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# Emotional Intelligence as a Correlate of School Library Media Centre Service Delivery in Federal Government Colleges in Nigeria

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**EMOTIONAL INTELLIGENCE AS A CORRELATE OF SCHOOL LIBRARY MEDIA  
CENTRE SERVICE DELIVERY IN FEDERAL GOVERNMENT COLLEGES IN NIGERIA**

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**ABSTRACT**

School library media centre (SLMC) is a very important unit of the school which can help to achieve desirable educational goals. However, poor service delivery occasioned by emotional intelligence has been a major setbacks militating against such realisation. The study, therefore, investigated the extent to which school library media specialists (SLMSs) emotional intelligence predict service delivery in SLMCs of federal government colleges in Nigeria. The descriptive research design was adopted in the study. The multi-stage sampling was used to select 48 SLMCs from 16 federal government colleges in four out of the six geopolitical zones in Nigeria. The instrument used was: SLMS Emotional Intelligence and Services Delivery Questionnaire ( $r=0.80$ ). Emotional intelligence ( $r=0.116$ ), had a significant positive prediction on service delivery and SLMSs exhibited medium emotional intelligence ( $\bar{x}=2.15$ ). Emotional intelligence level of SLMSs, is a relevant factors that necessitate reasonable service delivery in SLMCs. Emotional intelligence test should therefore be conducted for SLMSs before they are employed. Education stakeholders should synergise and formulate policies that would enhance service delivery in SLMCs.

**Keywords:** School library media centre, Emotional intelligence and Service delivery

## **Background to the Study**

Ortese and Tor-Anyiin (2008) referred to emotional intelligence as a set of non-cognitive abilities that influence human ability to succeed in life and workplace. Emotional intelligence which falls under the affective learning domain works synergistically with intelligence quotient to enhance human performance. Emotionally intelligent people are skilled in the following non-cognitive areas: identifying emotions, using emotions, understanding emotions and regulating emotions. Individuals who have a strong balance between intelligence quotient and emotional intelligence are more successful in their chosen fields than those who have outstanding intelligent quotient but less developed emotional intelligence. Seligman and Csikzentmihaly (2000) opined that emotional intelligence has implications for the way problems are tackled for prevention activities in physical and mental health care, for effective intervention in school and communities, business and organizations.

Emotional intelligence is a crucial factor to success in life and work place. For instance, in the United States of America, researches have shown that American businesses loose between 5.6 and 16.8 billion dollars each year for not following consistently emotional intelligence guidelines (Goleman, 2011). Emotional intelligence has been found to have the potential to create warmth, smooth and spontaneous social interaction among people in every organisation (Ortese and Tor-Anyiin, 2008). Adeoye (2008) recorded that, emotional intelligence has boosted the performances of accountants, pharmacists, insurance salesmen, nurses, Information Technology professionals, managers and educationists. Also, in the recent time, emotional intelligence is gradually being regarded as a relevant factor in the field of librarianship (Goleman, 2001; Maxwell, 2010 and McCracken, 2010).

Goleman (2001) observed that emotional intelligence is a useful tool that helps librarians to inspire confidence in co-workers and students. Also, Mills and Lodge (2006) submitted that emotional intelligence helps to understand human interaction, readers' perception or view, library extension services and re-strategize when necessary. Moreso, Maxwell (2010) linked better services in library to self awareness, which is a strong component of emotional intelligence. McCracken (2010) referred to emotional intelligence as an inner light which help librarians to deliver his services well. It makes them to be aware that change is inevitable and should prepare for it. A critical examination of emotional intelligence and its numerous benefits show that it will be of immense value to School Library Media Specialist (SLMSs) in various ways. It facilitates ability to understand readers feeling and paying attention to

them through good character, smooth and spontaneous social interaction. It also helps them to identify, understand, use and regulate their personal and readers' emotions, record more success in School Library Media Centre (SLMCs) activities and services, and prevent or tackle problems such as: poor reading culture, defamation, stealing and school management members' insensitivity.

The challenge of school managers' insensitivity or uncaring attitude necessitates the fact that SLMSs need to be emotionally intelligent so as to understand how to relate well and worm themselves into their hearts. Previous works by Goleman (2011); corroborated this assertion by positing that emotional intelligence helps to manage work and record success. Also, Animasaun (2007) affirmed that it boosts ability to deal with other people. In this direction, better service delivery is predisposed to good human relations between SLMSs and school management members.

Effective service delivery is a necessity to every organisation that seeks to achieve its goals within a reasonable stipulated period of time. Mehta (2010) described it as a process that involves: effective communication; building strong relationship; identifying problems; providing solutions; sound planning; and all round the clock support with the sole aim of ensuring that the goals of the organisation are met. This implies that any organisation that does not take this process serious is bound to lose patrons and since the School Library Media Centre (SLMC), is an organisation, good service delivery should be its watch word. It is in this direction that Elaturoti (2010) noted that necessary attention is now being paid to the provision of effective library service in the nation's schools by various stakeholders more than ever before.

This work focuses on emotional intelligence as a correlate of service delivery in SLMCs due to the fact that the myriad of problems existing in SLMC require the service of somebody who is able to manage his emotion intelligently, so that success could be recorded. An emotionally intelligent SLMS will surmount problems easily as they come and relate very well with the students, teachers and management members.

In view of the indispensability of emotional intelligence to service delivery in SLMCs as well as few empirical research studies on it especially in Nigeria, this study focused investigation on it as determinant of service delivery in SLMCs in selected Federal Government Colleges in Nigeria.

## **Statement of the Problem**

The SLMC should be a beehive of activities as a result of goal oriented services which are to be organised by SLMS in conjunction with teachers and school management. However, literature and observation have shown poor service delivery. Pointers to this are underutilisation of SLMCs resources, poor record keeping, dwindling budget, poor patronage, shortage of reading materials, lack of will to organise activities such as; debate, authors day and underperformance of professional roles such as; information acquisition, cataloguing and classification, selective dissemination of information, charging and discharging, and so on. Could this be due to non-application of emotional intelligence to duty by SLMSs? The various challenges facing SLMCs requires the services of an emotionally intelligent SLMSs who will handle them with passion and always empathize with SLMCs' users who have been underserved. Different literature have revealed how emotional intelligence have positively influenced success in the field of medicine, industries, computer, law, psychology and so on if well harnessed. More importantly, research reports indicate that few studies have been done relating to this variable in SLMC service delivery. These challenges could likely affect students reading culture, build up poor relationship between SLMSs and teachers and leave many SLMSs potentials unexplored. It is in light of this that this research investigated emotional intelligence as a predictor of service delivery in SLMCs in selected federal government colleges in Nigeria.

## **Objectives of the Study**

The specific objectives are to:

- i. determine the emotional intelligence level of personnel in the SLMCs of the sampled colleges;
- ii. establish the service delivery level in the SLMCs of the sampled colleges; and
- iii. determine whether emotional intelligence will predict service delivery in SLMCs of the sampled colleges.

## **Research Questions**

The following research questions were answered:

- i. What is the emotional intelligence level of personnel in SLMCs of the sampled colleges?

- ii. What is the service delivery level in the SLMCs of the sampled college?

## **Hypothesis**

The following hypothesis was tested at 0.05 level of significance:

Ho1: There is no significant correlation between emotional intelligence and service delivery in SLMCs of the sampled Federal Government Colleges in Nigeria.

## **Scope of the Study**

The scope of this study is sixteen selected Federal Government Colleges in Nigeria. This is consequent upon the fact that they have well established SLMCs, engage services of SLMSs and have been delivering professionally inclined services to students and staff. Also, this study considers emotional intelligence as a predictor of service delivery in SLMC. Emotional intelligence components are: self-awareness; managing emotions; motivating oneself; empathy; and handling relationships. Besides, service delivery covers: communication; relationship; identifying problems; providing solutions; sound planning; and regular support.

## **Literature Review**

### **Emotional Intelligence and Service Delivery in School Library Media Centre**

Komolafe (2009) defined emotional intelligence as a type of social intelligence that involves the ability to monitor one's own and others emotions, to discriminate among them and to use this information to guide one's thinking and actions. Salovey and Mayer (1990) stated that it covers verbal appraisal and expression of emotion, regulation of emotion in oneself and others as well as utilization of emotional concept in problem solving. Animasaun (2007) referred to emotional intelligence as a set of enquired skills and competencies that predicts positive outcomes at home with one's family, at work and in the society. Emotionally intelligent individuals are often described as: well adjusted; warm; genuine; persistent; and optimistic. Cognitive skill is different from emotional intelligence (Goleman, 2001). The key difference between them is that the latter involves the integration of emotions with thought which enable one to understand what others are feeling(affective) while the former involves the integration, organization and ordering of thoughts.

Mayer and Cob (2000) observed that persons with high emotional intelligence will have more confidence and trust in themselves and more understanding of others. This would therefore

help them to empathize, make better relationship and experience more achievement, love and joy in their lives. Also, those who possess high emotional intelligence are those who truly succeed in work as well as build flourishing careers and lasting meaningful relationships.

SLMSs are human beings who have feelings, emotion, exhibit empathy, need to be motivated and interact on daily basis with teachers and students. These characteristics or attributes make emotional intelligence a concept to be researched on in relations to how it affect SLMC service delivery especially in secondary schools where there are lots of clientele with diverse emotions and background who need to be tendered so as to maximize the utilization of the resources in the centres. Besides, the challenges of insufficient fund, inadequate space, poor reading culture, principals' uncaring attitude and so on require that SLMSs need to be emotionally intelligent so as to maneuver and accomplish their goals.

Mills and Lodge (2006) worked on emotional intelligence and librarian – user interaction and found that emotional intelligence is a useful assistance strategy in library service delivery by helping to: understand that personal interaction is important to many users, understand that such interaction can offer valuable insights into user understanding of the role of the library, understand that there is more to a library than resources access, understand that not all users share the same perception about the information values of tools such as catalogues and databases, appreciate that users see many roles for the library and these are individually constructed based upon past experience and current needs, understand the need to extend the service of a library into user communities, and understand and accept that marketing strategy is relevant in environments such as libraries. The gaps in this study were: resources in the library investigated were not evaluated and also, the impact of emotional intelligence on service delivery was not determined. This work intends to fill these gaps.

Maxwell (2010) opined that SLMSs should seek to develop self-awareness which is one of the domains of emotional intelligence in order to ensure better service delivery. According to him, if they do not know their emotions or recognize the potential effects of these emotions, problem may arise when emotions sabotage actions. For instance, recognizing the propensity toward anger as a result of student misbehaviour in the SLMC, will enable a SLMS contain it or at least allows for that possibility. In addition, SLMS can benefit by developing an accurate sense of their own effectiveness.

Moreover, Goleman (2001) affirmed that a library leader without emotional intelligence will fail to inspire confidence in others within the department and even among students thereby

complicating or undermining productivity. Such leaders will send inflammatory e-mail to students or staff when provoked. Emotional intelligence helps SLMSs to remind themselves that change is inevitable and should be welcomed. This makes it convenient for them to immerse themselves in SLMC projects and goals thereby demonstrating the enthusiasm and commitment that will inspire members of staff and students. He stated further that emotional intelligence will allow SLMSs to communicate effectively especially during conflict, and working with others by building bonds for collaboration and cooperation. He concluded that smart SLMSs would do well by actively incorporating the tenets of emotional intelligence in their daily practice. The research gaps in this study were: theories were not tested and the relationship between management attitude and emotional intelligence was not determined.

McCracken (2010) submitted that emotional intelligence or inner strength of SLMSs reflects positively on their profession. He found that many SLMSs entered the profession with a desire to serve and support both students and teachers, but what they met on ground affected their morale. While this study related emotional intelligence to SLMSs and their working condition or factors, how emotional intelligence could influence service delivery under poor ergonomics was not stressed. This is one of the investigations that this study intends to carry out.

### **Research Design**

This study adopted the descriptive research design of the survey type. The design was considered appropriate because the study variables were not manipulated but investigated and the relationship among them traced.

### **Population of the Study**

The study population was all 48 School Library Media Specialists in sixteen federal government colleges in four Geopolitical Zones in Nigeria.

### **Sampling Techniques and Sample Size**

Multi-stage sampling technique was adopted in the process of selecting sample size in this study. Simple random sampling technique by ballot was used to select four geopolitical zones from the six that exist in Nigeria. The selected zones were: South West; South South; North Central; and North West. In each of the selected geopolitical zones, simple random sampling technique was used to select two states. The states were: Ondo, Ogun, Edo, Rivers,



Nasarawa, Kwara, Kano and Kaduna. Also in each of the states, simple random sampling technique was used to select two Federal Government Colleges (FGCs). This made the number of colleges to be sixteen. In case the selected state has one FGC, it was automatically disqualified from the study and if they were two, both were qualified purposively.

More so, complete enumeration sampling technique was used to select all SLMSs (48) The study total sample size was therefore 48. The SLMSs were selected because they were the one rendering the services.

### **Research Instruments**

This was a 3-section questionnaire titled: School Library Media Specialist Emotional Intelligence and Service Delivery Questionnaire (**SLMSEISDQ**) designed for SLMSs

#### **Section A:**

This comprised demographic variables such as: school name; age; gender; qualification; marital status; and work experience.

#### **Section B:**

This was the emotional intelligence scale. It contained 17 items and was developed by the researcher by adapting those ones designed by Feed Back Guide (2009) and Our Emotional Health (2009). It was a 4-point likert-type scale, which made use of items such as: emotions; self awareness; proper handling of relationship; empathy; and motivating oneself to measure emotional intelligence. The points were: Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD). The reliability coefficient of this scale was 0.77 using Cronbach-alpha method.

#### **Section C:**

This measured service delivery in SLMC. The researcher adapted a 4 – point likert scale that contained 25 items. It was originally designed by Nimsomboon and Nagata (2003) in line with the Service Quality Model. The points were: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).The reliability coefficient of this scale was 0.74 using Cronbach-alpha method.

## Validation and Reliability of Instruments

To ensure face and content validity of the research instrument, it was presented to experts in SLMC in the Abadina Media Resource Centre and in the Department of Library Archival and Information Studies in the University of Ibadan, Ibadan, Nigeria. Also experts in the field of psychology in the university were consulted. Moreover, reliability of research instrument ( $\alpha = 0.80$ ) was ascertained by administering copies to 03 SLMSs of a FGC outside the sample size.

### Data Analysis Technique:

Analysis of data was done using both descriptive and inferential statistics. Descriptive statistics such as: frequency count; percentages; means; and standard deviation were used to provide answers to research questions, while inferential statistics such as: Pearson product moment correlation was used to test the hypotheses formulated at 0.05 level of significance.

## ANALYSIS OF DATA AND DISCUSSION OF FINDINGS

### Response Rate

Forty eight (48) copies of questionnaires were administered to SLMS and all of them were filled, returned and found useful. The response rate was therefore 100%.

**Research Question 1:** What is the emotional intelligence level of personnel in SLMCs of the sampled colleges?

**Table 1: Emotional Intelligence of SLMSs**

S/N	Items	SA 4	A 3	D 2	SD 1	$\bar{x}$	SD
1.	Regular awareness of myself helps me to carry the students/staff along in the School Library Media Centre (SLMC)	24 (50.0)	15 (31.3)	04 (8.3)	05 (10.4)	3.24	0.97
2.	Taking readers perspectives into consideration does not endear me to them.	23 (47.9)	14 (29.2)	05 (10.4)	06 (12.5)	3.13	0.02
3.	Recognizing my feelings as it happens prevents service delay in the SLMC	19 (39.6)	14 (29.2)	08 (16.7)	07 (14.6)	2.94	0.06
4.	Consciously handling my feelings helps me to discharge my duties well in the SLMC	21 (43.8)	13 (27.1)	06 (12.5)	08 (16.7)	2.98	0.08
5.	I always realize what is behind my feelings	22	15	05	06	3.10	0.04

	hence, it does not disturb my duties	(45.8)	(31.3)	(10.4)	(12.5)		
6.	Recognizing how readers feel does not make them to enjoy the services of the SLMC.	13 (27.1)	10 (20.8)	13 (27.1)	12 (25.0)	2.50	0.13
7.	Proper handling of anxieties has also helped	01 (2.1)	01 (2.1)	02 (4.2)	44 (91.7)	1.15	0.58
8.	I never allow sadness to interfere also.	03 (6.0)	04 (8.3)	06 (12.5)	35 (72.9)	1.48	0.00
9.	Readers do not enjoy my social competence in the SLMC	02 (4.2)	01 (2.1)	04 (8.3)	41 (85.4)	1.25	0.69
10.	Stifling of my impulses is my regular habit when readers offend me	01 (2.1)	01 (2.1)	02 (4.2)	44 (91.6)	1.14	0.59
11.	Managing emotions of readers does not make them to always want to visit the SLMC	06 (12.5)	08 (16.7)	19 (39.6)	15 (31.3)	2.11	0.98
12.	Sensitivity to reader feelings endear me to them in the SLMC	03 (6.3)	02 (4.2)	05 (10.4)	38 (79.1)	1.38	0.79
13.	Regular check of my mood helps in delivering service in the SLMC	10 (20.8)	09 (18.8)	09 (18.8)	20 (41.6)	2.18	1.90
14.	Proper handling of fear has really helped in the discharge of my duties in the SLMC	03 (6.3)	04 (8.3)	06 (12.5)	35 (72.9)	1.48	0.90
15.	Controlling myself is habitual when I face challenges in the SLMC	02 (4.2)	04 (8.3)	04 (8.3)	38 (79.2)	1.38	0.00
16.	I always channel my emotion towards the realization of SLMC goals	06 (12.5)	05 (10.4)	15 (31.3)	22 (45.8)	1.90	0.01
17.	Students majority do not always love to discuss their assignment with me	33 (68.7)	02 (4.2)	07 (14.6)	06 (12.5)	3.29	0.01
Weighted Average		2.15					

Table 1 shows that out of the 17 items listed, seven yielded high mean score of between 2.50 and 3.24. Another seven items yielded low mean score of between 1.14 and 1.48. The weighted average of 2.15 attested to the fact that emotional intelligence level of the SLMCs was medium. Finding indicated that SLMCs were regularly aware of themselves, recognized and handle their feelings reasonably, recognized how readers felt promptly and regularly chart with students in respect of their assignments. On the other hand, it was also revealed that, during challenges, SLMC easily lost control, did not handle fear properly, stifle impulses

and did not handle anxiety properly. These and other listed indices rated the SLMSs emotional intelligence medium.

Findings from this study indicated that emotional intelligence level of the investigated SLMSs was medium. Pointers to this is the fact that they easily lose control, did not handle fear and anxiety properly, stifle impulses and did not recognize their feelings at its happened. The implication of this is that SLMSs may not have confidence and trust in themselves, since majority of them are non-professionals. Mayer and Cob (2000) observed that persons with high confidence will have more confidence and trust in themselves. Also the SLMSs are likely to lack ability to develop good problem solving skills. Adeoye (2003) affirmed that highly emotional intelligent people possess good problem solving skills. Another effect of moderate level of emotional intelligence is inability to quickly apply insight, make better choice and endear oneself to users. Goleman (2001) propounded a theory on emotional intelligence which stated that those who are emotionally intelligent have more clarity about their feelings and thought which will enable them to make better choice and endear themselves to others in the school environment. It could therefore be concluded that SLMC productivity is being undermined in the investigated federal government colleges. To buttress this, Goleman (2001) affirmed that a library leader without emotional intelligence will fail to inspire confidence in others within the department and even among students thereby complicating or undermining productivity.

**Research Question 2:** What is the service delivery level in the SLMCs of the sampled colleges?

**Table 2: Services Delivery in the SLMCs of the Sampled Colleges**

S/N	Items	SLMS	
		$\bar{x}$	SD
1.	The School Library Media Centre (SLMC) provides services that meet readers needs	3.21	1.03
2.	It provides regular user education on use of resources	3.07	0.92
3.	Service delivery is not timely in the SLMC	2.05	0.74
4.	The SLMC staff are always on desk to attend to students.	1.81	0.72
5.	The SLMC keep readers informed about services	2.68	1.02

6.	The SLMC does not meets the needs of readers	1.61	0.93
7.	The SLMC has new electronic equipment that are easy to use	1.38	0.72
8.	The SLMC always have new books	1.55	0.69
9.	The SLMC does not make use of computer/multimedia projector to discharge its services	3.14	1.02
10.	The SLMC resources always provide current information on all subjects	2.54	0.55
11.	The SLMC regularly organize lovely activities	2.01	0.81
12.	The SLMC is not a place that enables serious study	1.61	0.93
13.	Resources can easily be located in SLMC	3.22	2.15
14.	Services are promptly delivered at the SLMC	3.13	1.06
15.	I am not satisfied with the services of the SLMC	2.05	0.89
16.	The SLMC staff are courteous in the discharge of services	3.14	1.06
17.	The SLMC does not regularly exhibit its materials	2.70	1.07
18.	I believe the SLMC has the interest of readers at heart	3.61	1.32
19.	The SLMC is attractive, hence it boost reading habit	2.82	0.59
20.	The SLMC staff provides answer to users questions readily	2.74	1.05
21.	The SLMC does not provide access to collections through computer	3.77	0.92
22.	The SLMC opening hour is convenient	3.36	0.04
23.	The SLMC materials are attractive, hence they encourage reading	3.00	0.13
24.	The SLMC makes use of modern equipments to discharge its duties.	1.57	1.06
25.	The SLMC staff does not always assist students to get what they want	1.86	0.98
	Weighted Average	2.55	

Out of 25 items listed in table 2, as indicated by SLMSs, only 15 yielded a high mean score of between 2.55 and 3.77 while others yielded a low mean score of between 1.55 and 2.05. The weighted average of 2.55 showed that the SLMSs believed that service delivery in SLMCs was moderate. Findings indicated that they were of the opinion that: services met the needs of users ( $\bar{x}=3.21$ ), user education were regularly provided ( $\bar{x}=3.07$ ), services were delivered promptly ( $\bar{x}=3.13$ ), staff were courteous ( $\bar{x}=3.14$ ), had the interest of users at heart ( $\bar{x}=3.61$ ) and that the opening hour was convenient ( $\bar{x}=3.36$ ). On the other hand as pointed

out by the SLMS, electronic equipment were not new ( $\bar{x}=1.38$ ), books were old ( $\bar{x}=1.55$ ) and modern equipment were rare ( $\bar{x}=1.57$ ). All these and other indices affirmed that service delivery in SLMC was moderate as indicated by the SLMS.

These findings were in tandem with the findings of Saka and Mohammed (2009) who found that service delivery in SLMCs was inadequate, deficient and substandard. The implication of this is that SLMC users are likely to feel that SLMSs are not interested and concerned about their educational goal. In light of this, Kotler and Kevin (2012) remarked that customers' disloyalty is caused by inconvenience, negative responses, service failure and ethical problems (conflict of interest).

### Hypothesis Testing

Hypothesis One: There is no significant correlation between emotional intelligence and service delivery in SLMCs of the sampled Federal Government Colleges in Nigeria.

**Table 3: Correlation between Emotional Intelligence and Service Delivery in SLMCs**

Variable	N	Mean	StdD	Df	r	Sig (p)	Remark
Emotional Intelligence	48	36.60	5.05	46	0.116	0.005	Sig
Service Delivery	48	63.63	11.86				

Table 3 shows that the correlation coefficient between emotional intelligence and service delivery in SLMCs is positive ( $r=0.116$ ). Since  $p = 0.005 < 0.05$ , it is implied that there is positive significant correlation between emotional intelligence and service delivery in SLMCs of the sample federal government colleges in Nigeria. Therefore the null hypothesis is rejected.

Findings from this research revealed that there is positive significant correlation between emotional intelligence and service delivery in SLMCs of the sampled federal government colleges in Nigeria. This is in consonance with the observation of Goleman (2000) that emotional intelligence is a useful tool that helps librarians to inspire confidence in students. Moreso, Maxwell (2010) linked better services in library to self awareness which is a strong component of emotional intelligence. Besides, Mills and Lodge (2006) found that emotional intelligence is a useful strategy in library service delivery. Also, McCraker (2010) submitted that emotional intelligence of SLMSs reflects positively on their profession. Based on these,

the need arises therefore that prospective SLMS should be trained in the area of emotional intelligence. This goal can only be achieved when stakeholders make available necessary information tools to facilitate this and give total support to inculcation of emotional intelligence training into the curriculum. Services of SLMSs who are aware of themselves, considerate, manage their feelings and anxieties, handle fear well, pursue goals effectively and love to discuss with users about their assignment are crucial to the realization of educational goals, since it has been established that emotional intelligence is a factor that can predict service delivery in SLMC. Certainly, emotional intelligence has been applied successfully in other fields or professions (Adeoye, 2008), therefore it is expected to be of great benefit to SLMC development.

### **Conclusion**

This work empirically studied emotional intelligence, as a predictor of service delivery in SLMCs in federal government colleges in Nigeria. It was found that the SLMS exhibited medium emotional intelligence. Besides, emotional intelligence positively and significantly correlated with service delivery. Lastly, the SLMC service delivery in the investigated colleges was fairly okay. Consequently, federal government, school managers, SLMS and NGOs should synergize and formulate strategies that would enhance service delivery in SLMCs.

### **Recommendations**

Based on the findings, the following recommendations are proffered:

1. Government should increase the number of professionals working in the SLMCs in federal government colleges in Nigeria.
2. SLMS should be made to undergo emotional intelligence test before they are employed.
3. Education stakeholders should synergise and formulate policies that would enhance service delivery in SLMCs.

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