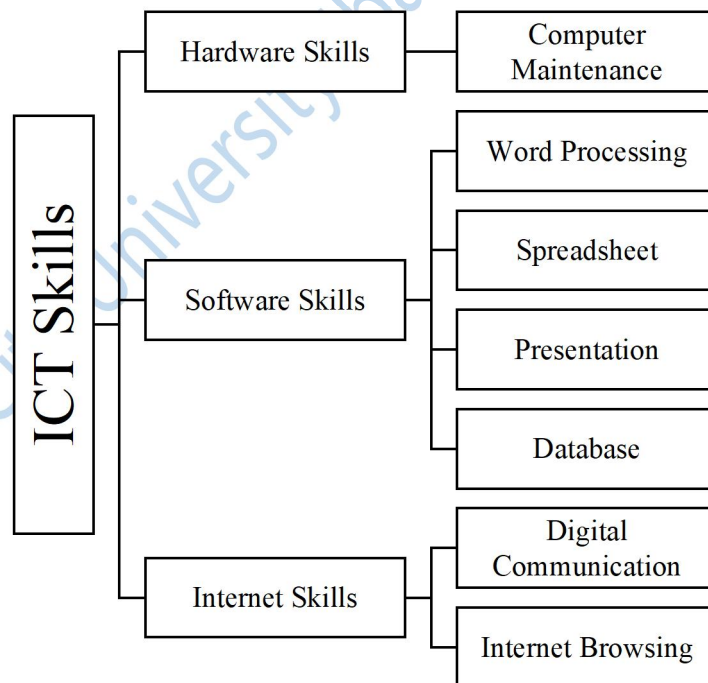


Figure 2.3: Adapted ICT Skill Model¹³

2.3 Review of Empirical Studies

2.3.1 Emotional Intelligence and Reference Services Delivery

The role of emotional intelligence in service delivery has been investigated in several field of human endeavour and these studies have yielded interesting findings. Emotional intelligence (EI) has a significant body of study, with various studies already conducted on its correlation with job success. Hence, with the exception of certain specific domains, presenting more information from a solitary, principal study may offer less value. Throughout the history of EI studies, some have put out exaggerated or, unfortunately, unfounded assertions regarding the importance of EI in the workplace. Additionally, a few of the main studies were carried out on restricted samples, as a result of the specialized focus on researching personnel.

As a result, there has been significant criticism of Emotional Intelligence (EI) as a crucial characteristic that affects job performance. Since its introduction, their meta-analytic approach has become the standard in the field of I/O psychology for studying the relationship between employees' attributes and their performance. Meta-analysis is a strategy used to assess the strength of evidence supporting a certain claim and to reduce inconsistent or contradictory results from primary research. Considering the current state of research on emotional intelligence (EI), which has produced conflicting claims and limited new findings, as well as the prevailing trends in the field of industrial and organizational (I/O) psychology, we believe that the most effective way to advance knowledge in this area and establish a framework for future studies is through meta-analyses¹³³.

Scholars conducted a study on the relationship between emotional intelligence and job performance of library employees at Nigerian public universities. The study utilized a correlational survey research approach. The study population comprised 1,254 library personnel working in public university libraries in Nigeria. From this group, a sample of 923 library personnel was selected using a simple random selection method. Data was collected from the respondents using a questionnaire that was created by the researchers themselves. The validation of the questionnaire underwent evaluation by specialists in the relevant fields of the variables being researched. The results showed a reliability coefficient of 0.91 for Emotional Intelligence and 0.94 for Productivity. The data were analyzed using descriptive statistics and the inferential method of Pearson Product Moment Correlation (PPMC). The study revealed a notable correlation ($r = 0.032$, $P < 0.05$) between emotional intelligence and productivity among library personnel working in public university libraries in Nigeria. Furthermore, the study determined that library personnel in university libraries had elevated levels of emotional intelligence and productivity¹³⁴.

In a related study, researchers examined the correlation between the emotional intelligence of lecturers and their level of job satisfaction in universities located in Kano State. The study includes a total of 2,502 lecturers from all universities in Kano State. Convenience sampling was used to select 335 teachers, which represents the population of lecturers in Kano State. The analysis included multiple linear regressions. The investigation showed a substantial correlation between the utilization and control of emotions and job happiness. However, no association was identified between self-emotional appraisal, other emotion appraisal, and job contentment¹³⁵.

In addition, a study examines the relationship between organizational culture, emotional intelligence, and job performance among library personnel in Edo state, Nigeria. The study utilized a survey research design, with a population size of 181 library staff from the 15 university libraries under investigation. Due to the manageable population size, the sampling approach of total enumeration was applied. The questionnaire was utilized to obtain data from the participants. Out of the 181 questionnaires administered, 163 were collected and deemed legitimate for analysis, resulting in a response rate of 90%. Four research topics and four null hypotheses were examined using a significance threshold of 0.05. The study topic was analyzed using descriptive statistics, including percentage, mean, and standard deviation. Inferential statistics, such as correlation and multiple regression, were employed to assess the hypotheses. The study's findings indicate a notable degree of job performance, favorable organizational culture, and a high level of emotional intelligence among the people. Organizational culture and emotional intelligence have a strong and considerable impact on the job performance of personnel

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A study examined the correlation between emotional intelligence and the successful management of the library as well as the performance of librarians. The study utilised a survey research methodology, selecting a sample population of 370 library personnel from various libraries in Nigeria using purposive sampling technique. The study was conducted with the guidance of three research questions and three hypotheses, which were tested at a significance level of 0.05. The data collection instruments utilised in this study were the Library personnel Emotional Intelligence Scale (LEIS), the Library

personnel Library Management Scale (LLMS), and the Employees Performance Scale (EPS).

The collected data were analysed using the Pearson-Product Moment Correctional Coefficient (r). The hypotheses were tested using One-Way Analysis of Variance (ANOVA) with the Statistical Package for Social Sciences (SPSS). Additionally, correlation analysis and regression analysis were conducted to establish a clearer relationship between emotional intelligence and librarians' performance. The study's findings indicate a strong positive correlation between librarians' emotional intelligence and the efficient management of university libraries. Additionally, it demonstrates a weak positive correlation between librarians' emotional intelligence and their gender. Based on the research findings, it is advised that library personnel should consider both their own emotional intelligence and that of their clients while performing their duties in order to effectively manage the library. They should also establish a positive and supportive library environment and implement programmes to enhance librarians' skills in library management, regardless of gender¹³⁷.

In a related study, researchers examine the correlation between emotional intelligence and overall job satisfaction among librarians. A quantitative analysis was carried out on library personnel working in university libraries in Pakistan. A sample of Pakistani university library personnel was randomly selected to participate in a questionnaire survey assessing their emotional intelligence and job satisfaction. The results of the multiple regression analysis showed that all measures of emotional intelligence were significant predictors of job satisfaction. The findings indicated that self-assessment had the highest predictive power, whereas optimism had the lowest predictive power in

relation to job satisfaction. The findings are valuable for libraries and other organisations seeking to cultivate emotional intelligence and enhance workers' job satisfaction, ultimately resulting in improved performance¹³⁸.

The library is an institution that focuses on providing services. As the head of a library, it is essential for a librarian to possess both hard skills and soft skills in order to deliver high-quality services to stakeholders and achieve higher performance. This article presents the findings of a study conducted in higher education institutions in Western Vidarbha, Maharashtra, India. The study aimed to identify the specific soft skills that library personnel need in order to effectively and efficiently manage libraries. Additionally, the study examined the existing soft skills possessed by librarians. The study focused on evaluating the performance of soft skills from the perspective of stakeholders, including the Principal, Teachers, and Students. Questionnaires were issued in the institutions situated in five districts within Western Vidarbha and connected with Sant Gadge Baba Amravati University. A total of 5 teachers and 10 students were selected from each institute to participate in the study. They were then asked to evaluate the soft skill performance of the Librarian in their respective institute. The findings indicate that there is no statistically significant disparity in the performance of soft skills among Library personnel employed in both rural and urban areas within the Western Vidarbha region. The study found a positive association between the soft skill performance of Librarians, as perceived by stakeholders, and the stakeholders' expectations of soft skills from librarians. Based on the findings of this study, the authors have provided recommendations to enhance the performance of library personnel working in higher education in terms of their soft skills¹³⁹.

Another researcher examined an aspect of emotional intelligence and how it affects service delivery in academic libraries. The study examined the impact of psychological capital and information literacy abilities on the job performance of academic library employees in state universities located in South-West Nigeria. The primary goals of this study are to assess the levels of psychological capital, information literacy skills, and job performance among the participants, as well as to examine the connections between psychological capital and job performance. The survey research design was implemented. Data was collected using the total enumeration technique and a validated questionnaire from a population of 140 academic library staff. A 100 percent response rate was achieved. The results indicated that there were substantial correlations between psychological capital ($r=0.636$, $p<0.05$) and information literacy skills ($r=0.682$, $p<0.05$) with the job performance of the participants. Furthermore, there was a strong and statistically significant correlation ($r=0.716$; $P<0.05$) between psychological capital and the information literacy skills of the participants. The employment performance of the respondents was strongly determined by psychological capital and information literacy skills ($F=60.004$, $df=2$; 115 ; Adjusted R square= 0.5020 ; $P<0.05$). The study reveals that psychological capital and information literacy skills have a crucial role in improving the job performance of academic library employees in state universities in South-West, Nigeria¹⁴⁰.

Similarly, a researcher examined how staff motivation and self-efficacy affect the job performance of library personnel in Kwara State, Nigeria. The researchers used a descriptive survey approach of correlational type. They surveyed all the library personnel in the participating public libraries in Kwara State using total enumeration or census

survey methodologies. The study had eight objectives. The results showed a significant positive correlation between staff motivation and job performance, while self-efficacy and job performance had a significant negative relationship. The authors suggest that providing training to library personnel, especially training that offers them opportunities for growth, can make them feel valued by the organisation. This, in turn, enhances their self-worth and leads to better job performance¹⁴¹.

The objective of this article was to examine the correlation between emotional intelligence and organisational effectiveness, assess the impact of emotional intelligence training on employee performance, and evaluate the alignment between the existing literature on emotional intelligence and the actual organisational context. The study aimed to examine the potential beneficial and negative impacts of emotional intelligence training on library information professionals. A literature search was done to find and compare different hypotheses related to emotional intelligence. The study employed a quantitative research approach. Data was collected via a self-administered questionnaire completed by the heads of library sections. The study determined that there is a direct correlation between emotional intelligence (EI) and the overall performance of a business. Training in emotional intelligence (EI) provides significant advantages in terms of enhancing employee productivity and improving relationship management. Consequently, it is evident that EI training workshops should not be provided as a singular event. Instead, these courses should be implemented as a continuous process with the objective of fostering the continued professional growth of all personnel within a business. Emotional intelligence (EI) can be acquired through both self-directed learning and the facilitation of training courses¹⁴².

One of the constructs of emotional intelligence is social skills which entails interest in other people; their culture, beliefs, and custom. This was explored in a study which investigated the influence of cultural intelligence on job performance within the specific setting of academic librarians. The study employed a survey research methodology and gathered data from a sample of 305 library personnel employed in academic libraries in Indonesia. These academic library personnel conducted a self-assessment and responded to the questionnaire. The data was analyzed using the Partial Least Square Structural Equation Modeling Technique, both descriptively and inferentially. The findings indicate that academic library personnel had a high level of cultural intelligence and work effectiveness. The domains of cultural intelligence, specifically meta-cognitive, cognitive, motivational, and behavioral, were identified as significant predictors¹⁴³.

All other human talents are significantly impacted by emotional intelligence (EI), which can either support or hinder them. This study looked into the job productivity and emotional intelligence of library staff in a few academic libraries in Oyo State, Nigeria. 186 library staff members from eight (8) chosen academic libraries in Oyo State, Nigeria, provided responses. Data collection was done using the questionnaire. Self-Awareness, Self-Management, Social Awareness, and Relationship Management were found to be positively connected with Library Work Productivity using the Pearson Product Moment Correlation. Similarly, there is a strong positive correlation between library work productivity and emotional intelligence. The results of the ANOVA demonstrated that social awareness, relationship management, self-awareness, and self-management all significantly and collectively predict 52.1% of library work productivity. Thus, the research suggested that academic library managements incorporate high-quality

emotional intelligence training and coaching into their programs for on-the-job training. People who put in extra time at work to compensate for unmet objectives ought to be sufficiently driven. Lastly, part of the requirements for hiring library staff in Nigerian university libraries should include emotional intelligence quotients¹⁴⁴.

Another study conducted in Oyo State, Nigeria examined the impact of emotional intelligence on job performance of library personnel at LAUTECH, Ogbomoso. The study used a descriptive survey research design, and total enumeration sampling was used to choose 54 participants for the sample. The respondents' information was gathered using a self-created questionnaire called "Emotional Intelligence and Self-efficacy as Determinant of Job Performance of Library Staff Scale." 53 of the 54 copies of the questionnaire that were distributed were fully completed and returned, yielding a 98.2% response rate. Frequency counts and percentages were utilized to analyze the data obtained for the four research questions, and multiple regression and PPMC were employed to assess the study's three null hypotheses. The survey discovered that the respondents' degree of job performance is high. The study also discovered that most respondents had good opinions of themselves and had a high degree of emotional intelligence. The study also found that some of the obstacles preventing library employees from performing their jobs effectively include inadequate supplies for basic necessities, an unfavourable work environment, and power outages. The study also found that the respondents' job performance was impacted by their combination of self-efficacy and emotional intelligence. The study advises library management to take action to raise staff members' levels of emotional intelligence and self-efficacy¹⁴⁵.

2.3.2 Librarians' ICT skills and Reference Services Delivery

In the wake of massive introduction of technology into all facet of information generations, dissemination, and preservation, attention has focused on the role of ICT skills of library personnel.

A study examined the proficiency of reference library personnel in Nasarawa State, Nigeria, in utilizing information and communication technology (ICT) abilities to enhance service delivery in universities. The study was led by two distinct objectives, each accompanied by related research questions. The study utilized a descriptive survey research design. The study focused on a target demographic of 150 library staff members from the three universities being investigated. A sample size of 150 library staff members from the three colleges being investigated was utilized. A questionnaire is used as the instrument for data gathering. The questionnaire's reliability was determined using the Cronbach's alpha method, yielding a reliability coefficient of 0.83. The data was examined using frequency counts, percentages, averages, and standard deviation.

The study found that reference library personnel in universities in Nasarawa State, Nigeria, possess a range of basic ICT skills for service delivery. These skills include computer booting and shutting down, typing, copying and pasting, printing, scanning, photocopying, creating folders, and formatting documents, among others. The study also found that reference library personnel possess intermediate ICT skills for service delivery, including internet skills, search engine skills, database creation skills, file uploading skills, downloading skills, e-mail sending skills, SMS sending skills, Facebook usage skills,

WhatsApp usage skills, Instagram usage skills, Twitter usage skills, video conferencing skills, and online chatting skills.

It was recommended that the university library management, in conjunction with university authorities, should establish opportunities for yearly training and retraining of their library personnel in order to refine their abilities and stay updated on the latest advancements in ICTs. The university management and library management should prioritize demonstrated proficiency in ICTs as a key factor for hiring and promoting reference librarians, as this will foster the growth of ICT skills through self-development¹⁴⁶.

Another study examined the information and communication technology (ICT) abilities of library personnel and their impact on the delivery of library services in university libraries in Rivers State, Nigeria. The study employed a correlational research design.. The study population consisted of 56 library personnel from the five university libraries in Rivers State. Purposive selection technique was employed to choose three university libraries in Rivers State. The census sampling technique was employed, utilizing all 46 library personnel from the three university libraries as the sample. Data collection was conducted using a standardized questionnaire called the Librarians' ICT Skills and Effective Services Delivery Questionnaire (LICTESDQ), which utilized a 4-point scale. The instrument was provided to two experts at Ignatius Ajuru University, Port-Harcourt, who were tasked with determining the face and content validity. The findings indicated that library personnel possessed proficiency in web application skills, library networking skills, and cloud technology skills. Furthermore, a notable correlation was observed between web application skills, library networking skills, cloud technology abilities, and

the efficient delivery of library services. The study suggested that library management should consistently arrange training and retraining sessions for library personnel to enhance their proficiency in ICT abilities, specifically online application skills, library networking skills, and cloud technology skills¹⁴⁷.

A related study investigates the proficiency of information and communication technology (ICT) abilities required for delivering professional library services in specific academic libraries in Nigeria. The study focused on the population of library personnel employed by the chosen federal universities in Nigeria. The universities mentioned are Nnamdi Azikiwe University in Awka, Anambra State; University of Nigeria in Nsukka, Enugu State; Federal University of Technology in Owerri, Imo State; Michael Okpara University of Agriculture in Umudike, Abia State; Alex Ekwueme Federal University in Ndufu-Alike, Ikwo, Ebonyi State; University of Benin in Benin City, Edo State; and University of Port Harcourt in Rivers State. Data was collected using a self-constructed and validated questionnaire, and the analysis was conducted in accordance with the objectives.

The data for the study was analyzed using the mean rating and standard deviation. The study indicates that information science practitioners at certain Federal University libraries in Nigeria are fundamentally deficient in ICT management abilities. The study also indicates that a significant majority of the respondents strongly think that the benefits obtained from ICT skills are substantial. Additional discoveries also indicate that the implementation of ICT facilities for providing library services is seen as a positive advancement¹⁴⁸.

The study investigated the utilization of information and communication technology (ICT) resources in providing reference services in specific tertiary institutions in Kano state. The study utilized a qualitative research methodology, employing interviews as the primary method for data collecting. The interviews were done with the heads of the reference section in the libraries being studied. The research objectives were formulated as follows: 1) To determine the types of reference and information services offered in the institutions being studied. 2) To identify the ICT facilities utilized in providing reference and information services in the institutions being studied. 3) To identify the different reference and information services provided through the use of ICTs in the institutions being studied. 4) To identify the challenges encountered by the library in utilizing ICT facilities for the provision of reference and information services. The study found that the reference sections of the libraries examined provide a variety of reference and information services. These services include current awareness service (CAS), selective dissemination of information service (SDI), literature searching service, photocopying service, display of new arrival service, user education service, indexing service, abstracting services, referral services, printing services, library orientation service, group presentation service (slide display), video display service, reference digital desk service, e-mailing service, and uploading service. The study revealed that libraries utilize a variety of ICT resources, including computers, internet access, CD ROMs, photocopiers, printers, GSM telephones, online and offline databases, projectors, smart multimedia boards, radio, web blogs, email, and Library in a Flash. These resources are used to offer a wide range of reference and information services to library users. The study has identified several

hurdles, including issues with electrical supply, high subscription costs for databases, and delayed network connectivity, among other concerns¹⁴⁹.

This study investigated the impact of enhancing information and communication technology (ICT) skills on the ability of library personnel at university libraries in Benue State to provide efficient services. The objective of this study is to determine the impact of ICT capacity building on the provision of services by library personnel at university libraries in Benue State. The study employed a survey research design. The sample consisted of 63 library personnel from three universities. The study was led by four objectives and four research questions. The method of total population sampling was utilised. The data gathering process utilised a self-designed questionnaire consisting of 25 items. Therefore, a total of 63 questionnaires were issued and a response rate of 100% was achieved. The data was analysed using descriptive frequency counts presented in tables, as well as the mean and standard deviation. The research confirms that the development of ICT skills has a significant impact on library services, including serials and collection development. Additionally, it is found that ICT capacity building greatly enhances librarians' ability to provide services to users. Library personnel have adopted various ICT capacity building programmes, such as conferences, seminars, workshops, in-house training, and on-the-job training, to ensure the effective delivery of services to users. Issues such as insufficient proficiency in library skills and limited involvement in ICT capacity building programmes were recognised, and corresponding solutions were provided¹⁵⁰.

The rapid technological progress in the 21st century has revolutionised the process of creating, packaging, and distributing information. It has also impacted the information

retrieval patterns of information seekers and library patrons. Librarians, due to their training and profession, play a major role in this progression. It is crucial for library personnel in the 21st Century to anticipate, prepare for, and develop strategies to stay pertinent in supporting the educational, instructional, and research needs of the institution. The incorporation of ICT in library services has altered the librarian's work schedule. Consequently, the librarian of the 21st century must possess pertinent expertise to improve the delivery of library services in order to cater to the evolving information requirements of clients. This article examines the evolving function of academic library personnel and the necessary abilities they must acquire to stay pertinent in the advancing technology landscape¹⁵¹.

This study investigated the proficiency of library personnel in Information and Communication Technology (ICT) abilities for providing services in private universities, namely in Southern Nigeria. The study employed the survey research methodology. The study selected a sample size of 45 private university libraries in Southern Nigeria, together with their respective librarians. The study's sample comprised 181 library personnel from private universities, therefore, a comprehensive enumeration approach was used. A questionnaire was utilised to obtain data from the participants. A total of 181 questionnaires were distributed, and 173 of them were returned and deemed valid for analysis. The collected data was analysed using the Statistical Package for Social Sciences (SPSS) Version 21. The results were then presented in frequency count, percentage, mean, and chart formats. The study's findings indicated that library personnel in private universities in Southern Nigeria provided a diverse range of library services to their consumers. The library personnel have obtained fundamental ICT abilities and

demonstrated proficiency in using them for tasks such as doing online searches, retrieving information, engaging in social communication, and performing Microsoft Office-related activities. However, they do not possess programming skills. The majority of library personnel have obtained their ICT skills through self-directed study. The study demonstrated that the acquisition of ICT skills by library personnel in private universities in Southern Nigeria is crucial for enhancing the quality of library services they provide. The paper suggests that library personnel should regularly acquire relevant ICT skills in order to stay up-to-date with the latest developments and improve their effectiveness in delivering services. It also recommends that university management should support the development of librarians' ICT capacity at both national and international levels, as this would enhance their relevance and keep them informed about the latest advancements¹⁵².

Another scholar conducted a study on the networking skills of library staff at the University of Nsukka. The study found that there has been a shift from print literacy to computer literacy, and that the use of ICT-enabled services, such as web 2.0 services, has made it necessary for library personnel to have advanced skills in using the Internet. This is important for effectively communicating with users through email, social groups, and other means, in order to provide efficient library services in the modern era. Network literacy refers to the ability to understand and navigate networks. In this day of technology, it is essential for digital library professionals to possess the skills to effectively handle online material and accurately assess the authenticity of sources. Library personnel must acquire network literacy abilities in order to effectively compete with other information providers who are often highly skilled in ICT manipulation¹⁵³.

In their study on the acquisition of digitization skills by library personnel in universities in Benue State, Nigeria, scholars found that approximately 85% of the library personnel possessed computer skills, while only around 57% had acquired digitization skills, such as scanning, uploading images, and using PowerPoint. The library staff, however, did not possess the necessary networking and programming abilities to effectively utilise advanced information and communication technology. As a result, they may be unable to provide patrons with value-added services. Their conclusion was that the library staff has inadequate programming abilities¹⁵⁴. This lack of programming skills has the potential to affect the level of reference service delivery in the libraries. However, this link was not explored in the study.

In addition to programming skills, networking skills are essential for library professionals in the current era of information and communication technology. It will improve the efficiency and variety of service delivery. In their study conducted in Akwa-Ibom State, Nigeria, a group of researchers provided evidence supporting the impact of ICT on the cataloguing and classification of library contents. It was shown that 82% of library workers utilise ICT for cataloguing, however the frequency of utilisation was just 51%. The poor usage was ascribed to frequent power outages and software maintenance. This suggests that with sufficient power supply and proper maintenance of ICT equipment, library staff will be able to develop and utilise their ICT skills effectively. As a result, library service delivery in Nigeria will become highly efficient¹⁵⁵.

The library personnel should acquire ICT skills that are appropriate for the tasks they undertake in order to achieve the library goals in service delivery. However, this is not the situation in certain Nigerian universities. Scholars have determined that a significant

number of library staff has proficiency in word processing and email usage, although their knowledge is limited to the Google and Yahoo web browsers. This suggests that the library staff were unable to provide efficient library services including reference services¹⁵⁶.

The influence of ICT skills on library services was also highlighted in a study conducted to examine the professional experience of library staff in Nigerian tertiary institutions and discovered that their level of expertise in network technologies and skills did not align with their actual working experience. This implies that the level of expertise in information and communication technology (ICT) possessed by library workers does not depend solely on their prior work experience. Instead, it is contingent upon their efforts to learn and enhance their ICT skills¹⁵⁷. The research suggested that library staff with less than fifteen years of work experience are more likely to actively seek out ICT skills compared to their more experienced counterparts.

However, another study negated the idea that young library professionals are more inclined towards ICT skills as their findings show majority of newly employed library personnel attributed their lack of ICT abilities to their lack of experience¹⁵⁸. This led researchers to examine the factors preventing library personnel from acquiring ICT skill. One of such studies was conducted to assess the acquisition and utilisation of ICT skills among library personnel in Ahmadu Bello University, Zaria and Kaduna State Polytechnic, Kaduna, Nigeria. The study revealed that the training for acquiring ICT skills was frequently hindered by inconsistent power supply and expensive training costs¹⁵⁹.

Additionally, factors such as excessive workload, lack of motivation, limited experience, inadequate training, and insufficient training in LIS schools also contributed to the challenges faced in acquiring ICT skills. However, this training enhanced the provision of services. Obstacles to acquiring ICT skills can have significant and wide-ranging effects. In their study on the influence of Information and Communication Technology (ICT) skills on service delivery by library staff in higher institutions in Lokoja, Kogi State, Nigeria, another group of researchers determined that insufficient funds, inadequate training, unfavourable staff attitudes, and an unsuitable environment were the primary obstacles to acquiring ICT skills. Library staff members who do not possess information and communication technology (ICT) capabilities must enhance their abilities and overcome any obstacles in order to effectively provide services to users. Furthermore, it is only when they have developed their skills and abilities that they can confidently instruct others, thus accomplishing the goals and aspirations of their parent organisation¹⁶⁰.

Conducting an evaluation of the current ICT skills possessed by library professionals would enable them to understand their abilities and capabilities. This assessment will motivate them to enhance their skills for optimal utilisation and efficient service delivery. In the current era of technology, it is essential for library staff to acquire a range of ICT abilities in order to effectively provide services. This is because having advanced ICT skills has become a requirement for delivering services efficiently.

Researchers conducted a study on the proficiency of subject library personnel in Africa and found that a significant number acknowledged the need to enhance their ICT abilities in order to enhance their service delivery¹⁶¹. This statement aligns with the findings of

another researcher who conducted a study on the usage of electronic resources by Library and Information Science (LIS) students at Benue State University in Nigeria. Their conclusion was that the majority of libraries suffer from a shortage of workers who possess adequate technical skills and knowledge. This suggests that the students are dissatisfied with the service provided by the library staff, indicating a need for the staff to enhance their abilities in order to improve the quality of their service¹⁶².

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2.4 Conceptual Model

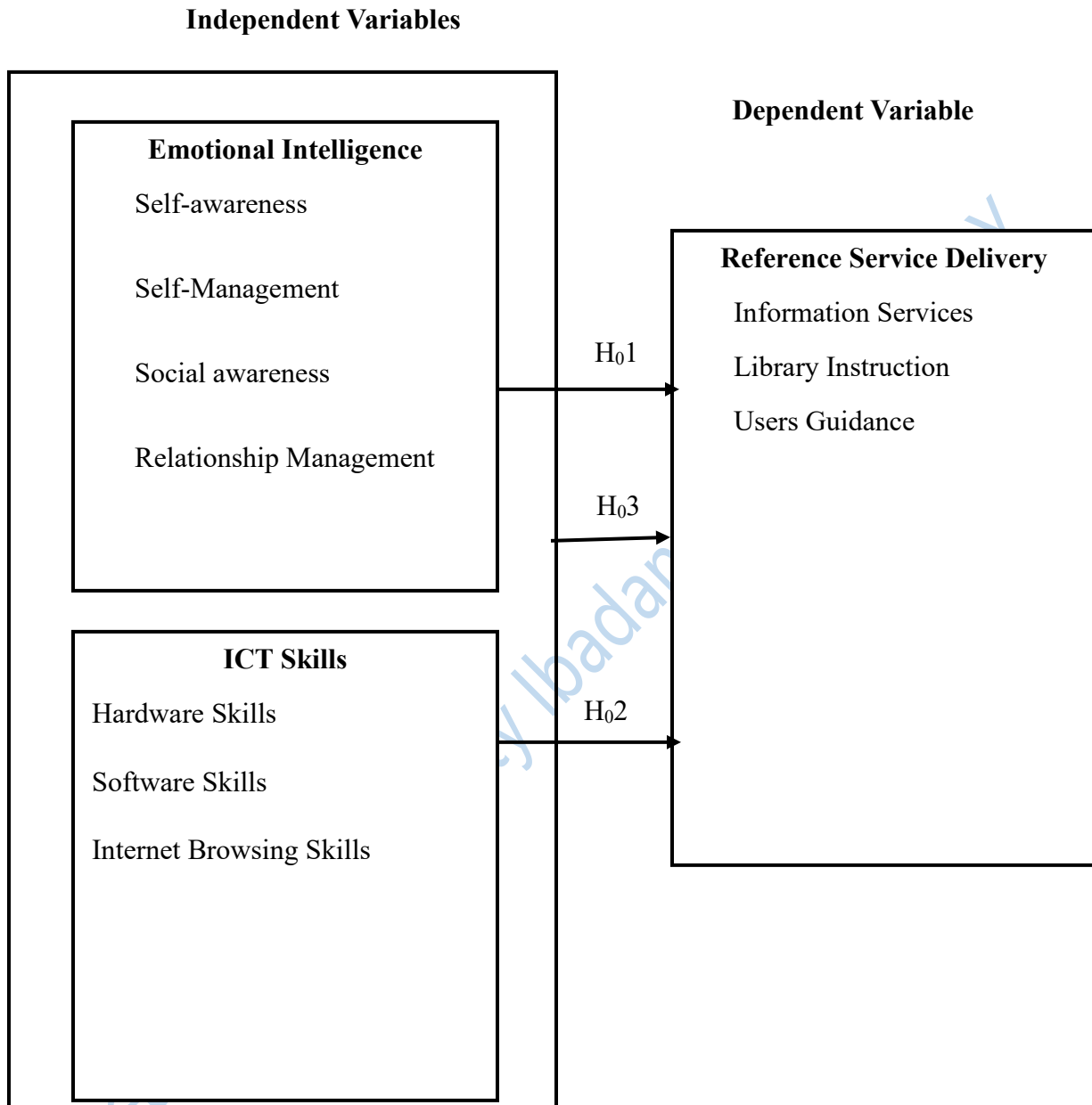


Figure 2.2 Conceptual framework on the influence of emotional intelligence and ICT skill on reference service delivery in academic libraries.

The conceptual framework outlines the main variables in the studies and how they interact with each other. The study focuses on the role of emotional intelligence and ICT skills on reference service delivery in academic libraries. The study is made up of three variables. The independent variable is reference service delivery which is measured by information services, library instruction, and users' guidance¹²⁹. The metrics were adapted from the Kano Model of service delivery¹²⁹. The first independent variable is emotional intelligence which is measured by metrics adopted from the Goleman emotion intelligence model such as self-awareness, self-management, social management, and relationship management¹³⁰. The second independent variable is ICT skills which is measured by hardware skills, software skills, and internet skills¹³².

The study is based on the premises that the ability of library personnel to control their emotions through self-awareness and self-management, put their patron at ease through social management and encourage library users to visit again through relationship management will reflect positively on their services such as information services, library instruction, and users' guidance.

In addition, the study also examines the role that ICT skills play in ensuring that library personnel deliver best information services, library instruction, and users' guidance. This is highly important especially in this age of proliferation of information resources and information sources with which libraries have to compete in order to attract patrons. It is posited that having ICT skills can help library personnel better navigate the digital information environment.

2.5 Summary of Gaps in Literature Reviewed

The literature on emotional intelligence (EI), ICT skills, and reference service delivery among library personnel highlights the importance of these factors in enhancing the effectiveness of library services. Studies have shown that high EI among library staff leads to better communication, improved user satisfaction, and more efficient handling of reference queries. Additionally, proficiency in ICT skills is crucial for modern reference service delivery, enabling library personnel to leverage digital resources, manage electronic databases, and assist users in navigating complex information systems. However, existing research often overlooks the specific context of private universities, particularly in regions like Oyo State, Nigeria. There is a lack of comprehensive studies examining how the unique challenges and opportunities in private university libraries impact the interplay between EI, ICT skills, and service delivery. Furthermore, the influence of cultural factors on EI and ICT adoption in these settings remains underexplored, creating a significant gap in the literature that future research should address.

In the broader context of library science, emotional intelligence (EI) has been recognized as a critical skill for librarians, especially in reference service delivery. EI encompasses the ability to understand and manage one's own emotions, as well as the emotions of others. This skill is particularly vital in library settings where interpersonal interactions are frequent, and user satisfaction is paramount. Research indicates that library personnel with high EI can better empathize with users, anticipate their needs, and provide more tailored and effective assistance. Despite this, there is a scarcity of research specifically examining how EI impacts service delivery in private university libraries in regions like

Oyo State, Nigeria. This gap highlights the need for localized studies to understand how cultural and institutional factors influence the role of EI in these contexts.

ICT skills are another crucial component of modern reference service delivery. As libraries continue to evolve in the digital age, the ability to effectively use information and communication technologies becomes increasingly important. ICT skills enable library personnel to manage digital collections, utilize electronic resources, and support users in accessing online information. Studies have shown that library personnel with strong ICT skills can significantly enhance the quality of reference services, leading to more efficient and user-friendly experiences. However, existing literature often focuses on public or larger university libraries, with limited attention to private universities in developing regions. This gap suggests a need for more research to understand the specific ICT challenges and opportunities faced by library personnel in private universities in Oyo State, and how these factors impact reference service delivery.

Furthermore, the intersection of EI and ICT skills in enhancing reference service delivery is an area that remains underexplored. While both EI and ICT skills are individually recognized as important, there is limited research on how these skills interact and complement each other in the context of library services. For instance, how does a librarian's EI influence their ability to learn and apply ICT skills? Conversely, how do ICT skills impact a librarian's capacity to utilize their EI effectively? Understanding this interplay could provide deeper insights into optimizing reference service delivery. This gap in the literature underscores the need for comprehensive studies that examine the combined effect of EI and ICT skills among library personnel, particularly in private university settings in Oyo State. Future research should aim to fill these gaps by

conducting empirical studies that explore these dynamics, providing a more holistic understanding of the factors that contribute to effective reference service delivery.

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Chapter Three

Methodology

This chapter presents details of the systematic steps involved in conducting this research on the influence of emotional intelligence and ICT skills on reference service delivery by library personnel in private universities in Oyo state. It outlines the methodology with explanations for various aspects such as the research design, study population, sampling technique, research instrument, administration of the instrument, validity and reliability as well as method adopted for data analysis.

3.1 Research Design

The study adopted a descriptive survey research design. This is a quantitative approach which allows for the collection of data from a large population. The survey research was considered appropriate for this study because of the need to empirically measure the study variables and show the relationship between them. It is also considered relevant due to the large and dispersed nature of the study respondents.

3.2 Population of the Study

The population for this study consisted of 103 library personnel from ten (10) universities in Oyo state. The universities are mainly based in Ibadan, the state capital, Ogbomosho, and Oyo town respectively. The universities are Lead City University, Ibadan; Kola Daisi University, Ibadan; Precious Cornerstone University, Ibadan; Atiba University, Oyo; Dominion University, Ibadan; Dominican University, Ibadan; and Ajayi Crowther University, Oyo. Ladoke Akintola University of Technology, Ogbomosho, and University of Ibadan, Ibadan. The breakdown of the study population is presented in Table 3.1.

Table 3.1 Population of the Study

S/N	Universities	No of Library Personnel
i.	Lead City University, Ibadan	13
ii.	Kola Daisi University, Ibadan	4
iii.	Precious Cornerstone University, Ibadan	3
iv.	Atiba University, Oyo	5
v.	Technical University	3
vi.	Dominion University, Ibadan	2
vii.	Dominican University, Ibadan	3
viii.	Ajayi Crowther University, Oyo	9
ix.	Ladoke Akintola University of Technology, Ogbomoso	25
x.	University of Ibadan, Ibadan	36
	Total	103

Sources:⁴

3.3 Sample and Sampling Technique

The study sample include all one hundred and three (103) library personnel in ten universities across Oyo State. Total enumeration was adopted in selecting the study sample in view of the manageable number of respondents to be involved in the study.

3.4 Description of the Research Instrument

The instrument used in this research is a structured questionnaire adapted from relevant theories and models. The study adopted the Likert scale design which allowed the

researcher in listing options where respondents choose from. The instrument is made up of four sections.

Section A contains the demographic information of respondents which is self-developed. The bio-data of respondents was measured through metrics such as: Name of Institution/Library, Years of Experience, Gender and Age.

Section B: this is the Reference Services Delivery Scale. It is designed in line with the Kano Model of service delivery. It has three sections namely basic needs, performance needs, and excitement need. Example of statement is; Reference materials (books, journals, etc.) are easy to locate”; “The library provides sufficient online databases and electronic resources for research”. The options provided in this study's questionnaire followed the 4-point Likert type scale of 4= Strongly Agree (SA), 3= Agree (A), 2= Disagree (D) and 1= Strongly Disagree (SD). Examples of statements are, to study for examination, to gather information for personal development

Section C: Emotional Intelligence scale. This section measures the emotional intelligence of the respondents. The items are adapted from Daniel Goleman emotional intelligence scale¹ and Masrek and Sani emotional intelligence scale². Each statement is rated Likert type, 4-points scales ranging from= Strongly Agree (SA), 3= Agree (A), 2= Disagree (D) and 1= Strongly Disagree (SD). Examples of statements include: I can use Boolean operators to restrict and expand my information search; “I can keep disruptive emotions and impulses in check; I see myself as someone who can sense others' feelings and perspectives, and taking an active interest in their concerns” etc.

Section D, ICT skills scale. The items in this section are adapted a related work³. The section is organized under: PC maintenance skills, word processing skills, spreadsheet skills database management skills, presentation software skills, internet browsing skills and digital communication skills. Each item is measured on a 4-point Likert scales: 4= Very high extent, 3= High Extent, 2= Low Extent and 1= Very Low Extent. Examples of question include: "I can delete cookies from my computer using my web browser"; "I can identify and use computer software and mobile applications (MS Word, Adobe Acrobat, WPS, etc)", "I can add or remove records in a table in a database programme". Et cetera

3.5 Validity of Research Instrument

The validity of research instrument focus on its ability to properly measure the constructs and variables in the study. To ensure the face and content validity of the research instrument, the questionnaire was submitted to the supervisor and other experts in the field of Library and Information Science for appraisal. The corrections and suggestions made contribute to the validity of the instrument.

3.6 Reliability of the Research Instrument

Reliability means the ability of a research instrument to remain consistent in measuring variables across location and time. The reliability of the instrument was tested through a pilot study using twenty (20) library personnel from Summit University Offa, and Fountain University Osogbo who are not part of the study. Copies of the drafted questionnaire was administered on the respondent to collect empirical data. The analysis of the returned questionnaire showed that the instrument has a Cronbach Alpha score of 0.82 which attests to its reliability.

3.7 Administration of the Instrument and Method of Data Collection

A letter of introduction and project attestation was obtained from the Department of Information Management, Lead City University which will be used to gain permission to conduct the survey and administer the questionnaire on the respondents. The research instrument was administered physically with the aid of five (5) research assistants who were trained by the researcher for the purpose. The whole data collection exercise lasted a period of four weeks.

3.8 Methods of Data Analysis

The data collected from questionnaires was coded and analysed using the IBM SPSS Statistics Software. The research questions were analysed with descriptive statistic such as simple frequencies and percentages while the research hypotheses were analysed using inferential statistics. Hypotheses 1 and 2 were analysed using simple linear regression analysis while hypotheses 3 was tested using multiple regression analysis. All hypotheses were tested at 0.05 level of significance.

Endnotes

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4. Offices of the university librarians of the institutions.

Chapter Four

Results and Discussion of Findings

This chapter presents the result of the analysis of data collected in the course of the study. Quantitative data was collected through the use of a structured questionnaire. The researcher administered the research instrument on one hundred and three (103) library personnel from universities across Oyo State. However, 79 copies of the questionnaire were returned and found useful to be included in the analysis. This represents about 77% return rate which is considered adequate for generalization within the state.

4.1 Demographic Information

Table 4.1 Demographic Information of the Respondents

Items	Frequency	Percentage
Gender		
Female	44	56
Male	35	44
Total	79	100.0
Age Range		
20-29	20	26
30-39	10	12
40-49	8	10
50-59	18	24
60 and above	23	28
Total	79	100.0
Highest Educational Qualification		
OND/HND	8	10
BLIS/BSc	27	32
MLIS/MSc	23	28
Mphil/PhD	24	30
Total	79	100.0

Years of Work Experience		
Below 5years	12	14
6- 10 years	20	26
11- 15 years	18	24
16- 20 years	11	12
Above 20 years	18	24
Total	79	100.0

Source: Fieldwork, 2024.

The demographic profile of the respondents, as shown in Table 4.1, highlights the diversity in gender, age, educational qualification, and work experience among the study participants. In terms of gender, 56% of the respondents were female, while 44% were male. The age distribution revealed that the majority of respondents (28%) were aged 60 and above, followed by 26% aged between 20-29 years. Additionally, 24% were within the 50-59 age range, 12% were between 30-39 years, and 10% were between 40-49 years.

Regarding the highest educational qualification, 32% of the respondents held a BLIS/BSc, 30% had MPhil/PhD degrees, 28% held MLIS/MSc degrees, and 10% had OND/HND qualifications. In terms of work experience, 26% of the respondents had 6-10 years of experience, while 24% had over 20 years and 11-15 years of experience, respectively. 14% had less than 5 years of experience, and 12% had 16-20 years of experience. This distribution indicates a balanced mix of academic qualifications and experience levels among the respondents.

4.2 Research Questions

Research Question One: What is the level of reference services delivery by library personnel in universities in Oyo State

Table 4.2 Level of Reference Services Delivery by Library Personnel in Universities in Oyo State

Information Services	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
The reference staff are readily available to assist with finding information when needed.	27 (32%)	16 (24%)	17 (22%)	17 (22%)	2.66
The information provided by the reference staff is accurate and reliable.	40 (50%)	21 (26%)	18 (24%)	--	2.72
The reference staff respond promptly to my information requests.	40 (50%)	18 (24%)	--	21 (26%)	2.58
The reference staff understand my specific needs and provide information tailored to my queries.	22 (26%)	23 (28%)	18 (24%)	16 (22%)	3.22
The reference staff communicate effectively and clearly when assisting me with information services.	36 (48%)	22 (26%)	22 (26%)	--	3.22
Average Mean					2.88
Library Instruction					
The library instruction sessions provided by the reference staff are clear and easy to understand.	38 (49%)	40 (51%)	--	--	3.48
The topics covered in library instruction sessions are relevant and useful to my research or study needs.	17 (22%)	46 (56%)	--	17 (22%)	2.78
The reference staff make the instruction sessions engaging and interactive.	17 (22%)	22 (26%)	24 (30%)	17 (22%)	2.48
After attending a library instruction session, the reference staff provide sufficient follow-up support to address any questions or challenges I have.	23 (28%)	23 (28%)	17 (22%)	17 (22%)	2.62
The library instruction sessions have improved my ability to conduct research effectively.	18 (24%)	40 (50%)	22 (26%)	--	2.98
Average Mean					2.87

Users Guidance

Library personnel always offer well-organized and logical, step-by-step instructions to library patrons.	18 (24%)	45 (54%)	17 (22%)	--	3.02
The library provides workshops on research skills and information literacy.	17 (22%)	45 (54%)	18 (24%)	--	2.98
The library offers guidance in multiple formats (e.g., online, printed, in-person)	17 (22%)	19 (26%)	40 (50%)	4 (2%)	2.68
Library personnel provide guidance useful in conducting more efficient research.	18 (24%)	22 (26%)	18 (24%)	22 (26%)	2.48
Library staff are readily available to provide additional guidance when patrons need it	19 (24%)	23 (28%)	19 (24%)	19 (24%)	2.52
Average Mean					2.74
Aggregate Mean					2.83

Decision rule 1.00 – 1.49= very low, 1.50 – 2.49= low, 2.50 – 3.49 = high, 3.50-4.00= very high.

Source: Fieldwork, 2024.

Table 4.2 presents the descriptive results of the level of reference service delivery in the academic libraries surveyed. The variable; reference service delivery was measured across three dimensions namely; information services, library instruction and user guidance. Under the dimension of information services, the results show that 32% of the respondents strongly agreed that the reference staff are readily available to assist with finding information when needed, 24% also agreed with this. However, 22% disagreed, and 22% strongly disagreed. The mean score is 2.66. The results also show that 50% of the respondents strongly agreed that the information provided by the reference staff is accurate and reliable, while 26% agreed. However, 24% disagreed. The mean score for this item is 2.72.

Furthermore, the results show that 50% of the respondents strongly agreed that the reference staff respond promptly to information requests, while 24% agreed. However,

26% strongly disagreed resulting in a mean score of 2.58. Similarly, 26% of the respondents strongly agreed that the reference staff understand their specific needs and provide information tailored to their queries, 28% agreed with this. However, 24% disagreed, and 22% strongly disagreed leading to a mean score of 3.22. In response to the last item in the category, 48% of the respondents strongly agreed that the reference staff communicate effectively and clearly when assisting with information services, 26% also agreed. However, 26% disagreed. The mean score is 3.22. Overall, the average mean score for information services is 2.88 indicating a moderate level of information services.

For library instruction, 49% of the respondents strongly agreed that the library instruction sessions provided by the reference staff are clear and easy to understand, while 51% agreed resulting in a mean score is 3.48. also, 22% of the respondents strongly agreed that the topics covered in the library instruction sessions are relevant and useful to their research or study needs, while 56% agreed. However, 22% strongly disagreed. The mean score is 2.78. in the same vein, 22% of the respondents strongly agreed that the reference staff make the instruction sessions engaging and interactive, while 26% agreed. However, 30% disagreed, and 22% strongly disagreed. The mean score of this item is the lowest; 2.48.

The results show that 28% of the respondents strongly agreed that after attending a library instruction session, the reference staff provide sufficient follow-up support to address any questions or challenges, while 28% agreed. However, 22% disagreed, and 22% strongly disagreed. The mean score is 2.62. The results in Table 4.2 also show that 24% of the respondents strongly agreed that the library instruction sessions have improved their ability to conduct research effectively, while 50% agreed. However, 26%

disagreed. The mean score is 2.98. Overall, the average mean score for library instruction is 2.87 which also mean a moderate level of service.

The results or users' guidance show that 24% of the respondents strongly agreed that library personnel always offer well-organized and logical, step-by-step instructions to library patrons, while 54% agreed. However, 22% disagreed. The mean score is 3.02. The results also show that 22% of the respondents strongly agreed that the library provides workshops on research skills and information literacy, while 54% agreed. However, 24% disagreed. The mean score is 2.98.

Furthermore, 22% of the respondents strongly agreed that the library offers guidance in multiple formats (e.g., online, printed, in-person), while 26% agreed. However, 50% disagreed, and 2% strongly disagreed. The mean score is 2.68. In addition, 24% of the respondents strongly agreed that library personnel provide guidance useful in conducting more efficient research, while 26% agreed. However, 24% disagreed, and 26% strongly disagreed. The mean score is 2.48. finally, 24% of the respondents strongly agreed that library staff are readily available to provide additional guidance when patrons need it, while 28% agreed. However, 24% disagreed, and 24% strongly disagreed. The mean score is 2.52. The average mean score for users guidance is 2.74.

The combination of the responses shows an overall aggregate mean of 2.83. which represents a moderate level of references service delivery in the university surveyed.

Research Question Two: What is the level of emotional intelligence among library personnel in universities in Oyo State?

Table 4.3 Level of Emotional Intelligence Among Library Personnel in Universities in Oyo State

Self-awareness	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I am aware of my strengths and weaknesses.	36 (48%)	36 (48%)	4 (2%)	4 (2%)	3.42
I understand how my emotions affect my thoughts and behaviors.	41 (52%)	22 (26%)	17 (22%)	--	3.30
I recognize the impact of my emotions on my job performance.	17 (22%)	46 (56%)	17 (22%)	--	3.00
I am aware of how others perceive me.	18 (24%)	24 (30%)	18 (24%)	17 (22%)	2.56
I am able to accurately describe my emotions when asked.	19 (24%)	23 (28%)	19 (24%)	19 (24%)	2.52
Average Mean					2.96
Self-Management	SA	A	D	SD	
I can control my emotions even when under stress.	18 (24%)	23 (28%)	22 (26%)	17 (22%)	2.54
I stay calm and positive in challenging situations.	22 (26%)	40 (50%)	9 (12%)	9 (12%)	2.90
I am able to adapt to changing circumstances at work.	36 (48%)	22 (26%)	22 (26%)	--	3.22
I manage my time effectively to meet deadlines.	17 (22%)	46 (56%)	--	17 (22%)	2.78
I am self-motivated and stay focused on my goals.	36 (48%)	36 (48%)	4 (2%)	4 (2%)	3.42
Average Mean					2.97

	SA	A	D	SD	
Social awareness					
I understand and empathize with others' emotions.	23 (28%)	23 (28%)	17 (22%)	16 (21%)	3.24
I can sense the emotional tone of meetings and discussions.	40 (50%)	23 (28%)	16 (22%)	--	3.28
I am aware of organizational dynamics and politics.	40 (51%)	23 (28%)	16 (21%)	--	3.28
I listen actively and attentively when others speak.	24 (30%)	23 (29%)	17 (22%)	15 (19%)	3.24
I respect and consider diverse perspectives and viewpoints.	37 (47%)	35 (44%)	4 (5%)	3 (4%)	3.42
Average Mean					3.29
Relationship management					
I am effective at building and maintaining professional relationships.	18 (24%)	45 (54%)	16 (21%)	--	3.02
I handle conflicts and disagreements constructively.	16 (21%)	45 (54%)	18 (24%)	--	2.98
I inspire and motivate others towards achieving common goals.	17 (22%)	19 (24%)	40 (51%)	3 (4%)	2.68
I provide constructive feedback to colleagues.	17 (22%)	46 (56%)	17 (22%)	--	3.00
I collaborate well with others on team projects.	18 (24%)	24 (30%)	18 (24%)	17 (22%)	2.56
I am able to influence and persuade others positively.	19 (24%)	23 (28%)	19 (24%)	19 (24%)	2.52
Average Mean					3.35
Aggregate Mean					3.14

Decision rule 1.00 – 1.49= very low, 1.50 – 2.49= low, 2.50 – 3.49 = high, 3.50-4.00= very high.

Source: Fieldwork, 2024.

Table 4.3 presents the analysis of the level of emotional intelligence among the library personnel of academic libraries in Oyo State. Emotional intelligence is measured under the following metrics: self-awareness, self-management, social management, and relationship management. The responses under the dimension self-awareness show that 48% of the respondents strongly agreed that they are aware of their strengths and

weaknesses, while 48% also agreed. However, 2% disagreed, and 2% strongly disagreed leading to a mean score of 3.42. Also, 52% of the respondents strongly agreed that they understand how their emotions affect their thoughts and behaviours, while 26% agreed. However, 22% disagreed. Notwithstanding, this, the mean score is 3.30. Similarly, 22% of the respondents strongly agreed that they recognize the impact of their emotions on their job performance, while 56% agreed. However, 22% disagreed leading to high mean score of 3.00.

On the other hand, 24% of the respondents strongly agreed that they are aware of how others perceive them, while 30% agreed. However, 24% disagreed, and 22% strongly disagreed resulting in a mean score of 2.56. in the same vein, the results show that 24% of the respondents strongly agreed that they are able to accurately describe their emotions when asked, while 28% agreed. However, 24% disagreed, and 24% strongly disagreed. The mean score is 2.52. Overall, the average mean score for Self-awareness is 2.96.

For self-management, the results show that 24% of the respondents strongly agreed that they can control their emotions even when under stress, while 28% agreed. However, 26% disagreed, and 22% strongly disagreed. The mean score is 2.54. Furthermore, the results show that 26% of the respondents strongly agreed that they stay calm and positive in challenging situations, while 50% agreed. However, 12% disagreed, and 12% strongly disagreed. The mean score is 2.90.

However, 48% of the respondents strongly agreed that they are able to adapt to changing circumstances at work, while 26% agreed. Meanwhile, 26% disagreed which leads to the mean score of 3.22. The results show that 22% of the respondents strongly agreed that they manage their time effectively to meet deadlines, while 56% agreed. However, 22%

strongly disagreed. The mean score is 2.78. The results also show that 48% of the respondents strongly agreed that they are self-motivated and stay focused on their goals, while 48% agreed. However, 2% disagreed, and 2% strongly disagreed. The mean score is 3.42. These mean scores resulted in the average mean score of 2.97 for Self-management.

In the dimension of social awareness, the results show that 28% of the respondents strongly agreed that they understand and empathize with others' emotions, while 28% agreed. However, 22% disagreed, and 21% strongly disagreed. The mean score is 3.24. The results show that 50% of the respondents strongly agreed that they can sense the emotional tone of meetings and discussions, while 28% agreed. However, 22% disagreed. The mean score is 3.28. Similarly, results show that 51% of the respondents strongly agreed that they are aware of organizational dynamics and politics, while 28% agreed. However, 21% disagreed. The mean score is 3.28.

Furthermore, the results show that 30% of the respondents strongly agreed that they listen actively and attentively when others speak, while 29% agreed. However, 22% disagreed, and 19% strongly disagreed. The mean score is 3.24. The responses to the item; "I respect and consider diverse perspectives and viewpoints" show that 47% of the respondents strongly agreed that they respect and consider diverse perspectives and viewpoints, while 44% agreed. However, 5% disagreed, and 4% strongly disagreed. The mean score is 3.42. The average mean score for social awareness is 3.29.

The next dimension is relationship management. It was found that 24% of the respondents strongly agreed that they are effective at building and maintaining professional relationships, while 54% agreed. However, 21% disagreed. The mean score

is 3.02. Also, 21% of the respondents strongly agreed that they handle conflicts and disagreements constructively, while 54% agreed. However, 24% disagreed. The mean score is 2.98. Furthermore, the results show that 22% of the respondents strongly agreed that they inspire and motivate others towards achieving common goals, while 24% agreed. However, 51% disagreed, and 4% strongly disagreed resulting in a mean score of 2.68. Furthermore, 22% of the respondents strongly agreed that they provide constructive feedback to colleagues, while 56% agreed. However, 22% disagreed leading to a mean score of 3.00.

Some of the items did not receive so much positive responses with the responses to the item; “collaborate well with others on team projects”, showing that 24% of the respondents strongly agreed that they collaborate well with others on team projects, while 30% agreed. However, 24% disagreed, and 22% strongly disagreed. The mean score of the item is 2.56. Similarly, the results show that 24% of the respondents strongly agreed that they are able to influence and persuade others positively, while 28% agreed. However, 24% disagreed, and 24% strongly disagreed. The mean score is 2.52. Overall, the average mean score for Relationship management is 3.35.

The overall aggregate mean score across all the dimensions of emotional intelligence is 3.14. This reflects a moderate to high level of emotional intelligence across the four categories: self-awareness, self-management, social awareness, and relationship management among library personnel in universities in Oyo State

Research Question Three: What is the level of ICT skills among library personnel in universities in Oyo State

Table 4.4 Level of ICT Skills Among Library Personnel in Universities in Oyo State

Hardware Skills	Very High Extent	High Extent,	Low Extent	Very Low Extent	Mean
I can competently set up and configure computer hardware.	18 (24%)	23 (28%)	22 (26%)	17 (22%)	2.54
I can troubleshoot basic hardware problems (e.g., connection issues, peripheral setup).	22 (26%)	40 (50%)	9 (12%)	9 (12%)	2.90
I can replace hardware components such as hard drives, RAM, and peripheral devices.	36 (48%)	22 (26%)	22 (26%)	--	3.22
I can maintain hardware (e.g., cleaning, ensuring proper ventilation).	18 (24%)	24 (30%)	18 (24%)	17 (22%)	2.56
I am comfortable using different types of hardware (e.g., printers, scanners, projectors).	19 (24%)	23 (28%)	19 (24%)	19 (24%)	2.52
Average Mean					2.75
Software Skills					
I can install and uninstall software applications without assistance.	18 (24%)	45 (54%)	17 (22%)	--	3.02
I am proficient in using word processing software (e.g., Microsoft Word, Google Docs).	17 (22%)	45 (54%)	18 (24%)	--	2.98
I can create and manage spreadsheets using software like Microsoft Excel.	17 (22%)	19 (26%)	40 (50%)	4 (2%)	2.68
I am skilled in using library management systems/software.	17 (22%)	45 (56%)	17 (22%)	--	3.00
I can use presentation software (e.g., PowerPoint, Prezi) to create professional presentations.	22 (26%)	23 (28%)	18 (24%)	16 (22%)	3.22
Average Mean					2.98

Internet Browsing Skills					
I can effectively use search engines to find relevant information online.	41 (52%)	22 (26%)	17 (22%)	--	3.30
I am familiar with cloud storage services (e.g., Google Drive, Dropbox) and can use them efficiently.	23 (28%)	23 (28%)	17 (22%)	17 (22%)	2.62
I can use online databases to access academic and research materials.	18 (24%)	40 (50%)	22 (26%)	--	2.98
I am proficient in using email and managing email accounts.	40 (50%)	22 (26%)	18 (24%)	--	2.72
I can navigate and utilize social media platforms for professional purposes.	36 (48%)	22 (26%)	22 (26%)	--	3.22
I can participate in and host webinars and online meetings.	17 (22%)	22 (26%)	17 (22%)	24 (28%)	2.40
Average Mean					2.87
Aggregate Mean					2.87

Decision rule 1.00 – 1.49= very low, 1.50 – 2.49= low, 2.50 – 3.49 = high, 3.50-4.00= very high.

Source: Fieldwork, 2024.

Table 4.4 presents the analysis of ICT skills among library personnel in universities in Oyo State. ICT skills are measured under metrics such as hardware skills, software skills, and internet browsing skills. Hardware Skills: The results indicate that 24% of the respondents reported a Very High Extent of competency in setting up and configuring computer hardware, while 28% indicated a High Extent. However, 26% expressed a Low Extent, and 22% indicated a Very Low Extent, resulting in a mean score of 2.54. For troubleshooting basic hardware problems, 26% reported a Very High Extent, and 50%

reported a High Extent, leading to a mean score of 2.90. In replacing hardware components, 48% indicated a Very High Extent, contributing to a higher mean score of 3.22. The average mean for hardware skills is 2.75.

In the category of software skills, 24% reported a Very High Extent in installing and uninstalling software applications, with 54% indicating a High Extent, resulting in a mean score of 3.02. For proficiency in using word processing software, 22% reported a Very High Extent, and the mean score is 2.98. The analysis further shows that for the statement “I can create and manage spreadsheets using software like Microsoft Excel,” 22% of the respondents indicated Very High Extent, while 26% indicate High Extent. However, 50% indicated a Low Extent, and 2% reported a Very Low Extent, leading to a mean score of 2.68.

Regarding “I am skilled in using library management systems/software,” 22% of respondents chose “Very High Extent” 56% “High Extent”, and 22% indicated “Low Extent”, resulting in a mean score of 3.00. This suggests a generally positive perception of skills in using library management systems. For the statement “I can use presentation software (e.g., PowerPoint, Prezi) to create professional presentations,” 26% of the respondents indicated a very high extent, while 28% indicated High Extent. However, 24% indicated a low extent, and 22% reported a very low extent, leading to a mean score of 3.22. The average mean for software skills is 2.98.

In terms of internet browsing, 52% of respondents indicated a Very High Extent in effectively using search engines to find relevant information online, contributing to a mean score of 3.30. The analysis further shows that for the statement “I am familiar with cloud storage services (e.g., Google Drive, Dropbox) and can use them efficiently,” 28%

of the respondents indicated “Very High Extent”, while another 28% indicated High Extent. However, 22% indicated a low extent, and 22% reported a very low extent, leading to a mean score of 2.62. This suggests a need for further training or support in effectively utilizing cloud storage services.

Regarding “I can use online databases to access academic and research materials,” 24% of respondents strongly agreed (Very High Extent), while 50% agreed (High Extent), and 26% disagreed (Low Extent), resulting in a mean score of 2.98. This indicates a moderate level of competence in using online databases among library personnel. For the statement “I am proficient in using email and managing email accounts,” 50% of respondents indicated a very high extent, while 26% agreed (High Extent), and 24% indicated a low extent, leading to a mean score of 2.72. This suggests a generally positive perception of email proficiency.

However, only 22% felt a Very High Extent of comfort in participating in webinars and online meetings, leading to a lower mean score of 2.40. The average mean for internet browsing skills is 2.87. Finally, for “I can navigate and utilize social media platforms for professional purposes,” 48% of the respondents strongly agreed (Very High Extent), while 26% agreed (High Extent), and 26% indicated a low extent, leading to a mean score of 3.22. This indicates a high level of confidence in using social media platforms professionally.

The overall average mean for internet browsing skills is 2.87, suggesting a moderate level of proficiency among library personnel in utilizing internet-based resources. While strengths are evident in areas such as online databases and social media use, there is room

for improvement in cloud storage and email management skills. Further training could enhance these competencies to better support library services.

The Aggregate Mean for ICT skills is 2.87, indicating a moderate level of competency among library personnel in using information and communication technology tools effectively. This suggests that while there are areas of strength, particularly in internet browsing skills, other areas, such as hardware skills, may require further training and support to enhance the overall ICT proficiency of library personnel.

4.3 Presentation of Hypotheses

4.3.1: There will be no significant influence of emotional intelligence on reference services delivery by library personnel in universities in Oyo State

Table 4.5: Influence of Emotional Intelligence on Reference services delivery by library personnel in universities in Oyo State

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.855 ^a	.813	.711		.25336

a. Predictors: (Constant), Emotional intelligence

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.322	1	32.322	503.515	.000 ^b
	Residual	3.081	78	.064		
	Total	35.403	79			

a. Dependent Variable: Reference Service Delivery

b. Predictors: (Constant), Emotional intelligence

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.347	.126		2.749	.000
	Emotional Intelligence	1.020	.045	.955	22.439	.000

a. Dependent Variable: Reference Service Delivery

Table 4.5a-c presents the results of the simple regression analysis for the influence of emotional intelligence on reference services delivery by library personnel in universities in Oyo State. From the results in Table 4.4a, emotional intelligence has a positive and significant relationship with reference services delivery ($R^2 = 0.813$, $p < 0.05$). The coefficient of determination by library personnel in universities in Oyo State (Adj. R^2) of 0.711 shows that emotional intelligence explains 71.1% of the changes in reference services delivery by library personnel in universities in Oyo State.

Table 4.4b presents the results of overall model significance of regression test which also showed that emotional intelligence has a significant influence on reference services delivery by library personnel in universities in Oyo State. This can be explained by the F-value (503.515) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that emotional intelligence has a significant influence reference services delivery by library personnel in universities in Oyo State.

In addition, the results of regression coefficients in Table 4.5c, revealed that at 95% confidence level, a unit change in level of emotional intelligence of library personnel will lead to a 1.020 increase in the reference services delivery by library personnel in

universities in Oyo State, given that all other factors are held constant. On the strength of this result ($Adj. R^2 = 0.711$, $F(1, 78) = 503.515$, $p = 0.000$), the null hypothesis one (H_01) which states that there will be no significant influence of emotional intelligence on reference services delivery by library personnel in universities in Oyo State is hereby rejected.

H_02 There will be no significant influence of librarians' ICT skills on reference services delivery by library personnel in universities in Oyo State

Table 4.6a-c: Influence of Librarians' ICT Skills On Reference Services Delivery by Library Personnel in Universities in Oyo State

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.415a	.172	.165	5.841

a. Predictors: (Constant), Librarians' ICT skills

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	845.253	1	845.253	24.776	.000 ^b
	Residual	4059.722	78	34.115		
	Total	4904.975	79			

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	44.035	3.219		13.678	.000
Librarians' ICT skills	.794	.161	.415	4.940	.000

a. Dependent Variable: Reference Service Delivery

b. Predictors: (Constant), Librarians' ICT skills

Source: Fieldwork 2024

The regression analysis presented in table 4.6 (a – c) shows the influence librarians' ICT skills on reference services delivery by library personnel in universities in Oyo State. The model summary shows that Librarians' ICT skills explained only 16.5% of the total variance in reference services delivery by library personnel in universities in Oyo State. ($Adj R^2 = 0.165$). This indicates that Librarians' ICT skills shows a positive but weak relationship ($R = 0.415$) services delivery by library personnel in universities in Oyo State.

Table 4.6c also shows that, if all other factors remain constant, a unit change in Librarians' ICT skills will lead to 0.794 increase in the level of Librarians' ICT skills at 95% level of confidence ($B = 0.794, p < 0.05$). Therefore, based on the result of the regression analysis, the null hypothesis which states that; there is no significant influence librarians' ICT skills on reference services delivery by library personnel in universities in Oyo State is rejected.

H03 There will be no significant combined influence of emotional intelligence and librarians' ICT skills on reference services delivery by library personnel in private universities in Oyo State

Table 4.7(a-c) Combined Influence of Emotional Intelligence and Librarians' ICT Skills on Reference Services Delivery by Library Personnel in Private Universities in Oyo State

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
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1	.959 ^a	.919	.915	.24741
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a. Predictors: (Constant), Emotional Intelligence, Librarians' ICT Skills

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.526	2	16.263	265.688	.000 ^b
	Residual	2.877	87	.061		
	Total	35.403	89			

a. Dependent Variable: Reference Service Delivery

b. Predictors: (Constant), Emotional Intelligence, Librarians' ICT Skills

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.542	.163		3.323	.000
Librarians' ICT Skills	.076	.054	.099	1.407	.004
Emotional Intelligence	1.019	.044	.954	22.947	.000

a. Dependent Variable: Reference Service Delivery

Table 4.6a-c presents the results of the multiple regression analysis for the combined influence of combined influence of emotional intelligence and librarians' ICT skills on reference services delivery by library personnel in private universities in Oyo State. From the results in Table 4.7a, it can be seen that emotional intelligence and librarians' ICT skills have a positive and significant relationship with reference services delivery by library personnel in private universities in Oyo State. The coefficient of determination

(Adj. R^2) of 0.915 shows that the combination of emotional intelligence and librarians' ICT skills explains 91.5% of the variation in reference services delivery by library personnel in private universities in Oyo State.

Table 4.7b presents the results of ANOVA (overall model significance) of regression test which further confirms that emotional intelligence and librarians' ICT skills have a significant influence on reference services delivery. This can be explained by the F-value (265.688) and low p-value (0.000) which is statistically significant at 95% confidence interval.

In addition, the results of regression coefficients in table 4.6c, revealed that emotional intelligence and librarians' ICT skills have a significant relative effect on reference services delivery. Specifically, the analysis showed that, at 95% confidence level, a unit change in emotional intelligence will lead to a 1.019 increase in the reference services delivery among the respondents, given that all other factors are held constant. However, at 95% confidence level, unit change in Librarians' ICT Skills will lead to a .076 change in services delivery among the respondents, given that all other factors are held constant. It is on the strength of this result (Adj. R^2 = 0.915, $F(2,77) = 265.688$, $p = 0.000$), that the null hypothesis three (H_03) which states that there is no combined influence of influence of emotional intelligence and librarians' ICT skills on reference services delivery by library personnel in private universities in Oyo State, is rejected.

4.4 Discussion of Findings

The study found a moderate level of references service delivery in the universities surveyed. Available studies have shown that academic libraries in Nigeria are making efforts to render high level reference services but that have not achieved this aim. A study

from Redeemer's University, Osun State, Nigeria's shows that the university render reference services such as selective dissemination of information (SDI) and current awareness services (CAS) using modern ICT. The librarians have also created a faculty profile form to gather information. The form describes how to provide current information to academics in a personalised manner and keeps them informed. ERSD helps users stay current on research. SDI can be delivered manually or electronically, according to evidence. However, electronic means are cheaper and faster. Online information offering has replaced traditional library practices¹.

Another study from a southeastern Nigerian federal university library also indicated that the library is providing a satisfactory reference service. However, it was revealed that many library patrons are unfamiliar with services such as translation, internet, and email services, as well as OPAC. The study also reported lack of online visibility among reference librarians which is a minus on the services. Reference librarians should employ public relations to interact with users and other library stakeholders, following the aforementioned discovery. More importantly, library publicity and marketing should raise user awareness of reference services. To perform well online, the reference librarian should be ICT compliant².

Similarly, a scholar conducted a meta-analysis to determine the quality of reference services in Nigerian academic libraries and how satisfied are the patrons with these services. This study reported that library patrons expect increasing application of expert systems in reference service, cataloguing, classification, indexing, and acquisition; standby generators; and easily accessible resources (physical and electronic). This

indicates that these five factors were the top predictors of student satisfaction with academic libraries in Nigerian public tertiary institutions³.

A related study also examined Nigerian universities' educational resource quality and instructional service delivery. The study revealed the available of quality educational resources capable of aiding effective instructional service delivery in the libraries. However, the study found that the quality of library services, particularly reference services, was low⁴.

The study also found a moderate to high level of emotional intelligence across the four categories: self-awareness, self-management, social awareness, and relationship management among library personnel in universities in Oyo State. This is supported by another Nigerian study which found a high level of emotion intelligence among librarians. The study examines the relationship between organizational culture, emotional intelligence, and job performance among library personnel in Edo state, Nigeria. The study's findings indicate a notable degree of job performance, favorable organizational culture, and a high level of emotional intelligence among the people. Organizational culture and emotional intelligence have a strong and considerable impact on the job performance of personnel ⁵.

Similarly, a study conducted in Pakistan also examined the correlation between emotional intelligence and overall job satisfaction among librarians. The findings indicated that self-assessment had the highest predictive power, whereas optimism had the lowest predictive power in relation to job satisfaction. The findings are valuable for libraries and other organisations seeking to cultivate emotional intelligence and enhance workers' job satisfaction, ultimately resulting in improved performance⁶.

A related study conducted in Iran investigated the components of emotional intelligence in librarians working in libraries of selected medical sciences universities in Tehran. The study also found that the librarians scored higher on self-awareness more than in other dimensions such as self-management, social awareness and, relationship management. The study rated the emotional intelligence of the librarians as moderate and concluded that emotional intelligence and its components in librarians working in medical universities are at the favourable level, but significantly far from the ideal score⁷.

The finding regarding the third research questions revealed a moderate level of ICT skills among library personnel in using information and communication technology tools effectively. This suggests that while there are areas of strength, particularly in internet browsing skills, other areas, such as hardware skills, may require further training and support to enhance the overall ICT proficiency of library personnel. This finding is consistent with various studies that have been conducted on the ICT skills of librarians in Nigerian and the African continent, particularly sub-Saharan Africa

Scholars are not surprised about the low ICT skills among librarians as they noted that librarians' education is deficient in equipping students with ICT skills. In an assessment of service delivery difficulties faced by public libraries, a researcher argued that LIS institutions fail to adequately equip students with the necessary abilities to offer competitive library services in the modern ICT profession. This suggests that the abilities gained by the students may become outdated or inactive by the time they are employed and may not be properly utilised for providing services in this digital age⁸. A related study has verified this through an evaluation of the digital skills and capabilities of professional library personnel at Nigerian universities⁹.

An international group of scholars conducted a comparative analysis of the digital competencies of library staff at African institutions. They found that all library workers had fundamental computer abilities, such as typing and browsing. However, they identified a deficiency in their ability to manage the systems, specifically in the field of systems engineering. Their information and communication technology difficulties encompassed insufficient refresher courses and training sessions¹⁰. Researchers in Nigeria found that most of the respondents in their study were only acquainted with Google and Yahoo and lacked the ability to evaluate or organise electronic resources. Additionally, they were not knowledgeable about database management, web design, or related software. Several participants attributed their low ICT skills to factors such as lack of awareness or indifference towards training, limited funding, inadequate commitment from library management, and insufficient library facilities for capacity building. This suggests that the insufficient ICT proficiency of library staff may be attributed to a deficiency in training or the absence of an ICT training policy. It is evident that institutions should prioritise the development of library personnel 's capacity¹¹.

Another group of researchers assessed the level of understanding and use of information and communication technology (ICT) by library staff at Punjab University, Pakistan. The respondents were found to possess advanced proficiency in utilising emails, search engines, e-resources, and chatting. Nevertheless, a few of the respondents were acquainted with the programming language CSS, while only one in five were conversant with JAVA¹². Another study examined the perception of library staff on the use of information and communication technology (ICT) for delivering services in universities located in Edo State. According to their statement, ICT is defined by specialists as any

device that improves the process of acquiring, organising, packaging, and distributing knowledge through software applications and computer hardware¹³. Another scholar also provided a definition of ICT as a combination of telecommunication and computer technology that is used to transmit, collect, analyse, interpret, and distribute information¹⁴.

Another scholar conducted a study on the networking skills of library staff at the University of Nigeria, Nsukka. The study found that there has been a shift from print literacy to computer literacy, and that the use of ICT-enabled services, such as web 2.0 services, has made it necessary for library personnel to have advanced skills in using the Internet. This is important for effectively communicating with users through email, social groups, and other means, in order to provide efficient library services in the modern era. Network literacy refers to the ability to understand and navigate networks. In this day of technology, it is essential for digital library professionals to possess the skills to effectively handle online material and accurately assess the authenticity of sources. Library personnel must acquire network literacy abilities in order to effectively compete with other information providers who are often highly skilled in ICT manipulation¹⁵.

In their study on the acquisition of digitization skills by library personnel in universities in Benue State, Nigeria, scholars found that approximately 85% of the library personnel possessed computer skills, while only around 57% had acquired digitization skills, such as scanning, uploading images, and using PowerPoint. The library staff, however, did not possess the necessary networking and programming abilities to effectively utilise advanced information and communication technology. As a result, they may be unable to provide patrons with value-added services. Their conclusion was that the library staff has inadequate programming abilities¹⁶. This lack of programming skills has the potential to

affect the level of reference service delivery in the libraries. However, this link was not explored in the study.

In addition to programming skills, networking skills are essential for library professionals in the current era of information and communication technology. It will improve the efficiency and variety of service delivery. In their study conducted in Akwa-Ibom State, Nigeria, a group of researchers provided evidence supporting the impact of ICT on the cataloguing and classification of library contents. It was shown that 82% of library workers utilise ICT for cataloguing, however the frequency of utilisation was just 51%¹⁷.

The library personnel should acquire ICT skills that are appropriate for the tasks they undertake in order to achieve the library goals in service delivery. However, this is not the situation in certain Nigerian universities. Sholars have determined that a significant number of library staff has proficiency in word processing and email usage, although their knowledge is limited to the Google and Yahoo web browsers. This suggests that the library staff were unable to provide efficient library services including reference services¹⁸.

The influence of ICT skills on library services was also highlighted in a study conducted to examine the professional experience of library staff in Nigerian tertiary institutions and discovered that their level of expertise in network technologies and skills did not align with their actual working experience. This implies that the level of expertise in information and communication technology (ICT) possessed by library workers does not depend solely on their prior work experience. Instead, it is contingent upon their efforts to learn and enhance their ICT skills¹⁹. The research suggested that library staff with less

than fifteen years of work experience are more likely to actively seek out ICT skills compared to their more experienced counterparts.

However, another study negated the idea that young library professionals are more inclined towards ICT skills as their findings show majority of newly employed library personnel attributed their lack of ICT abilities to their lack of experience²⁰. This led researchers to examine the factors preventing library personnel from acquiring ICT skill. One of such studies was conducted to assess the acquisition and utilisation of ICT skills among library personnel in Ahmadu Bello University, Zaria and Kaduna State Polytechnic, Kaduna, Nigeria. The study revealed that the training for acquiring ICT skills was frequently hindered by inconsistent power supply and expensive training costs²¹.

Additionally, factors such as excessive workload, lack of motivation, limited experience, inadequate training, and insufficient training in LIS schools also contributed to the challenges faced in acquiring ICT skills. However, this training enhanced the provision of services. Obstacles to acquiring ICT skills can have significant and wide-ranging effects.

In term of the application of ICT in Nigerian libraries a study conducted to evaluate the use of ICTs for service provision in Nigerian libraries found that majority of the library personnel claim to use the Internet for various purposes such as current awareness services, marketing library services, collaborating with colleagues and friends, image and video sharing, blogging, meeting training needs, and social tagging and bookmarking. Researchers also found that library workers in Southern Nigeria utilise information technology (IT) for collaborative purposes in consortium partnerships, as stated in their review of the benefits and barriers of cooperative utilisation of online resources in

university libraries²². In addition, the participants were familiar with Facebook, Whatsapp, Blogs, Wikis, and YouTube, but they had limited or no understanding of RSS Feeds, Bookmarking, and Podcasts²³.

The study suggests that library professionals in Nigeria and other poor countries lack sufficient proficiency in ICT and thus, do not fully exploit the potential of ICTs. This suggests that their provision of services falls short of the current standards of service delivery in industrialised countries, where ICTs are employed to provide creative, competitive, user-centric, and efficient services in the digital age. Library professionals in Nigeria and developing nations must prioritise the development of their ICT skills in order to provide efficient, up-to-date, high-quality, and competitive services in the current era of information and communication technology.

The test of the first hypothesis revealed that emotional intelligence has a significant influence on the level of reference services delivery by library personnel in universities in Oyo State. This finding is supported by a study which examined the correlation between emotional intelligence and the successful management of the library as well as the performance of librarians. The study's findings indicate a strong positive correlation between librarians' emotional intelligence and the efficient management of university libraries. Based on the research findings, it is advised that library personnel should consider both their own emotional intelligence and that of their clients while performing their duties in order to effectively manage the library. They should also establish a positive and supportive library environment and implement programmes to enhance librarians' skills in library management, regardless of gender²⁴.

In a related study, researchers examine the correlation between emotional intelligence and overall job satisfaction among librarians. The results of the multiple regression analysis showed that all measures of emotional intelligence were significant predictors of job satisfaction. The findings indicated that self-assessment had the highest predictive power, whereas optimism had the lowest predictive power in relation to job satisfaction. The findings are valuable for libraries and other organisations seeking to cultivate emotional intelligence and enhance workers' job satisfaction, ultimately resulting in improved performance²⁵.

Another researcher examined an aspect of emotional intelligence and how it affects service delivery in academic libraries. The study examined the impact of psychological capital and information literacy abilities on the job performance of academic library employees in state universities located in South-West Nigeria. The results indicated that there were substantial correlations between psychological capital and information literacy skills with the job performance of the participants. Furthermore, there was a strong and statistically significant correlation between psychological capital and the information literacy skills of the participants. The employment performance of the respondents was strongly determined by psychological capital and information literacy skills. The study reveals that psychological capital and information literacy skills have a crucial role in improving the job performance of academic library employees in state universities in South-West, Nigeria²⁶.

Another group of researchers also examined the correlation between emotional intelligence and organisational effectiveness, assess the impact of emotional intelligence training on employee performance, and evaluate the alignment between the existing

literature on emotional intelligence and the actual organisational context. The study determined that there is a direct correlation between emotional intelligence (EI) and the overall performance of a business. Training in emotional intelligence (EI) provides significant advantages in terms of enhancing employee productivity and improving relationship management²⁷.

One of the constructs of emotional intelligence is social skills which entails interest in other people; their culture, beliefs, and custom. This was explored in a study which investigated the influence of cultural intelligence on job performance within the specific setting of academic librarians. The findings indicate that academic library personnel had a high level of cultural intelligence and work effectiveness. The domains of cultural intelligence, specifically meta-cognitive, cognitive, motivational, and behavioral, were identified as significant predictors²⁸. Another study conducted in Oyo State, Nigeria examined the impact of emotional intelligence on job performance of library personnel at LAUTECH, Ogbomoso. The survey discovered that the respondents' degree of job performance is high. The study also discovered that most respondents had good opinions of themselves and had a high degree of emotional intelligence²⁹.

The test of the second hypothesis revealed that librarians' ICT skill has a weak but significant influence on the level of reference services delivery by library personnel in universities in Oyo State. This finding is backed by a similar study which examined the information and communication technology (ICT) abilities of library personnel and their impact on the delivery of library services in university libraries in Rivers State, Nigeria. The findings indicated that library personnel possessed proficiency in web application skills, library networking skills, and cloud technology skills. Furthermore, a notable

correlation was observed between web application skills, library networking skills, cloud technology abilities, and the efficient delivery of library services. The study suggested that library management should consistently arrange training and retraining sessions for library personnel to enhance their proficiency in ICT abilities, specifically online application skills, library networking skills, and cloud technology skills³⁰.

A related study investigates the proficiency of information and communication technology (ICT) abilities required for delivering professional library services in specific academic libraries in Nigeria. The study focused on the population of library personnel employed by the chosen federal universities in Nigeria. The study indicates that information science practitioners at certain Federal University libraries in Nigeria are fundamentally deficient in ICT management abilities. The study also indicates that a significant majority of the respondents strongly think that the benefits obtained from ICT skills are substantial. Additional discoveries also indicate that the implementation of ICT facilities for providing library services is seen as a positive advancement³¹.

Scholars also examined the utilization of information and communication technology (ICT) resources in providing reference services in specific tertiary institutions in Kano state. The study found that the reference sections of the libraries examined provide a variety of reference and information services. These services include current awareness service (CAS), selective dissemination of information service (SDI), literature searching service, photocopying service, display of new arrival service, user education service, indexing service, abstracting services, referral services, printing services, library orientation service, group presentation service (slide display), video display service, reference digital desk service, e-mailing service, and uploading service. The study

revealed that libraries utilize a variety of ICT resources, including computers, internet access, CD ROMs, photocopiers, printers, GSM telephones, online and offline databases, projectors, smart multimedia boards, radio, web blogs, email, and Library in a Flash. These resources are used to offer a wide range of reference and information services to library users. The study has identified several hurdles, including issues with electrical supply, high subscription costs for databases, and delayed network connectivity, among other concerns³².

Similarly researchers investigated the impact of enhancing information and communication technology (ICT) skills on the ability of library personnel at university libraries in Benue State to provide efficient services. The research confirms that the development of ICT skills has a significant impact on library services, including reference services. Additionally, it is found that ICT capacity building greatly enhances librarians' ability to provide services to users. Library personnel have adopted various ICT capacity building programmes, such as conferences, seminars, workshops, in-house training, and on-the-job training, to ensure the effective delivery of services to users. Issues such as insufficient proficiency in library skills and limited involvement in ICT capacity building programmes were recognised, and corresponding solutions were provided³³.

The multiple regression analysis on the third hypothesis revealed that both emotional intelligence and librarians' ICT skill have a combined significant influence on the level of reference services delivery by library personnel in universities in Oyo State. However, emotional intelligence is slightly more significant. Existing studies have also reported findings similar to this study in one way or another. One of such studies looked into the

job productivity and emotional intelligence of library staff in a few academic libraries in Oyo State, Nigeria. The results of the ANOVA demonstrated that social awareness, relationship management, self-awareness, and self-management all significantly and collectively predict librarians' job productivity. Thus, the research suggested that academic library managements incorporate high-quality emotional intelligence training and coaching into their programs for on-the-job training. People who put in extra time at work to compensate for unmet objectives ought to be sufficiently driven. Lastly, part of the requirements for hiring library staff in Nigerian university libraries should include emotional intelligence quotients³⁴.

In terms of ICT skills, researchers conducted a study on the proficiency of subject library personnel in Africa and found that a significant number acknowledged the need to enhance their ICT abilities in order to enhance their service delivery³⁵. This statement aligns with the findings of another researcher who conducted a study on the usage of electronic resources by Library and Information Science (LIS) students at Benue State University in Nigeria. Their conclusion was that the majority of libraries suffer from a shortage of workers who possess adequate technical skills and knowledge. This suggests that the students are dissatisfied with the service provided by the library staff, indicating a need for the staff to enhance their abilities in order to improve the quality of their service³⁶.

The rapid technological progress in the 21st century has revolutionised the process of creating, packaging, and distributing information. It has also impacted the information retrieval patterns of information seekers and library patrons. Librarians, due to their training and profession, play a major role in this progression. Consequently, scholars

agree that librarians of the 21st century must possess pertinent expertise to improve the delivery of library services in order to cater to the evolving information requirements of clients. This article examines the evolving function of academic library personnel and the necessary abilities they must acquire to stay pertinent in the advancing technology landscape³⁷.

A related study investigated the proficiency of library personnel in Information and Communication Technology (ICT) abilities for providing services in private universities, namely in Southern Nigeria. The study's findings indicated that library personnel in private universities in Southern Nigeria provided a diverse range of library services to their consumers. The library personnel have obtained fundamental ICT abilities and demonstrated proficiency in using them for tasks such as doing online searches, retrieving information, engaging in social communication, and performing Microsoft Office-related activities. However, they do not possess programming skills. The majority of library personnel have obtained their ICT skills through self-directed study. The study demonstrated that the acquisition of ICT skills by library personnel in private universities in Southern Nigeria is crucial for enhancing the quality of library services they provide³⁸.

In their study on the influence of Information and Communication Technology (ICT) skills on service delivery by library staff in higher institutions in Lokoja, Kogi State, Nigeria, another group of researchers determined that insufficient funds, inadequate training, unfavourable staff attitudes, and an unsuitable environment were the primary obstacles to acquiring ICT skills. Library staff members who do not possess information and communication technology (ICT) capabilities must enhance their abilities and overcome any obstacles in order to effectively provide services to users. Furthermore, it

is only when they have developed their skills and abilities that they can confidently instruct others, thus accomplishing the goals and aspirations of their parent organisation³⁹.

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Chapter Five

Conclusion

The study examined the role of emotional intelligence and ICT skills of librarians in effective reference services delivery among librarians in private universities, Oyo State. This section concluded the study as it presents the findings, conclusion and recommendation made to guide theory and practice of librarianship.

5.1 Summary of Findings

The findings of the study can be summarized as follows;

1. The study found a moderate level of reference service delivery in the universities surveyed. The finding indicates that there is room for improvement in all aspect of the reference services delivery in the libraries surveyed
2. The study also found a moderately high level of emotional intelligence across the four categories: self-awareness, self-management, social awareness, and relationship management among library personnel in universities in Oyo State. This indicates that the librarians are mostly emotionally intelligent.
3. Furthermore, the study found a moderate level of ICT skills among library personnel in using information and communication technology tools effectively. This suggests that while there are areas of strength, particularly in internet browsing skills, other areas, such as hardware skills, may require further improvement.

4. The study revealed that emotional intelligence has a significant influence on the level of reference services delivery by library personnel in universities in Oyo State
5. The study also revealed that librarians' ICT skill has a weak but significant influence on the level of reference services delivery by library personnel in universities in Oyo State
6. The study revealed that both emotional intelligence and librarians' ICT skill have a combined significant influence on the level of reference services delivery by library personnel in universities in Oyo State. However, emotional intelligence is slightly more significant

5.2 Conclusion

This study provides a comprehensive analysis of the factors influencing reference service delivery among library personnel in universities in Oyo State. The findings indicate a moderate level of reference service delivery across the surveyed institutions, suggesting that while library personnel are fulfilling their roles to some extent, there remains potential for enhancing the quality and effectiveness of these services. A significant aspect of the study was the examination of emotional intelligence, which was found to have a substantial influence on reference service delivery. This highlights the importance of interpersonal skills and self-awareness in effectively serving library users. Furthermore, while ICT skills among library personnel were deemed moderate, the results indicated that certain areas, such as hardware skills, require further attention to improve overall service delivery.

The research also unveiled that while librarians' ICT skills had a weak but significant influence on reference service delivery, the combination of emotional intelligence and ICT skills emerged as a significant predictor of effective service delivery. This finding underscores the need for library personnel to develop not only technical skills but also emotional competencies that facilitate user interaction and service excellence. Overall, the study highlights the interplay between emotional intelligence and ICT skills, suggesting that both are essential for enhancing the quality of library reference services.

5.3 Recommendations

Based on the findings, several recommendations can be made.

1. In line with the average level of reference service delivery academic libraries in Oyo State, library management should ensure that reference librarians are equipped with the necessary skills and skills to meet provide improved reference services.
2. Academic library management in Oyo State should organise workshops and seminars on effective communication, empathy, and conflict resolution as this can help improve the level of emotional competencies of reference librarians.
3. Additionally, academic library management in Oyo state should introduce specific training on hardware skills and other ICT tools which will empower reference librarians to provide better reference services.
4. Private universities in Oyo State should establish a mentorship programme wherein experienced librarians can guide newer staff in both emotional and technical aspects of their roles. This peer learning approach can help bridge skill gaps and foster a collaborative working environment.

5. Academic libraries in Oyo State should also implement comprehensive training programme focused on enhancing the emotional intelligence and ICT skills of library personnel.
6. Academic libraries in Oyo State should create a supportive work environment that encourages continuous professional development. This includes promoting teamwork and collaboration among library staff to facilitate the sharing of best practices in emotional intelligence and ICT competencies.

5.4 Contribution to Knowledge

This study makes several important contributions to the existing body of knowledge in the field of library and information science. Conceptually, it enhances understanding of the relationship between emotional intelligence and service delivery in libraries, adding depth to theories concerning user-centered library services. By linking emotional intelligence with practical service outcomes, the study suggests that librarianship should prioritize the development of soft skills alongside technical abilities.

Theoretically, the findings support the notion that emotional intelligence is a critical determinant of effective service delivery in academic libraries, thus reinforcing existing frameworks that emphasize the importance of interpersonal relationships in library settings. Empirically, this research provides quantitative evidence on the combined influence of emotional intelligence and ICT skills on reference service delivery, filling a gap in the literature regarding the specific dynamics that contribute to effective library services. This empirical contribution encourages further research into the factors influencing library personnel's performance and the overall user experience in academic libraries.

In summary, this study underscores the significance of emotional intelligence and ICT skills in enhancing reference service delivery, offering valuable insights and recommendations for practice and future research in the field of library and information science.

5.5 Suggested Areas for Further Studies

- i. The Impact of Training Programme on Emotional Intelligence and ICT Skills Development in Academic Libraries
- ii. Exploring the Relationship Between User Satisfaction and Library Personnel Emotional Intelligence
- iii. Assessing the Role of Technological Advancements in Shaping Reference Services in Academic Libraries.

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Appendix

Questionnaire

Lead City University Ibadan
Faculty of Communication and Information Science
Department of Information Management

Dear Respondent,

I am a postgraduate student of the above-named institution. I am currently conducting a research work on “Emotional Intelligence, ICT Skills and Reference Service Delivery among Library Personnel in Oyo State Private Universities”. I therefore solicit your support in completing this questionnaire. Please note that any information supplied by you in this questionnaire shall be treated with utmost confidentiality and will be used for academic research only.

Thank you for your anticipated cooperation.

Researcher.

Section A: Demographic profile

Instruction

In all the sections, please fill or tick (√) as appropriate for each item.

1. **Name of institution and Library:**
2. : OND [], HND [], BLIS/BSc. [], MLIS/MSc [], Mphil/PhD [].
3. **Age:** 20-29 [], 30-39 [], 40-49 [], 50-59 [], 60 and above []
4. **Gender:** Male [], Female []
5. **Year of Work experience:** below 5years [], 6-10 [], 11-15 [], 16-20 [],

above 20 years []

Section B: Reference Services Delivery

Instructions: Please indicate the extent to which you agree or disagree with the following statements by selecting any of the following options; SD = Strongly Disagree, D= Disagree, A= Agree, and SA = Strongly Agree

S/N	Information Services	SA	A	D	SD
1.	The reference staff are readily available to assist with finding information when needed.				
2.	The information provided by the reference staff is accurate and reliable.				
3.	The reference staff respond promptly to my information requests.				
4.	The reference staff understand my specific needs and provide information tailored to my queries.				
5.	The reference staff communicate effectively and clearly when assisting me with information services.				
	Library Instruction				
6.	The library instruction sessions provided by the reference staff are clear and easy to understand.				
7.	The topics covered in library instruction sessions are relevant and useful to my research or study needs.				
8.	The reference staff make the instruction sessions engaging and interactive.				
9.	After attending a library instruction session, the reference staff provide sufficient follow-up support to address any questions or challenges I have.				
10	The library instruction sessions have improved my ability to conduct research effectively.				
	Users Guidance				
11	Library personnel always offer well-organized and logical, step-by-step instructions to library patrons.				
12	The library provides workshops on research skills and information literacy.				
13	The library offers guidance in multiple formats (e.g., online, printed, in-person)				
14	Library personnel provide guidance useful in conducting more efficient research.				
15	Library staff are readily available to provide additional guidance when patrons need it				

Section C: Emotional intelligence

Tick appropriately, your level of agreement with statement regarding your emotional intelligence.

S/No	Self-awareness	SA	A	D	SD
1	I am aware of my strengths and weaknesses.				
2	I understand how my emotions affect my thoughts and behaviors.				
3	I recognize the impact of my emotions on my job performance.				
4	I am aware of how others perceive me.				
5	I am able to accurately describe my emotions when asked.				
	Self-Management	SA	A	D	SD
6	I can control my emotions even when under stress.				
7	I stay calm and positive in challenging situations.				
8	I am able to adapt to changing circumstances at work.				
9	I manage my time effectively to meet deadlines.				
10	I am self-motivated and stay focused on my goals.				
11	I am able to handle unexpected changes without getting overwhelmed.				
	Social awareness	SA	A	D	SD
12	I understand and empathize with others' emotions.				
13	I can sense the emotional tone of meetings and discussions.				
14	I am aware of organizational dynamics and politics.				
15	I listen actively and attentively when others speak.				
16	I respect and consider diverse perspectives and viewpoints.				
	Relationship management				
17	I am effective at building and maintaining professional relationships.				
18	I handle conflicts and disagreements constructively.				
19	I inspire and motivate others towards achieving common goals.				
20	I provide constructive feedback to colleagues.				
21	I collaborate well with others on team projects.				
22	I am able to influence and persuade others positively.				

Section D: ICT Skills Scale

Instruction: These items are designed to measure level of ICT skills among Librarians. Tick appropriately, your level of agreement with statement regarding your emotional intelligence.

Key: VE= Very High Extent, HE= High Extent, LE= Low Extent and VLE= Very Low Extent

S/N	Hardware Skills	VHE	HE	LE	VLE
1.	I can competently set up and configure computer hardware.				
2.	I can troubleshoot basic hardware problems (e.g., connection issues, peripheral setup).				
3.	I can replace hardware components such as hard drives, RAM, and peripheral devices.				
4.	I can maintain hardware (e.g., cleaning, ensuring proper ventilation).				
5.	I am comfortable using different types of hardware (e.g., printers, scanners, projectors).				
	Software Skills				
6.	I can install and uninstall software applications without assistance.				
7.	I am proficient in using word processing software (e.g., Microsoft Word, Google Docs).				
8.	I can create and manage spreadsheets using software like Microsoft Excel.				
9.	I am skilled in using library management systems/software.				
10.	I can use presentation software (e.g., PowerPoint, Prezi) to create professional presentations.				
	Internet Browsing Skills				
11.	I can effectively use search engines to find relevant information online.				
12.	I am familiar with cloud storage services (e.g., Google Drive, Dropbox) and can use them efficiently.				
13.	I can use online databases to access academic and research materials.				
14.	I am proficient in using email and managing email accounts.				
15.	I can navigate and utilize social media platforms for professional purposes.				
16.	I can participate in and host webinars and online meetings.				

Biodata

A. Personal Data

1. **Full Name:** Felicia Aderiyike IYANDA
2. **Address:** Federal Cooperative College, Ibadan
3. **Email:** rikkyfelicia@gmail.com
4. **Date and Place of Birth:** July 2, 1969. Ogbomoso
5. **Nationality:** Nigerian
6. **Name and Address of Next of Kin:** Oluwaseun Alex Mafe

Add. Ogo Oluwa, Irepodun Zone, Monatan, Ibadan.

B. Educational Background

Educational Institutions attended with dates and Qualifications:

i. Primary Education:

Ebenezer Primary School, Ogbomoso 1977-1983

ii. Secondary Education:

Ogbomoso Baptist High School 1983-1987

Muslim Comprehensive High School, Ogbomoso 1988-1989

iii. Higher Educational Institutions:

St Andrews College of Education, Oyo. 1990-1994

Ekiti State university, Ado-Ekiti 2016-2020

C. Working Experience with Dates

- a. **Federal Ministry of Agric** 2000 to Date
Store Manager
- b. **M-Systems , Lagos** 1999 - 2000
Sales Person
- c. **Energy Foods Company Ibadan,** 1994-1999
Salesperson

C. Awards and Fellowships:

Member, Nigerian Library Association, Oyo State Chapter

D. Membership of Academic and Professional Bodies

Member, Nigerian Library Association, Ogun State Branch

E. Publications

Information Behaviour and Perceived Academic Performance of Students in Federal Cooperative College, Ibadan, Oyo State

F. Major Conferences Attended with Dates

2022 Conference of the National Institute of Office Administrators and Information Managers (NIOAIM) between 7th and 10th February, 2022 at the International Conference Centre, Lead City University, Ibadan, Oyo State, Nigeria

G. Referees

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Signature

Date

The University Compliance Certification

This is to certify that this thesis by **Felicia Aderiyike IYANDA** with Matriculation Number **LCU/PG/002742** in the Department of Information Management, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

Signature

Date

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