

## EMOTIONAL INTELLIGENCE AND RESEARCH COMPETENCE AMONG ACADEMIC LIBRARIANS IN SOUTH-WEST, NIGERIA

BY

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### Abstract

Research competence among librarians is essential for effectively supporting scholarly activities, facilitating knowledge creation, and advancing academic endeavours. However, despite the importance of this competence, there exists a significant gap in understanding the multifaceted factors that contribute to librarians' research competence in Nigerian tertiary institutions. Literature established that there are many factors that could inhibit employee research competence among librarian in tertiary institutions one of which could include emotional intelligence. Thus, this study examined the emotional intelligence and research competence among academic librarians in south-west, Nigeria. The population consists of the 485 librarians in the 41 accredited public universities and polytechnics in South-West, Nigeria. Total enumeration sampling technique was adopted and questionnaire was the instrument used for the data collection. Data were analysed using descriptive and inferential statistics. Results showed that majority of the respondents 271 (68.3%) were librarians in universities, while the least, 126 (31.7%) works in the polytechnics. There was a moderate level of emotional intelligence in universities ( $\bar{x}=50.57$ ) and polytechnics ( $\bar{x}=49.65$ ). There was a moderate level of research competence in the universities ( $\bar{x}=65.78$ ) and polytechnics ( $\bar{x}=62.19$ ). There was significant positive relationship between emotional intelligence and research competence of the librarians in both universities ( $r=.495$  df =270;  $p<0.05$ ) and polytechnics ( $r=.329$  df =125;  $p<0.05$ ). The level of emotional intelligence influenced the research competence among academic librarians in tertiary institutions in South west, Nigeria. Hence, tertiary institutions should implement targeted professional development programmes focused on emotional intelligence training, structured.

**Keywords:** Emotional intelligence, Research competence, Academic librarian, Universities, Polytechnics, South-west, Nigeria.

### Introduction

Research is a core activity in the academic environment. It could be referred to as the “backbone” of the academic community as it is the key tool in academic achievement and excellence. Research plays a key role in the development and dissemination of knowledge; it leads

to the development of new knowledge as well as contributing to existing knowledge (Islam, 2023). Similarly, Research is known to be an investigative study of the ‘unknown’ (anything at all usually within a specific discipline) to establish new or existing facts, thereby making a valid conclusion (Awodoyin et al. 2020). Research focuses on the necessity of scientific evidence as the foundation for professional practices. More importantly, research work is so significant that Librarians’ promotions and the social prestige attached to the increasing status up to the level of being heads of academic libraries all depend on it. Hence, the need to possess the basic research skills that would aid the proficiency of the librarians in making their pedagogical experience available to the wider world by the way of research productivity (Vieno,et al, 2022)

Research competencies refer to the set of skills, knowledge, and abilities that individuals possess to effectively conduct scholarly inquiry and investigation. Afolabi et al. (2022) stated that research competence entails identification of potential sources of research problems in the various disciplines, the identification of disagreements and inconsistencies in the meanings of a particular concept as used in the practice of various disciplines, appraisal of certain practices in the various disciplines. It also includes the formulation of questions, construction of hypotheses, assessment of the appropriateness of scope and boundaries of the research, employment of the correct procedures in conducting a review of related literature and using the literature review to enhance the research questions and framework. Such skills as posited by Afolabi et al. (2022) could have been developed or enhanced through schooling, seminars, and similar activities attended.

Research competence has been found to be low among academic librarians. Roman, Adriel. (2021) conducted a study on the research competency and performances of higher education institution faculty. The findings revealed the HEI faculty members research competence is generally low. Similarly, Katayev et al. (2023) examined the research and ICT competencies and scientific process skills of teachers in different branches in Kazakhstan. This implies that the teacher among which could be an academic librarians have a low research output. This could be as a result of low emotional intelligence exhibited.

Emotional intelligence is the ability to assess, classify, and monitor emotions. It also involves the ability to regulate one’s emotions (Inuaeyen et al.2024). Antonopoulou (2024) cited Goleman (1995) later expanded the notion of emotional intelligence to include four

domains: self-awareness, self-management, social awareness, and relationship management. Igbinovia (2016) examined emotional self-awareness and information literacy competence as correlate of task performance of academic library personnel. The findings show there is a significant positive relationship between self-awareness and information literacy skills of academic library personnel. Self-awareness is an indicator of emotional intelligence and lack of information literacy skills will affect research competence as there is a need to be skilled in identifying research problems, the right retrieval skills, and search strategies before academic librarians can be competent in research. However, apart from emotional intelligence another factor that is likely affect research competence is training.

In conclusion, literature has shown that research competence could be affected by emotional intelligence. This has been established in developed nations such as the United States of America, Indonesia, and India among others, and professionals such as academic librarians, teachers, instructors, faculty educators, and a host of others. It is in light of this, that this study investigates emotional intelligence as correlates of research competence among academic librarians of universities in South-West, Nigeria

### **Statement of the problem**

In Nigerian tertiary institutions, the pivotal role of librarians in fostering academic research endeavors is widely acknowledged. Research competence among librarians is essential for effectively supporting scholarly activities, facilitating knowledge creation, and advancing academic endeavors. Similarly, as custodians of scholarly resources and facilitators of information access, librarians' research competence significantly impacts the quality and effectiveness of academic pursuits within higher education institutions. However, despite the importance of this competence, there exists a significant gap in understanding the multifaceted factors that contribute to librarians' research competence in Nigerian tertiary institutions. Previous studies have concentrated on research competence of students and lecturers. Moreover, not much is known in the literature about research competence of librarians. As such, there is a strong need to examine the relationship that could exist between some critical factors like emotional intelligence and the research competence of librarians in public tertiary institutions in South-West, Nigeria. Also, there seems to be a paucity of research in the area of examining the relationship between the independent variables (emotional intelligence) and the

dependent variable (research competence of librarians) especially in South-West region of the country. Consequently, this study will investigate the emotional intelligence as correlates of research competence of librarians in Federal Universities in South West, Nigeria. By elucidating these interrelationships, the study aims to inform evidence-based strategies for enhancing librarians' capacity to support and advance scholarly research within the Nigerian higher education landscape. Finally, this research will contribute to scientific knowledge and literatures on emotional intelligence and research competence.

### Research questions

The following research questions will be raised to guide the study:

- i. What is the level of emotional intelligence among librarians in tertiary institutions in South-West, Nigeria.
- ii. What is the level of research competence among librarians in tertiary institutions in South-West, Nigeria.
- iii. What is the relationship between emotional intelligence and research competence of the librarians in tertiary institutions in South-West, Nigeria

### Literature Review

#### Research Competence of Academic Librarians

Afolabi et al (2022) define research competence as the ability to identify potential sources of research problems across various disciplines, recognize disagreements and inconsistencies in the interpretation of specific concepts as used in different disciplines, and evaluate certain practices within these disciplines. It also involves formulating questions, constructing hypotheses, assessing the appropriateness of the scope and boundaries of the research, employing correct procedures in conducting literature reviews, and utilizing the literature review to refine the research questions and framework. Research competency is a crucial attribute that should be developed among all academic librarians. Academic librarians with research expertise, skills, and a positive approach to research will understand systematic thinking, analysis, and synthesis. Within this study's framework, research competence is understood as the mastery of research skills and methodologies at a technological level, aimed at addressing managerial challenges, fostering personal career growth in alignment with modern

societal values and individual desired outcomes. The core objective of the educational system is to cultivate competent and innovative professionals capable of managing their tasks effectively. Varpio and Ellaway (2021) define research competency as an individual's ability, based on their acquired knowledge, skills and experience, to utilize information sources and resources (both print and digital technologies) for the organization, planning, and execution of ethically sound research. This also includes the evaluation and implementation of the results to contribute to national development. It encompasses the capacity to critically evaluate discovered information (verifying their accuracy, relevance, and applicability), and the ability to conduct research.

Despite the growing emphasis on research-oriented teaching, there are limited tools available for assessing librarians' research competency. One such tool is developed by Böttcher and Thiel (2014). This tool, includes indicators such as skills in reviewing the state of research, methodological skills, skills in reflecting on research findings, communication skills and content knowledge skill. This tool could prove useful in identifying areas where researchers including academic librarians might need additional training or support to enhance their skills. It could also serve as a valuable resource for institutions to assess the effectiveness of their training programs and professional development opportunities for researchers (academic librarians). The benefits of research competence for an academic librarian include professional proficiency, career progression, national development, and an increase in global research output, productivity, and ranking among nations. Hence, a study on the research competence of academic librarians in southwestern universities in Nigeria would be of significant relevance to researchers, and the government would greatly benefit from this research. While there seems to be a lack of literature on the research competency of academic librarians, numerous studies have been conducted on the research competence of postgraduate students, from which inferences and conclusions can be drawn.

Afolabi et al (2022) conducted a study on the research competence of postgraduates' students in Library schools in south-west Nigeria. The study adopted a descriptive research design and a population of 161 postgraduate students. A questionnaire was used to collect data from the respondents. Finding revealed the respondents with a mean value and standard deviation of  $\bar{x}= 41.5$ ; std dev= 12.863 had adequate research skills abilities. Also the result showed the research knowledge of the respondents is

adequate with the mean value and standard deviation of  $\bar{x}= 39.34$ ; std dev= 11.641. Lastly it was revealed the attitude of the respondents towards research is adequate with a mean and standard deviation of  $\bar{x}= 32.59$ ; std dev= 10.785. Based on the results, the research competence of the postgraduate students is deemed to be sufficient. However, it was suggested that in order to bring out the research potentials of the postgraduate students the library is required to organize and encourage the students in research training such as seminars, workshops and conferences. This could also be the case of academic librarians

Adeyeye and Ayodele (2023)

examined research competency of postgraduate students of public universities in Lagos Nigeria. The study adopted descriptive survey research. The population of the study made up of 9,804 and a sample size of 370 respondents. A questionnaire was used as the method for data collection. The findings revealed the respondents with a weighted mean of 3.24 level of content competency is high. While respondents methodological skills is high with a mean of 3.32. At the same time 3.28 for evaluation and operationalization of research and mean of 3.45 for ethical practices among the postgraduate students. Overall the grand mean for the postgraduate research competence is 3.32 which indicates that their competence level is high. Nevertheless, it was recommended that the university libraries should organize workshop regularly for the students to enhance their research competency. This could also be inferred to be the case of academic librarians.

Sumarwatti,

Amiruddin and Madar (2021) investigated the element of research skills for the implementation of research by Postgraduate students in Malaysia. This study adopted descriptive survey research. The population was 13 postgraduate students and questionnaire was the instrument used for data collection. Findings indicates that 86.5% of the respondents has inference skills, also the respondents (100%) possess the research design skills. In the same vein a high percentage of the respondents (94.87%) possess the moral and ethical skills, while 92% of the respondents has the integrity skills. The result of the study validates the respondents possess a high level of research competency skills. Notwithstanding, suggestion were made that there should be more implementation of research training programs. Inference is that this could be in tandem with academic librarians.

### **Emotional Intelligence among academic librarian**

Al-qadri and Zhao (2021) portrayed emotional intelligence as the competency to process

emotional information and to employ this information as a guide for comprehension and action. Emotional intelligence pertains to oneself, others, and the environment, suggesting that it should be adaptable to fluctuating conditions and successful in addressing environmental demands. The four primary components of EI are self-awareness, self-management, social awareness, and relationship management (Antonopoulou 2024). Various study has been conducted on the emotional intelligence of academic librarian such as; William-Ilemobola, Adetayo, Asiru and Ajayi (2021) investigated librarians emotional intelligence and conflict management in private university libraries in South west and South-south, Nigeria. The study adopted survey research design and the population comprised of 200 librarians in South west and South-South, Nigeria. Questionnaire was the instrument used to collect data from the respondents. The findings revealed the respondents were found to have a high level of relationship management with a mean score of 3.35. Likewise, it was found out that the respondents with a mean score of 3.26 social awareness skill is adequate. In the same vein, a good number of the respondents ( $m=3.23$ ) self-awareness is good as they are adequately capable of withstanding pressure in the library. While the librarians indicated to have a good level of self-management with a mean score of 3.02. Consequently, it was suggested there should be regular staff training on how to sustain the high level of emotional intelligence

Azami, Azadeh and Sheikhshoael (2020) examined emotional intelligence components among librarians working at medical sciences universities in Tehran. The study method is survey and a population of 110 librarians was used. Questionnaire was used to collect data from the respondents. The findings showed majority of the respondents (83.5%) indicated to be confident of their level of self-awareness. Also 72.1% of the respondents attested to their social awareness skills, while 69.7% of the respondents agreed to have self-management skill and 67.5% agreed their relationship management skill to be sufficient. The study showed that the emotional intelligence of the respondents is at a favorable level. However, recommendation was made for workshops and seminars to increase the librarians' emotional intelligence.

Onwubiko and Ekwueme (2020) investigated the connection between emotional intelligence and effective management of the library and librarians' performance. The study adopted a survey research design with a sampled population of 370 selected among librarians working in different libraries in Nigeria through purposive sampling technique. The



study was guided by three research questions and three hypotheses that were tested at 0.05 level of significance. The instruments used for data collection was a questionnaire. The outcome of the study reveals that there exists high positive relationship between librarians' emotional intelligence and the effective management of university libraries. It also shows that there is low positive relationship existing between librarians' emotional intelligence and their gender. In line with findings, it was recommended, that librarians should take into cognizance both their own emotional intelligence and that of their clients in the course of duty for effective library management as well as create good and conducive library climate and development of intervening programs aimed at increasing librarians' skills in library management irrespective of gender

### **Emotional intelligence and research competence of academic librarian**

There is a void in literature on the association between emotional intelligence and research competence of academic librarians. As such studies that are connected to emotional intelligence and research competence abilities, which may be important for academic librarians' research competencies are employed. Hence conclusions will be drawn. Chan and Pyland (2022) examined the association between EI and academic achievement of 200 undergraduate students of Seoul National University in South Korea. The research utilized a quantitative correlational technique. The findings demonstrated that EI had a positive link with academic achievement, and that the four domains emotional intelligence of (perception, comprehension, regulation, and utilization) had varied impacts on academic performance. In summary, inferences can be drawn that by identifying the link between emotional intelligence and academic achievement, librarians may increase their support services, communication skills, and cooperation efforts to encourage student success and develop a culture of research excellence inside university libraries

Akpur (2020) completed a comprehensive study and meta-analysis on the association between EI and academic success. This research investigated the influence of EI on academic attainment across various theoretical models and indicators of EI. The findings demonstrated a considerable favorable impact of EI on academic success, notably for ability EI and self-report mixed EI. The findings indicated that 6% of the pupils had high EI scores and 94% had above-average EI scores. The research also revealed no significant difference between the EI scores of males and girls, and a favorable link between EI scores and academic achievement scores. It can



be inferred from the study that emotional intelligence plays a crucial role in defining the research competence of academic librarians by affecting their cooperation and communication skills, problem-solving ability, empathy, and general well-being in the job. Librarians who nurture and display strong emotional intelligence are better positioned to successfully assist research activities and contribute to the success of academic researchers within their organizations.

## Methodology

The current research aims to investigate the extent to which emotional intelligence, correlates with research competence of academic librarians in South-Nigeria. The descriptive research design of correlational type was adopted for the study, due to the nature of the subject of investigation. This research design is considered adequate for the study because the purpose of the study is to (identify and establish) the relationship that exists between the independent variables (emotional intelligence) and the dependent variable (research competence of librarians). The population for this research consists of the 485 librarians in the 44 accredited public universities and polytechnics in South-West, Nigeria. This comprises 8 federal universities and 14 state universities in South-West, Nigeria and 6 federal and 13 state polytechnic in South -West, Nigeria. Total enumeration sampling technique was used and instrument for this research is a questionnaire. Face validity was achieved by giving copies of the questionnaire four experts in the Department of Library and Information studies for proper review. Taking cognizance of their comments and criticism, modifications were made on the instrument to make it suitable for the study. The researcher personally and through the help of research assistants administer copies of the questionnaire to the respondents physically. The respondents were given enough time to complete the questionnaire after which it was retrieve the questionnaire. Descriptive statistics involving simple percentages, frequency count, mean and standard deviation was used for research questions. The Pearson Product Moment Correlation (PPMC) was used to test the hypotheses. The analysis of the data was done using the Statistical Product and service solution (SPSS VERSION 28.0.1).

## Results and Discussion

The results and discussion will be discussed in the following order: questionnaire administration and

return rate, demographic characteristics of the respondents, answers to research questions, test of hypotheses and discussion of findings.

### Demographic characteristics of the respondents

Table 1 shows the demographic information of the respondents

**Table 1: Demographic characteristics of respondents**

		UNIVERSITIES		POLYTECHNICS	
		Frequency	Percent	Frequency	Percent
<b>Institution</b>	Universities	271	68.3		
	Polytechnics			126	31.7
<b>Age range</b>	20-29	60	22.1	27	21.4
	30-39	87	32.1	32	25.4
	40-49	64	23.6	36	28.6
	50 – above	60	22.1	31	24.6
<b>Gender</b>	Male	140	51.7	78	61.9
	Female	131	48.3	48	38.1
	Single	149	55	72	57.1
<b>Marital status</b>	Married	122	45	54	42.9
<b>Academic Qualification</b>	HND/BSC	57	21	29	23
	MSC	126	46.5	56	44.4
	PhD.	88	32.5	41	32.5
<b>Designation</b>	Assistant Librarian	41	15.1	18	14.3
	Librarian 2	40	14.8	8	6.3
	Librarian 1	50	18.5	14	11.1
	Senior Librarian	56	20.7	23	18.3
	Principal Librarian	50	18.5	19	15.1
	Assistant Chief Librarian	-	-	20	15.9
	Deputy/Chief Librarian	29	10.7	20	15.9
	University/Polytechnic Librarian	5	1.8	4	3.2
	<b>Total</b>	<b>271</b>	<b>100.0</b>	<b>126</b>	<b>100.0</b>

Results showed that majority of the respondents 271 (68.3%) were librarians in universities, while the least, 126 (31.7%) works in the polytechnics. The results in table 4.1 showed the age distribution of librarians in universities with most 87 (32.1%) of the respondents falling within the age range 30-39, whereas, the least 27 (21.4%) falls within 20-29 in polytechnic. In Universities, male respondents 140 (51.7%) were more than their female counterparts 131 (48.3%), likewise in polytechnics, the number of male respondents 78 (61.9%)

was more than that of the female 48 (38.1%). Most of the respondents in both universities 149 (55%) and polytechnic 72 (57.1%) were married. The results also showed that the majority of the respondents in universities 56 (20.7) and polytechnics 23 (18.3%) were senior librarians.

### **Answers to the research questions**

#### **Research question one: what is the level of emotional intelligence among librarians in tertiary institutions in South-West, Nigeria?**

Tables 1 and 2 present results on the level of emotional intelligence among librarians in tertiary institutions in South-West, Nigeria.

Table 1: Emotional intelligence of librarians in tertiary institutions

Statement	UNIVERSITIES										POLYTECHNIC									
	VGE		G E		ME		NE		Mean	SD	VGE		G E		ME		NE		Mean	SD
	F	%	F	%	F	%	F	%			F	%	F	%	F	%	F	%		
<b>RELATIONSHIP MANAGEMENT</b>																				
Positive impact	129	47.6	2	0.7	32	11.8	108	39.9	2.56	1.42	64	50.8	7	5.6	19	15.1	36	28.6	2.79	1.33
Collaboration and cooperation	130	48	2	0.7	34	12.5	105	38.7	2.58	1.41	48	38.1	7	5.6	19	15.1	52	41.3	2.40	1.36
Conflict management	118	43.5	6	2.2	51	18.8	96	35.4	2.54	1.35	36	28.6	7	5.6	22	17.5	61	48.4	2.14	1.30
Communication	127	46.9	6	2.2	48	17.7	90	32.3	2.63	1.36	68	54	7	5.6	19	15.1	32	25.4	2.88	1.31
Building bonds	118	43.5	2	0.7	43	15.9	108	39.9	2.48	1.39	52	41.3	7	5.6	22	17.5	45	35.7	2.52	1.34
<b>Weighted mean</b>									<b>2.56</b>	<b>1.39</b>									<b>2.55</b>	<b>1.33</b>
<b>SELF AWARENESS</b>																				
Self-confidence/esteem	148	54.6	2	0.7	29	10.7	92	33.9	2.76	1.40	56	44.4	10	7.9	13	10.3	47	37.3	2.60	1.38
Accurate self-assessment/evaluation	148	54.6	2	0.7	36	13.3	85	31.4	2.79	1.38	58	46	10	7.9	13	10.3	45	35.7	2.64	1.37
Emotional self-awareness	145	53.5	6	2.2	30	11.1	90	33.2	2.76	1.39	57	45.2	10	7.9	13	10.3	46	36.5	2.62	1.37
<b>Weighted mean</b>									<b>2.77</b>	<b>1.39</b>									<b>2.62</b>	<b>1.37</b>
<b>SELF-MANAGEMENT</b>																				
Growth orientation	153	56.5	2	0.7	38	14	78	28.8	2.85	1.36	49	38.9	10	7.9	19	15.1	48	38.1	2.48	1.34
Innovation	145	53.5	2	0.7	33	12.2	91	33.6	2.74	1.39	54	42.9	10	7.9	19	15.1	43	34.1	2.60	1.34
Trustworthiness	157	57.9	2	0.7	30	11.1	82	30.3	2.86	1.37	61	48.4	10	7.9	19	15.1	36	28.6	2.76	1.32
Optimism/positivism	152	56.1	2	0.7	32	11.8	85	31.4	2.82	1.38	58	46	10	7.9	19	15.1	39	31	2.69	1.33
Initiative	154	56.8	2	0.7	29	10.7	86	31.7	2.83	1.39	66	52.4	10	7.9	19	15.1	31	24.6	2.88	1.29
Conscientiousness	139	51.3	2	0.7	31	11.4	99	36.5	2.67	1.41	58	46	10	7.9	19	15.1	39	31	2.69	1.33
<b>Weighted mean</b>									<b>2.80</b>	<b>1.38</b>									<b>2.68</b>	<b>1.33</b>
<b>SOCIAL AWARENESS</b>																				
Leadership	127	46.9	2	0.7	19	7	123	45.4	2.49	1.45	56	44.4	7	5.6	22	17.5	41	32.5	2.62	1.39
Empathy	131	48.3	2	0.7	23	8.5	115	42.4	2.55	1.44	50	39.7	7	5.6	25	19.8	44	34.9	2.50	1.33
Organisational commitment	130	48	2	0.7	20	7.4	119	43.9	2.53	1.45	58	46	7	5.6	22	17.5	39	31	2.67	1.33
Achievement/service orientation	137	50.6	2	0.7	23	8.5	109	40.2	2.62	1.44	54	42.9	7	5.6	22	17.5	43	34.1	2.57	1.34
Organisational awareness	127	46.9	2	0.7	23	8.5	119	43.9	2.51	1.44	54	42.9	7	5.6	25	19.8	40	31.7	2.60	1.32
<b>Weighted mean</b>									<b>2.54</b>	<b>1.44</b>									<b>2.59</b>	<b>1.34</b>
<b>Grand Total</b>									<b>50.57</b>	<b>26.62</b>									<b>49.65</b>	<b>25.42</b>

Key: VGE= Very Great Extent, GE= Great Extent, ME= Moderate Extent, NE= No Extent

Table 1 showed the librarians' responses on statements intended to measure the emotional intelligence in universities and polytechnics in south west, Nigeria. The indicators that were used to measure relationship management, self-awareness, self-management and social awareness. Majority of the respondents affirmed to have self-management ( $\bar{x}$ =2.68) and self awareness ( $\bar{x}$ =2.62). The least number of respondents claimed to have relationship management ( $\bar{x}$ =2.55) and social awareness ( $\bar{x}$ =2.59).

In order to determine the level of emotional intelligence of librarians, a test of norm was conducted. There are nineteen statements in the scale used to measure emotional intelligence and four response formats comprising of Very Great Extent (VGE) =4, Great Extent (GE) =3, Moderate Extent (ME) =2 and No Extent (NE) =1. The nineteen statements were multiplied by the four measures, which gives a score of 76. The division of 76 by 3 gives 25.3. This is represented in Table 2

**Table 2: Test of norm for level of emotional intelligence among the librarians**

Scale	Universities	Range	Polytechnics	Level
"1-25.3"				Low
"25.4-50.6"	<b>50.57</b>		<b>49.65</b>	<b>Moderate</b>
"50.7-76"				<b>High</b>

Table 2 showed that the librarians in both tertiary institutions possessed a moderate level of emotional intelligence as reflected by the overall mean values in universities ( $\bar{x}$ =50.57) and polytechnics ( $\bar{x}$ =49.65) with self-management and self-awareness rating high. The moderate level of emotional intelligence among librarians at universities and polytechnics could be attributed to several factors. One possible reason is limited exposure to structured emotional intelligence training, which can help develop relationship management and social awareness. Additionally, the librarians could exhibit considerable self-management and social awareness but lower levels of relationship management and social skills due the nature of their work, which often involves independent tasks rather than frequent team-based interactions. This finding is in consonance with the study of Balamurugan and Ranganathan (2020) who revealed that the majority of the respondents had a moderate level of emotional intelligence. The result is likewise in agreement with that of Oyeboade (2016) who examined the emotional Intelligence of Library

Personnel and Library Work Productivity in Selected Academic Libraries in Oyo state and found that most of the respondents rated their self-awareness and self-management skills to be very high with relationship management being the least. The findings are in contrast to William-Ilemobola, Adetayo, Asiru and Ajayi (2021) who discovered that the librarians in private university libraries in South west and South-south, Nigeria have a high level of relationship management and social awareness skills rather than self-awareness and self-management skills.

**Research question two: what are the types of staff training participation among librarians in tertiary institutions in South-West, Nigeria?**

Tables 3 present results on the types of staff training participation among librarians in tertiary institutions in South-West, Nigeria.

Table 3 research competence among librarians in tertiary institutions

Statement	UNIVERSITIES										POLYTECHNIC									
	SA		A		D		SD		Mean	SD	SA		A		D		SD		Mean	SD
	F	%	F	%	F	%	F	%			F	%	F	%	F	%	F	%		
<b>Skill in reviewing the state of research</b>																				
I know how to conduct a targeted search of the state of research on a specific topic	151	55.7	18	6.6	102	37.6	0	0	3.18	.951	60	17.6	25	19.8	38	30.2	3	2.4	3.14	.953
I know where to target a search of the state of research on a specific topic	151	55.7	26	9.6	93	34.3	1	0.4	3.21	.936	47	37.3	24	19	52	41.3	3	2.4	2.93	.965
I am able to systematically review the state of research regarding a specific topic	129	47.6	25	9.2	114	42.1	3	1.1	3.03	.971	53	42.1	21	16.7	49	38.9	3	2.4	3.00	.980
Based on the state of research, I am able to identify gaps/unaddressed questions for further research	143	52.8	23	8.5	105	38.7	0	0	3.14	.948	54	42.9	24	19	45	35.7	3	2.4	3.04	.967
I can evaluate the methodological quality of research findings well	137	50.6	26	9.6	106	39.1	2	0.7	3.10	.959	50	39.7	20	15.9	53	42.1	3	2.4	2.94	.982
<b>Weighted mean</b>									<b>3.13</b>	<b>.953</b>									<b>3.01</b>	<b>.969</b>
<b>METHODOLOGICAL SKILLS</b>																				
I find it difficult to formulate specific research questions/hypotheses	159	58.6	36	13.3	76	28	0	0	3.37	.965	48	38.1	40	31.7	35	27.8	3	2.4	3.16	1.02
I am able to decide which data/sources/ material. I need to address my research questions	7	2.6	166	61.3	18	5.9	82	30.3	2.36	.944	7	5.6	43	34.1	10	7.9	6.6	52.4	1.93	1.04
I am able to plan a research study	164	60.5	15	5.5	89	32.8	3	1.1	3.28	.986	59	46.8	12	9.5	52	41.3	3	2.4	3.09	1.10
I find it very difficult to start/initiate each step of the research process	21	7.7	137	50.6	33	12.2	80	29.5	2.37	.990	19	15.1	35	27.8	35	27.8	37	29.4	2.29	1.05
I find it easy to decide which methods I need to use to address a specific research question	7	2.6	159	58.7	23	8.5	82	30.3	2.34	.940	10	7.9	42	33.3	15	11.9	59	46.8	2.02	1.06
<b>Weighted mean</b>									<b>2.74</b>	<b>.965</b>									<b>2.50</b>	<b>1.05</b>



SKILLS IN REFELECTING ON RESEARCH FINDINGS

I am able to adequately interpret my research findings	3	1.1	139	51.3	20	7.4	10 9	40.2	2.13	.972	8	6.3	44	34.9	11	8.7	63	50	1.98	1.05
I am able to adequately relate my research findings to key theories in the subject area	3	1.1	126	46.5	22	8.1	12 0	44.3	2.04	.977	11	8.7	32	25.4	8	6.3	75	59.5	1.83	1.09
I am able to critically reflect on methodological limitations of my own research findings	134	49.4	31	11.4	106	39.1	0	0	3.10	.937	43	34.1	14	11.1	66	52.4	3	2.4	2.83	1.06
I am able to reflect on the implications of my own research findings in my discipline	134	49.4	26	9.6	107	39.5	4	1.5	3.07	.973	46	36.5	14	11.1	62	49.2	4	3.2	2.87	1.08
I am able to discuss my research findings with regard to their potential applications	140	51.7	26	9.6	104	38.4	1	0.4	3.13	.950	43	34.1	14	11.1	63	50	6	4.8	2.81	1.09
<b>Weighted mean</b>									<b>2.69</b>	<b>.962</b>									<b>2.46</b>	<b>1.07</b>

COMMUNICATION SKILLS

I can write up research findings in accordance with the current conventions in my discipline	4	1.5	138	50.9	32	11.8	97	35.8	2.18	.947	11	8.7	41	32.5	9	7.1	65	51.6	1.98	1.10
I am able to write a publication in accordance with the standards of my discipline	136	50.2	35	12.9	99	36.5	1	0.4	3.14	.953	52	41.2	8	6.3	66	52.4	0	0	2.98	1.10
I find it difficult to write a report that meets the standards of academic writing	26	9.6	109	40.2	51	18.8	85	31.4	2.28	1.01	17	13.5	30	23.8	22	17.5	57	45.2	2.06	1.11
I am able to prepare research findings for a presentation at a research colloquium	2	0.7	116	42.8	46	17	10 7	39.5	2.05	.924	11	8.7	49	38.9	12	9.5	54	42.9	2.13	1.08
I am able to present my research at a scientific meeting in accordance with current standards in my discipline	0	0	125	46.1	38	14	10 8	39.9	2.06	.927	8	6.3	40	31.7	12	9.5	66	52.4	1.92	1.05
<b>Weighted mean</b>									<b>2.34</b>	<b>.952</b>									<b>2.21</b>	<b>1.09</b>

CONTENT KNOWLEDGE

I have a sound knowledge of the main research methods in my discipline	0	0	135	49.8	24	8.9	11 2	41.3	2.08	.953	8	6.3	46	36.5	12	9.5	60	47.6	2.02	1.05
I would describe my methodological knowledge as sophisticated and comprehensive	0	0	138	50.9	28	10.3	10 5	38.7	2.12	.941	11	8.7	47	37.3	9	7.1	59	46.8	2.08	1.09
I am very familiar with different	0	0	116	42.8	24	8.9	13	48.3	1.94	.955	11	8.7	48	38.1	12	9.5	55	43.7	2.12	1.08

research methods in my subject area	1																					
I am informed about the most important national and international academic outlets in my discipline	0	0	128	47.2	19	7	124	45.8	2.01	.966	11	8.7	43	34.1	15	11.9	57	45.2	2.06	1.07		
I am informed about the standards for academic publications that apply in my discipline	139	51.3	17	68	111	41	4	1.5	3.07	.990	51	40.4	11	8.7	64	50.8	0	0	2.98	1.09		
Weighted mean										2.24	.961										2.25	1.08
Grand mean										65.78	23.97										62.19	26.31

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Table 3 showed the librarians' responses on statements intended to measure research competence in universities ( $\bar{x}=3.13$ ) and polytechnics ( $\bar{x}=3.01$ ) in south west, Nigeria which revealed a high skill in reviewing the state of research in both universities and polytechnics. Majority of the respondents in universities find it difficult to formulate specific research questions/hypotheses ( $\bar{x}=3.37$ ) and they are able to plan a research study ( $\bar{x}=3.28$ ) while the least of the respondents were very familiar with different research methods in their subject area ( $\bar{x}=1.94$ ). Most of the respondents in polytechnics also find it difficult to formulate specific research questions/hypotheses ( $\bar{x}=3.16$ ) and know how to conduct a targeted search of the state of research on a specific topic ( $\bar{x}=3.14$ ). The least of the respondents in polytechnics were able to adequately relate their research findings to key theories in the subject area ( $\bar{x}=1.83$ ).

In order to determine the level of research competence of the librarians in the universities and polytechnics, a test of norm was conducted. There are twenty-five statements in the scale used to measure research competence and four response formats (Strongly Agree, Agree, Disagree and Strongly Disagree). The twenty-five statements were multiplied by the four measures, which gives a score of 100. The division of 100 by 3 gives 33.3.

**Table 4: Test of Norm showing the level of research competence of librarians**

Scale	Universities	Range	Polytechnics	Level
“1 – 33.3” “33.4 – 66.6” “66.7 - 100”	65.78		62.19	Low Moderate High

Table 4 showed that the librarians in tertiary institutions possessed a moderate level of research competence as reflected by the overall mean values in the universities ( $\bar{x}=65.78$ ) and polytechnics ( $\bar{x}=62.19$ ). The findings of this study revealed a high skill in reviewing the state of research in both universities and polytechnics. However, majority of the respondents in universities find it difficult to formulate specific research questions/hypotheses and they are able to plan a research study. Whereas, most of the respondents in polytechnics also find it difficult to formulate specific research questions/hypotheses and know how to conduct a targeted search of the state of research on a specific topic. The high skill in reviewing the state of research in both universities and polytechnics may be due to the emphasis on literature review in academic training. However, difficulties in formulating specific research questions/hypotheses suggest a gap in research design skills. University respondents' ability to plan a study indicates stronger methodological training, while polytechnic respondents' struggle with targeted searches highlights a need for better research information retrieval skills. The results corroborate the findings of Ismail and Meerah (2011) who revealed that majority of the doctoral students have the reflection skills and high problem-solving skills while least number had research methodology skills

### Test of the Hypotheses

**There is no significant relationship between emotional intelligence and research competence of the librarians in universities and polytechnics.**

Table 5 shows the correlation between emotional intelligence and research competence of the librarians in universities and polytechnics.

**Table 5: Relationship between emotional intelligence and research competence of librarians**

Institution	Variables	Mean	Std. Deviation	N	Df	R	P	Remarks
Universities	Emotional intelligence	50.57	26.62	271	270	.495	.000	Sig.
	Research competence	65.78	23.97					

	Emotional intelligence	49.65	19.2	126				
<b>Polytechnics</b>					125	.329	.000	Sig.
	Research competence	65.19	26.31					

*Note: hypothesis is tested at 0.05 significant level*

Results in Table 5 revealed that there was significant positive relationship between emotional intelligence and research competence of the librarians in both universities ( $r=.495$  df =270;  $p<0.05$ ) and polytechnics ( $r =.329$  df =125;  $p<0.05$ ). This implies that emotional intelligence of librarians has direct impact on their research competence. Thus, the null hypothesis stating that there is no significant relationship between emotional intelligence and research competence of the librarians in tertiary institutions is hereby rejected. The findings suggest that higher emotional intelligence enhances the research competence of librarians, leading to improved problem-solving and analytical skills. This implies that fostering emotional intelligence through training can enhance research productivity. This aligns with the position of Collins and Cooper (2014) who revealed the significant relationship between emotional intelligence and qualitative researcher to the effect that emotional intelligence may allow qualitative researchers to control their emotions, sympathise with their subjects, and deal with the obstacles and complexity of qualitative research.

### **Recommendations**

The following recommendations are proffered based on the findings;

1. Given the moderate level of emotional intelligence among librarians, tertiary institutions should implement targeted professional development programmes focused on emotional intelligence training. Workshops on relationship management, self-awareness, self management, social management and social skills should be integrated into capacity-building initiatives to improve interpersonal relationships and research collaboration.
2. Since research competence is at a moderate level, institutions should create an enabling research environment by providing access to well-equipped research centres, high-quality academic resources, and research funding opportunities. Librarians should be encouraged to participate in research collaborations, academic writing workshops, and publication training to improve their research output.

3. Institutions should integrate technology-driven learning platforms to support continuous professional development. Online courses, webinars, and virtual workshops should be made accessible to librarians to enhance their emotional intelligence and research competence.

## **Conclusion**

This study examined emotional intelligence and research competence among librarians in tertiary institutions within the South-West geopolitical zone of Nigeria. The findings establish that research competence among librarians is significantly influenced by their level of emotional intelligence. The study confirms a significant positive relationship between emotional intelligence and research competence, suggesting that self-awareness, self-management, and other emotional competencies enhance librarians' ability to conduct and support research. Hence, the study underscores the interdependence of emotional intelligence in shaping librarians' research competence. These findings emphasize the necessity of a professional framework that promotes continuous learning and emotional intelligence development to enhance research productivity within tertiary institutions.

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