

**Emotional Intelligence, Personality Traits and Service Quality by Library Personnel
in Colleges of Agriculture in Oyo State, Nigeria**

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Certification

This is to certify that this thesis was carried out by **Esther OGEDENGBE** with Matriculation Number **LCU/PG/001056** a student in the Department of Information Management under my supervision in the Faculty of Communication and Information Science, Lead City University, Ibadan, Nigeria

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Dedication

This project work is dedicated to the Almighty God

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Abstract

The need to increase library use through effective service quality may be achieved through examining the interplay of emotional intelligence and personality traits of library personnel. Thus, it is against this backdrop that this study set out to investigate the influence of emotional intelligence, personality traits and service quality, especially in colleges of agriculture in Oyo State, Nigeria. The survey design of the correlational type was adopted. The population of this study were library personnel (27) and Higher National Diploma students (1,846) in colleges of agriculture in Oyo state. Total enumeration was used for the library personnel while 10% proportional sample size was used for the student (185). Questionnaire was the instrument used. The data were analyzed using descriptive statistics, Pearson product moment correlation and Multiple regression at 0.05 level of significance. The study found that highly positive perspectives of levels of service quality ($\bar{x}=2.4$) among the indicators. There is high levels of emotional intelligence of library personnel in colleges of agriculture in Oyo state, Nigeria and the prominent was Self-awareness ($\bar{x}=3.4$). Likewise, the library personnel exhibited the characteristics of big five factor personality traits in colleges of agriculture in Oyo state, Nigeria but the prominent was Extraversion ($\bar{x}=3.0$). Emotional intelligence ($r=.028$) demonstrated no significant impact on library service quality, likewise, personality traits ($r=.131$) exhibited no significant correlation on library service quality. In aggregate, emotional intelligence and personality traits do not offer combine influence on library service quality ($R = 0.133$; Adj. $R^2=0.018$). Emotional intelligence ($\beta=-.036$) played a negative relative relation in delivery of service quality, while personality traits provided ($\beta=-.060$) in shaping library personnel in colleges of agriculture in Oyo state, Nigeria. Thus, the institution and library management should strategies interventions to tailor library personnel toward mastering self-awareness and trait of extraversion personality to enhance library service quality.

Keywords: Emotional Intelligence, Personality Traits, Service Quality, Library Personnel, College of Agriculture.

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Table of Contents

Contents	Page
Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	x
Chapter One: Introduction	
1.1 Background to the Study	1
1.2 Statement of Problem	15
1.3 Aim and Objectives	16
1.4 Research questions	17
1.5 Hypotheses	17
1.6 Scope of the Study	18
1.7 Significance of the Study	19
1.8 Operational definition of terms	21

Endnotes	22
26	
2.1.1. Overview of Service quality	26
2.1.2. Concept of Emotional Intelligence	55
2.1.3. Overview of Personality Traits	66
2.3. Theoretically Model	82
2.3.1 Service Quality (SERVQUAL) Model	82
2.3.2 Emotional Intelligence Theory	84
2.3.3 Big Five Factor Personality Theory	88
2.2. Review of Empirical Studies	94
2.2.1. Emotional Intelligence and Service Quality in Libraries	94
2.2.2. Personality traits and Service Quality in Libraries	96
2.4. Conceptual Framework	113
2.5. Summary of Gaps in Literature Reviewed	115
Endnotes	117
Chapter Three: Methodology	
3.1 Research Design	133
3.2 Population of the Study	133
3.3 Sampling Technique and Sample Size	135

3.4	Data Collection Instrument	135
3.5	Validity of the Research Instrument	136
3.6	Reliability of the Research Instrument	137
3.7	Data Collection Procedure	137
3.8	Method of Data Analysis	138
	Endnotes	139
Chapter Four: Results and Discussion		
4.1	Questionnaires Response Rate	140
4.2	Demographic Characteristics	140
4.3	Research Questions	143
4.4	Hypotheses	173
	Endnotes	188
Chapter Five: Conclusion		
5.1	Summary of the Findings	191
5.2	Conclusion	192
5.3	Recommendations	193
5.4	Contribution to Knowledge	194
5.5	Suggested Areas for Further Research	195

Bibliography	196
Appendix	210
Bio data	216
The University Compliance Certification	218

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List of Tables

Table	Title	Page
3.1	Population of the Study (Library personnel)	134
3.2	Population of the Study (HND Students)	134
4.1	Demographic Characteristics of Library Personnel	141
4.2	Demographic Characteristics of HND Student Respondents	143
4.3	Perspectives of Students' Levels of Service Quality Offer in Colleges of Agriculture Library	146
4.5	Personality traits of library personnel in colleges of agriculture in Oyo state, Nigeria	162
4.6	Influence of Emotional intelligence on Service Quality of Library Personnel	174
4.7	Influence of Library Personnel Personality Traits on Service Quality	175
4.8	Combined Influence of Emotional Intelligence and Personality Traits on Service Delivery of Library Personnel	177
4.9	Combined Influence of Emotional Intelligence and Personality Traits On Service Delivery of Library Personnel	179

Chapter One

Introduction

1.1 Background to the Study

Academic libraries provide many services to their users to meet their teaching, learning and research needs. Some of these services are local consultation to books and periodicals, loan of information materials, inter library loan of information material, access to online academic databases, provision of online reservation of information materials, online access to library's public catalogues, research support services and provision of reading space among other services. In the couples of decades ago, library took pride as the sole provider of these information services. Therefore, they prioritised collections of information resources over provision of quality services, had no competitors in provision of information services and provision of high-quality library services was not seem as a critical factor for the growth and survival of academic libraries. However, with the advancement in technology and emergency of online search engines, electronic academic database and seamless access to avalanche of information source with a click of a button at a comfort zone. These resulted in low use of library resources and services¹. Thus, library now has competitors in the provision of information service and the way for library to remain relevance is to provide effective and efficient quality service.

Services is referred to as activities or benefits offered by one other party that are essentially intangible and do not result in any ownership². Service is an activity that has some intangibility elements that involve some interactions with consumers or property in their ownership, and does not result in ownership transfer including library services³.

Quality of service is centered on meeting the needs and desires as well as the accuracy of

delivery to balance user expectations. Services here are all kinds of services provided by academic library. Quality in the context of library services is defined as timeliness and error-free service. Quality must start from the user's needs and end on the user's perception. This means that a good quality image is not based on the viewpoints or perceptions of library service providers but rather based on the viewpoints or perceptions of users (students). High quality service attracts library users to return and have a tendency to re-use the library services.

Service quality is a measure of how well the level of service provided by a library matches customer expectations. The consistent quality services delivered by the library should confirm the customer expectations. It is an assessment of a service offered by knowing whether the service meets the expectations of the users. The service quality of the library is measured by assessing whether the information and services provided really meet the needs and expectations of users. Traditionally, service quality is conceptualised as the difference between customer expectations about the service to be received and perceptions about the service that has been received³.

The tangible and intangible attributes of a service play a crucial role in shaping a library user's perceptions as to the quality level of that service. Such perceived service quality, in turn, drives the library user's evaluation and judgment of the extent to which they can confide in the provider of such a service⁴. User's confidence in service quality can increase or decrease trust in service providers. Trust is a library user's belief in the quality and reliability of the services offered by the organisation. The better the perceived quality of service, the more likely the customer is to gain confidence in that organisation, and the more trusting users becomes of the service provider" ⁵. It is assumed that the

services quality will foster the students to use these services more frequently. For the purpose of the study, service quality mode (SERVIQUAL) modified to suit library services called LibQUAL will be adapted to investigate the challenges of library service in Colleges of Agriculture Libraries in Oyo State.

Service quality (SERVIQUAL) model was proposed by Parasuraman to measure the quality of service in service oriented organisations such as banking, customer services office, libraries and telecommunication sectors among others⁶. Due to the peculiar nature of library service, SERVQUAL model was modified by group of library research team headed by Cook and they succeeded to developed evaluation measure for library called LibQUAL. Library quality) was a research and development project aiming to develop a rigorously tested survey suite to help libraries assess and improve library service, change organizational culture, and market the library. The LibQUAL is an approach commonly used to assess the quality of library services with focus is on the interaction responsiveness between library users and staff services, tangibles and empathy. The LibQUAL examines the quality of library services in three dimensions: affect of services (AS), information control (IC), and library as a place (LP)⁷.

Affect of Service refers to how librarian ensure users get the best of information services, affect of service instil confidence in users on how to identify need for information and location of the information sources. It also deals with how library personnel engulf with the quality and readiness to respond to users' questions and show of altruism and willingness by library personnel to help users. Affect of service also deal with dependability of library personnel in handling users' service problems with little or no external interferences, which also imply giving users individual attention in solving

information gap and problems. In general, affect of service is about quality customer service exhibit by library personnel towards the user. Such as the knowledge to answer user questions, consistently courteous; dealing with user in a caring fashion and understand the need of the users⁸.

However, the preliminary investigate by the research show that some of the qualities expect from library personnel as enumerated in affect of service in LibQUAL is exhibited by library personnel in colleges of agricultural libraries in Oyo state. For instance, library personnel are expected to instil confidence in users but most users are afraid of approaching the library personnel in the college library because of unfriendly attitude exhibited by the library personnel. This resulted to users finding it difficult to identify the location of available information sources in the library. Likewise, the library personnel were not independent in solving users problem without external interference from third party. Therefore, all this lead to poor library quality services and affect library users trust, confidence and loyalty to the college of agriculture library in Oyo State. Thus, there is a need to identify the root cause of this challenges.

The second measure of Library quality (LibQUAL) is “Library as Place” symbolizing knowledge for studies and meditation. It concerns the place of library as a space for knowledge processing, acquisition and comfort. For quality service, library is required to be a quiet space for individual activities and a comfortable and inviting location. Library space that inspires study and learning and community space for group learning and group study that enhances a getaway for study, learning or research. With the advent of technology, academic library users such as students, lecturers, university staff and

management yarn for a serene environment with inspiring, beautify and comfortable furniture and quiet location⁸.

Library as a place indicator as second measure in LibQUAL is inadequate of lacking in college of Agriculture libraries in Oyo state. From the research personal experience and observations, the library users complain of lack of comforts, serenity and conduciveness in the libraries due to the presence of heat, noise, obsolete furniture, poor internet access, epilated power supply, lack of illuminated rooms for study, worn-out cabinets, faulty air conditions, obsolete books, among other facilities that do not inspire reading and learning in the college libraries. Most of these factors are present in the libraries visited and in some places library where moderate physical facilities were provided the library personnel response to users need to be investigated.

And finally the third measure of LibQUAL model is “Information Control” which refers to how users use and master information. The information carrier is in print, audio-visual and/or electronic journal collections require for work of library users, availability of print library materials material that users need for work, availability of state-of-the-arts electronic information resources that would entice users to come to the library and easy-to-use access tools such as union catalogue and aggregated databases that allow seamless means to find information online independently by library users. Information control also deals with a library Web site enabling users to locate information with little contributions by the library personnel with the help of modern equipment that lets clientele easily access needed information and making information easily accessible for independent use. And finally, provision of electronic resources accessible through the library gateway from

home or office. Most of these facilities are lacking in colleges of agriculture libraries in Oyo state.

There is lack of quality library services to academic library patrons: students, lecturers, and researchers and this may be the reason for low usage of library resources and services⁹. The implication of this problem is that library would stop to being relevant, low budget allocation to acquire needed library resources and facilities, library personnel would cease to be important and libraries will stop to be the heartbeat of academic institutions such as the colleges of agriculture among other institutions. The cause for this problem may be influenced by emotional intelligence of library personnel.

Library personnel are human who are influenced by their emotion intelligence in interactions and communication with others and if emotion convey information, it would be dangerous to ignore variable in provision of service quality, in other words, emotions convey sensible meaning, which requires understanding¹⁰. The understanding of library personnel emotional intelligence would improve the interpersonal interactions and relationships among library users, library personnel colleagues, library managements and would result to effective, efficient and enhanced service quality. In general, higher emotional intelligence levels lead to 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 aggressiveness, and a human with all these good life quality would be happy and ready to provide quality services¹¹.

Emotional intelligence was made popular by Daniel Goleman in his book "Emotional Intelligence: Why It Can Matter More Than IQ" and has attracted the attention of researchers because it affects almost every human activity and it is important in service

oriented institutions such as library¹². Therefore, using emotional intelligence skills in the library service industry is considered as a strategy to satisfy and retain users. Emotional intelligence is a multifaceted concept, it 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 emotions. Emotional intelligence is 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 growth¹³.

Goleman a pioneer of emotional intelligence defined EI as “the ability to recognize our own feelings and others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship”. Emotional intelligence is the ability to identifying and understanding the emotions in oneself and others and the array of non-cognitive ability, efficiencies, and skills that affect one’s ability to be successful in facing environmental claims and stress¹⁴. Emotional intelligence is further explained as 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 them¹⁵.

In general, emotional intelligence is 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 and 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 world¹⁶.

Based on the review of the literature, it was discovered that the framework developed by Goleman is the most comprehensiveness and had been used by numerous researchers. Based on these reasons, this study adopts the framework as the basis for investigating library personnel's emotional intelligence. The Goleman's framework consists of four dimensions which are self-awareness, self-management, social awareness and relationship management. Each of this dimensions has sub-dimensions indicators such as self-awareness (emotional self-awareness, accurate self-assessment, self-confidence and spiritual), self-management (emotional self-control, transparency, adaptability, achievement orientation, initiative, optimism), social-awareness (empathy, organizational awareness, and service orientation) and relationship management (developing others, inspirational leadership, change catalyst, influence, conflict management, teamwork & collaboration, communication).

Self-awareness concerns knowing one's internal states, preferences, resources, and intuitions. emotional self-awareness recognizing one's emotions and their effects, accurate self-assessment that is knowing one's strengths and limits. self-confidence is having a strong sense of one's self-worth and capabilities. The second dimension is self-management which refers to managing ones' internal states, impulses, and resources, while, emotional self-control achievement is keeping disruptive emotions and impulses in check transparency, it involves high standards of honesty and integrity adaptability. The flexibility in handling change orientation striving to improve or meeting a standard of excellence initiative readiness to act on opportunities optimism seeing the positive aspects of things and the future¹⁷.

The third dimension is social awareness that refers to how people handle relationships and awareness of others' feelings, needs, and concerns. empathy sensing others' feelings and perspectives, and taking an active interest in their concerns organizational awareness, reading a group's emotional currents and power relationships, service orientation anticipating, recognizing, and meeting customers' needs. And the last dimension is relationship management that concerns the skill or adeptness at inducing desirable responses in others, developing others sensing others' development needs and bolstering their abilities, inspirational leadership that is inspiring and guiding individuals and groups influence wielding effective tactics for persuasion change catalyst initiating or managing change, conflict management negotiating and resolving disagreements teamwork and collaboration working with others toward shared goals¹⁷.

When library personnel develop emotional intelligence, they are more aware, more authentic and more connected to others. Each library personnel have a diversity of

thoughts, experiences and opinions. What matters is first for individual library personnel to understand his or her emotions, to have the ability to manage them, and then to become fully present and empathetic with others who may think and feel differently. Although people differ in their emotional intelligence, there is evidence that people can enhance their emotional intelligence through training and related interventions¹⁸. Another variable that could influence service quality of library personnel is personality traits.

Personality forms the tendency towards certain responses in any given situation. Personality helps to describe how library personnel remain the same over time and circumstances and to describe differences that exist among people. Personality traits help library personnel adapt to their library environments. They can be used to judge library personnel different from another colleague¹⁹. Therefore, personality traits as the most predominant factor in achieving organizational goals and their impact on such as service quality. Likewise, a deficit of personality trait of library personnel could result in low library patronage, complaints from library users and in few instances, the librarians are dissatisfied with their jobs and thus perform below expectation of their employers. Besides, the disposition of librarians seems uninviting in instances that their personality traits are entirely ignored and this may have negative effects on their level of service quality provision. In other words, the significance of library personnel's personality traits in service quality provision in academic library cannot be overemphasized²⁰.

The concept of personality was coined by Allport that described a mixture of characteristics or qualities that consist of thinking, feeling and behavioural style in different circumstances having long-lasting tendency in one's behaviour²¹. This characteristics represent the unique patterns of ideas, emotions and behaviours of people.

Personality can also be viewed as a sum of complex biologically based and learned behaviours. This behaviour is formed through complex, biological, mental and social factors that make individuals respond to environmental stimuli and situations in a persistent way over time and situations and thus influencing individual behaviour. For library personnel, personality traits are the composition of uniqueness and qualities of library personnel that consist of his or her thinking, feeling and behavioural style in different circumstances which has lasting effect on behaviour identity of the library personnel²².

In the extant literature of psychology, personality traits of different individuals or group of individuals were assessed by using various kinds of psychological traits models or theories examples are Freud's theory, tripartite theory of personality, Eysenck's personality theory, Cattell's 16pf trait theory, Allport's trait theory, authoritarian personality, big five personality traits (5-factor model of personality), and many more. among these models, the most commonly used model to determine the personality traits of individuals is big five personality traits (5-factor model of personality), as it comprehend the relationship between personality and behaviours.²³ This study adopt the big five personality trait to examine the library personnel in the selected academic libraries.

Big five personality traits described five broad dimensions or factors of personality that were openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism generally abbreviated as *OCEAN*. Under each factor, the personality sub-constructs are measured on the basis of some entities, which can be perceived as they describe different aspects of that dimension. Openness to experience is the degree of

depth and breadth of imagination, creativity and urge for experiences in the life of a person. Openness personality trait includes characteristics such as imagination and insight, and those who mostly have this trait have a more extensive range of interests than others. These individuals tend to be more adventurous and creative. It is about imagination, confidence, self-actualization, exploration, and talent of a person. They are people who like to learn new things and enjoy new experiences, including being insightful and imaginative as well as having a wide variety of interests²⁴.

On the contrary, people who are low in this trait are often much more traditional and may struggle with abstract thinking. In library environments, this is the kind of personality traits ideal for library personnel that who enable him/her delivery quality library services and still exhibit deep insight in meeting the information need of library clientele. Library personnel with openness to experience would provide effective and efficient service quality to library use with extensive range of interest in verse information sources to optimally meet and satisfy library users needs²⁵.

Conscientiousness is being achievement-oriented, careful, persevering, thorough, responsible, organized and hardworking. It is the degree of cautiousness and self-discipline. People that have a high degree of conscientiousness are reliable and prompt, possessing traits such as being organized, methodical, and thorough. Conscientiousness is characterized by having high levels of thoughtfulness, reasonable impulse control, and goal-oriented behaviours²⁶. Conscientious people tend to be organized and pay attention to detail. This is the quality of public recognised professionals such as a librarian. An organisation with professionals or library personnel that exhibit the qualities of conscientious would geometrically achieve its goal.

Extraversion, identified with individuals who get their energy from interacting with others, have such traits as energetic, talkative, and assertive. Extraversion characterized by excitability, sociability, talkativeness, assertiveness, and high emotional expression. Those with high extraversion described as sociable individuals, and enjoy interacting with other people. Library personnel with this trait are confidence stimulated by others' company, positive emotions, talkativeness. It is the degree of human that tells that an individual is social or anti-social²⁶.

Agreeableness is characterized by the ability to gain the trust of others, altruism, kindness, affection, empathy, and other prosocial behaviours. Library personnel identified with agreeableness, usually characterized by traits like being kind, affectionate, and sympathetic, are friendly, cooperative, and compassionate. Those with high agreeableness are more likely to cooperate, tolerant, polite, flexible, good-natured, supportive, soft-hearted, and trusting. Agreeableness means that the library personnel is good-natured, cooperative, confident and trusting²⁵. In other words, it is the degree of trusting people, accepting other opinions and feelings. whereas library personnel with low agreeableness may be more distant and tend to compete and even manipulate others.

Neuroticism or emotional stability refers to a dimension relating to one's emotional stability and degree of negative emotions. It is a measure of effect and emotional control. It is the degree of self-consciousness, anxiety and emotional instability of a person. People that score high on neuroticism often experience emotional instability Those with high neuroticism tend to experience mood swings, anxiety, irritability, and sadness, including being moody and tense. Neuroticism is characterized by sadness, moodiness, and emotional instability. Those with low in this trait tend to be more stable and

emotionally resilient²⁶. In this facet, the negative statements were used to judge whether the respondents were low or high in neuroticism which were their states of being unstable, worried, temperamental and sad. This is a red flag in the personality traits, the high score in neuroticism is bad for library personnel because the result is low service quality provision with all its attendance negative effects on library users, library, library management and the parent institutions.

All personality traits pros and cons, identification of library personnel traits based on five big factors would help in the duty allocation and section post of each library personnel. Every library personnel would be placed where they would be most productive and increase service quality. This supports the notion that a general, social, psychological approach to emotional intelligence and personality traits may be useful in the understanding of service quality provision perspective. Therefore, to ensure effective library quality that would eliminate low usage of academic library, user satisfactions, positive returns on investment of all resources in library, and achieving the parent institutions' aims and objectives there is need to examine the human resources that is the library personnel psychological factors, thus the study investigate emotional intelligence, personality traits and service quality by library personnel in colleges of agriculture in Oyo state, Nigeria.

1.2 Statement of Problem

Evaluation of emotional intelligence and personality traits of library personnel is crucial in the assessment of the service quality provision in the colleges of agriculture libraries. This fact is even more crucial in the competitive atmosphere in information service

provision as a result of advancement in information and communication technology like search engines and electronic databases that resulted in low usage of academic library. Several attempts have been made over the years to identify factors that could significantly influence service quality provision in service orientation industries like banks, telecommunication companies among other using (SERVQUAL) model. However, due to peculiar nature of library and information services, LibQUAL model was developed and some of these measures are affect, library as a place, information control. The LibQUAL model alone with other variables has been use in studies to examine low use of library. Some of the variables include: student trust, user loyalty, user satisfaction and big data among others. But beyond these, psychological factors such as emotional intelligence and personality trait of library personnel could also be an impediment to service quality provision.

Emotional intelligence is the ability of library personnel to identifying and understanding their emotions and that of their library users. Library personnel with high emotional intelligence is expected to provide service quality to user, meet user information needs, and satisfactory always. Such library personnel would encourage, motivate and entice more library users to the library thus, there will be optimal use of the resources. However, extents literature report low library use and part of the reason maybe low emotional intelligence of the library personnel, therefore there is a need to investigate library personnel emotional intelligence (self-awareness, social-awareness and relationship management) and its contributions to low library patronage by the academic communities. Another possible obstacle to service quality is personality traits of the library personnel.

Existing studies to date have also focussed primarily on personality traits of librarian and self-efficacy, creativity, work performance, knowledge sharing, job satisfaction, social networking site and motivation to mention a few. However, literature search indicates that there is dearth of research into the aspect of emotional intelligence, personality traits and service quality, especially in colleges of agriculture in Nigeria. This study, therefore, intends to fill this identified knowledge gap. Thus, it is against this backdrop that this study set out to investigate the influence of emotional intelligence, personality traits and service quality, especially in colleges of agriculture in Oyo state, Nigeria with the intent of enhancing library personal service quality provision and enthusiastically meet library user's information needs.

1.3 Aim and Objectives

The aim of the study is to examine influence of emotional intelligence, personality traits and service quality by library personnel in colleges of agriculture in Oyo state, Nigeria and the objectives are to:

- i. identify the level of service quality by library personnel in colleges of agriculture in Oyo state, Nigeria;
- ii. ascertain the level of emotional intelligence of library personnel in colleges of agriculture in Oyo state, Nigeria;
- iii. identify the types of personality traits of library personnel in colleges of agriculture in Oyo state, Nigeria;
- iv. examine the combined influence of emotional intelligence on service quality of library personnel in colleges of agriculture in Oyo state, Nigeria;

- v. investigate the combined influence of personality traits on service quality of library personnel in colleges of agriculture in Oyo state, Nigeria and;
- vi. examine the relative influence of emotional intelligence and personality traits on service delivery of library personnel in colleges of agriculture in Oyo state, Nigeria.

1.4 Research questions

The following research questions for the study were derived from the objectives of the study:

1. what are the levels of service quality by library personnel in colleges of agriculture in Oyo state, Nigeria?
2. what are the levels of emotional intelligence of library personnel in colleges of agriculture in Oyo state, Nigeria?
3. what are the types of personality traits of library personnel in colleges of agriculture in Oyo state, Nigeria?

1.5 Hypotheses

The following hypotheses for the study was tested at 0.05 level of significance:

- H01: There will be no significant influence of emotional intelligence on service quality of library personnel in colleges of agriculture in Oyo state, Nigeria;
- H02: There will be no significant influence of personality traits on service quality of library personnel in colleges of agriculture in Oyo state, Nigeria and;

H03: There will be no significant combined influence of emotional intelligence and personality traits on service delivery of library personnel in colleges of agriculture in Oyo state, Nigeria.

H04 There will be no significant relative influence of emotional intelligence and personality traits on service delivery of library personnel in colleges of agriculture in Oyo state, Nigeria.

1.6 Scope of the Study

The study will investigate the influence of emotional intelligence and personality traits on service quality by library personnel in Colleges of Agriculture in Oyo state. The service quality of the library personnel will be examined using LibQUAL model. The measures of service library quality model include: affect of services (AS), information control (IC), and library as a place (LP). The influence of emotional intelligence will focus on Self-Awareness, Self-Management, Social-Awareness and Relationship Management based on Goleman Emotional Intelligence Model. The personality traits will focus it measures on openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism generally abbreviated as OCEAN.

The geographical scope of the study will include the four accredited Colleges of Agriculture in Oyo State Nigeria to offer ordinary diploma and national diploma in agricultural related courses, namely; Federal College of Agriculture, Moor Plantation, Federal College of Animal Health & Production Technology, Federal College of Forestry, and *Oyo State College of Agriculture and Technology*. The respondents will include all library personnel who works in any section of the library with a minimum qualification of diploma in library and information science They will be purposively selected because

they exhibited the quality and characteristics needed to work in a library and provide library services.

1.7 Significance of the Study

This study reaffirms the statement that academic library success is tailored towards knowledge, skills, exposure and experience of library personnel. The study would provide policymakers with information on best practices that could be adopted to improve the service quality in colleges of agriculture and education in Nigeria. The study outcomes would also have far-reaching implications for academic library management in the design of library instruction programmes and the training of emotional intelligence workshop to improve library personnel skills in Nigerian academic libraries. The findings of this study could be beneficial to university management and library bodies (for example, LRCN, which is the highest regulatory body for library practices in Nigeria) in the development of interview kits that will examine emotional intelligence and personality traits and the inclusion of relevant skills to enhance effective service quality.

This study would guide the university and library authorities on the need to put in place appropriate facilities mainly in the area of information technology and library resources as this would immensely increase the importance of the university library and improve the image of Nigerian universities to be at par with their international counterparts in provision of friendly service quality. The underlying principle of this study is that emotional intelligence and personality traits of library personnel could predict service quality. Thus, the study would contribute to the growing body of research on factors that could affect the service quality in academic libraries.

It is an expectation that the outcome of this research would provide current information on the practises of library personnel in the provision of service quality and the level of emotional intelligence of library personnel and the common personality traits of library personnel in colleges of agriculture and education library. The findings of the study would bring to fore a clearer perspective of the relationship between emotional intelligence, personality traits and service quality of library personnel. This study could be informative on how these factors are likely to cause improvements in library personnel understanding of their emotional and traits and enhance attitude library service provision. The study would also provide useful information on the relevant contributions of emotional intelligence, personality traits, and service quality of library personnel in Nigeria. The result of this study would tremendously benefit library personnel in colleges, and other tertiary institutions as information provided could be used to promote libraries in academic institutions. Having an understanding regarding the strengths or weaknesses of library personnel emotional intelligence and personality traits would enable library management to guide the library personnel in improving more positive emotional intelligence and personality traits to increase service quality and satisfaction of library users.

Analysing the associations between emotional intelligence and personality traits would provide academic libraries with evidence-based data. The outcome could inspire improved and efficient service quality, the implementation of new/creative services, and proficient distribution of resources for a positive impact on the students and all other library users in general. Researchers, academics and librarians could also make use of the

findings from this study to expand their knowledge of librarian emotional intelligence personality traits and service quality in Nigerian colleges of agriculture and education.

1.8 Operational Definition Of Terms

- **Service quality: (SERVIQUAL)** is an approach used to assess and evaluate the quality of services with focus is on the interaction responsiveness between users and staff services. service quality model used in this study is LibQUAL that examines the quality of library services in three dimensions: affect of services (AS), information control (IC), and library as a place (LP).
- **Emotional Intelligence:** means the ability of library personnel to identifying and understanding their emotions and that of their library users. It includes the array of non-cognitive ability, efficiencies, and skills that affect library personnel ability to be successful in facing environmental claims and stress in service quality provision in colleges of agricultural libraries.
- **Personality Traits:** personality traits are the composition of uniqueness and qualities of library personnel that consist of his or her thinking, feeling and behavioural style in different circumstances which has lasting effect on behaviour identity of the library personnel. The dimensions or factors of personality that explore in are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism generally abbreviated as *OCEAN*.
- **Library Personnel:** mean personnel that participate in the day to day operations and running of Colleges of Agriculture libraries and have a minimum of Ordinary Diploma certificate in library and information science.

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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. Service quality

2.1.2. emotional intelligence

2.1.3. Personality traits

2.2. Theoretically Model

2.2.1 Big five factor personality theory

2.2.2 Service Quality SERVIQUAL Model

2.2.3 Emotional Intelligence Model

2.2. Review of Empirical Studies

2.2.1 Emotional intelligence and service quality in libraries

2.2.2 Personality traits and service quality in libraries

2.4. Conceptual Framework

2.5. Summary of Literature

Endnotes

2.1 Conceptual Review

2.1.1. Overview of Service quality

Libraries, regardless of their type (e.g., academic, public, special), provide many services to their users to meet their learning and research needs. These services usually refer to the local consultation to books and periodicals, to home loan of information materials, to consultation book loan, to the loan of information material between libraries of the same system, to online reservation of information materials, online renovation of information materials held by the user, online access to the library's catalogue, online access to databases and periodicals signed by the libraries, and to the service of lockers.

Academic libraries are service-oriented institutions which are established for the provision of appropriate resources and quality services to meet the academic needs of their user community. The effectiveness of a university library generally refers to the library's collections, staff performance, services and facilities²⁷. Currently, university libraries are becoming more user-focused due to information availability, rising costs, competitive pressures and increasing awareness of their users. Globally, academic libraries are moving from manual to automated systems due to the effect of information and communications technologies (ICTs) and the changing needs of their users. Most of the university libraries in Bangladesh are trying to enhance their tools and techniques to assist research, teaching and learning, as well as adjust the methods of sharing and providing information for their users through technology-driven services²⁸.

To develop and maintain state-of-the-art library services, it is essential to assess the quality of the existing services, as well as evaluate what importance is given by users to the dimensions of service quality in the changing information environment. Many

researchers have agreed that assessing service quality based on user responses is the easiest and most useful approach to determine the success of academic libraries⁴.

Libraries have an important role in the development and dissemination of information. The presence of the internet in the library is used as a means of searching for information and means of communication in service. Then the implementation of internet services in the library needs to get more portions. Its existence is increasingly important in meeting the user's information needs. Within Indonesian tertiary institutions, the availability of digital types of material is increasingly being felt by academicians who previously lacked access to the latest publications in their fields. The library acts as an information service institution between the two worlds, namely the general public as the user of the library and the library as a source of information.

Information sources in the library are not only in printed form, but information can be obtained in digital form such as CDs, disks, computer files and others. The development of computer networks (internet) into library information systems is an effective means of helping information retrieval. With the existence of internet services in the library can help the process of information retrieval that is used as a means and vehicle for sources of knowledge. Because the existence of the library is used as an effective medium in lifelong education. In an effort to create an intelligent or information society. Covers educative, informative, cultural and recreational aspects²⁹.

Moreover, if the library can provide a quality service that satisfies the public or its users, the library must be the most accurate source of information amid today's onslaught of digital media³⁰. In the digital era with the development of existing information technology systems, libraries are increasingly required to provide sophisticated, up-to-

date services so that they can adapt to existing IT conditions and developments. It seems that libraries that do not adapt to people's needs will be left behind.

Libraries, which used to be one of the sources of information reference containing various collections and library materials, now there are many news media or information sources based on IT, internet technology and mobile phones which are almost owned by every individual who wants to access information quickly. There are many choices in accessing information, where everyone can freely access all available sources of information. Today's users prioritize easy access, up-to-date information, easy and fast with the use of internet media.³¹

The main objective of the university library is to fulfill the information needs of students and lecturers to support teaching, research, and community service activities. The basic philosophy of the University library is to meet the various information needs of users in academic and research activities. Service quality is a measure of how well the level of service provided by a library matches customer expectations. The consistent quality services delivered by the library should confirm the customer expectations. It may also be stated that service quality is an assessment of a service offered by knowing whether the service meets the expectations of the users. The service quality of the library is measured by assessing whether the information and services provided really meet the needs and expectations of users. Assessment of the service quality of the library and user satisfaction is important because the success of each library depends on how well the services provided meet user expectations. The quality of service and user satisfaction is the ultimate goal of the library.

Regarding service quality, the tangible and intangible attributes of a service have been found to play a crucial role in shaping a customer's perceptions as to the quality level of that service. Such perceived service quality, in turn, drives the customer's evaluation and judgment of the extent to which s/he can confide in the provider of such a service³².

customer confidence in service quality can increase or decrease trust in service providers. They defined trust as a customer's belief in the quality and reliability of the services offered by the organisation. the better the perceived quality of service, the more likely the customer is to gain confidence in that organisation, and the more trusting s/he becomes of the service provider". It is assumed that the services quality will foster the trust of students to use these services more frequently³³.

Good service is one of the requirements for organizational success. Service quality is seen as one component that needs to be realized because it has the influence to bring in new customers and can reduce the possibility of old customers to move to other companies. Service quality is defined as the customer's assessment of the overall superiority or privilege of a product or service. Quality is a dynamic condition related to products, services, people, processes and the environment that meets or exceeds expectations, is an effort to meet the needs and desires of consumers and the accuracy of their delivery in balancing consumer expectations. This means that a good quality image is not based on the perspective or perception of the service provider but the perspective of assessing one's perception³⁴.

In this case, someone is a party who consumes and enjoys services, so they are the ones who should determine the quality of services. Customer perception of service quality is a total value of excellence or service⁵. The five dimensions of service quality are reliability,

namely the ability to perform services that are presented appropriately and reliably. Responsive (responsiveness), namely the desire to help consumers and provide the best possible service. Confidence, namely knowledge and politeness of company employees and the ability to grow consumer confidence in the company. Empathy (empathy) includes ease of relationships, good communication, personal attention, and understanding the needs of customers. Tangible, namely physical appearance, equipment, personnel and communication media¹¹.

The meaning of the concept of library quality will enhance the exploration and understanding of this study, thus this section review most definitions and meaning of library service quality. Quality is a degree of excellence in the resources and services provided to users where users can get the maximum satisfaction and feel delighted³. Service quality is an attitude formed over the long term regarding the overall evaluation of the performance of a firm. Library service quality is defined as the difference between user expectations and perceptions of the service performance of the library³⁵.

Service quality is defined as the degree of perceptual gap between the customers' prior expected service level and the actual service level. The larger the gap, the lower the service quality, and the smaller the gap, the higher the service quality. The perceptual quality could be used to evaluate the service quality. service quality was a result to meet the customers' expectations and a factor of comparison between the customers' expected services and the actual services enjoyed by the customers³⁶.

Service quality has three dimensions: materials, staff and equipment. Service quality was the customers' satisfaction with the services, which might be determined by the gap between the real feeling and the prior expectations³⁷. Service quality is an antecedent of

customer satisfaction and has positive effects on the behavioural intention of customers¹¹. service quality was an evaluation factor for multiple items; environmental quality, the customer must experience the service process because of the invisible services, as the environment became an important reference criterion. Interactive quality: because the service was invisible and indivisible, the interaction between the customer and the service provider became an important factor in service delivery. Result quality: it evaluated the customers' perception after enjoying the service³⁸. Service quality was a key factor for the customers' spending again¹³.

Service quality would improve the customer satisfaction and their wishes of spending again to promote the service quality. service quality referred to the gap between the customers' expectations based on their subjective judgments and the actual services enjoyed, and the smaller the gap, the higher the service quality. At the same time, service quality would affect the service attitude and place³⁹. The customers often made inferences about the service quality based on the visible and invisible clues observed in the interaction with the enterprise. Service quality could be divided into two parts: the quality of visible services and the quality of invisible services⁴⁰.

The visible services include the physical equipment, the services provided by the entity, the appearance of staff, etc.; the invisible services mainly include the performances of services such as guarantee, trust, response and empathy. Service quality is mainly the customers' evaluation of the services and the merits or defects of the services. service quality is a cognitive quality rather than an objective service quality. In addition, it is an attitude that is mainly produced by the comparison of the customers' service expectations and the actual service performance.

Modern concept of library service quality is defined as “the difference between users’ perceptions of actually received service and expectations about the service. A “negative gap” indicates that the service performance is below the level of expected services, whereas a “positive gap” indicates that the service performance has fulfilled or exceeded the expected service”. The quality of service is the key factor affecting users’ choice and acceptance behavior. Therefore, only by constantly innovating, ensuring the diversification of information service modes and enriching content and paying attention to individual needs can users have a better experience, so that the intelligent library can give full play to its application value⁴¹.

Service quality is the basic prerequisite to carry out the interaction in the process of production between the users and all parts of the whole service organization. There are three dimensions of service quality first, physical quality: service entities such as the equipment and the building, second is the corporate quality: corporate image and the comments on the corporate, third, the interactive quality: interaction between the service staff and the users⁴².

Service quality is a measure of the extent to which the service provided meets the expectations of customers. It is the conformance to customer specifications. These acknowledge the need to understand service quality from the perspective of the customer, and not that of management. Thus, library service quality is the difference between a library user’s expectations and perceptions of service performance⁴³.

The study of Parasuraman et al. (1985) led to the identification of ten determinants of service quality namely: access, communication, competence, courtesy, credibility, reliability, responsiveness, security, tangible, and understanding/knowing the customer.

The SERVQUAL model, a 22 item scale was later developed to measure service quality using dimensions of reliability, responsiveness, empathy, assurance, and tangibles. The service quality of a library is concerned with the relationship between the library and the users. This assertion supports service quality models that lay emphasis on customer conformation of specifications²⁶. The delivery of quality service entails satisfying users and not the adherence to professional rules and procedures in acquiring and preserving materials. Hence, the measurement of library service quality in the library context followed existing service quality measures.

Service quality is an evaluation focus that reflects customer perceptions of service quality, namely evidence of appearance, reliability, responsiveness, assurance, and empathy²⁶. The instrument “SERVQUAL” has been used to assess the library service quality since it was developed by Parasuraman et al. in 1985. Based on the gap theory, SERVQUAL aims to measure the gaps between the total expectation of service and the actual cognition of service perceived, through which the items of poor service to be inquired²⁷.

Originally, the SERVQUAL framework covered 10 aspects including competence, courtesy, credibility, security, access, communication, knowing the customer, tangibles, reliability, and responsiveness. This framework was criticized overly complex, and the measurement was subjective and statistically unreliable. Therefore, it was afterward refined by the same researchers to only five generic aspects in reliability, assurance, tangibles, empathy, and responsiveness with a total of 22. It is known that for the aim of this study, the SERVQUAL model (or LibQUAL+® tool by Cook and Thompson in 2000, could have been used.

The first, since it is the most used model in service quality management, and the second, since it is the specific model for service quality evaluation in libraries⁴⁴. However, the dimensions in the SERVQUAL model are the result of overlapping the DSQ and the LibQUAL+® tool is the result of improving the application of the SERVQUAL scale for the library scenario. In addition, question items for assessing the service quality (Parasuraman et al. 1991, 1993, 1994).

The SERVQUAL instrument has been developed for assessing the service quality in service sectors. It used satisfactorily for measuring the service quality in hotel, banking, financial services, health care, education, and library²⁷.

The SERVQUAL model variables (tangibles, reliability, responsiveness, assurance, empathy) have been extensively used to measure library service quality. The model formed the basis for the development of the library quality scale (Libqual) scale which was developed by Cook & Thompson in 2000. Other measures of library service quality include LibWebSQ by Kiran and Diljit in 2012, and decision-making trial and evaluation laboratory DEMATEL approach by Chen in 2016. These measures despite the potency to assess the level of service quality, seem not to provide a standard model of library service quality.

To address the problem of having a standard model to measure library service quality, the Association of Research Libraries (ARL) in collaboration with Texas A&M University in 1999 developed the library quality (LibQUAL) model. Upon 4-year (2000–2003) studies, surveys, and assays, a Web-based survey program called LibQUAL+™ was highly released.⁴⁵ The LibQUAL model evolved from the SERVQUAL, which was designed to measure service quality in a variety of service contexts.⁴⁶ This is in line with other service

measurement models for specific industries such as the hospitality service quality - HOLSERV⁴⁷, higher education service quality – HEdPERF, and country specific such as the GhanQUAL. In recent times, the LibQUAL model has become a common scale used by researchers to measure library service quality²⁷.

Basically, the LibQUAL? suite followed the SERVQUAL assessment framework, but it has been modified for exclusive use in the library service quality assessment⁴⁸. To date, over 1000 libraries in the USA, including college and university libraries, community college libraries, health sciences libraries, academic law libraries, and public libraries have been participating in the LibQUAL national survey.

The survey data are used to disclose what library users' think of the service quality in their libraries; accordingly, the library administrators can identify the best practices, analyze the deficits of service, and allocate resources for improvement. Many prior studies focus on applications of the well-known SERVQUAL scale for measuring perceptions of service quality, but the factors influencing library service quality are various and complicated. Although the LibQUAL+TM can effectively identify the perceptual deficits of library service, the libraries may not improve all of them due mainly to limited budgets or insufficient resources.

Therefore, identification of the most critical gaps of library service for immediate improvement can be an indispensable issue. In light of this, the methodology that comprehensively examined the interrelationships between influential factors. DEMATEL is able to compensate for these insufficiencies and makes a useful contribution to better understanding how to enhance the service quality of library. The technique of Decision Making Trial and Evaluation Laboratory (DEMATEL) seems promising to tackle this

issue because this technique has been proven capable of converting the complex factors into an intelligible structural model and certainly in strength to identify key factors⁴⁹.

More specifically, the DEMATEL technique can convert complex systems to a clear causal map that manifestly displays the interrelationship across complex factors into a cause group and an effect group. As such, one can allot the limited resources with priority to improve the items in the causal group⁵⁰.

The librarians routinely provide forefront services to the library users, and they also receive inquiries and complaints of various kinds from the users; thus, they should be more familiar with and sensible of the holistic aspects and items of LibQUAL+™ than the users. Moreover, the stability of LibQUAL+™ score norms across both time and various user cohorts, and they found library staff would place more confidence in benchmarking conclusions if the stability of the score norms to be demonstrated. Viewed in this light, a study employed the DEMATEL technique to expose the core causal items of LibQUAL+™ from librarians' views⁵¹.

To develop the LibQUAL+ suite, the research team modified the SERVQUAL model (Parasuraman et al. 1985, 1988) for exclusively assessing the library service quality. With several iterations of survey experiments, the question items and dimensions of LibQUAL+™ protocol have been refined and become more focus for the applications in the arena of research librarianship. In 2000, the iteration of LibQUAL+™ contained 41 question items within eight dimensions. Since 2004, however, the iteration has collapsed to only 22 question items in three dimensions: Affect of Service (AS), Library as Place (LP), and Information Control (IC). Focus is on the interaction responsiveness between library users and staff services, tangibles and empathy. There are nine items that belong

to “Affect of Service” employees who in still confidence in users (AS1); readiness to respond to users’ questions (AS2); willingness to help users (AS3); dependability in handling users’ service problems (AS4); giving users individual attention (AS5); employees who have the knowledge to answer user questions (AS6); employees who are consistently courteous (AS7); employees who deal with user in a caring fashion (AS8); and understand the need of their users by employees (AS9)²⁵.

The “Library as Place” symbolizing knowledge for studies and meditation covers five items: quiet space for individual activities (LP1); a comfortable and inviting location (LP2); library space that inspires study and learning (LP3); community space for group learning and group study (LP4); and a getaway for study, learning or research (LP5).

The “Information Control” refers how users use and master information and consists of eight items: print and/or electronic journal collections I require for my work (IC1); the printed library material I need for my work (IC2); the electronic information resources I need (IC3); easy-to-use access tools that allow me to find things on my own (IC4); a library Web site enabling me to locate information on my own (IC5); modern equipment that lets me easily access needed information (IC6); making information easily accessible for independent use (IC7); and electronic resources accessible from home or office (IC8).

From 2000 to 2008, the LibQUAL+™ protocol had implemented in 22 different countries in 15 different languages to assess the service quality of libraries for improvement. An increasing number of researchers have also employed LibQUAL+™ to assess and improve the library services in different countries. For example, Wayne State University study employed LibQUAL™ data of to explore the user satisfaction of e-retrieval and traditional retrieval. By using LibQUAL™. ⁵²

Another study investigated the information control to arise the library's awareness about which library services were the most important to faculty and thereby clearly identified areas in need of improvement. Applying LibQUALTM, in a study, demonstrated two types (desired and adequate) of expectations as a comparison standard in evaluating library service in Northern Cyprus⁵³. LibQUALTM can account for undergraduate students' loyalty to the library at a university college in Norway. Their results showed that three LibQUALTM dimensions accounted for 85 percent of the variation in students' loyalty. More recently, a study measured service quality in a national library in Iran from users' views by using the LibQUALTM tools. They showed that the translated and domesticated version of LibQUALTM has reliably implemented in different types of libraries⁵⁴.

In effect, LibQUAL+TM is different from a typical local survey because it allows the researchers to benchmark with other libraries. The researchers can have access to all the results from the other participants and use them to explore and understand the best practices. Unlike other service quality instrument like SERVQUAL, LibQUAL+TM tests three standards of least (minimum), expected (desired), and perceived service quality in three columns and nine scales.

The data had analyzed in ways to describe the respondents' minimum, perceived, and desired expectations of library service quality. Carrying out a LibQUAL+TM survey is easy. One can invite the respondents by distributing the URL for their library's Web forms via e-mails or posting a link to the survey on the library's Web site. The invited respondents simply fill out the question items and submit to the LibQUAL+TM database³⁴.

Service quality is a central element in business strategy including in library management. Library users' satisfaction plays a vital role in the development and provisions of the library. In addition, the quality of library services is measured by assessing whether the information and services provided by the library meet the needs and expectations of users⁸.

To hold the users and to increase the usage of the library in this competitive setting, library service quality is the best tool to assess users' perceptions⁵⁵. Customer satisfaction approach was one method of evaluating the effectiveness of the library services. The evaluation of the quality of library services has been carried out around since 1995. Various tools are used to assess the quality of library services, for example, the Libqual model. LibQUAL is an approach commonly used to assess the quality of library services which examines the quality of library services in three dimensions: the Affect of Services, the information control, and the library as a place⁵⁶.

Similar tools like Libqual+, Libqual+ Lite and Servperf were considered for the assessment of library service quality, but they emphasize making e-resources accessible from home or on campus, which is not suitable from the perspective of academic libraries in Bangladesh⁵⁷. There are different methods to study service quality. In order to assess service quality, various scholars proposed different model such as Webqual, Servqual and Libqual to measure service quality in different areas. Libqual method helps librarians to understand users' perceptions. Therefore, analyzing universities' library service quality is helpful to ensure that library is using its resources towards meeting users' requirements⁵⁰. The Libqual is a recognized instrument employed by libraries to "solicit, track, understand, and act upon users' opinions of service quality".⁵⁸ It helps libraries to

measure their value instead of using the more traditional values such as the size of the library collections or number of patrons served. There Libqual consists of three dimensions: affect of Service which measures “empathy, responsiveness, assurance, and reliability of library employees”; information control which measures “how users want to interact with the modern library and include scope, timeliness and convenience, ease of navigation, modern equipment and self-reliance”; Library as place which measures the “usefulness of space, the symbolic value of the library, and the library as a refuge for work or study⁵⁹”.

Affect of service is the willingness to help users, attitudes and behaviour, duration of service time, library opening hours, guidance from librarians. Service Affect is the human side of service including assurance (the level of knowledge of service employees, courtesy, and ability to convey confidence and trust), empathy (the care and individual attention provided by library employees), and responsiveness (the willingness to help and provide prompt service³⁴. Affect of service dimension of LibQUAL+TM deals with the staffs quality and their developments. Staffs quality includes staffs knowledge specialty and behaviour.

The findings of a study indicate that affect of services has a significant and positive effect on satisfaction ($\beta=0.330$, $t\text{-value}=3.268$). This finding highlights that the staffs working in library have influence on users' satisfaction with the services delivered by the academic library. According to the literature, as living standards have improved, individuals demand changed from services, and evaluate these services critically⁶⁰.

Therefore, the library administration should put effort to enhance staffs' knowledge and behaviour as the respondents have evaluated those are important to them. The results of

this study reveal that library administration should hold training programs for having knowledgeable staff and provide more advancement for the users such as improving the speed of wireless internet, providing more discussion rooms for study, more updated resources, better lighting system, equipment like new computers and provide media type resources like CDS and DVDS. It is also recommended to build a place for entertainment for individuals. By considering all these things library would be able to provide a better service quality to the users⁶¹.

A study found that students' evaluation of affect of service of library services has a significant relationship with loyalty⁵⁵. Also, another study found that the minimum acceptable level on affect of service was weak but is positively related with loyalty of the library users³¹. While another study did not find this variable as a predictor of loyalty⁶².

The findings of this study provide evidence to support H2, as information control was found to have a significant and positive effect on satisfaction ($\beta=0.258$, $t\text{-value}=2.173$). As libraries gradually shift focus to digital content such as electronic resources, it is necessary to enhance the quality of the various facilities for academia as well as traditional equipment and materials. The use of physical libraries and digital resources complement each other. Therefore, it will be prominent that higher education institution increase the budget allocation for equipment and facilities for easy access to information⁶³.

the highest score of the information control criterion is Internet/WIFI facilities (0.2148). The second highest factor is online journal collection (0.1920), followed by computer facilities (0.1834), variety of books (0.1134), catalog search/OPAC (0.1089), updated books (0.1022), and finally newspaper and magazine collection (0.0854)⁵⁵.

The highest influential factor is Internet/WIFI facilities. The speed of the Internet is the most concerning thing that considered by the students as fast-speed Internet can assist the students to obtain the information in a fast and convenient way. The second highest score is achieved by online journal collection. A wide and large variety of journal collections should be provided in the library.

The students need the journal for their studying or assignment purposes since the journals provided in the library system are free of charge. Therefore, the students prefer to go to the library to search for the journal. Next, computer facilities achieve the third ranking. The number of computers in the library should be enlarged so that the students can have more chances to utilize it. The second concern is that the computer facilities should function properly and smoothly when used by students. Therefore, the constant maintenance of computer facilities should be implemented.

The second lowest score is updated books. The students might think that the information in updated books only provides a small difference compared to old version books. Nowadays, the students might prefer to use e-books download from the library system because it is easier and more convenient to search the required information from the e-books. (Analysis on the library service quality with analytic hierarchy process model.⁶⁴

The library as place variable was developed out of the tangibles dimension of the Servqual model, which involves the appearance of physical facilities, equipment, personnel and communication materials. This include space that facilitate study, quiet and solitude, place for reflection, comfortable location, and contemplative environment³⁹.

Information access dimension of the LibQUAL measures the perception of ubiquity of access of information that a library delivers in a location, time of choice, and format⁶⁵. It

explains the timely document delivery, run of journal articles, interdisciplinary needs, convenient business hours, and comprehensive collections³⁹. Besides good service quality, facilities also play a role in creating satisfaction (including in this case library facility). Facility are facilities that are easier for someone to do an activity. Library facility become one of the considerations of students in making choices. The more complete the library facility are provided, the more satisfied the student will be and he will continue to choose priority choices based on the perception he gets of the available facility⁵.

Library as Place refers to locker facilities cleanliness and beauty desk and seating availability, Lighting Temperature setting. Library as place was found to have a significant relationship with loyalty⁵⁵. A study found that technical facilities have a significant effect on loyalty. Also, a study found that library environment affects customer loyalty. A study found library as place to have a weak and positive relationship with customer loyalty. However, a study found that library as place is not a predictor of loyalty⁵⁴.

Facility are physical resources that exist before a service can be offered to consumers¹¹. All existing facility, namely the condition of facilities, completeness and cleanliness of the facility must be considered especially those closely related to what is felt or obtained directly by consumers. Customers must be satisfied, because if they are not satisfied, they will leave the company and become competitors. This will cause a decrease in sales and in turn will decrease profits.

There are several elements that need to be considered in determining service facility, namely: partial consideration or planning, aspects such as proportions, textures, colors, etc. need to be considered, combined, and developed to provoke intellectual and

emotional responses from users or people who see them. Second is the room designers, this element includes interior and architectural planning such as the placement of furniture and equipment in the room, the design of the flow of circulation and so on. Like the placement of meeting rooms need to be considered in addition to the capacity, also need to be considered placement of furniture or equipment.

Third is equipment or furniture. Equipment functions as a means of protecting valuables, as a sign of welcome for consumers. And four is lighting, that need to be considered in the lighting is the colour type and nature of the activities carried out in the room and the desired atmosphere. and finally, is the colour, colour can be used to improve efficiency, create a relaxed impression, and reduce accident rates. The colour used for the interior of a service facility is necessary to be associated with the emotional effect of the colour chosen. And lastly, the messages delivered graphically¹¹.

Important aspects related to this element are visual appearance, placement, choice of physical form, colour selection, lighting and selection of the appearance of symbols or signs used for specific purposes. Based on the results, the most influential factor that affects the library service quality is information control (0.3804). Information control is quite important because information serves as an aid in generating new information and new knowledge. In most students' perspectives, a university library should provide a large variety of updated books, reference books, and journal and up-to-date literature⁵.

The facilities such as computers and the Internet are also important for students as they would need to find other online resources while studying in the library. The information is needed for students to complete their assessments. The students need to search the information from Internet and read the books and review articles or journals to generate

new information. Besides, the second important decision criterion is library as place (0.3315). The library should provide a comfortable and safe environment so that it is conducive to students studying in the library. Moreover, the cleanliness and temperature setting of the library are also important and should be taken into consideration⁵.

Lastly, affect of service is the lowest influential factor (0.2881). In this study, the consistency ratio of the PCM for the main decision criteria is 0.000055 which is well below 0.10. It indicates that the degree of consistency in the PCM for the decision criteria is satisfactory. Hence, the result that generated by the AHP model is acceptable and reliable⁵⁷.

The findings of this study provide evidence to support library as place has a significant and positive effect on satisfaction ($\beta=0.205$, t-value=1.913). The role of the library as place of learning is as valid as ever.⁶⁶ A study evaluated the influence of arrangement, design, and orientation of place in university. The learning environment of campuses affects how students feel in a space and how they gather with peers.⁶⁷ Campus buildings and rooms have the potential to move beyond supporting students daily needs to enhance educational pedagogy in critical ways.⁶⁸

In a study on “analysis on the library service quality with analytic hierarchy process model”, the highest score of the library as place criterion is desk and seating availability (0.2638), followed by cleanliness and beauty (0.2300), temperature setting (0.2269), lighting (0.1830), and finally locker facilities (0.0963). The most influential factor of the library as place is desk and seating availability. This is because the students are feeling difficult to search for an empty seat in the library most of the time. Hence, the number of

desk and seating should be increased so that the students will not be forced to stand when studying or searching for information⁵⁵.

The second highest score is cleanliness and beauty of library. The students consider cleanliness as the top priority since it will downgrade the study environment and trigger a bad mood when studying in the library. The lowest score factor is locker facilities. The students do not much care about the locker facilities as long as the library has provided a place for students to put their bags or belongings⁵⁷.

Previous empirical studies on library service quality were review in this section to further provide a solid foundation for our study. In a study on “Library Service Quality and Student Trust: A Case Study of the University of Sumatera Utara Library, Indonesia” the average value of the library service quality obtained by students (reality) is at 8.42 which is higher than the average quality value desired by students (expectations) at 8.33. Based on the results of paired samples test statistics, the value of p is $0.000 < 0.05$. It can be considered that the quality of the USU Library service based on the overall dimensions of LibQUAL is statistically significant. The average value of the Affect of Services dimension, the quality obtained by students (reality) is at 8.28215 which is higher than the expected quality at 8.25772. However, since the p-value is 0.406 (higher than 0.05), it is considered that the Affect of Services dimension is not statistically significant⁸.

Concerning the Information Control dimension, the test results indicate that the quality of services obtained is higher than the expected quality. the average value of USU Library service quality in the Information Control dimension obtained by students is at 8.58478 and is greater than the average value of expected service quality at 8.30035. The p-value

is $0.000 < 0.05$ which means the quality of library service in the Information Control dimension is statistically significant.

For the Library as a Place dimension, the study results show that the quality of service expected by students is higher than the quality obtained. This can be seen from the test results which state that the average value of expected service quality by students in the Library as a Place dimension is at 8.43519 which is higher than the average value of service quality obtained at 8.38241. Since the p-value is 0.070 (higher than 0.05), it is considered that the difference between the reality of service quality and expectations regarding the quality of library services as Library as a Place is not statistically significant⁹.

Based on the test study results, it can be considered that the best quality of library services is in the dimension of Information Control. This dimension covers the quality of printed and electronic information resources owned or provided by the library and can be assessed and used by students as library customers, as well as equipment that provides easy access to the information resources. The quality of the library in the dimensions of the Affect of Services and the Library as a Place is of good quality although not statistically significant.

Based on the results of the path analysis in Table 4, the value of the path coefficient of library service quality to the customer (students) trust is at 0.12 which is positive. Following the above hypothesis test criteria, the library service quality has a positive effect on the customer (student) trust. Furthermore, the t-value of 2.45 is greater than 1.96. This also indicates that the library service quality has a significant effect on customer trust.

Thus, it can be concluded that USU library service quality has a positive and significant effect on the customer (students) trust. The results of this test indicate that USU students still trust the library in fulfilling their resources of information and knowledge needs to support their study and the level of student trust in library services is positive and significant. This means that the service provided by the library staff to students has not contributed to the student's trust.

It can be stated that the quality of the Information Control dimension including the availability of collections, both printed and electronic information resources, access, and equipment has fostered student trust in USU library service. The high trust of postgraduate program students (Professional/Specialist Program, Doctoral (S3), and Masters (S2)) in USU Library services is thought to be influenced by the provision of special rooms with complete and comfortable equipment specifically provided for postgraduate programs⁶.

In addition, it is also influenced by the availability of a very complete and relevant e-journal and e-books database provided by USU Library which can be accessed from the campus network. The entire database contains thousands of journal titles and books that can meet the needs of post-graduate students in their studies. E-journals and e-books are library collections widely used by post-graduate students. This collection is widely used because it can be accessed remotely, so that remote access is one of the library services, which is most often used⁵.

On effect of service quality (sq) on satisfaction (sat), the linear regression test, it indicated $\alpha = 0.05$ Service Quality (SQ) with Satisfaction (SAT) significant level of 0.001. Service Quality (SQ) gave significant and positive effect on Satisfaction (SAT) by $t =$

4.624. Service Quality (SQ) very important. Where students are satisfied with the quality of services provided by the Library Economic Faculty of University Semarang, namely by providing information that can be understood by students and always responsive in responding and responding to student complaints. Service Quality (SQ) gave significant and positive effect on Satisfaction (SAT)⁵. Service Quality (SQ) has a positive and significant effect on Satisfaction (SAT).

The satisfaction of service users will certainly be easily achieved if there is a quality product/service, as in, the quality of the district library service, Kab. North Central Timor. As it is known, the quality of a product/service is a condition that shows the quality of library service products such as books and or other services related to the quality of products/services provided by the Regional Library of Timor Tengah Utara Regency. The observation results show that the library services at the North Central Timor Regency Library facilities are equipped with free internet access to attract community visitors and also a mobile library that operates in remote areas in the North Central Timor Regency.

This is reinforced by the results of interviews with the Secretary of the Regional Library Office of North Central Timor Regency who said that in increasing literacy in reading interest several things had been done, namely the existence of a mobile library in the form of a car that provided various books to be read by people in the Kab. North Central Timor, in addition to increasing the number of visitors to Perputaraan, is equipped with internet facilities that can be accessed by all visitors to the Perputaraan.

This has attracted a lot of interest from visitors who want to come to the library. And also every year we increase the number of the latest book collections of various titles. In 2019 the Regional Library of North Central Timor Regency succeeded in obtaining the

Community Satisfaction Index (IKM) with a value of 80.7 issued by an NGO in North Central Timor Regency. This value increases every year. All of the above has made the Regional Library of East Timor Regency North Central is getting better over time⁶⁹. There are three main things in service quality, namely caring, serving, and satisfying customers where the best service in modern management is to prioritize caring for service users. In the business or private sector it is usually referred to as excellent service⁷⁰.

the overall mean of the perceived service quality was 5.22. Among the 30 statements of the five dimensions of service quality, 'suitable and convenient library hours' had the highest mean with 5.83, followed by 'library staff are always available in the library to help users' with 5.54; 'library staff provide services as promised' with 5.52; 'auto email alert service is interesting' with 5.50; and 'online book reservation system saves time' with 5.50. On the other hand, the service statement 'existing collections adequately cover your field of study' had the lowest mean with 4.44, followed by 'convenient remote access to subscribed e-resources through My Athens' with 4.57; 'digital institutional repository is rich and dynamic' with 4.68; 'existing collections adequately fulfil your information need' with 4.69; and both 'e-resources are easily accessible from personal computer' and 'collections are conveniently accessible' with 4.94.

Among the five dimensions of SERVQUAL, the highest overall performance was 5.41 for tangibles, followed by 5.40 for competency, 5.31 for responsiveness and 5.27 for demeanour. Consequently, resources, with 4.79, had the lowest overall score.

The overall satisfaction score was 5.53 on a seven points scale, indicating that the library users are satisfied with the services provided by the library. Among the four statements of satisfaction, 'I would like to use the library in the future' had the highest mean of 5.85,

while the service statement ‘Overall, I am satisfied with my library experience’ had the lowest with. Overall perceived service quality and the highest overall mean for perceived service quality was 5.34 for the teachers, followed by 5.20 for the undergraduate students and 5.17 for the postgraduate students. It was also found that the teachers (5.63) were comparatively most satisfied with the services provided by their university library, followed by the postgraduate students (5.51) and undergraduate students (5.50).

An analysis of variance (ANOVA) test showed that there was no significant difference in the overall perceived service quality ($p > 0.591$) and user satisfaction ($p > 0.781$) among the teachers, undergraduate students and postgraduate students, indicating that the respondents were similarly satisfied with the services provided by the library. The study evaluated the effects of library service quality, a multiple regression analysis was carried out with the five dimensions of SERVQUAL as the independent variables to test the model and user satisfaction as the dependent variable. The overall F-statistic – $F(5,246) = 67.226, p < 0.001$ – recommended that the entire model was recognized as significant. The adjusted R² value (0.569) indicated that the regression model explained the 56.9% variation in user satisfaction.

Many scholars use the criteria of Cohen et al. (2003) – ‘less than .01 = trivial; .01 up to .30 = weak; .30 up to .50 = moderately strong; .50 or greater = strong’ – to identify whether the relationship between independent and dependent variables is weak or strong⁶¹.

The Multiple R value (0.760) indicates that the relationship in this study was recognized as strong when applying Cohen criteria. The residual sum of squares in a regression model effectively explains the variation of modelling errors. Generally, a model with a

'large regression sum of squares in comparison to the residual sum of squares indicates the model accounts for most of the variation in the dependent variable'.⁷¹ The model has a large regression sum of squares (207.801) in comparison to the residual sum of squares (152.081), indicating that the model measured most of the variation in the dependent variable. The three of the five dimensions had a significant effect on user satisfaction: responsiveness ($b = 0.303$, $p < 0.001$), tangibles ($b = 0.448$, $p < 0.001$) and resources ($b = 0.163$, $p < 0.004$). The other two factors – competence ($b = -0.078$, $p > 0.327$) and demeanour (assurance and empathy) ($b = 0.068$, $p > 0.407$) – were not significant⁶¹. However, the competence of the library staff had an insignificant negative effect on user satisfaction⁶¹.

Libqual+™ dimensions and user's satisfactions relationship between service quality and satisfaction has been discussed by different researchers in various contexts.⁷² Studies examined the relationship between service quality and customer satisfaction in public transport service. They revealed that service quality has a positive effect on customer satisfaction⁷³.

The study found that service quality positively influence customer satisfaction in higher education service⁶⁵. In regard to library services context, a study revealed that service quality affects customer satisfaction positively⁷⁴. Some other studies have used Libqual dimensions to examine library service quality and proved that affect of service; information control and library as place are important predictors of users satisfaction⁷⁴. A quantitative study to evaluate the library's performance using Libqual dimensions, the results showed that the users are quite satisfied with the affect of service, information control and library as place⁵⁹.

Also a study mentioned that information control, library as place and affect of service are important factors affecting users' perception of library service quality. A study measured students' perception and their satisfaction level of services based on the Libqual model, results showed users are very satisfied with service quality.⁷⁵

Results of "Using SEM-PLS to assess users satisfaction of library service quality: evidence from Malaysia", indicate that women users are more satisfied with UKM library services. It also indicates that undergraduate students use library services more than other students. Therefore, UKM library managers should focus on this target market and satisfy their needs. Moreover, it is concluded that affect of services, information control, library as a place have a significant, positive impact on the overall satisfaction of library users. Libraries should consider the use of the survey result from Libqual instrument as a major component of library assessment strategy⁵⁵.

The study had some limitations. First, data were collected using the questionnaire, future research can be conducted by using other sources like focus group and interviews. The respondents perceived the level of service quality of the library to be higher. Among the items measuring service affect, the highest response was recorded for the item "the library has a space that facilitates a quiet study" (mean = 4.089). There library users indicated relatively low satisfaction for the item "the library electronic resources are accessible at home or office" (mean = 2.797). The library users provided very high responses to loyalty items.

The findings suggested service affect has a significant and positive relationship with customer loyalty. The regression results found that service affect has the strongest effect on customer loyalty. This means that the "people" factor in service delivery is an

important determinant of ensuring repeat behaviour in the library setting. The ability of the library staff to deliver service to the expectations of library users affects the level of satisfaction. The service affect variable is an important determinant of library customer loyalty⁵⁵. In the library context, the level of service quality is dependent on the skills and attitudes of service employees. The findings do not support the hypothesis that library as a place has a significant effect on customer loyalty.

However, library as a place is important in ensuring library users continue to patronage the service. the issues relating to comfortable learning space, quiet environment, and a space that facilities studies very important in maintaining the relationship with users⁵⁵. Studies have proposed that having a conducive study environment is one of the basic feature users might expect. Hence, the inadequate facilities and unfriendly study environment will affect usage drastically²⁹.

Overall comparison of users' minimum (acceptable), desired, and perceived service level indicated that the library did not provide information resources in a way that could meet the acceptable and desired levels of users. Users' perceptions and expectations about the 'library as a place' were measured along with minimum (acceptable), desired, and perceived service levels. Results demonstrated that users' minimum (acceptable) and desired service levels were higher in all statements related to the 'Library as a Place' (LP). Findings indicated that users consider statement LP-4 "Library is a gateway to study, learning or research" more important by scoring high mean in this statement as compared to other statements. Users indicated moderate perceived service level with all the statements of the 'Library as a Place'. Overall results regarding the LP dimension

illustrate that the library is not meeting users' minimum (acceptable) and desired service levels.

Therefore, the library needs to pay attention to the library infrastructure. Gap analysis demonstrated that there is a mild gap between users' minimum and perceived service levels in Affect of Service dimension, while overall moderate gap exists between the minimum and perceived service statements regarding information resources and the Library as Place categories. The gap between desired and perceived service levels was also measured.

Findings indicated that there is a severe gap between the desired services and the services currently provided to the users. Results of gap analysis suggested that meeting the users' acceptable and desired expectation levels regarding resource centre, library management needs to pay immediate attention to the service quality of the library⁷⁶.

The most influential sub-criterion is desk and seating availability (0.0875), followed by Internet/WIFI facilities (0.0817), cleanliness and beauty (0.0762), temperature setting (0.0752), online journal collection (0.0730), attitudes and behavior (0.0712), library opening hours (0.0699), computer facilities (0.0698), willingness to help users (0.0611), lighting (0.0607), duration of service time 0.0431), guidance from librarians (0.0427), catalog search/OPAC (0.0414), updated books (0.0389), newspaper and magazine collection (0.0325), and lastly locker facilities (0.0319).

Based on the findings, the locker facilities are the least concerned sub-criterion among the students. In contrast, desk and seating availability is the most influential factor that considered by the students among the other sub-criteria⁵⁷.

2.1.2. Concept of 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 actions⁷⁷.

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 satisfactory⁷⁸.

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-being⁷⁹.

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' emotions⁸⁰. 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 behavioral components and biological markers such as cortisol secretion and heart rate variability⁸¹.

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"⁸². 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 performance⁸³.

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”⁸⁴ 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”⁸⁵. 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”⁸⁶. 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 them⁸⁷.

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”⁷². 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.⁸⁸

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 workplace⁸⁹.

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 us⁹⁰.

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 emotions⁷⁴. 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 others⁹¹.

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 decisions⁷⁴.

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 emotions. 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 strategies⁷⁴.

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 emotions⁹².

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 growth⁹³.

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 aggressiveness

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 & Salovey⁹⁴.

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 support. 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 behaviour⁹⁵.

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, $\alpha = .87$ ⁹⁶.

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 model⁸⁸. 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 tests⁷⁴.

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)⁹⁷. 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 Version⁷⁹. 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;). 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;)⁹⁸. 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;)⁹⁹.

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;)¹⁰⁰. 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 librarians 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”¹⁰¹.

2.1.3. Overview of Personality Traits

The significance of people’s personality characteristic in information service provision in any university library cannot be overemphasized because, the makeup and the personality traits of both the librarians and the library users are critical to sustainable information service provision in any academic library. Where this is not properly ensured, it will result in low library patronage, complaints from library users and in few instances, the librarians are dissatisfied with their jobs and thus perform below expectation of their employers. Besides, the disposition of librarians seems uninviting in instances that their personality traits are entirely ignored and this may have negative effects on their level of information service quality provision.

Personality somehow helps us form ways to describe how individuals remain the same over time and circumstances and allows us to describe differences that exist among people. Personality traits help individuals adapt to their environments. They are dimensions that can be used to judge people to be different from one another. Therefore, Identifying personality traits as the most predominant factor in achieving service quality and their impact on library patronage and use is essential to improve the quality and quantity of the parent institution¹⁰².

After years of research in the field of psychology, researchers have recognized the potential predictive power of personality and reasons for individual differences¹⁰³. These insights have been beneficial in the studies of user behaviour as well as in other professions having to do with human behaviour such as teaching and information science.

Human personalities have been classified into different groups such as introvert and extroverts respectively. An extrovert can be described as a person who is friendly and outgoing; one energized by being around other people in contrast to an introvert who is energized by being alone. Introversion is a personality trait, wherein an individual is interested in his own mental self; reserved by nature, and usually preoccupied with own thoughts and feelings, which required a lot of personal space. Therefore, such an individual prefers solitary activities, such as reading, writing, listening to music (i.e. own world of facts, feelings, fantasies) to social interaction. Hence, an introvert is characterized as shy and anti-social, usually linked with social fear, but as an active listener, who can hardly make friends easily thereby having few friends, whose friendship is usually deeply rooted.

On the other hand, extrovert refers to a type of human behavior in which a person loves to be surrounded by, and interact with people. An individual with this personality trait is identified as socially confident, outspoken and one who enjoys human interaction. An extrovert individual focuses on practical realities rather than inner feelings and opinions, getting bored easily in solitude, which explains the tendency to be more social, practical, informal and enthusiastic; possessing excellent communication skills and enjoys social gatherings, thus becoming the center of attraction¹⁰⁴.

Personality traits are the most vital component of any organization in achieving organizational goals in the face of the growth of technology and its subsequent transformations in today's world. Personality traits can play a critical role in the success of an organization and can improve the quality and quantity of staff performance. In other words, confidence in themselves, innovatively introduce new designs and tackle

problems and ultimately bring about new changes in their organizational environment⁹⁶.

The continuance of the rigid hierarchies found in libraries is aided by the personality type of the librarian. the librarians authoritarian potential, and the influence by notions of austerity in the popular stereotype. the personality traits discovered in librarians include above average intelligence, little tendency towards innovation, submissiveness, self-consciousness and feminine interest patterns.

One important psychological mechanism which guides behaviour is personality. Everyone has their unique pattern of feelings, thoughts and behaviours, which is formed by a fairly stable combination of personality traits¹⁰⁵. As personality forms an inclination towards certain characteristic reactions in any given situation, personality traits are likely to influence attitudes and behaviour also in a quality of information service provision.

There are various definitions of the concept of personality and though no clear neurological ground can be found for it, attempts have been made to describe the basis of personality in terms of neurophysiology or cortical dopamine activity¹⁰⁶. However, the personality structure is fairly stable and predictable throughout different situations and time. There are personality traits of different depth and significance. The innermost layer is the basis, while the outer most layer is situation-bound and influenced by, for example, tiredness. A tired person might accordingly behave in a way that is not like his/her true self¹⁰⁷. Dependent on the situation, personality traits may be more or less visible and personality may also develop over time. The changes which reflect events and feelings during the lifespan only affect the surface and not the core character. Profound changes in personality are usually consequences of major life changes or deliberate effort¹⁰⁸.

Personality traits can be viewed as a sum of complex biologically based and learned behaviours. This behaviour is formed through complex, biological, mental and social factors that make individuals respond to environmental stimuli and situations in a persistent way over time and situations and thus influencing individual behaviour. Information service provision thus has sound theoretical assumption as regards personality. Personality is that pattern of characteristic thoughts, feelings, and behaviours that distinguishes one person from another and that persists over time and situation'. It is the sum of biologically based and learnt behaviour which forms the person's unique responses to environmental stimuli¹⁰⁰.

Personality traits are core characteristics of individuals and have been recognized as the most important elements for developing a unique and promising personality. Personality traits development in any sector is essential for success and achievement. In libraries and information centers, good communication and team skills are necessary to work and negotiate with colleagues and users for better delivery of services. Personality is one of the most important factors, which affects the level of service quality provision and emotional intelligence of library professionals. Personality is a crucial psychological mechanism guiding an individual's behavior. Personality has been explored to recognize users' thoughts, feelings and behaviours¹⁰⁹.

Personality traits play a significant role in quality library services because individuals with a different profile have different ability to enhance their job resources. Therefore, the big five factors emotional stability, conscientiousness, openness to experience, agreeableness and extraversion are constantly associated to higher work engagement and service qualities. The people who maintain optimal conception, feelings and behaviours

shows strong adequacy in task performance. Thus, it is useful to ask which personality traits are remarks more often among people illustrate higher competency in searching information use and service quality delivery¹¹⁰.

Personality trait observed among LIS has described typical traits of librarians are in interaction with their patrons. Librarians are friendly, patience and helpful, these are vital characteristics in order to enhance approachability. Also, librarians tend to be social, investigative and enterprising to their personality, while LIS students have been described as dominant, relaxed, sensitive and insecure. Librarians tend to score as introvert, sensing, thinking and judging. Likewise, librarians are describe as typically introverted and organized, but rather the age, length of employment and position of the librarians are more decisive for their information richness¹¹¹.

Openness to experience is a measure of depth, breadth and variability in a person's imagination and urge for experiences. The factor relates to intellect, openness to new ideas, cultural interests, educational aptitude and creativity as well as an interest in varied sensory and cognitive experiences. People with a high openness to experience have broad interests, are liberal and like novelty. The preservers with low openness to experience are conventional, conservative and prefer familiarity¹¹².

Openness personality trait includes characteristics such as imagination and insight, and those who mostly have this trait have a more extensive range of interests than others. These individuals tend to be more adventurous and creative. On the contrary, people who are low in this trait are often much more traditional and may struggle with abstract thinking (2-3). In other word, openness to experience is the degree of depth, breadth and imagination, creativity and urge for experiences in the life of a person. It is about

imagination, exploration, and talent of a person. In this facet, the confidence and self-actualization is judged by several related statements also known as sub-factors of this dimension.

Openness to experience was related to broad information seeking, incidental information acquisition, critical information judgement, preference of thought-provoking documents instead of documents which confirmed previous ideas and use of effort in information seeking. Conservativeness, on the other hand, was related to problems with relevance judgement and preference of documents which confirmed previous ideas instead of thought provoking documents. The results of the present study showed that open students use much effort in their information seeking and prefer to retrieve a wide range of related documents from information searches instead of only a few precise ones. If the key factor behind the extraverted students' active information seeking was an energetic character, intellectual curiosity is the motivating factor behind the open students' broad information seeking. Open people are intellectually curious and like to play with theories.

The higher the involvement and interest, the more complex and profound the need for information tends to be. While extraverted students often obtained low grades, students with high openness to experience were more successful in their studies. This highlights how decisive the motivation behind broad information seeking is for information use and outcome. A need for intellectual analysis is reflected in in dept exploration of the content which in turn result in a good study outcome¹¹³.

An invitational and open information attitude is particularly important at the initiation stage. In information seeking process, moods change according to information need but there are also tendencies towards stylistic persistence in moods¹¹⁴. Open students, who

are imaginative, inventive, creative, curious and unconventional show signs of an inherent interest for new ideas. They hunt sources of inspiration in a wide range of sources. Both the characteristics and the search pattern of open students could be compared to innovators¹¹⁵.

Openness personality traits have an inherent "environmental scanning" in their curiosity and invitational attitude towards life, which explains why they often discovered useful information by chance. Personality traits like curiosity, desire for exploration and numerous interests increase the likelihood of encountering useful information by chance. It was interesting, therefore, to note that students characterized by openness to experience were most open for accidental information discovery. Open persons have the wide interests and desire for exploration¹¹⁶.

Open individuals are unconventional and prepared to question authorities. These characteristics form a good basis for critical evaluation of information. The critical and open students prefer to retrieve a broad range of information rather than a few precise ones right on target. This further increases the awareness of differences in interpretations, viewpoints and content quality. Curious and interested students, with confidence in their capability to critically analyse information, are not afraid of new information content but rather welcome it¹⁰³.

High openness to experience lead to a broad and invitational information attitude. How would then low openness to experience influence information seeking? A conservative character, who wants things to remain as they always have, prefer familiarity to novelty also in information retrieval. The conservative students used the least possible effort in their information seeking and preferred to retrieve only a few precise documents instead

of a wide range of closely related documents. A precise search result is less likely to offer new, challenging ideas, which the conservative students want to avoid. This implies a cautious information-seeking attitude which is narrow in content aim as well as conduct. The conservative students, who prefer confirmation of familiar knowledge, can be compared to the adaptors who are reluctant to new ideas and conservative in their character. Little openness to experience in character is accordingly manifested in little openness to new information¹¹⁷.

Conservative students likewise expressed conventionality in their criteria for document choice. They preferred clearly and recently written documents and overviews, which all are 'standard' quality criteria, presumably taught and recommended by teachers and supervisors. Their use of information sources also seemed traditional and conservative as they mostly found information in the most customary sources; printed sources and group sources, like lectures. They did not show any desire to use of more explorative information sources, like mass-media or Internet sources. This implies that openness is the most influencing traits that affected the information service provision in one way or the other.

In the study “effects of personality traits on service provision of librarians in university libraries in Kwara state, Nigeria” the average mean score of 3.52 for all the personality traits indicates that the respondents agreed that librarians’ personality traits affected their information service provision to the clientele. On their own part, people who like to learn new things and enjoy new experiences usually score high in openness with traits including being insightful and imaginative as well as having a wide variety of interests¹¹⁸.

Conscientiousness is a measure of goal-directed behaviour and amount of control over impulses. Conscientiousness has been linked to educational achievement and particularly to the will to achieve. The focused person concentrates on a limited number of goals but strives hard to reach them, while the flexible person is more impulsive and easier to persuade from one task to another. The more conscientious a person is, the more competent, dutiful, orderly, responsible and thorough¹¹¹.

Conscientiousness is characterized by having high levels of thoughtfulness, reasonable impulse control, and goal-oriented behaviours. Conscientious people tend to be organized and pay attention to detail. Conscientiousness is being achievement-oriented, careful, persevering, thorough, responsible, organized and hardworking. It is the degree of cautiousness and self-discipline. Conscientiousness was related to preference of thought-provoking documents instead of documents which confirmed previous ideas and use of effort in information seeking. People that have a high degree of conscientiousness are reliable and prompt, possessing traits such as being organized, methodical, and thorough¹¹⁹.

Carelessness, on the other hand, was related to problems with relevance judgement, feeling that lack of time was a barrier to information retrieval and preference of documents which confirmed previous ideas instead of thought provoking documents. Conscientious students were willing to use effort - time, money and hard work -in order to obtain relevant information. One central feature of conscientiousness is self-control, with a capacity to carry out tasks. Conscientious people are strong-willed and determined to achieve, also academically. These students seem to know what they are aiming at and

are willing to work hard in order to attain it. All in all, these variables seem to describe an information-seeking behaviour, which is taken seriously.

Conscientious librarian work hard in order to retrieve useful information and put strain in their analysis of it, they preferred documents by respected authors from acknowledged sources over more easily digested literature. Determination in personality may be a decisive factor in this material preference, as introduction to new ideas always requires analysis and reconsideration. The conscientious students are willing to meet this challenge with their usual willingness to work hard. This persistence may prove useful in an academic context. The conscientious students were indeed shown to obtain good study results¹¹².

Easy going librarian with low levels of conscientiousness often chose their information sources on the basis of easy access with the use of minimum effort and thoroughness. These librarians can be described as easily distracted, careless, impulsive and hasty. Information searches by easy going persons showed signs of this impulsiveness as they were rather gradually developed than being planned. Information content which confirm previous ideas is easier to digest and therefore particularly attractive for an easy-going character. The choice of information source was in this case more guided by a need for quick answers than an intention to obtain information to ponder upon. As regards conscientiousness, the results of “effects of personality traits on service provision of librarians in university libraries in Kwara state, Nigeria” reveal that three out of nine items have mean scores of 3.79 – 4.05 indicating agreed¹⁰³.

Extraversion characterized by excitability, sociability, talkativeness, assertiveness, and high emotional expression. Those with high extraversion described as sociable

individuals, and enjoy interacting with other people. The extraversion-introversion dimension contrasts an outgoing character with a withdrawn nature. Extraverts tend to be more physically and verbally active whereas introverts are independent, reserved, steady and like being alone. The person in the middle of the dimension likes a mix between social situations and solitude. Extraverts are adventurous, assertive, frank, sociable and talkative. Introverts may be described as quiet, reserved, shy and unsociable¹¹¹. Extraversion (outgoing vs. unsociable) is confidence stimulated by others' company, positive emotions, talkativeness. It is the degree of human that tells that an individual is social or anti-social. Personality construct can be measured on the basis of some entities, which can be perceived. Extraversion, identified with individuals who get their energy from interacting with others, have such traits as energetic, talkative, and assertive¹²⁰.

Extraversion was related to informal information retrieval as well as preference for thought-provoking documents over documents which confirmed previous ideas. Extraverted librarians have an enthusiastic, active and confident character, which was reflected in their information seeking. These energetic and outgoing students wanted to find much information without being very systematic in their quest for it. Their information strategies were characterised by quick solutions and use of social abilities.

Outgoing students often consulted teachers, supervisors and friends as information sources. Superior and senior colleagues are good sources for direct guidelines and literature suggestions, while fellow librarians provide the opportunity for informal feedback and exchange of ideas. The outgoing students particularly welcomed discussions or documents which brought new perspectives to their subject area. Previous research has shown a common resistance to "bother" librarians with information queries.

This hesitation is unlikely to restrain outgoing students as social interaction is an important part of their information behaviour¹²¹.

The extraverts' information-seeking activity does not necessarily mean activity also in information use. A broad collection of information does not evidently lead to deep analysis and learning from the information, at least not as measured in marks. Extraversion was in the study shown to have a negative impact on marks. Extraverted, outgoing students are likely to prefer to devote their time to social activities instead of studies¹¹².

Extraversion is an individual's level of outgoingness. Individuals with this type of personality have the propensity to have more friends and spend more time in social circumstances. Also, extraverts have an easier time than introverts do when adjusting to a new job, which may allow them to feel more comfortable in organizations, making them more likely to remain with the organization longer¹²². Agreeableness is characterized by the ability to gain the trust of others, altruism, kindness, affection, empathy, and other prosocial behaviours. Those with high agreeableness are more likely to cooperate and, on the contrary, those low in this trait tend to compete and even manipulate others. The agreeableness scale is linked to altruism, nurturance, caring and emotional support versus competitiveness, hostility, indifference, self-centeredness, spitefulness and jealousy. Agreeable people can be described as altruistic, gentle, kind, sympathetic and warm¹⁰³.

People who score higher on agreeableness are tolerant, polite, flexible, good-natured, supportive, tolerant, soft-hearted, and trusting. Agreeableness person is good-natured, cooperative, confident and trusting¹²³. It is the degree of trusting people, accepting other

opinions and feelings. In a study Correlation coefficient values showed a high strength of association among agreeableness, extraversion, and conscientiousness.

Agreeableness is a personal characteristic of individuals that represents trustworthiness, respectability, and helpfulness. Agreeableness was positively related to the three forms of organizational commitment through enhanced positive affect. Individuals identified with agreeableness, usually characterized by traits like being kind, affectionate, and sympathetic, are friendly, cooperative, and compassionate, whereas those with low agreeableness may be more distant¹²⁴.

Neuroticism is a measure of affect and emotional control¹²⁵. It is the degree of self-consciousness, anxiety and emotional instability of a person. In this facet, the negative statements were used to judge whether the respondents were low or high in neuroticism which were their states of being unstable, worried, temperamental and sad. Neuroticism is a measure of affect and emotional control. Low levels of neuroticism indicate emotional stability whereas high levels of neuroticism increase the likelihood of experiencing negative emotions. Persons with high levels of neuroticism are reactive and more easily bothered by stimuli in their environment. They more frequently become unstable, worried, temperamental and sad. Resistant persons on the other hand need strong stimuli to be provoked. However, neuroticism does not necessarily refer to any psychiatric defect. A more proper term could be negative affectivity or nervousness¹¹¹.

Neuroticism or emotional stability is also a dimension relating to one's emotional stability and degree of negative emotions. People that score high on neuroticism often experience emotional instability and negative emotions with traits including being moody and tense. Neuroticism and openness to experience tend to decrease over time, while self-

esteem, conscientiousness and agreeableness tend to increase. The expressions of personality are moreover dependent on age and maturity. The same activity level may thus enhance an interest for football at a young age and gardening in later days¹²⁶.

Furthermore, neuroticism personality traits is the vulnerability to negative emotions and was related to preference for confirming information, feeling that lack of time was a barrier to information retrieval, difficulties with relevance judgement and insecurity in database searching. These connections suggest that negative emotionality may form a barrier to successful information retrieval. This influence seems related to personality inclination as well as to temporary states of anxiety¹²⁷.

As negative emotions consume energy and distract concentration, negative emotionality may be an initial obstacle to successful database searches. If the searchers anticipate similar patterns in future searches this can set off a chain reaction of psychological barriers. Feelings of anxiety tend to enforce an escapee action to threatening situation where there is a history of failure¹²⁸. The estimation and expectations of one's own capacities is often more influential on performance than the actual skills one possesses¹²⁹. Insecurity and doubt of the own abilities may lead to little effort and persistence in information seeking. The students with high emotional instability were indeed shown to give up their information searches in databases if they retrieved nothing on their initial queries. The reason for abandoning searches may be doubt of the own abilities and based on a previous history of failure. On other occasions, the rationale behind low persistence in database searches may be a more pragmatic one-lack of time.¹³⁰

The lack of time can be a reality but people may also vary according to how strongly they perceive time pressure and how they act upon it. As the feeling of time pressure is related

to stress, it was interesting to note that in particular students with high emotional instability experienced lack of time as a barrier to information. Research has shown that performance by persons with high levels of neuroticism drop in stressful situations. Emotionally instable persons are thus more vulnerable to the strainful experience of time limits which reduce their efforts on information seeking¹⁰³.

In addition to lack of time, another common cause for stress in our time is the constant flow of new information. Whether there is a basic insecurity about what is relevant or not, new information can appear too challenging. Students who faced relevance problems were shown to prefer documents which confirmed old knowledge to new thought-provoking documents. Students with high levels of neuroticism are more vulnerable to the strain of many conflicting messages and, accordingly, prefer less confusing information. This is a way of increasing the feeling of control and the confidence of sufficient topical knowledge which is particularly relevant for insecure persons. Previous search has shown that the more secure people are, the more active in information seeking and the more able to accept new information. Self-reliance and confidence is linked to an inner security which makes novelty appear less threatening¹³¹.

At the beginning of the information-seeking process it is common to be reassured by information, which relates to previous knowledge. This reduces the feeling of anxiety which is common at this confusing stage where much of the encountered information is unfamiliar. Kuhlthau has shown that the state of anxiety can be linked to a preference for familiar document content. The trait of anxiety vulnerability, neuroticism, was in the a study linked to preference for documents which confirmed previous ideas. This showed

that personality dispositions may explain inclination and preference for certain information content throughout stages¹¹³.

As the range of negative emotions linked to high levels of neuroticism may appear discouraging in relation to successful information retrieval, it should be pointed out that temporary states of worry and insecurities can in some circumstances enhance performance. Although strong negative emotions can distract the attention on the actual task and in this way hinder performance, it can also be a means of concentration on familiar tasks and, in this way, in fact enhance performance. The hindering or enhancing effect of excitation on performance can be pictured as a U, where there is an optimal level of arousal at the bottom. Arousal that exceeds or goes below this level affects performance negatively¹³². It is consequently possible that a certain level of arousal, even related to negative emotions, may in fact increase concentration also on information seeking tasks. One way to attend to more profound insecurities and fears of failure would be increased topical and procedural knowledge, as developed information literacy skills.

Neuroticism is a personal characteristic that represents sensitivity of emotions. The individuals who have the characteristic of neuroticism as having lower emotional stability and being prevention-driven versus promotion-driven¹³³. Prior researchers have suggested that perception of leadership is an important determinant of organizational commitment¹³⁴.

In a study the results of Pearson's Moment Correlation indicated that all the variables were positively correlated with each other at the significant level of 0.01, however, neuroticism was not correlated with extraversion and agreeableness at the said p-level Cohen's criteria¹³⁵. Another study on the relationship of personality traits with the use of

Facebook among students of Necmettin Erbakan University, revealed that students of conscientiousness, openness and agreeableness significantly predict the Facebook use while, personality traits of neuroticism and extroversion did not predict significantly the Facebook use¹³⁶

2.3. Theoretically Model

This section review three theories as they relate to each of the variable of the study. The first variable review is service quality model to explain the indicators of the dependent variable “service quality”. The theory that follow in this review is emotional intelligence model, this explain its relevance to the first independent variable of the study, “emotional intelligence” and lastly the third variable “personality traits” was reviewed with the big five factor personality theory.

2.3.1 Service Quality (SERVQUAL) Model

The Service Quality Theory (SERVQUAL) is a significant service quality determinant model, which has been applied by various scholars. It is also the most used model to determine service quality and enable comparison of consumers' expectations of service before introducing the service to the market and their perception of the service once it entered the market. The SERVQUAL is the most common model applicable in measuring consumers' perceptions of the quality of service. The model has five factors as stated are; reliable: ability to fulfill the promised service accurately and dependably. tangible: physical personnel appearance, equipment, and facilities. responsiveness: desire to assist consumers, and offer quick service. Empathy deals with the organization’s attention to its customers. Assurance concerns workers knowledge, and trust.

According to the instrument of SERVQUAL, 22 items determine the performance of the five factors through a 7-point Likert scale, which measures both consumer expectations, and perception. It is significant to note that the lack of adequate data on the service quality and the perceptions generated from customer survey feedbacks may cause gross misinformation to operational and policy perspectives²⁸.

The Libqual is a recognized instrument employed by libraries to “solicit, track, understand, and act upon users’ opinions of service quality”⁴⁹. It helps libraries to measure their value instead of using the more traditional values such as the size of the library collections or number of patrons served. There Libqual consists of three dimensions: affect of Service which measures “empathy, responsiveness, assurance, and reliability of library employees”; information Control which measures “how users want to interact with the modern library and include scope, timeliness and convenience, ease of navigation, modern equipment and self-reliance”; Library as Place which measures the “usefulness of space, the symbolic value of the library, and the library as a refuge for work or study”⁵⁰.

The relevance of the LibQUAL model to this study are to identifying areas for improvement: LibQUAL can provide library personnel with valuable insights into areas where users’ expectations are not being met. By analyzing the survey results, library personnel can identify gaps between user expectations and actual service quality, and develop strategies to close those gaps. To measuring service quality: LibQUAL can provide library personnel with a standardized way of measuring service quality over time. By administering the survey on a regular basis, library personnel can track changes in

user perceptions of service quality and evaluate the effectiveness of initiatives aimed at improving service.

The relevance could also be in Demonstrating value: LibQUAL can help library personnel demonstrate the value of their services to stakeholders. By providing evidence of the impact of library services on users' experiences, library personnel can make a case for increased funding or resources. To engaging with users: The LibQUAL survey can be a valuable tool for engaging with library users and soliciting their feedback. By demonstrating a commitment to improving service quality, library personnel can build stronger relationships with users and increase their engagement with the library. In whole, LibQUAL can be a valuable tool for library personnel in understanding users' perceptions of library services and resources, identifying areas for improvement, and demonstrating the value of library services to stakeholders.

2.3.2 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.¹³⁷ 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.¹³⁸ 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 table 1 below.

Table 1: GOLEMAN EMOTIONAL INTELLIGENCE MODEL

S/No	Dimension	Sub-dimension	Definition
1	Self-Awareness concerns knowing one's internal states, preferences, resources, and Intuitions	Emotional Self-Awareness	Recognizing one's emotions and their effects
		Accurate Self-Assessment	Knowing one's strengths and limits
		Self-Confidence	A strong sense of one's self-worth and capabilities
2	Self-Management refers to managing ones' internal states, impulses, and resources.	Emotional Self-Control:	Keeping disruptive emotions and impulses in check
		Achievement	
		Transparency	High standards of honesty and integrity
		Adaptability	Flexibility in handling change
		Orientation	Striving to improve or meeting a standard of excellence
		Initiative	Readiness to act on opportunities
	Optimism	Seeing the positive aspects of things and the future	

3	Social Awareness refers to how people handle relationships and awareness of others' Feelings, needs, and concerns	Empathy	Sensing others' feelings and perspectives, and taking an active interest in their concerns
		Organizational Awareness	Reading a group's emotional currents and power Relationships
		Service Orientation	Anticipating, recognizing, and meeting customers' needs
4	Relationship Management concerns the skill or adeptness at inducing desirable responses in others	Developing Others	Sensing others' development needs and bolstering their abilities
		Inspirational Leadership	Inspiring and guiding individuals and groups
		Influence	Wielding effective tactics for persuasion
		Change Catalyst	Initiating or managing Change
		Conflict Management	Negotiating and resolving disagreements
		Teamwork & Collaboration	Working with others toward shared goals

Sources: Goleman Emotional Intelligence Model⁸⁰

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

THE DIMENSIONS AND SUB-DIMENSION FOR LIBRARIAN EI

Main Dimensions	Sub-dimensions
Self-Awareness	Emotional Self-Awareness
	Accurate Self-Assessment
	Self-Confidence
	Spiritual
Self-Management	Emotional Self-Control
	Transparency
	Adaptability
	Achievement Orientation
	Initiative
	Optimism
Social Awareness	Empathy
	Organizational Awareness
	Service Orientation
Relationship Management	Developing Others
	Inspirational Leadership
	Change Catalyst
	Influence
	Conflict Management
	Teamwork & Collaboration
	Communication

Sources: Goleman Emotional Intelligence Model⁸⁰

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 librarians to connect with patrons, build trust, and provide personalized services. For example, librarians 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 librarians to collaborate with colleagues, work with diverse communities, and develop partnerships with other organizations. For example, librarians 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 librarians to identify areas for professional development, manage their own emotions, and build resilience in the face of challenges. For example, librarians 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 behavior in response to different situations. In a library context, self-regulation can help librarians to remain calm and focused in stressful situations, and respond to patrons with empathy and professionalism. For example, librarians 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 librarians to stay engaged and committed to their work, and provide high-quality services to patrons. For example, librarians 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 librarians 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, librarians can build strong relationships with patrons, collaborate effectively with colleagues, and make a positive impact on their communities.

2.3.3 Big Five Factor Personality Theory

More research in the extant literature of psychology reveals that personality traits of different individuals or group of individuals were assessed by using various kinds of psychological traits models or theories i.e. Freud's Theory, Tripartite Theory of Personality, Eysenck's Personality Theory, Cattell's 16PF Trait Theory, Allport's Trait Theory, Authoritarian Personality, Big Five Personality Traits (5-Factor model of personality), and many more. Among these models, the most commonly used model to determine the personality traits of individuals is Big Five Personality Traits (5-Factor model of personality), as it comprehend the relationship between personality and behaviors¹³⁹.

In other words, there are various models used to measure personality trait but the famous in literature is the five-factor model of the Big Five personality traits. It serves as an informative framework in examining the dispositional sources of organizational

commitment. The five dimensions of the five factor model of the Big Five personality traits are the independent variables in the current study¹⁴⁰.

Throughout the centuries, personality has been described and measured by a range of theories and models. Some theories (such as those of Freud and Jung) seek to explain the dynamics of personality as a whole. One of the basic concepts of Freud's theories is the notion of different levels of consciousness. The phenomena on the conscious level, able to reach the phenomena on the preconscious level but unaware of the issues on the unconscious level. Our personality and reactions are influenced by all these three levels.

The unconscious concept to include the collective unconscious and the study of archetypes. In our brains the collective unconscious is inherited, which is a latent memory base of our ancestors. Archetypes are themes which have been part of human life throughout all time and cultures. The persona, anima and animus and the self are some of the archetypes described by Jung. The persona represents the mask and the different roles played in human lives. Each man has a feminine side, anima, while each woman has a male side, animus. The self is depicted as our true potential and aim of self-actualization. All these aspects influence our behaviour and form the basis of our character¹⁴¹.

Besides the psychodynamic theories of personality there are the descriptive ones. The dispositional personality perspective depicts personality as made up by physiologically based traits, which guide behaviour. Traits can be described as tendencies to behave and react in a specific way. Personality states, on the other hand, are the results of the combination of trait and situation. Persons with high emotional instability are, for instance, more likely than calm and stable persons to feel anxiety in a threatening evaluation situation. Traits can thus be described as dispositions to states¹⁴².

Trait theory has in recent years become more and more popular. The base of personality in this tradition is related to genetics and neurological processes. Research based on studies of twins raised apart has shown that 50% of the central personality traits can be related to genes. Experiences in childhood is another ground for the formation of personality. As experiences are self-selected to a large degree, they can also be guided by genetic disposition. Although genetics seem to influence personality, neither genetic disposition nor environmental influences are deterministic. The individual is unique in his/her character and part of a complex system which makes it impossible to predict reactions with certainty¹⁴³.

After more than five decades of personality research there is a common agreement in the field that there are five basic dimensions that can be used to describe differences in cognitive, affective and social behaviour. This is the base for the five-factor model of personality. The five dimensions are usually described in the following order of decreasing robustness based on previous personality scales: neuroticism, extraversion, openness to experience, agreeableness and conscientiousness¹⁰³. The dimensions are stable across a lifespan and seem to have a physiological base. Almost all of the personality tests existing today measure one or more of the five factors¹⁴⁴. The five dimensions are depicted in Table 1.

Table 3.1: Personality dimensions and traits poles

S/No	Personality dimension	High level	Low level
1	Neuroticism	sensitive, nervous	secure, confident
2	Extraversion	outgoing, energetic	shy, withdrawn
3	Openness to experience	inventive, curious	cautious,

			conservative
4	Agreeableness	friendly, compassionate	competitive, outspoken
5	Conscientiousness	efficient, organized	easy-going, careless

Sources: Costa & McCrae¹⁰³.

The five-factor model discussion evolved from an analysis of the terms which are used to describe personality. The lexical hypothesis states that there is psychology divides human personality into five categories of extraversion, neuroticism, conscientiousness, agreeableness, and openness to experience, which broadly classify human personality traits. The concept of personality has been suggested by Allport about eight decades ago. It can be described as a mixture of characteristics or qualities that consist of thinking, feeling and behavioural style in different circumstances having long-lasting tendency in one's behaviour¹⁴⁵.

Its characteristics represent the unique patterns of ideas, emotions and behaviours of people. There are five broad and fundamental traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism on which individuals' personality differ¹⁴⁶. This Big five model of personality comprises of five general personality traits, which is known as emotional stability, agreeableness, extraversion, conscientiousness and neuroticism¹⁴⁷.

Some variations in personality characteristics of individuals over time for six traits features (Social Strength, Social Domination, Agreeableness, Conscientiousness, Emotional Stability, Openness to Experience). Positive change of personality traits would

not be taken as final as it could transform at any age of life, while new and unique patterns could emerge through some experiences in a person's life¹²⁴.

Big five personality traits described five broad dimensions or factors of personality that were openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism generally abbreviated as OCEAN or CANOE. Under each factor, there were several correlated and primary sub-factors describing different aspects of that dimension. Classical theories of the psychology of personality have been formulated mainly within the framework of these hypothetical constructs (i.e., traits, attitudes, values, self-concepts, etc)¹¹⁰. The dimensions of personality such as the big five factors namely: neuroticism, extraversion, openness to experience, agreeableness and conscientiousness are constructs that can be measured as visible entities in the form of behaviours.

The relevance of the Big Five Factor Personality Theory to librarian service quality is that it can help librarians understand their own personality traits and how they affect their interactions with patrons, as well as how to tailor their services to meet the needs of different personality types. Conscientiousness is one of the five factors of the FFM, and refers to the tendency to be organized, responsible, and reliable.¹⁴⁸ In a library context, conscientiousness is important for librarians to be able to provide accurate information and reliable services to patrons. For example, librarians can use their conscientiousness to ensure that they keep up-to-date with the latest information resources and technologies, and provide patrons with accurate and reliable information.¹⁴⁹ Openness is another factor of the FFM, and refers to the tendency to be curious, imaginative, and creative. In a library context, openness can help librarians to be innovative and adaptable in their services. For example, librarians can use their openness to explore new technologies and

information resources, and develop innovative programs and services that meet the evolving needs of their patrons.

Extraversion is a factor of the FFM that refers to the tendency to be outgoing, sociable, and assertive. In a library context, extraversion can help librarians to build relationships with patrons, work collaboratively with colleagues, and deliver engaging programs and services. For example, librarians can use their extraversion to engage with patrons and create a welcoming and inclusive atmosphere in the library. Agreeableness is a factor of the FFM that refers to the tendency to be friendly, cooperative, and empathetic. In a library context, agreeableness can help librarians to build positive relationships with patrons, resolve conflicts, and provide personalized services. For example, librarians can use their agreeableness to listen to patrons' concerns, provide support and guidance, and show empathy and understanding.

Finally, neuroticism is a factor of the FFM that refers to the tendency to experience negative emotions such as anxiety and stress. In a library context, neuroticism can affect librarians' ability to provide quality services and interact effectively with patrons. For example, librarians who are high in neuroticism may find it challenging to remain calm and composed in stressful situations, and may benefit from developing coping strategies and seeking support from colleagues or supervisors. In conclusion, the Big Five Factor Personality Theory can help librarians understand their own personality traits and how they affect their interactions with patrons, as well as how to tailor their services to meet the needs of different personality types. By understanding their own strengths and weaknesses, and developing strategies to work effectively with patrons of all personality

types, librarians can provide high-quality services that meet the diverse needs of their communities.

2.2. Review of Empirical Studies

2.2.1. Emotional Intelligence and Service Quality in Libraries

Using emotional intelligences skills in the library service industry has increasingly been considered as a strategy to satisfy and retain users. Although a few discussions on emotional intelligence and library services appear in both library and information science literature, these are non-research pieces and insufficient to promote emotional intelligence skills. One must go outside of library and information management to find other empirical studies. In Malaysia, the planned development of libraries, as well as Public Libraries (PL) started in the late 1960s¹⁴⁴.

Today, there are about 319 PL throughout Malaysia employing a total of 248 professional librarians. The operation of PL is generally under the jurisdiction of the state government, however in terms of consultation, policy development, service and supports, the tasks are assigned to the National Library of Malaysia (NLM). As PLs, their major role is to serve the community in terms of their information needs. In addition, they are also responsible for developing and maintaining national collections from various resources, providing facilities for their user as well as providing advices in library matters. These roles are in line with the national agenda to inspire a culture of knowledge in the development of the country and to foster a reading culture among Malaysians.

government servants, must possess emotional intelligence skills in delivering services so as to contribute directly to the creation of a favourable environment and to demonstrate a good relationship with stakeholders. Thus, PLs, who are also government servants, are

also bound to this requirement. Apart from fulfilling the government's requirements, the nature of their jobs which constantly deal with customers from all ranks and levels further signifies the need and importance of mastering the emotional intelligence skills. The emotional intelligence skills, combined with their specialized skills in librarianship, will make the PLs more productive in their jobs.

ICTs can be powerful tools for women to overcome discrimination, achieve full equality, well-being and participation in the decisions that determine their lives and the future of their communities. Furthermore, emotional intelligence was found to have an effect on the information technology skills in terms of self-confident level in technological learning¹⁵⁰. Increasing women's participation in the digital sector can have a significant impact on combating gender inequality, stereotypes and discrimination, including emotional disparities, and reinforcing them. Research has shown that although women believe that ICT skills are among the most crucial factors of success in the 21st century, however, they state that they feel underrepresented in the digital era¹⁵¹.

A study revealed the highest score of the affect of service criterion is attitudes and behaviour (0.2473). The second highest factor is library opening hours (0.2428), followed by willingness of librarians to help users (0.2122), duration of service time (0.1497), and guidance from librarians (0.1481). Based on the results, the most influential sub-criterion of affect of service is attitudes and behaviour of staff. The good and polite attitudes and behaviours of staff will be considered by the students because they want to feel comfortable in the library. For library opening hours criterion, the students will certainly prefer mostly the longer opening hours since not all students are available and free during the opening hours provided by the library.

Some of the students may prefer to do their final year project or assignment at night, therefore they might need to go to the library to search for the essential information. For the duration of service time and guidance from librarians, the students think that these two criteria are not so important to them since majority of them go to the library is for studying purposes. Secondly, even the service counter of library is closed, they actually can borrow or search the books through library online system⁵⁷.

2.2.2. Personality traits and Service Quality in Libraries

This section reviewed the empirical studies on personality traits and critics the position of some researchers. Personality forms the tendency towards certain responses in any given situation. It includes affects, behaviours and cognitions of individuals that characterize them in a number of situations over time. A study investigated the big five personality job satisfaction mediation model social networking service (SNS) usage workplace attitudes, in which the Big Five personality traits were found to be significantly related to SNS usage and job satisfaction. This study also showed that SNS usage was a factor in determining job satisfaction, and SNS usage partially mediated the relationship between personality (extroversion and neuroticism) and job satisfaction¹⁵².

Also, another work examined the influence of traits and emotions on boosting status sharing through microblogging and found that people with a high level of sharing impulsiveness were inclined to generate negative emotions, whereas those with a high level of inherent novelty seeking could easily induce positive emotions¹⁵³. Likewise, a study assessed the knowledge sharing among teachers: the role of the Big Five Personality traits. The results of their study indicated that the Big Five Personality traits have effects on knowledge-sharing attitude and behaviour of teachers. With the exception

of conscientiousness trait, all the traits used in the study cause a significant change in the variations of the knowledge-sharing attitude and behaviour of the teachers¹⁵⁴.

In a study that explored the role of personality traits in follow recommendation. Their findings indicated that personality should be considered as a distinctive factor in the process of follow selection. However, personality dimensions should not be analysed as a whole as the overall personality similarity might not accurately assess the actual matching between individuals. Instead, the performed data analysis showed the existence of relations among the individual dimensions¹⁵⁵.

A study investigated career and job satisfaction in relation to personality traits of information professionals. They found significant correlations between personality variables and both career and job satisfaction. Their study also revealed that five variables (Optimism, Emotional Stability, Teamwork, Visionary Work Style, and Work Drive) accounted for 20 percent of the variance in job satisfaction. Four variables accounted for 19 percent of the variance in career satisfaction (Optimism, Work Drive)¹⁵⁶.

In another study, the Relationship between Job Satisfaction, Job Autonomy and Job Performance in University Librarians. The study found that job satisfaction is positively related to job performance. Findings also indicated that job autonomy moderates this relationship¹⁵⁷.

In a study assessed in Kwara State, it was found out that openness is the most influencing traits that affected the information service provision by librarians in university libraries.

Researchers have all reported the influence of personality traits of librarians on information service provision. Findings from these studies indicated that, attitude which

is a popular aspect of personality is the most distinctive and indispensable concept of an individuals that should not be ignored¹⁵⁸.

A study on effects of personality traits on service provision of librarians in university libraries in Kwara state, Nigeria showed that service provision in the library is directly related to librarians' personality. In fact, personality dictate individual's behaviour both library users and the librarians. It was observed that people are not the same both in character and expectation. Some are naturally gentle and welcoming while others are hard to deal with. The study showed further that librarians need to especially give attention to the disabled¹⁵⁹. Therefore It was evidence from these studies that personality traits is germane to effective service provision in any academic library¹⁶⁰.

Likewise, the study in Birjand University Libraries examined the relationship between the personality traits of librarians working and their view of the entrepreneurial climate in the library. They concluded that the average score of librarians' viewpoints toward taking on entrepreneurship in the library for women than men and in undergraduate, postgraduate, and doctoral librarians than diploma and associate librarians were significantly higher¹⁶¹. Another study concluded that there was a relationship between personality traits and computer self-efficacy. Regression analysis indicated that extraversion, openness, agreeableness, and conscientiousness predict computer self-efficacy. A study also found that personality dimensions were generally associated with faculties' self-efficacy, and the relationship between neuroticism and self-efficacy was negative and significant. The relationship between other personality traits (extraversion, flexibility, agreeableness, and responsibility) with self-efficacy was positive and

significant¹⁶². Yildirim et al. concluded that there was a significant relationship between openness and conscientiousness with internal satisfaction.

There is also a negative relationship between extraversion and openness with external satisfaction. In a research, it was found that neuroticism had the highest impact on job satisfaction. Extraversion had a negative effect, and openness had a positive impact on job satisfaction¹⁶³. In a study, found that extraversion, agreeableness, and neuroticism had a significant relationship with job satisfaction. Social networks enhance job satisfaction in individuals with high extraversion and low agreeableness¹⁶⁴.

Further study revealed that extraversion, agreeableness, and conscientiousness of staff had a positive and significant effect, and neuroticism had a negative and significant relationship with job satisfaction¹²¹. A study also found that there was a significant relationship between performance and creativity in labours⁷⁴. In studying the relationship between the five major personality factors and enhancing job performance, it was found that conscientiousness, extraversion, and openness had a significant relationship with job performance. The study found that those with high conscientiousness and extraversion were highly energetic and eager to progress. They found a negative relationship between neuroticism and job performance and performance improvement¹⁶⁵. A study found a positive relationship between agreeableness, conscientiousness, and job performance, and, in contrast, no relationship between extraversion and openness with job performance. There was also a negative relationship between the level of neuroticism and job performance. The findings also indicated that openness, agreeableness, and neuroticism are the essential variables in predicting staff performance¹⁶⁶.

The study results also demonstrated that the personality traits of staff could be an appropriate tool in measuring employees' job performance. Findings revealed that the majority of librarians in libraries of Tabriz University of Medical Sciences (59.5%) are women, as well as the study population is Masters (45.2%), and the lowest is Associate Degree (11.9%), the study revealed that among the five personality traits in the samples, the extraversion factor had the highest mean score (42.26) and neuroticism factor the lowest mean score (34.81). the relationship between NEO personality traits and librarian creativity. There is only a significant and positive relationship between personality traits of Extraversion, Openness, and Agreeableness with librarians' creativity (P-value <0.01). the relationship between personality traits and librarians' self-efficacy. There is only a significant and positive relationship between personality traits of neuroticism and extroversion with librarians' self-efficacy (P-value <0.01)⁹⁶.

Individual and organizational factors such as personal knowledge and reward systems impact their creativity. Their study confirmed that there was a significant relationship between the temperament and the nature of librarians with their creativity. The results of the study based on self-efficacy and knowledge dimensions are aligned with the present study. Another study found that knowledge, communication, and commitment have had a profound impact on librarians' creativity and innovation³⁰. Some researchers examined the creativity of librarians; accordingly, the results showed that organizational development leads to changes in the attitudes of librarians in organizations and, consequently, their creativity in providing services. The findings of the present study, in line with their research, indicated the importance of individual and personality development of librarians and their creativity¹⁶⁷.

Another group of researchers examined the experiences of library managers and indicated that culture and individual and organizational perceptions are factors influencing their creativity. The challenges of library managers were: human resources, organizational environment, infrastructure, external environment, individual/managerial, strategic, and intellectual/cultural issues, but most of which were human resources and their thinking challenge¹⁶⁸. Also, for the higher productivity and identifying personality traits, librarians working in libraries can be periodically employed in different sections of the library to identify their personality traits objectively and identify the most appropriate section and service for each librarian. Job rotation for the librarians can be an appropriate step in this direction⁹⁶.

A study found that 5 factors were useful measures to determine the attitude and behavior of a person at work. They concluded that extraversion and conscientiousness had been positively associated with management skills while agreeableness and neuroticism have a negative correlation with job efficiency¹⁶⁹. But on the other hand, another study revealed that all personality factors did not lead to the effective performance of salesmen all the time, because performance was based on contextual outcomes¹⁷⁰. Similarly, some researchers found that there was no practical significant relationship between personality dimensions and work performance of employees in the pharmaceutical organizations¹¹⁶. While a study explored the link between big five personality traits and job performance in business employees by concluding that some traits made difference in the perception of workers like conscientiousness and extraversion but agreeableness and openness did not seem to make much difference in job performance¹⁷¹.

In another development, a study found that emotional stability, extraversion and conscientiousness had a beneficial impact on job performance of Indian corporate sectors employees while neuroticism had an adverse effect on job performance¹⁷². Another study was conducted in Pakistan on economists. They found that three personality traits (conscientiousness, agreeableness and emotional stability) were effective for the prediction of job performance but openness to experience and neuroticism were not closely related to task performance especially in Pakistan¹⁷³. While a study explored the impacts of five personality traits on students' information seeking behaviour in higher education organizations. They revealed that five personality traits (conscientiousness, agreeableness, extraversion, openness, and neuroticism) were significantly interrelated with all aspects of academic information behaviour seeking¹⁷⁴. Likewise, a study emphasized the importance of the need of personal qualities in medical librarians other than their expertise, work activities, and services. They depicted that there was a relationship between the personal qualities and core abilities of the medical librarians¹⁷⁵.

The results of descriptive statistics in a study showed that most of the respondents had the personality trait of agreeableness with the mean of 4.01 (.521) followed by conscientiousness (M=3.81, SD=.553), openness to experience (M=3.65, SD=.557), and extraversion (M=3.59, SD=.690). The less rated personality trait by the respondents was neuroticism with the mean score of 2.95 (.894). About the work performance, the respondents agreed that they performed their work related tasks well in time by managing the things at work effectively and efficiently (M=3.71, SD=.395)¹²³.

In the study of LIS professional it was found that the LIS professionals should be extrovert, and exhibit professional qualities. Sometimes, librarians have to deal with

critical, difficult, and challenging users and their diverse nature queries; therefore, it is necessary for them to be calm, concentrated and focused for better response to this kind of information users¹⁷⁶. Another study also emphasized the importance of these personality dimensions to understand and respond such users' information need. The study findings also revealed that the university librarians were well disciplined about their cognitive approach required in their life. They didn't like the fact of being ordered by others as an element in their personality¹²⁵. Further, neuroticism was not much rated personality trait among university librarians in Pakistan. These results were similar with the findings on personality traits study found that other than neuroticism, all other personality traits were positively inter correlated with each other. About the work proficiency, in this study, the university librarians agreed that they performed their work related assignments well. They had a positive behaviour while working by keeping themselves up-to-date according to the new trends and traditions. The results also found that they shared their knowledge, responsibilities and problems with co-workers in a team environment, because they were loyal to their institution¹⁷².

The study further divulged that different personality traits were positively correlated with the work performance of respondents meaning that personality attributes enhanced the work efficiency of university librarians. Librarians are supposed to be the front liner to provide quality services to the users fulfilling their information need(s), therefore it becomes essential for them to build their personality up to the mark for provision of quality services. Better provision of quality services to users always results in satisfying and fulfilling the users' needs. A study confirmed that librarians had different personality dimensions at different sections of the library while performing their duty¹⁷⁷.

Librarians had different personality dimensions at different sections of the library while performing their duty. They found that different personality characteristics were linked to various kinds of librarians and the person-oriented librarians [usually reference and front desk librarians] had diverse personality traits than technique-oriented librarians [cataloger, classifier, bibliographer, and alike. Similarly, the importance of personal factors in LIS recruitment was raised that personal characteristics for LIS professionals were necessarily important to cope with the challenges during practical and technical work. They further found that new recruit lacked in taking responsibilities, pressure, flexibility, communication skills and were rigid in their professional ground. Therefore, it become deemed important to hire those workers which have promising personality characteristics for service oriented organizations like libraries and information centers¹⁰⁹.

the importance of personality traits in understanding the information need of users was found that every person had exclusive way of pursuing information according to their psychological mechanism, therefore professional librarians and/or information providers should keep in mind the personality dimension of users before offering any service to them¹²⁵. Moreover, the study unveiled that different personality traits had different impact on work performance of the respondents. For instance, the university librarians having personality trait of agreeableness did not significantly predict the work performance¹⁷⁶. Other personality traits such as extraversion, neuroticism, conscientiousness, and openness to experience in Pakistani university librarians impacted their work performance significantly well¹²³.

In a review of librarian personality traits, make several guesses as to what those traits will be, only to have and their findings match their guesses. They present their findings, but

fail to consider why there are shared traits and whether or not it is truly preferable to possess those traits. For example, they write: “we expected librarians’ scores on the 16 PF Factor E—Dominance—to be lower than those of a general normative sample. Low dominance is associated with deference, tact, amenability, and willingness to be accommodating”. The study attempts no analysis as to the social determinants of personality nor to the correlation between social pressure and the fact that the profession is populated overwhelmingly by women, studying librarians’ personality traits can give insight into whether librarians possess important core competencies for their jobs that should persist across work situations, specific job positions, and over the course of a career”. The paper doesn’t question whether having all librarians be in possession of similar personality traits is actually a good thing; it is merely assumed that it is, as is a deep essentialism about professional identity. This supposed objective finality is presented in the conclusion of their paper: “The present findings demonstrate a distinctive personality profile for librarians”¹⁸¹.

The relationship between psychosocial distress, use of SNS and symptoms among adolescents of Germany. They found that adolescents of extraversion trait were positively link with the using frequency of SNS. Moreover, the majority of the adolescents revealed higher psychosocial distress and often more classified with internet addiction while using SNS¹⁷⁸. A study on how personality traits were correlated with the frequency use of social media and their news among 20 countries of the world. They found that conscientiousness, agreeableness and extraversion were positively linked with the using frequency of social media and their news while, emotion stability and openness to experience were negatively interlinked with them¹⁷⁹. In another study conducted a study

to check the connection between users personality and their behaviour on the internet. They found a strong relationship between the personality of the users and their behavior on Facebook¹⁸⁰.

A study examined the causes of Facebook addiction among college students in Taiwan. The results revealed that agreeableness, neuroticism and conscientiousness were negatively interlinked with Facebook addiction. They measured that neuroticism and online interpersonal relationships were the prominent predictor of Facebook¹⁸¹. A study also examined the relationship of personality traits with the addiction behaviour among university students of, Norway. It found that extraversion and neuroticism traits were positively linked with the addiction of study, exercise, compulsive buying, mobile phones, Facebook and also with internet addiction while, conscientiousness, agreeableness and openness to experience traits were negatively associated with them¹⁸².

In another study, the relationship between personality traits and acculturation of information seeking among international students of USA. It was found that students of openness to new experience use SNS more frequently than other traits for needed information. Furthermore, they observed individuals having different personality traits prefer online material for their different information needs¹⁸³. Moreover, a study measured the impact of personality traits on the user's online information-seeking behaviour. They found that users had high in conscientiousness, agreeableness and extraversion traits performed information-seeking tasks more fast as compared with neuroticism and openness to experience¹⁸⁴.

In another study, the influence of personality traits on information-seeking behavior among university students of India. They found that students' behaviour of information

seeking was positively interrelated with the conscientiousness, agreeableness, openness to experience and extraversion while; neuroticism was negatively linked with the student's behaviour of information seeking¹⁸⁵.

Overall, a statistically significant positive correlation was found in the level of library literacy and library professionals across four different personality traits groups from 0.198 to 0.598 while, a negative significant correlation was found in the level of library literacy with the personality trait of neuroticism 0.305. The highest variance (36%) has been explained by conscientiousness in the respondents' scores toward library literacy. The moderate variance has been explained by openness to experience (4%) while, lowest variances (9% and 10%) have been explained by agreeableness, extraversion and neuroticism, respectively, in the respondents' scores toward library literacy. The study results according to the expectations of connections between library literacy and personality traits factor of conscientiousness. Hence, library literacy is an important component seems to a good enabler of conscientiousness toward personality traits among library professionals⁶¹.

The relationship between computer literacy and five dimensions of Person Traits ; extraversion, openness to experience, neuroticism, conscientiousness and agreeableness checked through Pearson's product-moment correlation. Overall, a statistically significant positive correlation was found in the level of computer literacy and library professionals across four different personality traits groups from 0.220 to 0.582 while, a negative significant correlation was found in the level of computer literacy with the personality trait of neuroticism -0.114 . The highest variance (34%) has been explained by extraversion in the respondents' scores toward computer literacy. The moderate variance

have been explained by agreeableness and openness to experience (22% and 13%) while, lowest variances (6% and 1%) have been explained by conscientiousness and neuroticism, respectively, in the respondents' scores toward computer literacy. The study results according to the expectations of connections between computer literacy and personality traits factor of extraversion. Hence, computer literacy is an important component seems to a good enabler of extraversion toward personality traits among library professionals⁶¹.

Overall, a statistically significant positive correlation was found in the level of tool literacy and library professionals across four different personality traits groups from 0.248 to 0.504 while, a negative significant correlation was found in the level of tool literacy with the personality trait of neuroticism -0.262 . The highest variance (25%) has been explained by extraversion in the respondents' scores toward tool literacy. The moderate variance have been explained by openness to experience, conscientiousness and neuroticism (9% and 7%) while, lowest variances (6%) has been explained by agreeableness in the respondents' scores toward tool literacy. The study results according to the expectations of connections between tool literacy and personality traits factor of extraversion. Hence, tool literacy is an important component seems to a good enabler of extraversion toward personality traits among library professionals¹⁸⁶.

Overall, a statistically significant positive correlation was found in the level of information retrieval literacy and library professionals across four different personality traits groups from 0.376 to 0.569 while, a negative significant correlation was found in level of information retrieval literacy with the personality trait of neuroticism -0.198 . The highest variance (32%) has been explained by extraversion in the respondents' scores toward information retrieval literacy. The moderate variance have been explained by

openness to experience, conscientiousness and agreeableness (22% and 14%) while, lowest variances (4%) has been explained by neuroticism in the respondents' scores toward information retrieval literacy. The study results according to the expectations of connections between information retrieval literacy and personality traits factor of extraversion. Hence, information retrieval literacy is an important component seems to a good enabler of extraversion toward personality traits among library professionals.

Overall, a statistically significant positive correlation was found in level of research support literacy and library professionals across three different personality traits groups' extraversion, openness to experience and agreeableness from 0.182 to 0.388 while, no significant correlation was found in the level of research support literacy with the personality traits of conscientiousness and neuroticism. The highest variance (15%) has been explained by extraversion in the respondents' scores toward research support literacy. The moderate variance have been explained by openness to experience and agreeableness (4% and 3%) while, lowest variances (2%) have been explained by conscientiousness and neuroticism in the respondents' scores toward research support literacy. The study results according to the expectations of connections between research support literacy and personality traits factor of extraversion. Hence, research support literacy is an important component seems to a good enabler of extraversion toward personality traits among library professionals¹⁹⁰.

Overall, a statistically significant positive correlation was found in the level of digital literacy skills and library professionals across four different personality traits groups from 0.336 to 0.561 while, a negative significant correlation was found in the level of digital literacy skills with the personality trait of neuroticism -0.258 . The highest variance (31%)

has been explained by extraversion in the respondents' scores toward digital literacy skills. The moderate variance have been explained by conscientiousness and openness to experience (19% and 13%) while, lowest variances (11% and 7%) have been explained by agreeableness and neuroticism in the respondents' scores toward digital literacy skills. The study results according to the expectations of connections between digital literacy skills and personality traits factor of extraversion. Hence, digital literacy skills is an important component seems to a good enabler of extraversion toward personality traits among library professionals. Results revealed that there are five distinct personality traits among academic librarians in Panay such as customer service orientation, image management, openness, assertive personality traits, and conscientiousness. There is a strong association between personality traits, educational attainment and length of experience; moderate association between personality trait and number of seminars/trainings attended; weak association between personality traits and age¹⁸⁷.

Extraversion ($r = 34\%$, $\text{sig} = 0.00$) and agreeableness ($r = 22\%$, $\text{sig} = 0.00$) explained highest variance in library professionals toward computer literacy respectably, while; lowest variance was explained against neuroticism ($r = 1\%$, $\text{sig} = 0.00$). The respondents' response rate shows that the level of computer literacy among employees of libraries plays a significant role. Computer literacy enhances the level of employees that motivate them to do good work and provide better services to the users of the library. The most focused and vigilant group toward library literacy was extraversion¹⁰³.

The people of having extraversion trait more talking, social and active. In the same way these results strengthen the judgment about the people of extraversion. Neuroticism trait was the last in the group toward computer literacy because it considered by the researcher

as sadness and anger. The result of the current study matched with the study found that extraversion and internet addiction were positively inter-linked with each other¹⁸⁸. In another study it was found that students having extraversion personality trait were more intent to share online knowledge with others¹⁸⁹.

Openness to experience ($r = 9\%$, $\text{sig} = 0.00$) and extraversion ($r = 25\%$, $\text{sig} = 0.00$) explained highest variance in library professionals toward tool literacy respectably, while; lowest variance was explained against agreeableness ($r = 6\%$, $\text{sig} = 0.00$). The respondents' response rate shows that the level of tool literacy among employees of libraries plays a significant role. Tool literacy enhances the level of employees that motivate them to do good work and provide better services to the users of the library. The second most focused and vigilant group toward tool literacy was openness to experience.¹⁹⁰

People of openness to experience were willing to explore new situations and determined themselves to solve the problems in their way. In the same way these results strengthen the judgment about the people of openness to experience. A study found that the respondents of extraversion personality trait having more information-seeking behaviour than all other personality traits. In another study, it was also found in his study that students having extraversion personality trait were used human source more frequently for course work problems¹⁹¹.

Openness to experience ($r = 22\%$, $\text{sig} = 0.00$) and extraversion ($r = 32\%$, $\text{sig} = 0.00$) explained highest variance in library professionals toward information retrieval literacy respectably, while; lowest variance was explained against neuroticism ($r = 4\%$, $\text{sig} = 0.00$). The respondents' response rate shows that the level of information retrieval

literacy among employees of libraries plays a significant role. Information retrieval literacy enhances the level of employees that motivate them to do good work and provide better services to the users of the library. It was found in a study that students having extraversion personality trait used more frequently SNS, Wikis and Blogs for information retrieval¹⁹².

Similarly, a study found that users had high in extraversion performed information-seeking tasks fastest as compared to other traits¹⁹³. In another study found that students having extraversion personality trait were more intent to share online knowledge with others.¹⁹⁴ Moreover, a study indicated in his study that library professionals showed high proficiency in using search engines, meta search engines and accessing the information through different URL¹⁹⁵. Pearson product-moment correlation showed a moderate positive and significant correlation was found in the level of research support literacy and library professionals across three different personality traits groups extraversion ($r = 15\%$, $\text{sig} = 0.00$), openness to experience ($r = 4\%$, $\text{sig} = 0.00$) and agreeableness ($r = 3\%$, $\text{sig} = 0.00$) while, no significant correlation was found in the level of research support literacy with the personality traits of conscientiousness ($r = 2\%$, $\text{sig} = 0.02$) and neuroticism ($r = 2\%$, $\text{sig} = 0.04$). Openness to experience and extraversion explained highest variance in library professionals toward research support literacy respectably, while; lowest variance was explained against neuroticism and conscientiousness. The respondents' response rate shows that the level of research support literacy among employees of libraries plays a significant role. Research support literacy enhances the level of employees that motivate them to do good work and provide better services to the users of the library. A study found that extraversion and internet addiction were positively inter-link with each other¹⁹⁶.

A study also found that students of openness to experience trait were expressively interlinked with the academic achievement. In another study, it was found that the positive relationship between job satisfaction and openness to experience. The results show that the library professionals having extraversion personality traits are more digital literate than all other four personality traits¹⁹⁷.

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2.4. Conceptual Framework

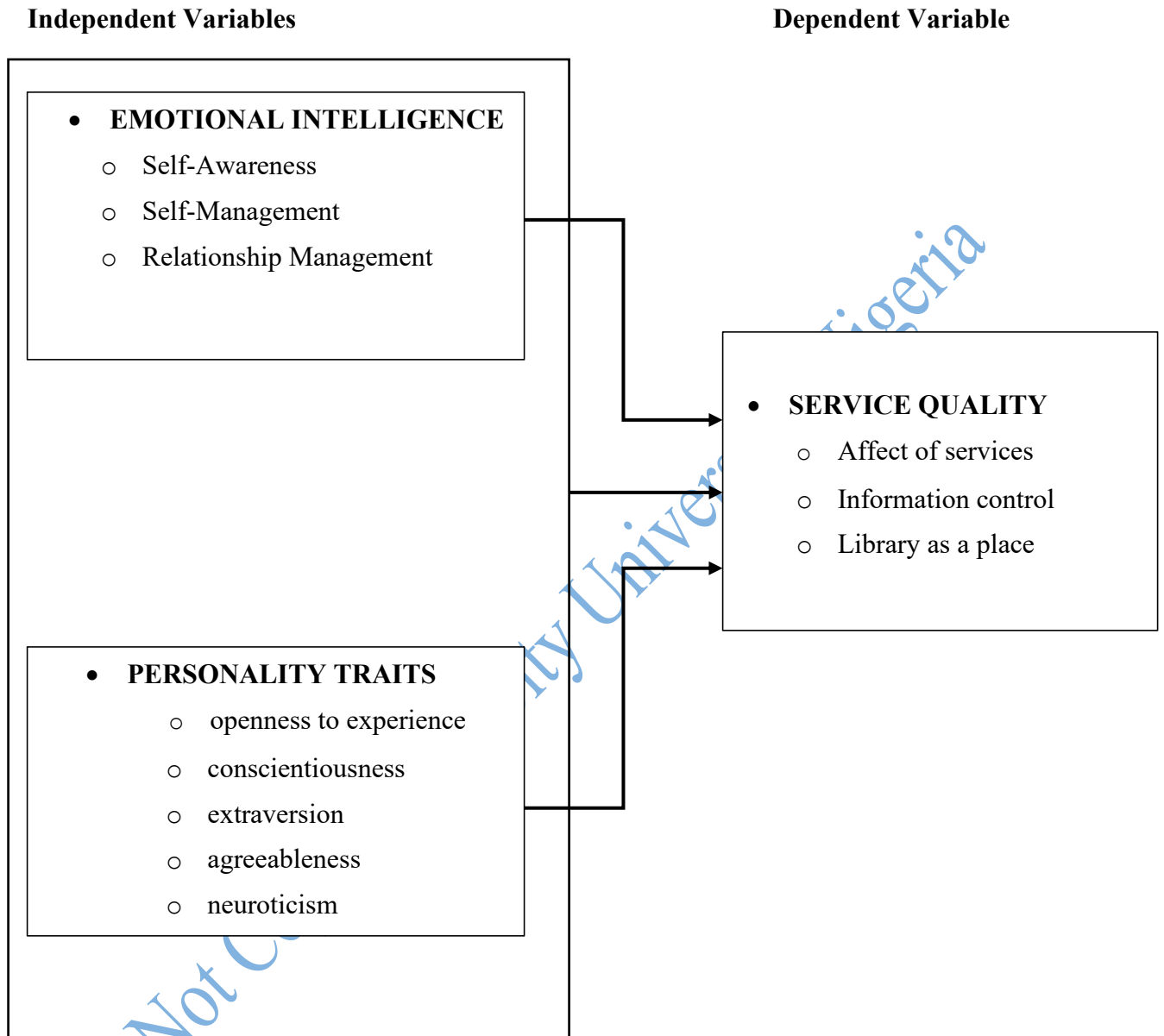


Figure 1: Conceptual model for emotional intelligence, personality traits and Service quality

2.5. Summary of Gaps in Literature Reviewed

Even though LibQUAL+™ is the most popular instrument for measuring users' satisfaction in western countries, it may be influenced by different cultural orientations of users in developing countries. There are empirical studies on library service quality and how this affects customer loyalty. Among this, the LibQUAL model has become a common measure of library service quality. This approach uses service affect, library as place, information access, and personal control as the main measures of service quality. The application of this service measure in developing countries is needed. This study is to contribute to research on determining the level of library service quality in a developing country. A glimpse of available literature in both national and international contexts shows that assessment of users' perceptions is key for assessing and improving the quality of the services provided by the libraries.

Information service provision in relation to personality traits of librarians has not been widely studied, thus making it become clear that a study of personality traits may be an indicator to the differences usually observed in information service provision of librarians. This supports the notion that a general, social, psychological approach to information service provision may be useful in the understanding of this perspective.

While studies investigating emotional intelligence have been extensively reported in the literature, very few have focused on librarians. Furthermore, study focusing on Nigeria agricultural research institution librarians is almost unavailable. Also, so there are numerous emotional intelligence models proposed by psychologists and researchers however, none of the available models or scales have been empirically tested in the context of librarians 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.

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Chapter Three

Methodology

This chapter presents the research design and the measures employed for the study of emotional intelligence, personality traits and service quality with the following sub-headings: research design, population of the study, sampling technique and sample size, data collection instrument, reliability and validity of research instruments, data collection procedure, and method of data analysis.

3.1 Research Design

The descriptive research design was adopted for this study. Specifically, the survey research design was employed. This research design allowed the researcher to determine the relationships between the variables of the study without any manipulations¹. Thus, by the use of this research design, the researcher identified and established the relationship between emotional intelligence, personality traits and service quality among library personnel in colleges of agriculture in Oyo state.

3.2 Population of the Study

The population of this study were library personnel and Higher National Diploma students in colleges of agriculture in Oyo state. Presently there are four colleges of agriculture in Oyo state, namely Federal College of Agriculture, Moor Plantation, Federal College of Animal Health & Production Technology, Federal College of Forestry, and *Oyo State College of Agriculture and Technology* (OYSCATECH). The first three listed is owned and financed by federal government while the last (OYSCATECH) is owned and financed by the state governments and the list of librarian and library officers across the colleges were presented in table 3.1. The four colleges of agriculture offer agricultural

related courses across several departments but for the purpose of this study, three similar departments were purposively select, detail is presented in table 3.2 below.

Table 3.1: Population of the Study (Library personnel)

S/No	College	Librarian	Library Officer	Total
1	Federal College of Agriculture, Moor Plantation, Ibadan	2	4	6
2	Federal College of Animal Health & Production Technology, Ibadan	2	4	6
3	Federal College of Forestry, Jericho Hill	2	5	7
4	<i>Oyo State College of Agriculture and Technology. Igboora, Oyo State</i>	3	5	8
	<i>Total</i>	9	18	27

Sources: office of the college librarians of the institutions, 2023

Table 3.2: Population of the Study (HND Students)

S/No	College	Department	Student	Sample
1	Federal College of Agriculture, Moor Plantation, Ibadan.	Agriculture	132	13.2
		Animal Production Technology	153	15.3
		Horticulture	144	14.4
2	Federal College of Animal Health & Production Technology, Ibadan,	Animal Health and Production Technology	141	14.1
		Science laboratory technology	158	15.8
		Fishery technology	164	16.4
3	Federal College of Forestry, Jericho Hill	Horticulture and Landscape Technology	137	13.7
		Agricultural Extension and Management	194	19.4
		Crop Production Technology	192	19.2
4	<i>Oyo State College of Agriculture and Technology. Igboora.</i>	horticultural technology	123	12.3
		agricultural technology	189	18.9
		animal health and production tech	119	11.9
	Total		1846	184.6

Source: admission office of the colleges, 2022.

3.3 Sampling Technique and Sample Size

Two sampling techniques were employed for the category of the two population in this study. The first is total enumeration sampling technique for all the library personnel in the four colleges of agriculture. The total number of librarian and library officers in the four colleges are 27 twenty-seven which could be managed by the researcher within the time frame of this study, and presented in table 3.1. The second population, that is, the Higher National Diplomal (HND) students, two-stage sampling is adopted. This technique required the researcher to identify all the departments in the colleges and purposively select three departments using simple random sampling techniques. At this stage a total number of 12 (twelve) departments were selected across the four colleges. And proportional sampling of ten percentage of the student population were used which gave a sample of 185 (one hundred and eighty-five) as presented in table 3.2. The percentage used was supported by a postulation, that a population in thousand, the sample of a minimum of 10% is appropriate to determine the characteristic of the whole population².

3.4 Data Collection Instrument

The data collection instruments that was used for this study was questionnaire. Data collection using a questionnaire is quite popular, particularly in descriptive surveys³. Thus, questionnaires were use as primary data for data collection for this study. Two questionnaires were used to elicit primary data for the study. And the first is the library personnel questionnaire tag QEMIPAT, it consists of three sections with close and open-ended questions. Sections A; was self-developed by the researcher to elicit demographic profile of the respondents; Section B: emotional intelligence scale will be adapted from Daniel Goleman emotional intelligence scale and Masrek and Sani emotional intelligence

scale^{4,5}. Section C: personality trait scale was adapted from Allport Personality scale and Laaro and Opele Librarian personality scale^{6,7}.

The second questionnaire design for HND students tagged “QULIQUS” consists of two sections with close and open-ended questions. Sections A was self-developed by the researcher to elicit demographic profile of the respondents; tagged “Demographic Profile Scale” consists of four questions which will be used to measure the demographic profile of the HND students in colleges of agriculture, Oyo state. Section B: Service Quality, was adapted from Parasuraman SERQUAL and Yuan, Tsai and Wu LibQUAL Scale^{8, 9}. Primary data was collected from the Higher National Diploma (HND) students in colleges of agriculture in Oyo state using the questionnaire. The questionnaire design for students (QULIQUS). Section B tagged “service quality scale” consists of three sub-sections with 22 items measuring; affect of service, information control, and library as a place, Parasuraman et al. (1988)⁸ and Yuan, Tsai and Wu 2019⁹.

3.5 Validity of the Research Instrument

When developing a new research instrument such as a questionnaire, it is vital to demonstrate face validity¹⁰. Thus, the research instrument was given to the supervisor and experts in the Department of Information Management, Faculty of Communication and Information Science, Lead City University, Ibadan, to ascertain the face validity, resulting in useful criticism, corrections and additions which were effected. Furthermore, to ensure the validity of the data collection instruments, the instrument was subjected to content validity test using pre-test method. Thirty (30) copies of the questionnaire were administered to library personnel and Higher National Diploma students in College of Agriculture, Ogun State.

3.6 Reliability of the Research Instrument

The reliability of the research instrument was determined by the degree of accuracy and consistency when the instrument is administered. The high inter-correlation among items in a scale, thus, the higher the correlations among items, the higher are the individual item reliabilities resulting in increased reliability of the scale¹¹. Cronbach's Alpha, the reliability coefficient, is an important indicator of the quality of a scale. The closer Cronbach's Alpha is to 1.0, the higher the internal consistency of the items on the scale. Therefore, the internal reliability of the research instrument was measured by Cronbach's alpha analysis. Thus, the result of the Cronbach's Alpha, the reliability coefficient, revealed that library personnel questionnaire; Section B: emotional intelligence scale ($\alpha=.869$) and Section C: personality trait scale ($\alpha=.935$). The second questionnaire design for HND students tagged "QULIQUUS" Section B: Service Quality ($\alpha=.735$). The reliability coefficient obtained from all the values revealed that the research instrument was reliable to elicit the needed data for the study. This is corroborated opine the following rules of thumb: $\alpha = > 0.9$ (Excellent), > 0.8 (Good), > 0.7 (Acceptable), > 0.6 (Questionable), > 0.5 (Poor), and < 0.5 (Unacceptable)¹⁰.

3.7 Data Collection Procedure

The research instrument administered to all the library personnel and selected HND students in the four colleges of Agriculture in Oyo state. To ensure a high response rate, personal contact with the study population provided an opportunity to explain the purpose of the study and clarified questions that the respondents had. Two research assistants were engaged and trained in data collection, along with the professional colleagues in the institutions. Before the exercise, however, permission was obtained from the Head of

Libraries and Heads of the Department in the various colleges departments for the questionnaire to be administered. A covering letter introduced the researcher and described the purpose of the survey soliciting the cooperation of the library personnel and HND students to promptly fill and return the questionnaire was attached to the questionnaire. The respondents were assured of the confidentiality of their responses. Thus, the administration of the questionnaire was place in-between colleges library opening hours and lecture hours in each of the colleges. A day was used to visit each college and seek the help of the departmental offices. The copies of the questionnaires were administered and retrieved immediately from the respondents.

3.8 Method of Data Analysis

The primary data collected in respect of the research questions 1-3 for this study, and were summarised and analysed using descriptive statistics such as percentages, frequencies, mean and standard deviation. The null hypotheses was tested using inferential statistics. Specifically, the Pearson Correlation Coefficient Analysis was used to test null hypotheses 1 to 2, while Multiple Regression Analysis will be used to test null hypotheses 3 and 4. The Statistical Product and Service Solution (SPSS Version 22) was used in analysing the data.

Endnotes

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Chapter Four

Results and Discussion

This chapter presents the results of data analysed and presented the results in a descriptive form with the use of tables of frequencies and percentages counts, mean and standard deviation, as well as correlation and regression analysis. The chapter was presented in the following order: demographic information of respondents, answers to research questions, test of hypotheses and discussion of findings.

4.1 Questionnaires Response Rate

Two questionnaires were used for this study, first was questionnaire for library personnel that elicited respond on staff emotional intelligence and personality traits. While the second questionnaire was the library quality service questionnaire filled by higher diploma students in the selected institutions. Thus, the library personnel had 25 copies of usable questionnaire used for the study represented 92% rate and the student copies of retrievable usable questionnaire were 179 copies that represented 97%.

4.2 Demographic Characteristics

The demographic characteristics for the study comprise of two categories, first is for the library personnel. Table 4.1 present the demographic characteristics details of the library personnel in colleges of agriculture in Oyo state. And Table 4.2 show the demographic characteristics of the higher ordinary diploma of students in colleges of agriculture in Oyo state.

Table 4.1 Demographic Characteristics of Library Personnel

S/No		College	Librarian	Library Officer	Total (%)	N
1	Institution	Federal College of Agriculture, Moor Plantation, Ibadan	2	4	6 (30)	
		Federal College of Animal Health & Production Technology, Ibadan	2	3	5 (25)	
		Federal College of Forestry, Jericho Hill	2	5	7 (35)	
		Oyo State College of Agriculture and Technology. Igboora, Oyo State	3	4	7 (35)	
2	Highest educational qualification	Ordinary National Diploma OND			4 (20)	
		Higher National Diploma HND			7 (35)	
		Bachelor degree BLIS/BSc			5 (25)	
		Master degree MLIS/MSc			7 (35)	
		Doctor of Philosophy PhD			2 (10)	
3	Age	below 19			2 (10)	
		20-29			3 (15)	
		30-39			6 (30)	
		40-49			5 (25)	
		50-59			7 (35)	
		60 and above			2 (10)	
4	Gender	Male			5 (25)	
		Female			20 (75)	
5	Year of experience	6-10			4 (20)	
		11-15			9 (45)	
		16-20			5 (25)	
		above 20 years			7 (35)	

The provided Table 4.1 presents demographic characteristics of library personnel in colleges of agriculture in Oyo State, Nigeria. The table 4.1 provides information on four different institutions in Oyo State. Federal College of Forestry, Jericho Hill, has the

highest total number of library personnel (7), followed by Oyo State College of Agriculture and Technology, Igboora, with the same number. The majority of library personnel hold either a Bachelor's degree (BLIS/BSc) or a Master's degree (MLIS/MSc), each accounting for 35% of the total personnel. Higher National Diploma (HND) holders account for 35% as well. Ordinary National Diploma (OND) holders constitute the smallest percentage (20%).

The majority of library personnel fall within the age groups of 40-49 (25%) and 50-59 (35%). The age group with the fewest personnel is below 19 and 60 and above, each accounting for 10% of the total. Females constitute a significant majority, making up 75% of the total personnel. Males account for the remaining 25%. The largest percentage of library personnel have 11-15 years of work experience (45%). Those with above 20 years of work experience and 16-20 years both account for 35%. The smallest percentage falls in the 6-10 years of work experience category (20%). The high percentage of personnel with Bachelor's and Master's degrees indicates a well-educated workforce. This suggests a potentially high level of expertise and knowledge within the library staff. The age distribution shows a diverse range of ages among the personnel. This diversity could lead to a blend of experience and fresh perspectives in the workplace, which can be beneficial for problem-solving and innovation. The significant majority of female personnel may have implications for diversity and inclusivity within the workplace. It's important to ensure equal opportunities and support for both male and female staff members.

The concentration of personnel with 11-15 years of experience suggests a stable and experienced workforce. This could lead to a stable work environment with experienced

individuals who can provide mentorship and guidance to newer employees. The varying numbers of personnel across different institutions suggest potential differences in the scale and scope of library services offered. This may also imply variations in workload and resource availability. Overall, this data provides valuable insights into the demographic makeup of library personnel in agriculture colleges in Oyo State, Nigeria. These insights can be used to inform decisions related to recruitment, training, and professional development within these institutions.

Table 4.2 Demographic Characteristics of HND Student Respondents

S/No	College	Department	Respondents
1	Federal College of Agriculture, Moor Plantation, Ibadan.	Agriculture	13 (7)
		Animal Production Technology	15 (8)
		Horticulture	14 (7.5)
	Federal College of Animal Health & Production Technology, Ibadan,	Animal Health and Production Technology	13 (7)
		Science laboratory technology	15 (8)
		Fishery technology	15 (8)
	Federal College of Forestry, Jericho Hill	Horticulture and Landscape Technology	14 (7.5)
		Agric Extension and Mana	18 (9)
		Crop Production Technology	19 (10)
	Oyo State College of Agriculture and Technology. Igboora.	horticultural technology	12 (6.5)
agricultural technology		18 (9)	
animal health and production tech		12 (6.5)	
2	Age	21-24	43 (22)
		25-29	39 (20)
		30-34	49 (25)
		35-39	27 (13)

		40 and above	21 (12)
4	Gender	Male	100 (56)
		Female	79 (44)

Federal College of Forestry, Jericho Hill, has the highest number of respondents in the departments of Crop Production Technology and Agricultural Extension and Management. The department with the lowest number of respondents is Horticultural Technology in Oyo State College of Agriculture and Technology, Igboora. The majority of the respondents fall within the age groups of 21-24 (22%) and 30-34 (25%). The age group with the fewest respondents is 40 and above, accounting for 12% of the total. There is a higher representation of male respondents (56%) compared to female respondents (44%).

The distribution of respondents across departments gives an indication of the popularity and demand for different agricultural programs. This information can be used by institutions to evaluate program offerings and potentially adjust resources or curriculum to meet student demand. The majority of respondents are in the age range of 21-34. This suggests that the majority of HND students in these colleges are in the early to mid-stages of their academic careers. Institutions may want to tailor resources, support, and services to cater to the needs of this demographic. The higher representation of male respondents could indicate a gender imbalance in the HND programs in these colleges. Institutions might want to implement strategies to encourage more female participation and provide a supportive environment for female students.

Departments with higher numbers of respondents might indicate areas of potential growth or strong interest among students. These departments may benefit from additional resources, research opportunities, or specialized support. The distribution across age groups indicates a diverse student body. This diversity can bring a range of perspectives and experiences to the academic environment, which can enhance the overall learning experience.

Overall, this data provides valuable insights into the demographic characteristics of HND students in agriculture colleges in Oyo State, Nigeria. These insights can be used to inform decisions related to program development, student support services, and diversity and inclusion efforts within these institutions.

4.3 Research Questions

The section present analysis of the three research questions for the study of emotional intelligence and personality as influence of library service quality in colleges of agriculture library in Oyo state, Nigeria

4.3.1 what are perspectives of student's levels of service quality offer in colleges of agriculture library in Oyo state, Nigeria?

In order to ascertain the respondents' response on the are perspectives of students' levels of service quality offer in colleges of agriculture library in Oyo state, Nigeria were asked to signify their opinion with items that were developed as contained in the scale that was used to measure the construct. The results were presented in Table 4.3.

Table 4.3 Perspectives of Students' Levels of Service Quality Offer in Colleges of Agriculture Library

Affect of Service					
Item	SA	A	D	SD	Mean
Library staff instil confidence in users	45 (25.1)	98 (54.7)	28 (15.6)	8 (4.5)	3.0056
Library staff are ready to respond to users' questions	44 (24.6)	99 (55.3)	28 (15.6)	8 (4.5)	3.0447
Library staff are willing to help users	53 (29.6)	70 (39.1)	30 (16.8)	26 (14.5)	2.8380
Library staff are dependable in handling users' service problems	62 (34.6)	89 (49.7)	17 (9.5)	11 (6.1)	3.1285
Library staff give users individual attention	51 (28.5)	87 (48.6)	25 (14.0)	16 (8.9)	2.9665
Library staff have the knowledge to answer user questions	40 (22.3)	97 (54.2)	36 (20.1)	6 (3.3)	3.3464
Library staff are consistently courteous	38 (21.2)	98 (54.7)	23 (12.8)	20 (11.2)	2.8603
Library staff deal with user in a caring fashion	30 (16.8)	101 (56.4)	29 (16.2)	19 (10.6)	3.1508
Library staff understand the need of their users	60 (33.5)	75 (41.9)	36 (20.1)	8 (4.5)	3.0447
Item	SA	A	D	SD	
My institution library is a quiet space for individual activities	46 (25.7)	84 (46.9)	35 (19.6)	14 (7.8)	3.2626
My institution library is a comfortable and inviting location	36 (20.1)	86 (48.0)	49 (27.4)	8 (4.5)	2.8380
My institution library space inspires study and learning	50 (27.9)	86 (48.0)	35 (19.6)	8 (4.5)	2.9944
My institution library is a community space for group learning and group study	54 (30.2)	64 (35.8)	53 (29.6)	8 (4.5)	2.9162
My institution library is a getaway for study, learning or research	36 (20.1)	84 (46.9)	45 (25.1)	14 (7.8)	2.7933

Item	SA	A	D	SD	Mean
My institution library provide print and/or electronic journal collections I require for my work	24 (13.4)	58 (32.4)	69 (38.5)	28 (15.6)	2.4358
My institution library provide the printed library material I need for my work	24 (13.4)	48 (26.8)	83 (46.4)	24 (13.4)	2.4022
My institution library provide the electronic information resources I need	24 (13.4)	48 (26.8)	81 (45.3)	26 (14.5)	2.3911
My institution library provide easy-to-use access tools that allow me to find things on my own	28 (15.6)	44 (24.6)	81 (45.3)	26 (14.5)	2.4134
The library Web site enabling me to locate information on my own	26 (14.5)	30 (16.8)	93 (52.0)	30 (16.8)	2.2905
My institution library provide modern equipment that lets me easily access needed information	16 (8.9)	52 (29.1)	75 (41.9)	36 (20.1)	2.2682
My institution library makes information easily accessible for independent use	30 (16.8)	38 (21.2)	75 (41.9)	36 (20.1)	2.3464
electronic resources in my institution library is accessible from home or office	24 (13.4)	44 (24.6)	79 (44.1)	32 (17.9)	2.3352

The Table 4.3 reveal perspectives of students' levels of service quality (affect of service) offer in colleges of agriculture library in Oyo state, Nigeria. With criterion mean ($\bar{x}=2.5$), all items on affect of service are above the criterion mean. For instance, library staff have the knowledge to answer user questions ($\bar{x}=3.35$); Library staff deal with user in a caring fashion ($\bar{x}=3.15$); and Library staff are dependable in handling users' service problems ($\bar{x}=3.1285$); while the least item is Library staff are willing to help users ($\bar{x}=2.8380$).

This data provides insights into students' perspectives on the level of service quality offered by the libraries in colleges of agriculture in Oyo State, Nigeria. The criterion

mean ($\bar{x}=2.5$) serves as a reference point. All items related to the affect of service have means above this criterion. This indicates that, on average, students perceive the service quality positively. Library Staff Knowledgeability ($\bar{x}=3.35$): This item has the highest mean score, indicating that students generally feel that library staff have the knowledge to answer their questions. The relatively high standard deviation (3.554) suggests some variability in students' perceptions.

Library Staff Caring Behavior ($\bar{x}=3.15$): Students also perceive that library staff deal with them in a caring manner. While the mean is slightly lower than knowledgeability, it still indicates a positive perception. Library Staff Dependability ($\bar{x}=3.1285$): Students find library staff to be dependable in handling service-related problems. The standard deviation (.82122) suggests that there is less variability in responses compared to the first two items. Willingness to Help ($\bar{x}=2.8380$): This item has the lowest mean score, indicating that students perceive a slightly lower level of willingness on the part of library staff to help them. The standard deviation (1.01201) suggests a bit more variability in responses for this item.

The high mean scores in all aspects of service (above the criterion mean) indicate an overall positive perception of service quality among students. This suggests that the library staff is generally doing well in terms of knowledge, care, and dependability. While the overall perception is positive, the lowest mean score is for "Library staff are willing to help users." This indicates that there may be room for improvement in terms of perceived willingness to assist students. Strategies such as additional training, improved communication, and enhancing a service-oriented culture could be beneficial. The standard deviations vary across the items. Higher standard deviations suggest more

variability in student responses. For instance, knowledgeability has a relatively high standard deviation, indicating that students' opinions about this aspect may be more diverse.

This data underscores the importance of regularly seeking feedback from students. This can help in identifying areas of strength and improvement, and guide efforts to enhance service quality. Overall, this data provides valuable insights into the students' perspectives on the service quality provided by the libraries. It can be used as a basis for targeted interventions to further enhance the library services in these colleges of agriculture in Oyo State, Nigeria.

The Table 4.3 reveal perspectives of students' levels of service quality (library as place) offer in colleges of agriculture library in Oyo state, Nigeria, with criterion mean ($\bar{x}=2.5$), all items on library as place are above the criterion mean, for example; My institution library is a quiet space for individual activities ($\bar{x}=3.2626$; std dev. =3.28142), My institution library space inspires study and learning ($\bar{x}=2.9944$; std dev. =.81072) and the least on the item of library as place is My institution library is a getaway for study, learning or research ($\bar{x}=2.7933$; std dev. =.85246).

The criterion mean ($\bar{x}=2.5$) is the reference point. All items related to the library as a place have means above this criterion. This indicates that, on average, students perceive the library as a positive and conducive space for their activities. Quietness of the Library ($\bar{x}=3.2626$): This item has the highest mean score, indicating that students generally find the library to be a quiet space suitable for individual activities. The standard deviation (3.28142) suggests some variability in students' perceptions. Inspiration for Study and Learning ($\bar{x}=2.9944$): Students also perceive the library as a space that inspires study and

learning. While the mean is slightly lower than the quietness aspect, it still indicates a positive perception. Library as a Getaway ($\bar{x}=2.7933$): This item has the lowest mean score, indicating that students perceive the library as less of a getaway for study, learning, or research. The standard deviation (.85246) suggests a bit more variability in responses for this item.

The high mean scores in all aspects of library as a place (above the criterion mean) indicate an overall positive perception of the library environment among students. This suggests that the physical space of the library is generally seen as conducive for study and learning. While the overall perception is positive, the lowest mean score is for "My institution library is a getaway for study, learning or research." This indicates that there may be room for improvement in terms of creating an environment that students view as a more inviting and stimulating space for study, learning, and research. The standard deviations vary across the items. Higher standard deviations suggest more variability in student responses. For instance, quietness of the library has a relatively high standard deviation, indicating that students' opinions about this aspect may be more diverse.

This data emphasizes the importance of continuously evaluating and enhancing the physical environment of the library. Providing spaces that are conducive to various types of activities (e.g., quiet study, collaborative work, research) can further improve students' experiences. Overall, this data provides valuable insights into the students' perspectives on the library as a physical space. It can be used as a basis for targeted interventions to enhance the physical environment of the library in these colleges of agriculture in Oyo State, Nigeria.

The Table 4.3 reveal perspectives of students' levels of service quality (Information Control) offer in colleges of agriculture library in Oyo state, Nigeria, with criterion mean ($\bar{x}=2.5$), however as compare to other indicator the items on Information Control fall below the criterion mean for example My institution library provide print and/or electronic journal collections I require for my work ($\bar{x}=2.4358$; std dev. =.91188), My institution library provide easy-to-use access tools that allow me to find things on my own ($\bar{x}=2.4134$; std dev. =.92228) and the least on this item is My institution library provide modern equipment that lets me easily access needed information ($\bar{x}=2.2682$; std dev. =.88409)

This data provides insights into students' perspectives on the level of service quality related to information control in colleges of agriculture libraries in Oyo State, Nigeria. The criterion mean ($\bar{x}=2.5$) is the reference point. All items related to information control have means below this criterion. This indicates that, on average, students perceive the information control aspect of library services to be below their expected level. Availability of Required Journals ($\bar{x}=2.4358$): This item has the highest mean score within the information control category, but it still falls below the criterion mean. This indicates that students feel that the library does not completely meet their needs in terms of providing necessary journal collections. The standard deviation (.91188) suggests some variability in students' perceptions.

Ease of Finding Information ($\bar{x}=2.4134$): Students perceive that the library does not provide easy-to-use access tools that allow them to find information on their own. Again, this falls below the criterion mean, indicating a perceived gap in this aspect. Access to Modern Equipment ($\bar{x}=2.2682$): This item has the lowest mean score, indicating that

students feel that the library lacks modern equipment that would facilitate easy access to needed information. The standard deviation (.88409) suggests a bit more variability in responses for this item.

The data indicates that the library's performance in the Information Control category falls below the expected level. This is a critical area to address, as students' ability to access and control information is fundamental to their academic success. The lowest mean score is for "My institution library provides modern equipment that lets me easily access needed information." This suggests a need for upgrading or providing additional technological resources to enhance information access.

Efforts should be made to provide training and support for students to effectively utilize the library's resources and tools. This could include workshops, tutorials, and user guides. Regular assessments of the library's resources, access tools, and technological capabilities are crucial for identifying areas that require improvement. Seeking feedback from students about their specific needs and preferences regarding information control can help guide decisions on resource acquisition and technology upgrades. Overall, this data highlights the need to focus on improving information control services in the agriculture college libraries. Addressing the specific areas identified by students can lead to a more effective and user-friendly library experience.

4.3.2 What are the levels of emotional intelligence of library personnel in colleges of agriculture in Oyo state, Nigeria?

In order to ascertain the respondents' response on the are the levels of emotional intelligence of library personnel in colleges of agriculture in Oyo state, Nigeria were

asked to signify their opinion with items that were developed as contained in the scale that was used to measure the construct. The results were presented in Table 4.4.

Table 4.4 emotional intelligence of library personnel in colleges of agriculture in Oyo state, Nigeria

Self-awareness: I see myself as someone who:							
S/No	Item	SA	A	D	SD	Mean	StD. Dev
1	Recognizing my emotions and their effects	11 (44.0)	12 (48.0)	2 (8.0)		3.3600	.63770
2	Knowing my strengths and limits	10 (40.0)	15 (60.0)			3.4000	.50000
3	A strong sense of my self-worth and capabilities	10 (40.0)	14 (56.0)	1 (4.0)		3.3200	.69041
Weighted mean x=3.4							
Criterion mean 2.5							
Self-Management: I see myself as someone who:							
S/No	Item	SA	A	D	SD		
4	Keeping disruptive emotions and impulses in check	7 (28.0)	16 (64.0)	2 (8.0)		3.2000	.57735
5	High standards of honesty and integrity	8 (32.0)	14 (56.0)	3 (12.0)		3.2000	.64550
6	Flexibility in handling change	13 (52.0)	9 (36.0)	3 (12.0)		3.4000	.70711
7	Striving to improve or meeting a standard of excellence	10 (40.0)	13 (52.0)	2 (8.0)		3.2800	.73711
8	Readiness to act on opportunities	11 (44.0)	12 (48.0)	2 (8.0)		3.3200	.74833
9	Seeing the positive aspects of things and the future	10 (40.0)	11 (44.0)	3 (12.0)	1 (4.0)	3.2000	.81650
Weighted mean 3.3							
Criterion mean 2.5							
Social awareness: I see myself as someone who:							
S/No	Item	SA	A	D	SD		
10	Sensing others' feelings and perspectives, and taking an active interest in their	7 (28.0)	14 (56.0)	3 (12.0)	1 (4.0)	3.0800	.75939

	concerns						
11	Reading a group's emotional currents and power Relationships	7 (28.0)	16 (64.0)	2 (8.0)		3.2000	.57735
12	Anticipating, recognizing, and meeting customers' needs	4 (16.0)	17 (68.0)	4 (16.0)		3.0000	.57735
Weighted mean = 3.1							
Criterion mean 2.5							
Relationship management: I see myself as someone who:							
S/No	Item	SA	A	D	SD		
13	Sensing others' development needs and bolstering their abilities	7 (28.0)	14 (56.0)	4 (16.0)		3.1200	.66583
14	Inspiring and guiding individuals and groups	10 (40.0)	11 (44.0)	2 (8.0)	2 (8.0)	3.1600	.89815
15	Wielding effective tactics for persuasion	9 (36.0)	12 (48.0)	4 (16.0)		3.2000	.70711
16	Initiating or managing change	8 (32.0)	13 (52.0)	3 (12.0)	1 (4.0)	3.1200	.78102
17	Negotiating and resolving disagreements	9 (36.0)	11 (44.0)	4 (16.0)	1 (4.0)	3.1200	.83267
18	Working with others toward shared goals	7 (28.0)	14 (56.0)	2 (8.0)	2 (8.0)	3.0400	.84063
Weighted mean = 3.1							
Criterion mean 2.5							

Table 4.4 presented the levels of emotional intelligence (Self-awareness) of library personnel in colleges of agriculture in Oyo state, Nigeria with criterion mean of (\bar{x} =2.5) and all the items on Self-awareness are greater than the criterion mean, for instance, they see themselves as someone who knowing my strengths and limits (\bar{x} =3.4000; std. dev=.50000), they see themselves as someone who recognizing their emotions and their effects (\bar{x} =3.3600; std dev=.63770) and least is that they see themselves as someone who has a strong sense of my self-worth and capabilities (\bar{x} =3.3200; std dev.- .69041). Overall,

the library personnel in colleges of agriculture in Oyo state, Nigeria possessed high self-awareness (Weighted mean $\bar{x}=3.4$, Criterion mean 2.5).

The data from Table 4.4 provides insights into the levels of emotional intelligence, specifically focusing on self-awareness, among library personnel in colleges of agriculture in Oyo State, Nigeria. The criterion mean ($\bar{x}=2.5$) serves as a reference point. All items related to self-awareness have means greater than this criterion. This indicates that, on average, library personnel in these colleges possess a high level of self-awareness. Knowing Strengths and Limits ($\bar{x}=3.4000$): This item has the highest mean score within the self-awareness category, indicating that library personnel perceive themselves as having a good understanding of their strengths and limitations. The relatively low standard deviation (.50000) suggests a high level of agreement among respondents. Recognizing Emotions and Their Effects ($\bar{x}=3.3600$): Library personnel also perceive themselves as being effective in recognizing their emotions and understanding their impact. This indicates a high level of emotional intelligence in this aspect. Strong Sense of Self-Worth and Capabilities ($\bar{x}=3.3200$): While this item has the lowest mean score among the self-awareness items, it is still above the criterion mean. This suggests that library personnel in these colleges generally have a positive self-perception regarding their self-worth and capabilities.

The high mean scores in all aspects of self-awareness (above the criterion mean) indicate an overall positive perception of self-awareness among library personnel. This suggests that they have a good understanding of their own strengths, limitations, emotions, and self-worth. High self-awareness among library personnel can contribute to a positive and supportive work environment. It can lead to better communication, collaboration, and

problem-solving within the team. Recognizing and acknowledging one's strengths and limitations is crucial for personal and professional growth. This data suggests that library personnel may be well-positioned to take advantage of development opportunities. Building and maintaining emotional intelligence is an ongoing process. Continued training and development opportunities in this area can further enhance the effectiveness of library personnel. Overall, this data highlights a positive perception of self-awareness among library personnel in agriculture colleges in Oyo State, Nigeria. This strength can be leveraged to create a more productive and positive work environment.

Table 4.4 presented the levels of emotional intelligence (Self-Management) of library personnel in colleges of agriculture in Oyo state, Nigeria with criterion mean of ($\bar{x}=2.5$) and all the items on Self-Management are greater than the criterion mean, for instance, they see themselves as someone who flexibility in handling change ($\bar{x}=3.4000$; std dev=.70711), Readiness to act on opportunities ($\bar{x}=3.3200$; std dev=.74833) and the least on self-management is Seeing the positive aspects of things and the future ($\bar{x}=3.2000$; std dev=.81650). Overall, the library personnel in colleges of agriculture in Oyo state, Nigeria possessed high self-management (Weighted mean $x=3.3$, Criterion mean 2.5).

The criterion mean ($\bar{x}=2.5$) serves as a reference point. All items related to self-management have means greater than this criterion. This indicates that, on average, library personnel in these colleges possess a high level of self-management skills. Flexibility in Handling Change ($\bar{x}=3.4000$): This item has the highest mean score within the self-management category, indicating that library personnel perceive themselves as being flexible in handling change. The relatively low standard deviation (.70711)

suggests a high level of agreement among respondents. Readiness to Act on Opportunities ($\bar{x}=3.3200$): Library personnel also perceive themselves as being ready to act on opportunities. This indicates a high level of self-management in terms of proactivity and seizing favorable chances. Seeing Positive Aspects of Things and the Future ($\bar{x}=3.2000$): While this item has the lowest mean score among the self-management items, it is still well above the criterion mean. This suggests that library personnel in these colleges generally have a positive outlook and can see the positive aspects of situations and the future.

The high mean scores in all aspects of self-management (above the criterion mean) indicate an overall positive perception of self-management among library personnel. This suggests that they are seen as flexible, proactive, and positive in their approach to tasks and opportunities. High scores in flexibility in handling change suggest that the library personnel are adaptable and capable of dealing with shifts in the work environment. This is a valuable quality in a dynamic field like library services. The high score in readiness to act on opportunities indicates that the personnel are proactive and willing to take initiative. This can lead to seizing opportunities for improvement and growth. Recognizing and appreciating positive aspects of situations and the future is a valuable trait that can contribute to a positive work environment and organizational culture. Overall, this data highlights a positive perception of self-management among library personnel in agriculture colleges in Oyo State, Nigeria. This strength can contribute to a more effective and positive work environment, ultimately benefiting the services provided by the library.

Table 4.4 presented the levels of emotional intelligence (Social awareness) of library personnel in colleges of agriculture in Oyo state, Nigeria with criterion mean of ($\bar{x}=2.5$) and all the items on social awareness are greater than the criterion mean, for instance, Reading a group's emotional currents and power Relationships ($\bar{x} =3.2000$; std dev.= .57735) and least is they see themselves as someone who Anticipating, recognizing, and meeting customers' needs ($\bar{x}=3.0000$; std dev=.57735). and overall, the library personnel in colleges of agriculture in Oyo state, Nigeria possessed high social awareness (Weighted mean $x=3.1$, Criterion mean 2.5).

The criterion mean ($\bar{x}=2.5$) serves as a reference point. All items related to social awareness have means greater than this criterion. This indicates that, on average, library personnel in these colleges possess a high level of social awareness. Reading a Group's Emotional Currents and Power Relationships ($\bar{x}=3.2000$): This item has the highest mean score within the social awareness category, indicating that library personnel perceive themselves as being skilled in reading group dynamics and understanding power relationships. The relatively low standard deviation (.57735) suggests a high level of agreement among respondents. Anticipating, Recognizing, and Meeting Customers' Needs ($\bar{x}=3.0000$): While this item has the lowest mean score among the social awareness items, it is still well above the criterion mean. This suggests that library personnel in these colleges generally excel in understanding and meeting the needs of customers. The low standard deviation (.57735) also suggests high agreement among respondents.

The high mean scores in all aspects of social awareness (above the criterion mean) indicate an overall positive perception of social awareness among library personnel. This suggests that they are seen as attuned to group dynamics and customer needs. The high

score in anticipating, recognizing, and meeting customers' needs is particularly significant. It indicates that the library personnel prioritize understanding and serving the needs of their users. The high score in reading a group's emotional currents and power relationships suggests that library personnel are skilled in understanding the dynamics of group interactions. This can be valuable for effective teamwork and collaboration. A high level of social awareness contributes to a positive user experience in the library. Understanding and meeting the needs of users can enhance satisfaction and loyalty. Overall, this data highlights a positive perception of social awareness among library personnel in agriculture colleges in Oyo State, Nigeria. This strength can contribute to a more effective and user-centric approach to library services, ultimately benefiting the users and the institution as a whole.

Table 4.4 presented the levels of emotional intelligence (Relationship management) of library personnel in colleges of agriculture in Oyo state, Nigeria with criterion mean of ($\bar{x}=2.5$) and all the items on Relationship management are greater than the criterion mean, for instance they see themselves as someone who wielding effective tactics for persuasion ($\bar{x}=3.2000$; std dev=.70711), Inspiring and guiding individuals and groups ($\bar{x}=3.1600$; std Dev=.89815) and the least of the item is working with others toward shared goals ($\bar{x}=3.0400$; std dev=.84063). overall, the library personnel in colleges of agriculture in Oyo state, Nigeria possessed high Relationship management (Weighted mean $x=3.1$, Criterion mean 2.5).

The criterion mean ($\bar{x}=2.5$) serves as a reference point. All items related to relationship management have means greater than this criterion. This indicates that, on average, library personnel in these colleges possess a high level of relationship management skills.

Wielding Effective Tactics for Persuasion ($\bar{x}=3.2000$): This item has the highest mean score within the relationship management category, indicating that library personnel perceive themselves as being effective in using persuasive tactics. The relatively low standard deviation (.70711) suggests a high level of agreement among respondents.

Inspiring and Guiding Individuals and Groups ($\bar{x}=3.1600$): Library personnel also perceive themselves as being effective in inspiring and guiding individuals and groups. This indicates a high level of skill in motivating and leading others. Working with Others Toward Shared Goals ($\bar{x}=3.0400$): While this item has the lowest mean score among the relationship management items, it is still well above the criterion mean. This suggests that library personnel in these colleges are effective in working collaboratively towards common objectives. The standard deviation (.84063) suggests some variability in respondents' perceptions.

The high mean scores in all aspects of relationship management (above the criterion mean) indicate an overall positive perception of relationship management among library personnel. This suggests that they are seen as skilled in persuasion, inspiration, and collaboration. The high score in wielding effective tactics for persuasion indicates strong communication skills. The high scores in inspiring and guiding individuals and groups, as well as working towards shared goals, suggest effective teamwork and collaboration.

The ability to inspire and guide individuals and groups reflects leadership qualities among library personnel. This can contribute to a positive and productive work environment. Effective relationship management contributes to a positive organizational culture, fostering teamwork, mutual respect, and a shared sense of purpose. Overall, this data highlights a positive perception of relationship management skills among library

personnel in agriculture colleges in Oyo State, Nigeria. This strength can contribute to a more effective and harmonious work environment, ultimately benefiting the services provided by the library. Overall, the levels of emotional intelligence of library personnel in colleges of agriculture in Oyo state, Nigeria is high (Grand mean $x=3.2$, Criterion mean 2.5).

The overall levels of emotional intelligence among library personnel in agriculture colleges in Oyo State, Nigeria, are high. This indicates that the personnel possess a strong set of emotional intelligence skills, which can be a significant asset in providing effective library services and fostering a positive work environment. The grand mean of 3.2 is notably above the criterion mean of 2.5, affirming the high level of emotional intelligence observed in this group. This is a positive indication for the colleges and their libraries, as it suggests a well-prepared and capable staff to meet the needs of the students and faculty.

4.2.3 What are the types of personality traits of library personnel in colleges of agriculture in Oyo state, Nigeria?

In order to ascertain the respondents' response on the types of personality traits of library personnel in colleges of agriculture in Oyo state, Nigeria were asked to signify their opinion with items that were developed as contained in the scale that was used to measure the construct. The results were presented in Table 4.5.

Table 4.5 Personality Traits of Library Personnel in Colleges of Agriculture in Oyo State, Nigeria

Item	SA	A	D	SD	Mean	Std Dev
Extraversion: I see myself as someone who:						
is full of energy	10 (40.0)	8 (32.0)	5 (20.0)	2 (8.0)	3.04	.97809
generates a lot of enthusiasm	9 (36.0)	11 (44.0)	3 (12.0)	2 (8.0)	3.08	.90921
has an assertive personality	5 (20.0)	16 (64.0)	2 (8.0)	2 (8.0)	2.96	.78951
is reserved	10 (40.0)	9 (36.0)	3 (12.0)	3 (12.0)	3.04	1.0198
is outgoing, sociable	7 (28.0)	14 (56.0)	2 (8.0)	2 (8.0)	3.04	.84063
has few artistic interests	9 (36.0)	11 (44.0)	3 (12.0)	2 (8.0)	3.08	.90921
tends to be quiet	5 (20.0)	13 (52.0)	4 (16.0)	3 (12.0)	2.80	.91287
is sometimes shy, inhibited	6 (24.0)	14 (56.0)	1 (4.0)	4 (16.0)	2.88	.97125
is talkative	7 (28.0)	13 (52.0)	1 (4.0)	4 (16.0)	2.92	.99666
Item	SA	A	D	SD		
likes to cooperate with others	6 (24.0)	13 (52.0)	4 (16.0)	2 (8.0)	2.92	.86217
is helpful and unselfish with others	5 (20.0)	13 (52.0)	5 (20.0)	2 (8.0)	2.84	.85049
is considerable and kind to almost everyone	5 (20.0)	12 (48.0)	6 (24.0)	2 (8.0)	2.80	.86603
is generally trusting	4 (16.0)	10 (40.0)	8 (32.0)	3 (12.0)	2.60	.91287
has a forgiving nature	5 (20.0)	10 (40.0)	4 (16.0)	6 (24.0)	2.56	1.0831
can be cold and aloof	8 (32.0)	7 (28.0)	5 (20.0)	5 (20.0)	2.720	1.1372
tends to find fault with others	4 (16.0)	10 (40.0)	7 (28.0)	4 (16.0)	2.56	.96090
starts quarrels with others	2 (8.0)	14 (56.0)	5 (20.0)	4 (16.0)	2.56	.86987

is sometimes rude to others.					2.84	.85049
Item	SA	A	D	SD		
is a reliable worker	9 (36.0)	9 (36.0)	7 (28.0)		3.08	.81240
does things efficiently	10 (40.0)	9 (36.0)	5 (20.0)	1 (4.0)	3.12	.88129
does a thorough job	11 (44.0)	7 (28.0)	6 (24.0)	1 (4.0)	3.12	.92736
makes plan and	8 (32.0)	9 (36.0)	6 (24.0)	2 (8.0)	2.92	.95394
follows through with them	9 (36.0)	11 (44.0)	4 (16.0)	1 (4.0)	3.12	.83267
perseveres until the task is finished	5 (20.0)	11 (44.0)	7 (28.0)	2 (8.0)	2.76	.87939
can be somewhat careless	5 (20.0)	12 (48.0)	3 (12.0)	5 (20.0)	2.68	1.0296
is easily distracted	3 (12.0)	10 (40.0)	7 (28.0)	5 (20.0)	2.44	.96090
tends to be disorganized	3 (12.0)	12 (48.0)	5 (20.0)	5 (20.0)	2.52	.96264
tends to be lazy	4 (16.0)	10 (40.0)	7 (28.0)	4 (16.0)	2.56	.96090
Item	SA	A	D	SD		
remains calm in tense situations	6 (24.0)	10 (40.0)	8 (32.0)	1 (4.0)	2.84	.85049
is emotionally stable,	5 (20.0)	8 (32.0)	8 (32.0)	4 (16.0)	2.56	1.0033
not easily upset	3 (12.0)	11 (44.0)	8 (32.0)	3 (12.0)	2.56	.86987
is relaxed, handles stress well	3 (12.0)	9 (36.0)	10 (40.0)	3 (12.0)	2.48	.87178
can be tense	2 (8.0)	10 (40.0)	9 (36.0)	4 (16.0)	2.40	.86603
is sophisticated in art, music, or literature	3 (12.0)	8 (32.0)	11 (44.0)	3 (12.0)	2.44	.86987
worries a lot	3 (12.0)	8 (32.0)	8 (32.0)	6 (24.0)	2.32	.98826
can be moody	5 (20.0)	8 (32.0)	8 (32.0)	4 (16.0)	2.56	1.0033
gets nervous easily	4	9	6 (24.0)	6	2.44	1.044

Item	SA	A	D	SD	Mean	StdDev
is depressed, blue.	4 (16.0)	7 (28.0)	9 (36.0)	5 (20.0)	2.40	1.0000
is original,	8 (32.0)	6 (24.0)	7 (28.0)	4 (16.0)	2.72	1.100
comes up with new ideas	7 (28.0)	7 (28.0)	8 (32.0)	3 (12.0)	2.72	1.021
has an active imagination	7 (28.0)	10 (40.0)	5 (20.0)	3 (12.0)	2.84	.98658
is curious about many different things	9 (36.0)	6 (24.0)	6 (24.0)	4 (16.0)	2.80	1.118
is a deep thinker	5 (20.0)	10 (40.0)	6 (24.0)	4 (16.0)	2.64	.99499
is politically liberal	8 (32.0)	9 (36.0)	6 (24.0)	2 (8.0)	2.92	.95394
values artistic,	8 (32.0)	9 (36.0)	6 (24.0)	2 (8.0)	2.92	.95394
aesthetic experience	9 (36.0)	8 (32.0)	4 (16.0)	4 (16.0)	2.88	1.0924
is inventive/ ingenious	6 (24.0)	11 (44.0)	7 (28.0)	1 (4.0)	2.88	.83267
likes to reflect, plays with ideas	7 (28.0)	9 (36.0)	5 (20.0)	4 (16.0)	2.76	1.0519
prefers work that is routine	6 (24.0)	9 (36.0)	7 (28.0)	3 (12.0)	2.72	.97980

Table 4.5 presented the personality traits (Extraversion) of library personnel in colleges of agriculture in Oyo state, Nigeria with criterion mean of ($\bar{x}=2.5$) and all the items on Extraversion are greater than the criterion mean, for instance, the respondents see themselves as someone who generates a lot of enthusiasm ($\bar{x}=3.0800$; std dev.= .90921), has few artistic interests ($\bar{x}=3.0800$; std dev.= .90921) and the least on the item is the respondents see themselves as someone who tends to be quiet ($\bar{x}=2.8000$; std dev=.91287). and overall, the personality traits (Extraversion) of library personnel in

colleges of agriculture in Oyo state, Nigeria possessed high Extraversion (Weighted mean $x=3.0$, Criterion mean 2.5).

The criterion mean ($\bar{x}=2.5$) serves as a reference point. All items related to extraversion have means greater than this criterion. This indicates that, on average, library personnel in these colleges possess a high level of extraversion. Generating Enthusiasm ($\bar{x}=3.0800$): This item has the highest mean score within the extraversion category, indicating that library personnel perceive themselves as being enthusiastic and energetic. The relatively low standard deviation (.90921) suggests a high level of agreement among respondents.

Having Few Artistic Interests ($\bar{x}=3.0800$): This item also has a high mean score, suggesting that library personnel tend to have fewer interests in artistic activities. The standard deviation (.90921) indicates a high level of agreement among respondents.

Tending to be Quiet ($\bar{x}=2.8000$): While this item has the lowest mean score among the extraversion items, it is still well above the criterion mean. This suggests that library personnel in these colleges are not particularly inclined towards being quiet or introverted. The standard deviation (.91287) suggests some variability in respondents' perceptions.

The high mean scores in all aspects of extraversion (above the criterion mean) indicate an overall positive perception of extraversion among library personnel. This suggests that they are seen as enthusiastic and energetic, with fewer interests in artistic pursuits. The high score in generating enthusiasm suggests that library personnel are energetic and bring a positive and lively atmosphere to their work. This can contribute to a dynamic and engaging library environment. Extraversion is often associated with being outgoing and sociable. This trait can be valuable for effective communication, collaboration, and teamwork.

While extraversion is a prominent trait, it's important to recognize that individuals possess a range of personality traits. This data indicates a well-rounded mix of personality characteristics among the library personnel. Overall, this data highlights a positive perception of extraversion among library personnel in agriculture colleges in Oyo State, Nigeria. This trait can contribute to a dynamic and engaging work environment, ultimately benefiting the services provided by the library.

Table 4.5 presented the personality traits (Neuroticism) of library personnel in colleges of agriculture in Oyo state, Nigeria with criterion mean of ($\bar{x}=2.5$) and all the items on Neuroticism are greater than the criterion mean, for instance, the respondents see themselves as someone who likes to cooperate with others ($\bar{x}=2.9200$; std dev=.86217), is helpful and unselfish with others ($\bar{x}=2.8400$; std dev=.85049), is sometimes rude to others ($\bar{x}=2.8000$; std dev=.86603) and the least on the item the respondents see themselves as someone who starts quarrels with others ($\bar{x}=2.5600$; std dev=.86987). overall, the personality traits (Neuroticism) of library personnel in colleges of agriculture in Oyo state, Nigeria possessed slightly high Neuroticism as compare to the criterion mean (Weighted mean $\bar{x}=2.7$, Criterion mean 2.5).

The criterion mean ($\bar{x}=2.5$) serves as a reference point. All items related to neuroticism have means greater than this criterion. This indicates that, on average, library personnel in these colleges possess a slightly higher level of neuroticism compared to the criterion. Likes to Cooperate with Others ($\bar{x}=2.9200$): This item has the highest mean score within the neuroticism category, indicating that library personnel perceive themselves as being cooperative and willing to work with others. The standard deviation (.86217) suggests some variability in respondents' perceptions.

Helpful and Unselfish with Others ($\bar{x}=2.8400$): This item also has a high mean score, suggesting that library personnel tend to be helpful and considerate towards others. The standard deviation (.85049) indicates some variability in respondents' perceptions. Sometimes Rude to Others ($\bar{x}=2.8000$): While this item has a lower mean score compared to the first two items, it is still above the criterion mean. This suggests that library personnel in these colleges may, at times, exhibit behavior that could be perceived as rudeness. The standard deviation (.86603) suggests some variability in respondents' perceptions.

Starts Quarrels with Others ($\bar{x}=2.5600$): This item has the lowest mean score among the neuroticism items, indicating that library personnel generally do not tend to initiate conflicts or quarrels with others. The standard deviation (.86987) suggests some variability in respondents' perceptions.

The data indicates a slightly higher level of neuroticism among library personnel compared to the criterion mean. This suggests that they may have a tendency towards emotional reactivity and sensitivity. The high scores in liking to cooperate with others and being helpful and unselfish suggest that library personnel generally have a positive and cooperative attitude towards their colleagues and peers. The perception of sometimes being rude to others is an area that could be addressed. This behavior might be unintentional, but awareness and training in effective communication and interpersonal skills could be beneficial.

The low score in starting quarrels with others suggests that library personnel generally do not engage in conflict-initiating behavior. This is a positive trait for maintaining a harmonious work environment. Overall, this data indicates a generally positive and

cooperative attitude among library personnel in agriculture colleges in Oyo State, Nigeria. Addressing any potential rudeness and providing training in conflict resolution and effective communication could further enhance the work environment.

Table 4.5 presented the personality traits (Agreeableness) of library personnel in colleges of agriculture in Oyo state, Nigeria with criterion mean of ($\bar{x}=2.5$) and most of the items on Agreeableness are greater than the criterion mean, for instance, the respondents see themselves as someone who does things efficiently ($\bar{x}=3.1200$; std dev=.88129), does a thorough job ($\bar{x}=3.1200$; std dev=.92736), follows through with them ($\bar{x}=3.1200$; std dev=.83267). however, the least item fall below the criterion mean; the respondents see themselves as someone who is easily distracted ($\bar{x}=2.4400$; std dev=.96090). Overall, the personality traits (Agreeableness) of library personnel in colleges of agriculture in Oyo state, Nigeria possessed slightly high Agreeableness (Weighted mean $x=2.8$, Criterion mean 2.5).

The criterion mean ($\bar{x}=2.5$) serves as a reference point. Most items related to agreeableness have means greater than this criterion. This indicates that, on average, library personnel in these colleges possess a slightly higher level of agreeableness compared to the criterion. Does Things Efficiently ($\bar{x}=3.1200$): This item has the highest mean score within the agreeableness category, indicating that library personnel perceive themselves as being efficient in their tasks. The standard deviation (.88129) suggests some variability in respondents' perceptions. Does a Thorough Job ($\bar{x}=3.1200$): This item also has a high mean score, suggesting that library personnel tend to be meticulous and thorough in their work. The standard deviation (.92736) indicates some variability in respondents' perceptions. Follows Through with Them ($\bar{x}=3.1200$): This item continues

the trend of high scores, indicating that library personnel are likely to follow through and complete tasks. The standard deviation (.83267) suggests some variability in respondents' perceptions.

Is Easily Distracted ($\bar{x}=2.4400$): This item has the lowest mean score among the agreeableness items, falling below the criterion mean. This suggests that some library personnel may struggle with maintaining focus and avoiding distractions. The standard deviation (.96090) suggests some variability in respondents' perceptions. The data indicates a generally high level of agreeableness among library personnel. They are perceived as efficient, thorough, and likely to follow through with tasks. The high scores in doing things efficiently and doing a thorough job suggest that library personnel are seen as effective and detail-oriented in their work.

The lower score in being easily distracted highlights an area that may benefit from attention and potential training or support in maintaining focus. The high levels of agreeableness in terms of task completion and efficiency bode well for the overall productivity and effectiveness of the library personnel. Overall, this data indicates a generally positive and efficient approach to work among library personnel in agriculture colleges in Oyo State, Nigeria. Addressing any challenges related to distraction could further enhance their productivity and effectiveness in their roles.

Table 4.5 presented the personality traits (Conscientiousness) of library personnel in colleges of agriculture in Oyo state, Nigeria with criterion mean of ($\bar{x}=2.5$) and all the items on Conscientiousness are greater than the criterion mean, for instance, the respondents see themselves as someone who remains calm in tense situations ($\bar{x}=2.8400$; std dev=.85049), is emotionally stable ($\bar{x}=2.5600$; std dev=1.00333), not easily upset

(\bar{x} = 2.5600; std dev = .86987). However, the least item that falls below the expected benchmark is the respondents see themselves as someone who gets nervous easily and is depressed (\bar{x} = 2.4000; std dev = 1.00000). Overall, the personality traits (Conscientiousness) of library personnel in colleges of agriculture in Oyo state, Nigeria possessed equal Conscientiousness with the benchmark (Weighted mean x = 2.5, Criterion mean 2.5).

The criterion mean (\bar{x} = 2.5) serves as a reference point. All items related to conscientiousness have means either equal to or greater than this criterion. This indicates that, on average, library personnel in these colleges possess conscientious traits in line with the expected benchmark. Remains Calm in Tense Situations (\bar{x} = 2.8400): This item has the highest mean score within the conscientiousness category, indicating that library personnel perceive themselves as being able to maintain composure in stressful situations. The relatively low standard deviation (.85049) suggests a high level of agreement among respondents. Emotionally Stable (\bar{x} = 2.5600): This item, along with "Not Easily Upset," also has a high mean score, suggesting that library personnel tend to have stable emotional states and are not easily disturbed by external circumstances. The standard deviations indicate some variability in respondents' perceptions.

Gets Nervous Easily and is Depressed (\bar{x} = 2.4000): This item has the lowest mean score among the conscientiousness items, falling slightly below the expected benchmark. This suggests that some library personnel may experience higher levels of nervousness and depression. The standard deviation of 1.00000 suggests some variability in respondents' perceptions. Overall, the data indicates a high level of conscientiousness among library personnel. They are perceived as composed, emotionally stable, and not easily upset. The

high scores in remaining calm in tense situations and being emotionally stable indicate that library personnel are seen as effective in handling stress and maintaining stability.

The lower score in getting nervous easily and experiencing depression suggests an area that may benefit from attention and potential support in managing these feelings. Recognizing and addressing feelings of nervousness and depression is crucial for maintaining a healthy work environment and personal well-being. Overall, this data indicates a positive perception of conscientiousness among library personnel in agriculture colleges in Oyo State, Nigeria. Addressing any challenges related to nervousness and depression could further enhance their overall well-being and effectiveness in their roles.

Table 4.5 presented the personality traits (Openness) of library personnel in colleges of agriculture in Oyo state, Nigeria with criterion mean of ($\bar{x}=2.5$) and most of the items on Openness are greater than the criterion mean, for instance, the respondents see themselves as someone who is politically liberal ($\bar{x}=2.9200$; std dev=.95394), values artistic ($\bar{x}=2.9200$; std dev=.95394), aesthetic experience ($\bar{x}=2.8800$; std dev=1.09240) and the least on the item is the respondents see themselves as someone who is a deep thinker ($\bar{x}=2.6400$; std dev=.99499). Overall, the personality traits (Openness) of library personnel in colleges of agriculture in Oyo state, Nigeria possessed slightly high Openness (Weighted mean $x=2.8$, Criterion mean 2.5).

The criterion mean ($\bar{x}=2.5$) serves as a reference point. Most items related to openness have means greater than this criterion. This indicates that, on average, library personnel in these colleges possess openness traits slightly above the expected benchmark. Politically Liberal ($\bar{x}=2.9200$): This item has the highest mean score within the openness

category, indicating that library personnel perceive themselves as politically liberal. The relatively low standard deviation (.95394) suggests a high level of agreement among respondents. Values Artistic ($\bar{x}=2.9200$): This item, along with "Values Aesthetic Experience," also has a high mean score, suggesting that library personnel tend to appreciate and value artistic and aesthetic experiences. The standard deviations indicate some variability in respondents' perceptions.

Deep Thinker ($\bar{x}=2.6400$): This item has the lowest mean score among the openness items, falling slightly below the expected benchmark. This suggests that some library personnel may perceive themselves as less inclined towards deep, contemplative thinking. The standard deviation of .99499 suggests some variability in respondents' perceptions. Overall, the data indicates a moderate level of openness among library personnel. They are perceived as politically liberal and appreciative of artistic and aesthetic experiences.

The high scores in being politically liberal suggest a tendency towards progressive or liberal viewpoints, which can be relevant in various social and cultural contexts. The high scores in valuing artistic and aesthetic experiences indicate an appreciation for creativity and the arts, which can contribute to a culturally rich environment. Addressing the relatively lower score in being a deep thinker may involve encouraging critical thinking and providing opportunities for reflection and contemplation. Overall, this data suggests a generally open-minded and culturally appreciative approach among library personnel in agriculture colleges in Oyo State, Nigeria. Encouraging deeper thinking can further enhance their ability to provide valuable insights and perspectives in their roles.

Overall, the types of personality traits of library personnel in colleges of agriculture in Oyo state, Nigeria possessed (Extraversion=3.0; Neuroticism=2.7; Agreeableness=2.8;

Conscientiousness=2.5; Openness2.8) based on Criterion mean of 2.5. Thus, the most prominent personality trait among library personnel in colleges of agriculture in Oyo state, Nigeria is Extraversion. The mean score of 3.0 suggests that, on average, library personnel in these colleges tend to exhibit traits associated with extraversion. This indicates that they may be more outgoing, sociable, and assertive in their interactions. Neuroticism: With a mean score of 2.7, library personnel in these colleges tend to have a slightly higher level of neuroticism compared to the criterion. This suggests that they may experience more emotional instability, including feelings of anxiety and depression.

Agreeableness: The mean score of 2.8 indicates that library personnel tend to possess agreeable traits, such as being cooperative, helpful, and empathetic, which align closely with the criterion. Conscientiousness: The mean score of 2.5 aligns exactly with the criterion, indicating that library personnel in these colleges tend to display conscientious traits, such as being organized, detail-oriented, and responsible. Openness: With a mean score of 2.8, library personnel in these colleges are slightly more open-minded and receptive to new experiences compared to the criterion.

Finally, the summary provides valuable insights into the predominant personality traits of library personnel in agriculture colleges in Oyo State, Nigeria. It's important to note that these traits can contribute to a diverse and dynamic work environment, and understanding them can be beneficial for team dynamics and organizational effectiveness.

4.4 Hypotheses

The four highlighted hypotheses tested at 0.05 level of significance for the study were analysis and interpreted in this section.

4.4.1 Hypothesis one: There will be no significant influence of emotional intelligence on service quality of library personnel in colleges of agriculture in Oyo state, Nigeria;

Table 4.6 presents statistical about the influence of emotional intelligence on service quality of library personnel. The table includes variables such as Mean, Standard Deviation (Std. Dev), Sample Size (N), Pearson's correlation coefficient (r), p-value, and a Remark indicating significance.

Table 4.6 Influence of Emotional intelligence on of library personnel service qauality

Variable	Mean	Std. Dev	N	R	p value	Remark
Emotional intelligence	57.7200	7.15029	25	.028	.895	Not significant
Service Quality	58.6816	11.06641	179			

According to the result of the finding presented in table 4.6 on the influence of emotional intelligence on service quality of library personnel ($r=.028$, $p>0.05$) has not positive relationship with emotional intelligence and service quality of library personnel. Thus, the null hypothesis stating that There will be no significant influence of emotional intelligence on service quality of library personnel in colleges of agriculture in Oyo state, Nigeria is hereby accepted.

The mean emotional intelligence score is 57.72 with a standard deviation of 7.15, indicating that the emotional intelligence scores have some degree of variability in the sample. The mean service quality score is 58.68 with a higher standard deviation of 11.07, suggesting even greater variability in service quality scores. The correlation coefficient (r)

between emotional intelligence and service quality is 0.028. This is very close to zero, indicating a very weak positive relationship between emotional intelligence and service quality. The p-value associated with this correlation is 0.895, which is much higher than the typical significance threshold of 0.05. This means that the correlation is not statistically significant.

The study concludes that there is no significant influence of emotional intelligence on the service quality of library personnel in colleges of agriculture in Oyo state, Nigeria. This implies that, based on the data and analysis conducted in this study, emotional intelligence does not play a substantial role in determining the service quality provided by library personnel in these specific institutions. The null hypothesis, which stated that there would be no significant influence of emotional intelligence on service quality, is accepted. This means that the data does not provide enough evidence to reject the idea that emotional intelligence has no significant impact on service quality.

In practical terms, this suggests that in the context of these agricultural colleges in Oyo state, other factors may have a stronger influence on the service quality provided by library personnel, and emotional intelligence may not be a critical factor to consider.

4.4.2 Hypothesis two: There will be no significant influence of personality traits on service quality of library personnel in colleges of agriculture in Oyo state, Nigeria

Table 4.6 presents statistical about the influence of personality traits on service quality of library personnel. The table includes variables such as Mean, Standard Deviation (Std. Dev), Sample Size (N), Pearson's correlation coefficient (r), p-value, and a Remark indicating significance.

Table 4.7 Influence of Library Personnel Personality Traits on Service Quality

Variable	Mean	Std. Dev	N	R	p value	Remark
Personality Traits	135.3600	22.99797	25	.131	.534	Not significant
Service Quality	58.6816	11.06641	179			

According to the result of the finding presented in table 4.7 on the influence of personality traits on service quality of library personnel ($r=.131$, $p>0.05$) has not positive relationship with personality traits and service quality of library personnel. Thus, the null hypothesis stating that There will be no significant influence of personality traits on service quality of library personnel in colleges of agriculture in Oyo state, Nigeria is hereby accepted.

The mean personality traits score is 135.36 with a standard deviation of 22.99797, indicating that the personality traits scores have some degree of variability in the sample. The mean service quality score is 58.68 with a higher standard deviation of 11.07, suggesting even greater variability in service quality scores. The correlation coefficient (r) between personality traits and service quality is 0.131. This indicates a very weak positive relationship between personality traits and service quality. The p -value associated with this correlation is 0.534, which is much higher than the typical significance threshold of 0.05. This means that the correlation is not statistically significant.

The study concludes that there is no significant influence of personality traits on the service quality of library personnel in colleges of agriculture in Oyo state, Nigeria. This implies that, based on the data and analysis conducted in this study, personality traits do

not play a substantial role in determining the service quality provided by library personnel in these specific institutions. The null hypothesis, which stated that there would be no significant influence of personality traits on service quality, is accepted. This means that the data does not provide enough evidence to reject the idea that personality traits have no significant impact on service quality.

In practical terms, this suggests that in the context of these agricultural colleges in Oyo state, other factors may have a stronger influence on the service quality provided by library personnel, and personality traits may not be a critical factor to consider.

4.4.3 Hypothesis three; There will be no significant combined influence of emotional intelligence and personality traits on service delivery of library personnel in colleges of agriculture in Oyo state, Nigeria.

The Table 4.8 presents the results of a regression analysis examining the combined influence of emotional intelligence and personality traits on service delivery of library personnel. The table includes various statistical metrics related to the regression model.

Table 4.8 Combined Influence of Emotional Intelligence and Personality Traits on Service Delivery Of Library Personnel

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.133^a	.018	-.072	10.11542			
ANOVA						
Model	Sum of Squares	DF	Mean Square	F	Sig. p	Remark
Regression	40.363	2	20.182	.197	.822 ^b	Not significant
Residual	2251.077	22	102.322			
Total	2291.440	24				

a. Dependent Variable: SERVICEQUEL

b. Predictors: (Constant), PERSONALITYYT, EMOTIIONALQ

Table 4.8 showed result of combined influence of emotional intelligence and personality traits on service delivery of library personnel in colleges of agriculture in Oyo state, Nigeria. The finding reveal that there is no significant combined influence of emotional intelligence and personality traits on service delivery of library personnel in colleges of agriculture in Oyo state, Nigeria. Therefore, the null hypothesis that state that There will be no significant combined influence of emotional intelligence and personality traits on service delivery of library personnel in colleges of agriculture in Oyo state, Nigeria is hereby accepted

The R value of 0.133 indicates a very weak positive relationship between the combined influence of emotional intelligence and personality traits and service delivery. This suggests that these two factors together do not strongly predict service delivery. The R² value of 0.018 indicates that only 1.8% of the variance in service delivery can be explained by the combined influence of emotional intelligence and personality traits. The negative Adjusted R Square (-0.072) suggests that the model does not fit the data well and that the predictors (emotional intelligence and personality traits) do not provide meaningful information about service delivery. The ANOVA table indicates that the regression model is not statistically significant. The p-value associated with the F Statistic (0.822) is much higher than the typical significance threshold of 0.05.

The study concludes that there is no significant combined influence of emotional intelligence and personality traits on the service delivery of library personnel in colleges of agriculture in Oyo state, Nigeria. The null hypothesis, which stated that there would be no significant combined influence of emotional intelligence and personality traits on

service delivery, is accepted. This means that the data does not provide enough evidence to reject the idea that these factors have no significant impact on service delivery.

In practical terms, this suggests that, based on the data and analysis conducted in this study, emotional intelligence and personality traits, when considered together, do not play a substantial role in determining the service delivery provided by library personnel in these specific institutions. Other factors may be more influential.

4.4.4 Hypothesis four: There will be no significant relative influence of emotional intelligence and personality traits on service delivery of library personnel in colleges of agriculture in Oyo state, Nigeria.

The Table 4.9 presents the results of a regression analysis examining the relative influence of emotional intelligence and personality traits on service delivery of library personnel. The table includes information about unstandardized coefficients, standardized coefficients (Beta), t-values, and significance levels (Sig. p).

Table 4.9 relative influence of emotional intelligence and personality traits on service delivery of library personnel

Model	Unstandardized Coefficient		Stand. Coefficient	t	Sig. p	Remark
	B	Std. Error	Beta Contribution			
(Constant)	58.657	17.907		3.276	.003	sig
Emotional Intelligence	-.036	.313	-.026	-.114	.910	Not sig
Personality Traits	.060	.097	.141	.614	.545	Not sig

a. Dependent Variable: SERVICEQUEL

Constant (Contribution): The constant represents the expected value of the dependent variable (service delivery) when all predictor variables are set to zero. In this case, the constant is 58.657. Emotional Intelligence (EI): The unstandardized coefficient for Emotional Intelligence is -0.036. This suggests that for every one-unit increase in Emotional Intelligence, service delivery is expected to decrease by 0.036 units. However, the p-value (0.910) is much higher than the typical significance threshold of 0.05, indicating that Emotional Intelligence is not a significant predictor of service delivery in this context. Personality Traits (PT): The unstandardized coefficient for Personality Traits is 0.060. This suggests that for every one-unit increase in Personality Traits, service delivery is expected to increase by 0.060 units. However, the p-value (0.545) is much higher than 0.05, indicating that Personality Traits are not a significant predictor of service delivery in this context.

The study concludes that there is no significant relative influence of Emotional Intelligence and Personality Traits on the service delivery of library personnel in colleges of agriculture in Oyo state, Nigeria. In practical terms, this means that, based on the data and analysis conducted in this study, neither Emotional Intelligence nor Personality Traits have a substantial impact on service delivery provided by library personnel in these specific institutions. Other factors may be more influential in determining service delivery.

4.5 Discussion of findings

The section present the discussion of finding in relation with existing related literature on emotional intelligence and personality traits on service delivery of library personnel in colleges of agriculture in Oyo state, Nigeria.

4.5.1 identify the level of service quality by library personnel in colleges of agriculture in Oyo state, Nigeria;

Library Staff Knowledgeability ($\bar{x}=3.35$): This item has the highest mean score, indicating that students generally feel that library staff have the knowledge to answer their questions. Library Staff Caring Behavior ($\bar{x}=3.15$): Students also perceive that library staff deal with them in a caring manner. While the mean is slightly lower than knowledgeability, it still indicates a positive perception. Willingness to Help ($\bar{x}=2.8380$): This item has the lowest mean score, indicating that students perceive a slightly lower level of willingness on the part of library staff to help them. This data underscores the importance of regularly seeking feedback from students. This can help in identifying areas of strength and improvement, and guide efforts to enhance service quality. This is supported by Quietness of the Library ($\bar{x}=3.2626$): This item has the highest mean score, indicating that students generally find the library to be a quiet space suitable for individual activities. Inspiration for Study and Learning ($\bar{x}=2.9944$): Students also perceive the library as a space that inspires study and learning. Library as a Getaway ($\bar{x}=2.7933$): This item has the lowest mean score, indicating that students perceive the library as less of a getaway for study, learning, or research. library as a place (above the criterion mean) indicate an overall positive perception of the library environment among students. This suggests that the physical space of the library is generally seen as conducive for study and learning. Corroborated by ¹⁹⁸ and ¹⁹⁹

Availability of Required Journals ($\bar{x}=2.4358$): This item has the highest mean score within the information control category, but it still falls below the criterion mean. This indicates that students feel that the library does not completely meet their needs in terms of providing necessary journal collections. Ease of Finding Information ($\bar{x}=2.4134$): Students perceive that the library does not provide easy-to-use access tools that allow them to find information on their own. The data indicates that the library's performance in the Information Control category falls below the expected level. This is a critical area to address, as students' ability to access and control information is fundamental to their academic success. The lowest mean score is for "My institution library provides modern equipment that lets me easily access needed information." This suggests a need for upgrading or providing additional technological resources to enhance information access. Contradicted the study of ^{200, 201, 202}

4.5.2 ascertain the level of emotional intelligence of library personnel in colleges of agriculture in Oyo state, Nigeria;

A positive perception of self-awareness among library personnel in agriculture colleges in Oyo State, Nigeria. This strength can be leveraged to create a more productive and positive work environment. ²⁰³ Flexibility in Handling Change: This item has the highest mean score within the self-management category, indicating that library personnel perceive themselves as being flexible in handling change. ²⁰⁴ Readiness to Act on Opportunities, Library personnel also perceive themselves as being ready to act on opportunities. This indicates a high level of self-management in terms of proactivity and seizing favorable chances. The high mean scores in all aspects of self-management

(above the criterion mean) indicate an overall positive perception of self-management among library personnel. This suggests that they are seen as flexible, proactive, and positive in their approach to tasks and opportunities. High scores in flexibility in handling change suggest that the library personnel are adaptable and capable of dealing with shifts in the work environment. This finding is supported by^{205, 206, 207} and ²⁰⁸

The high mean scores in all aspects of social awareness (above the criterion mean) indicate an overall positive perception of social awareness among library personnel. This suggests that they are seen as attuned to group dynamics and customer needs. The high score in anticipating, recognizing, and meeting customers' needs is particularly significant. It indicates that the library personnel prioritize understanding and serving the needs of their users. The high score in reading a group's emotional currents and power relationships suggests that library personnel are skilled in understanding the dynamics of group interactions. This can be valuable for effective teamwork and collaboration. A high level of social awareness contributes to a positive user experience in the library. Understanding and meeting the needs of users can enhance satisfaction and loyalty. ^{209,}
²¹⁰ and ²¹¹

On levels of emotional intelligence among library personnel in agriculture colleges in Oyo State, Nigeria, are high. This indicates that the personnel possess a strong set of emotional intelligence skills, which can be a significant asset in providing effective library services and fostering a positive work environment. The grand mean of 3.2 is notably above the criterion mean of 2.5, affirming the high level of emotional intelligence observed in this group. This is a positive indication for the colleges and their libraries, as

it suggests a well-prepared and capable staff to meet the needs of the students and faculty.
²¹², ²¹³, and ²¹⁴

4.5.3 identify the types of personality traits of library personnel in colleges of agriculture in Oyo state, Nigeria;

On extraversion indicate an overall positive perception of extraversion among library personnel. This suggests that they are seen as enthusiastic and energetic, with fewer interests in artistic pursuits. The high score in generating enthusiasm suggests that library personnel are energetic and bring a positive and lively atmosphere to their work. This can contribute to a dynamic and engaging library environment. Extraversion is often associated with being outgoing and sociable. This trait can be valuable for effective communication, collaboration, and teamwork. Confirmed with the finding of ²¹⁵ and ²¹⁶

A slightly higher level of neuroticism among library personnel compared to the criterion mean. This suggests that they may have a tendency towards emotional reactivity and sensitivity. The high scores in liking to cooperate with others and being helpful and unselfish suggest that library personnel generally have a positive and cooperative attitude towards their colleagues and peers. The perception of sometimes being rude to others is an area that could be addressed. This behavior might be unintentional, but awareness and training in effective communication and interpersonal skills could be beneficial²¹⁷.

The high levels of agreeableness in terms of task completion and efficiency bode well for the overall productivity and effectiveness of the library personnel. thus, this data indicates a generally positive and efficient approach to work among library personnel in agriculture colleges in Oyo State, Nigeria. Addressing any challenges related to distraction could

further enhance their productivity and effectiveness in their roles. the personality traits (Conscientiousness) of library personnel in colleges of agriculture in Oyo state, Nigeria possessed equal Conscientiousness with the benchmark (Weighted mean $x=2.5$, Criterion mean 2.5). the data indicates a high level of conscientiousness among library personnel. They are perceived as composed, emotionally stable, and not easily upset. The high scores in remaining calm in tense situations and being emotionally stable indicate that library personnel are seen as effective in handling stress and maintaining stability.^{20, 218} and ²¹⁹.

the personality traits (Openness) of library personnel in colleges of agriculture in Oyo state, Nigeria possessed slightly high Openness (Weighted mean $x=2.8$, Criterion mean 2.5). thus, the types of personality traits of library personnel in colleges of agriculture in Oyo state, Nigeria possessed (Extraversion=3.0; Neuroticism=2.7; Agreeableness=2.8; Conscientiousness=2.5; Openness2.8) based on Criterion mean of 2.5. Thus, the most prominent personality trait among library personnel in colleges of agriculture in Oyo state, Nigeria is Extraversion. The mean score of 3.0 suggests that, on average, library personnel in these colleges tend to exhibit traits associated with extraversion. This indicates that they may be more outgoing, sociable, and assertive in their interactions²²⁰. Neuroticism: With a mean score of 2.7, library personnel in these colleges tend to have a slightly higher level of neuroticism compared to the criterion. This suggests that they may experience more emotional instability, including feelings of anxiety and depression. Agreeableness: The mean score of 2.8 indicates that library personnel tend to possess agreeable traits, such as being cooperative, helpful, and empathetic, which align closely with the criterion²²¹. Conscientiousness: The mean score of 2.5 aligns exactly with the

criterion, indicating that library personnel in these colleges tend to display conscientious traits, such as being organized, detail-oriented, and responsible. Openness: With a mean score of 2.8, library personnel in these colleges are slightly more open-minded and receptive to new experiences compared to the criterion. Supported by ²¹, ²²²

The first hypothesis examine the influence of emotional intelligence on service quality of library personnel in colleges of agriculture in Oyo state, Nigeria. The study found that there is no significant influence of emotional intelligence on the service quality of library personnel in colleges of agriculture in Oyo state, Nigeria. This implies that emotional intelligence does not play a substantial role in determining the service quality provided by library personnel in these specific institutions. The null hypothesis, which stated that there would be no significant influence of emotional intelligence on service quality, is accepted. This means that the data does not provide enough evidence to reject the idea that emotional intelligence has no significant impact on service quality²²³.

The second hypothesis investigate the influence of personality traits on service quality of library personnel in colleges of agriculture in Oyo state, Nigeria and found that there is no significant influence of personality traits on the service quality of library personnel in colleges of agriculture in Oyo state, Nigeria. This implies that, based on the data and analysis conducted in this study, personality traits do not play a substantial role in determining the service quality provided by library personnel in these specific institutions. The null hypothesis, which stated that there would be no significant influence of personality traits on service quality, is accepted. This means that the data does not provide enough evidence to reject the idea that personality traits have no significant impact on service quality ²⁶, ²⁰.

The third hypothesis examine the combined influence of emotional intelligence and personality traits on service delivery of library personnel in colleges of agriculture in Oyo state, Nigeria. It was found that there is no significant combined influence of emotional intelligence and personality traits on the service delivery of library personnel in colleges of agriculture in Oyo state, Nigeria. The null hypothesis, which stated that there would be no significant combined influence of emotional intelligence and personality traits on service delivery, is accepted. This means that the data does not provide enough evidence to reject the idea that these factors have no significant impact on service delivery. Thus, this suggests that, based on the data and analysis conducted in this study, emotional intelligence and personality traits, when considered together, do not play a substantial role in determining the service delivery provided by library personnel in these specific institutions. Other factors may be more influential

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Chapter Five

Conclusion

This chapter provides an overall summary of the findings. It also provides conclusions and recommendations based on the findings of the study and research experience. The chapter also highlights some suggestions for further findings.

5.1 Summary of the findings

1. This section presents a summary of the research findings based on the research questions. Based on the data collected and analyzed for this study, the following are the major findings:
2. The perspectives of student's levels of service quality offer in colleges of agriculture library in Oyo state, Nigeria in high but there is the need to focus on improving information control services in the agriculture college libraries.
3. The study also found that the levels of emotional intelligence (self-awareness, self-management, social awareness, and relationship management) among library personnel in agriculture colleges in Oyo State, Nigeria, are high.
4. Also, the types of personality traits of library personnel in colleges of agriculture in Oyo state, Nigeria are all the five personalities trait but the prominent is the Extraversion and the least is Conscientiousness personality traits.
5. Furthermore, the test of hypothesis showed that there is be no significant influence of emotional intelligence on service quality of library personnel in colleges of agriculture in Oyo state, Nigeria.
6. Similarly, the test of second hypothesis showed there is be no significant influence of personality traits on service quality of library personnel in colleges of

agriculture in Oyo state, Nigeria. Finally, the third hypothesis indicated that there is be no significant combined influence of emotional intelligence and personality traits on service delivery of library personnel in colleges of agriculture in Oyo state, Nigeria. The contribution of the emotional intelligence and personality traits is 1.8% of the variance in library quality service delivery.

5.2 Conclusion

The study found no significant influence of emotional intelligence on the service quality of library personnel in colleges of agriculture in Oyo state, Nigeria. This implies that emotional intelligence may not be a critical factor in determining the service quality provided by library personnel in these specific institutions. Similarly, the study observed no significant influence of personality traits on the service quality of library personnel in the same context. This suggests that personality traits may not play a substantial role in determining the service quality provided by library personnel in these institutions. The study also found no significant combined influence of emotional intelligence and personality traits on the service delivery of library personnel. The contribution of these factors to the variance in library quality service delivery was only 1.8%. This indicates that other factors not considered in this study may have a more substantial impact on service delivery. In summary, the study highlights that in the context of colleges of agriculture in Oyo state, Nigeria, emotional intelligence, personality traits, and their combined influence do not significantly affect the service quality and delivery provided by library personnel. Other unexplored factors may have more prominent roles in determining the quality of library services.

5.3 Recommendations

Based on the study's findings, the following recommendations are made:

1. Given the high perspective of students regarding service quality, there is a need for library management to prioritize and enhance information control services in the agriculture college libraries. This could involve investing in resources, technologies, and strategies that facilitate easy access and management of information.
2. Since the levels of emotional intelligence among library personnel are already high, it's beneficial for the institution management to continue fostering and developing these skills. This can be achieved through targeted training programs that focus on aspects such as self-awareness, self-management, social awareness, and relationship management.
3. Acknowledging that library personnel exhibit a range of personality traits, it's important to recognize the prominence of extraversion and the lesser prominence of conscientiousness. Understanding and utilizing these traits can help tailor training, assignments, and team dynamics to maximize the strengths of individuals.
4. While the null hypotheses were accepted in this study, it's crucial to acknowledge that factors influencing service quality and delivery can be complex and multifaceted. Continuously monitoring and assessing the impact of emotional

- intelligence and personality traits on library service delivery can provide valuable insights for future improvements.
5. Given that emotional intelligence and personality traits did not significantly influence service quality and delivery in this context, it's recommended to investigate other potential factors that may play a more substantial role. This could involve factors related to organizational culture, training methods, or specific challenges within the agricultural library environment.
 6. Considering that access to modern equipment for information retrieval received the lowest mean score, it is advisable to invest in and upgrade technological resources within the library. This will improve students' ability to access and control information, ultimately enhancing their academic success.

5.4 Contribution to Knowledge

By testing the influence of emotional intelligence and personality traits on service quality, the study provides empirical evidence on the interplay of psychological factors in library settings. The acceptance of null hypotheses provides clarity on the specific variables that may not significantly influence service quality in this context. The study captures student perspectives on library services, shedding light on areas of strength and potential improvement. This information can inform strategic planning and resource allocation to better meet the needs of students in agricultural colleges.

The study also highlights the need for technological upgrades to improve information access and retrieval. This underscores the importance of investing in modern equipment to facilitate effective use of library resources. The findings provide a foundation for future research in library science, particularly in agricultural college libraries.

Researchers can build upon this study by exploring additional factors or conducting similar assessments in different academic or institutional contexts.

5.5 Suggested Areas for Further Research

Based on the findings and conclusions of this study, following areas for further research are recommended:

- i. Conduct a more detailed investigation into the specific aspects of information control services in agricultural college libraries. This could include factors such as digital resource accessibility, cataloging systems, and user-friendly interfaces.
- ii. Investigate other psychological factors that may influence service quality, such as motivation, stress management, or leadership styles among library personnel.
- iii. Compare the findings from agricultural college libraries with those from other types of academic or specialized libraries. This could provide a broader understanding of how service quality factors vary across different library environments.

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Appendix

**LEAD CITY UNIVERSITY
FACULTY OF COMMUNICATION AND INFORMATION SCIENCE
DEPARTMENT OF INFORMATION MANAGEMENT**

Dear Respondent,

Questionnaire on emotional intelligence and personality traits of library personnel
(QEMIPAT)

I am a postgraduate student of the above named institution and I kindly seek your assistance in completing this questionnaire to enable me complete my study. The purpose of the questionnaire is to collect information on emotional intelligence and personality traits of library personnel. All responses will be treated with utmost confidentiality and used for educational purpose only.

Thank you for your cooperation.

Esther OGEDENGE

*Lead City University,
Ibadan.*

Instruction

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

Section A: Demographic profile

Name of institution and Library:

Highest educational qualification: OND [], HND [], BLIS/BSc. [], MLIS/MSc [], Mphil/PhD [].

Age: below 19 [], 20-29 [], 30-39 [], 40-49 [], 50-59 [], 60 and above []

Gender: Male [], Female []

Year of Work experience: below 5years [], 6-10 [], 11-15 [], 16-20 [],
above 20 years []

Section B: Emotional intelligence

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

Self-awareness: I see myself as someone who:					
S/No	Item	SA	A	D	SD
1	Recognizing my emotions and their effects				
2	Knowing my strengths and limits				
3	A strong sense of my self-worth and capabilities				
Self-Management: I see myself as someone who:					
S/No	Item	SA	A	D	SD
4	Keeping disruptive emotions and impulses in check				
5	High standards of honesty and integrity				
6	Flexibility in handling change				
7	Striving to improve or meeting a standard of excellence				
8	Readiness to act on opportunities				
9	Seeing the positive aspects of things and the future				
Social awareness: I see myself as someone who:					
S/No	Item	SA	A	D	SD
10	Sensing others' feelings and perspectives, and taking an active interest in their concerns				
11	Reading a group's emotional currents and power Relationships				
12	Anticipating, recognizing, and meeting customers' needs				
Relationship management: I see myself as someone who:					
S/No	Item	SA	A	D	SD
13	Sensing others' development needs and bolstering their abilities				
14	Inspiring and guiding individuals and groups				
15	Wielding effective tactics for persuasion				
16	Initiating or managing change				
17	Negotiating and resolving disagreements				
18	Working with others toward shared goals				

Section C: Personality Traits

Tick appropriately, your level of agreement with statement regarding your personality traits.

Extraversion: I see myself as someone who:					
S/No	Item	SA	A	D	SD
1	is full of energy				
2	generates a lot of enthusiasm				
3	has an assertive personality				
4	is reserved				

5	is outgoing, sociable				
6	has few artistic interests				
7	tends to be quiet				
8	is sometimes shy, inhibited				
9	is talkative				
Neuroticism: I see myself as someone who:					
S/No	Item	SA	A	D	SD
1	likes to cooperate with others				
2	is helpful and unselfish with others				
3	is considerable and kind to almost everyone				
4	is generally trusting				
5	has a forgiving nature				
6	can be cold and aloof				
7	tends to find fault with others				
8	starts quarrels with others				
9	is sometimes rude to others.				
Agreeableness: I see myself as someone who					
S/No	Item	SA	A	D	SD
1	is a reliable worker				
2	does things efficiently				
3	does a thorough job				
4	makes plan and				
5	follows through with them				
6	perseveres until the task is finished				
7	can be somewhat careless				
8	is easily distracted				
9	tends to be disorganized				
10	tends to be lazy				
Conscientiousness: I see myself as someone who					
S/No	Item	SA	A	D	SD
1	remains calm in tense situations				
2	is emotionally stable,				
3	not easily upset				
4	is relaxed, handles stress well				
5	can be tense				
6	is sophisticated in art, music, or literature				
7	worries a lot				
8	can be moody				
9	gets nervous easily				
10	is depressed, blue.				
Openness: I see myself as someone who:					
S/No	Item	SA	A	D	SD
1	is original,				
2	comes up with new ideas				
3	has an active imagination				

4	is curious about many different things				
5	is a deep thinker				
6	is politically liberal				
7	values artistic,				
8	aesthetic experience				
9	is inventive/ ingenious				
10	likes to reflect, plays with ideas				
11	prefers work that is routine				

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LEAD CITY UNIVERSITY
FACULTY OF COMMUNICATION AND INFORMATION SCIENCE
DEPARTMENT OF INFORMATION MANAGEMENT

Dear Respondent,

Questionnaire on library quality service (QULIQUS)

I am a postgraduate student of the above named institution and I kindly seek your assistance in completing this questionnaire to enable me complete my study. The purpose of the questionnaire is to collect information on library quality service. All responses will be treated with utmost confidentiality and used for educational purpose only.

Thank you for your cooperation.

Esther OGEDENGE

*Lead City University,
Ibadan.*

Instruction

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

Section A: Demographic profile

Name of institution and Library:

Current level:

Age: below 15 [], 16-20 [], 21-24 [], 25-29 [], 30-34 [], 35-39 [], 40 and above []

Gender: Male [], Female []

Section B: Library Quality (LibQUAL)

Affect of Service					
S/No	Item	SA	A	D	SD
1	Library staff in stil confidence in users				
2	Library staff are ready to respond to users' questions				
3	Library staff are willing to help users				
4	Library staff are dependable in handling users' service problems				
5	Library staff give users individual attention				
6	Library staff have the knowledge to answer user questions				
7	Library staff are consistently courteous				
8	Library staff deal with user in a caring fashion				
9	Library staff understand the need of their users				
Library as Place					
S/No	Item	SA	A	D	SD
10	My institution library is a quiet space for individual activities				
11	My institution library is a comfortable and inviting location				
12	My institution library space inspires study and learning				
13	My institution library is a community space for group learning and group study				
14	My institution library is a getaway for study, learning or research				
Information Control					
S/No	Item	SA	A	D	SD
15	My institution library provide print and/or electronic journal collections I require for my work				
16	My institution library provide the printed library material I need for my work				
17	My institution library provide the electronic information resources I need				
18	My institution library provide easy-to-use access tools that allow me to find things on my own				
19	The library Web site enabling me to locate information on my own				
20	My institution library provide modern equipment that lets me easily access needed information				
21	My institution library makes information easily accessible for independent use				
22	electronic resources in my institution library is accessible from home or office				
Others, please specify					
23					
24					

Appendix II

Bio data

Full Name:

Date and Place of Birth:

Nationality/How Acquired:

State of Origin/Local Govt.:

Permanent Home Address:

Current Postal Address:

Department

E-Mail Address:

Personal Mobile Phone Nos:

Marital Status:

Married

Number and Ages of Children:

Institutions Attended with Dates

Work Experience with Dates:

Professional Trainings

Names and Addresses of Three (3) Referees

1.

Signature

Date

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The University Compliance Certification

This is to certify that, this Thesis is written by **Esther OGEDENGBE** with matriculation number LCU/PG/002349 in the department of Information Management in the Faculty of Communication and Information Sciences, Lead City University, Ibadan is full compliance with the approved University format and style.

Signature

Date

Do Not Copy, Lead City University, Nigeria

Contents

Acknowledgement	iv
Chapter One	1
Introduction	1
1.1 Background to the Study	1
1.2 Statement of Problem	14
1.3 Aim and Objectives	16
1.4 Research questions	17
1.5 Hypotheses	17
1.6 Scope of the Study	18
1.7 Significance of the Study	19
1.8 Operational definition of terms	21
Endnotes	22
Chapter Two	25
Literature Review	25
2.1 Conceptual Review	26
2.1.1. Overview of Service quality	26
2.1.2. Concept of Emotional Intelligence	56
2.1.3. Overview of Personality Traits	67
2.3. Theoretically Model	83
2.3.1 Service Quality (SERVQUAL) Model	83
2.3.2 Emotional Intelligence Theory	85
2.3.3 Big Five Factor Personality Theory	90
2.2. Review of Empirical Studies	96
2.2.1. Emotional Intelligence and Service Quality in Libraries	96
2.2.2. Personality traits and Service Quality in Libraries	98
2.4. Conceptual Framework	116
2.5. Summary of Gaps in Literature Reviewed	117
Endnotes	119
Chapter Three	135
Methodology	135

3.1	Research Design	135
3.2	Population of the Study	135
	Table 3.1: Population of the Study (Library personnel)	136
	Table 3.2: Population of the Study (HND Students)	136
	Animal Health and Production Technology	136
3.3	Sampling Technique and Sample Size	137
3.4	Data Collection Instrument	137
3.5	Validity of the Research Instrument	138
3.6	Reliability of the Research Instrument	139
3.7	Data Collection Procedure	139
3.8	Method of Data Analysis	140
	Endnotes	141
	Chapter four	142
	Results and Discussion	142
4.1	Questionnaires Response Rate	142
4.2	Demographic Characteristics	142
	Table 4.1 Demographic Characteristics of Library Personnel	143
	Table 4.2 Demographic Characteristics of HND Student Respondents	145
	Animal Health and Production Technology	145
	Table 4.3 perspectives of students' levels of service quality offer in colleges of agriculture library	148
	Affect of Service	148
	Table 4.5 Personality traits of library personnel in colleges of agriculture in Oyo state, Nigeria 164	
4.4	Hypotheses	175
	Table 4.6 Influence of Emotional intelligence on of library personnel service qauality	176
	Table 4.7 Personality traits on service quality of library personnel	178
	Table 4.8 Combined influence of emotional intelligence and personality traits on service delivery of library personnel	179
	Table 4.9 relative influence of emotional intelligence and personality traits on service delivery of library personnel	181
	Endnotes	190
	Chapter Five	193
	Conclusion	193

5.1	Summary of the findings	193
5.2	Conclusion	194
5.3	Recommendations	195
5.4	Contribution to Knowledge	196
	Bibliography	198
	Appendix	212
	Bio data	218
	The University Compliance Certification	220

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