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Use of Social Intelligence for Enhanced Service Delivery by Librarians in University Libraries in Delta State, Nigeria

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Abstract

This study examines the Use of social intelligence by librarians as tool for improving academic library services in university libraries in Delta State. A sample of 90 librarians participated in the study. The research instrument used for data collection was a questionnaire. Major finding of the study revealed librarians from university libraries provided numerous library services in order to meet the information needs of the library users. Some of the library services offered includes; reference services, circulation services, internet services, inter-library loan services, current awareness services among others. It was also revealed that librarians in university libraries adopt different social intelligence skills in order to deal with issues pertaining to the needs of library users. Some of the social skills include ability to develop interpersonal relationship / communication / engagement, showing empathy and openness, listening/showing interest, ability to identify and fulfill information needs and it was also revealed they librarians used social intelligence to high extent to satisfy library users. The study concluded that social intelligence not only supports librarians in addressing challenges but also strengthens their role as facilitators of learning and information access.

Keywords: Social Intelligence, Academic Library Services and University Libraries.

Introduction

Academic institutions play a key role in society by preparing future generations to use the acquired knowledge to fulfill their responsibilities more effectively. The libraries of these institutions serve a variety of users such as students, faculty, administrators and staff with diverse information needs (Song, Buba, & Song, 2018). These libraries collect a variety of information sources and offer various services for supporting instructional, research and learning activities. Hence, the importance of libraries in academic institutions is considerable and they are often viewed as a nucleus of academic activity.

University libraries are established to meet the teaching, learning, research and recreational needs of their academic community by acquiring up to date information resources and rendering services channeled to meet the needs of their teaming patrons. According to Jato, Ogunniyi and Olubiyo (2014), libraries are termed as treasure of knowledge. They house information available in a variety of documentary forms such as journal articles, research and technical reports, conference papers, standards, patents, dissertation, survey data, etc. According to the nature of information content, these are categorized as primary sources. Primary sources are that which embody the information in original and nascent form. Libraries also provide secondary source of information that guide users to the primary documents such as indexes, bibliographies and abstracts. Other types of sources termed as reference sources also exist which are basically books that are consulted for definite piece of information like dictionaries, encyclopedias and handbook. All these forms of sources are part of the library resources.

The resources and services university libraries offer create opportunities for learning, support literacy and education, and help shape the new ideas and perspectives that are central to a creative and innovative society. library services offered include circulation service, reference service, online reservation of books, recommendation of library material, current awareness service, inter library loan service, photocopying /printing service, orientation and information sessions, selective dissemination of information (Sulyman, Adeyefa and Amzat, 2021). Connaway (2013) in trying to provide value services to user in effective and efficient manner a level of social intelligence is needed.

Social Intelligence revolves around an individual's ability to understand, and act on, the feelings, thoughts, and behaviors of other people. This type of intelligence can take place "in the moment" of face-to-face conversations but also appears during times of deliberate thinking. It involves emotional intelligence and self-awareness (Hernon & Rossiter, 2016). Cherry (2019) stated that intelligence encompasses a range of aptitudes, abilities, skills and talents and these are needed by staff and worker of organization or institutions to perform their duty exceptionally well. Gardner (2011), in his book titled "Frame of Mind: The Theory of Multiple Intelligence," defines intelligence as the ability to solve problems, or to create products, that are valued within one or more cultural settings. Gardner categorized intelligence into two: On one hand, intelligence is seen as an interaction between certain proclivities and potentials and, on the other hand, intelligence is seeing the opportunities and constraints that characterize a particular cultural setting. Brief review of the theory of Social Intelligence was first brought to the forefront by an American Psychologist known as Edward Thorndike in

1920, who defined Social Intelligence as the ability to understand and manage men and women and boys and girls, to act wisely in human relations (Morin, 2020).

Social Intelligence is different from other forms of intelligences. Intelligence Quotient (IQ) refer to individual level intelligence, Emotional Intelligence (EQ) is connected to individual-to-individual level, while social Intelligence works at one to-many levels. Social Intelligence helps individuals build relationships and is important in numerous aspects of a person's life. It allows an individual to form friendships and alliances. On a group level, social intelligence allows people to function as humans. It validates the notion that humans are social beings and relies on each other's cooperation. By understanding one selves and other people, people can find ways to collaborate for mutual benefit and this include library users. University library is a social facility because it is an instrument expected to meet all aspects of information needs of its users. For libraries to fulfill this purpose, Connaway (2013) posited that Librarian will need to continue to adapt and provide services for people to use, create, and curate information and content because the relationship between librarians and potential users is a very important one in which both parties will have to tow the line of showing mutual interest in any given transaction. This may call for a different breed of librarians in the future, a type who is ready to embraces change in other to better serve their users. New technologies, modes of communication, and delivery of services will continue to force librarians to rethink the services of the moment. This will require developing relationships with members of the community to provide user-centered services that meet their needs and expectations by the mean of imploring social intelligence.

Social intelligence is increasingly recognized as a vital skill in librarianship because it enables professionals to interpret user needs, foster empathy, and create inclusive environments that encourage library use. Adekanye (2023) highlights that librarians who apply social intelligence are better positioned to improve the relevance of libraries in society, as they can build stronger connections with patrons and respond effectively to diverse expectations. Similarly, Abatayo and Silagan (2024) demonstrate that librarians' social intelligence, combined with self-efficacy, significantly improves their competency in implementing bibliotherapy programs, which support students' socio-emotional learning. These findings show how social intelligence extends beyond routine service to specialized interventions that directly impact user well-being.

In addition to service quality, social intelligence contributes to workplace satisfaction and professional fulfillment. Udezi and Adomi (2025) found that librarians with higher levels of social skills reported greater workplace well-being, including improved collaboration, reduced stress, and stronger professional relationships. This suggests that social intelligence is not merely a soft skill but a professional asset that sustains organizational performance and enhances the consistency of high-quality service delivery. Taken together, these studies affirm that social intelligence is integral to modern librarianship, shaping both user engagement and the internal dynamics of library teams. Despite the importance of social intelligence in helping librarians in improving academic library services much is still unknown hence the need for the study.

Statement of the Problem

The library has various roles to play in the preservation and sustenance of cultural heritage, promotion of culture, stimulation of learning about cultural practices and provision of information akin to the information needs of the societal members. Therefore, librarians as custodians of knowledge need social intelligence to be able to better understand and serve their teaming users who come to the library with all sort of information needs.

However, it has been observed that in many libraries, a lot of librarians lack adequate social skills to handle users with the aims of understanding their needs which is the first and most important step to meeting such needs. With reference to the above, from preliminary search and investigation it was discovered by the researcher that the continuous decline in the use and consultation of information centers by users can be traced to the poor use of social intelligence on the part of the custodians of the knowledge centers in improving University library services. Therefore, the study is set out to investigate Use of social intelligence by librarian as tool for improving academic library services in four selected academic libraries in Delta State.

Objectives of the Study

The main purpose of the study was to examine the use of social intelligence by librarians as tool for improving academic library services in university libraries in Delta State.

The specific purposes are to:

- 1) Examine library services provided by librarians in the university libraries
- 2) Ascertain the social intelligence skills adopted by librarians in improving university library services.
- 3) Examine the extent to which these social intelligence skills are used by librarians to improve University library services.

Research Questions

The research questions for the study are as follows;

1. What are the library services provided by librarians in university libraries?
2. What are the social intelligence skills adopted by librarians to improve University library services?
3. What extent does these social intelligence skills used by librarians improve University library services?

Literature Review

Library Services Provided by Librarians in University Libraries

To facilitate academic success, academic libraries must provide access to a broad range of information resources. Reference and referral services, orientation activities, and instruction sessions that teach students the critical thinking skills necessary for using

library information resources are one of the basic services provided by the staff particularly to new students of the institutions in Nigeria. Varied and innovative orientation programmes to new users of the library include teaching by personal contact and through the preparation and use of instructional information resources in various formats. Introducing the library users to the library activities, provide a gateway to all future inquiries, not only preparing the users as independent users but also teaching them to use information sources as citizens, as consumers, as professionals, and for recreational purposes (Okonkwo, 2015).

Today's academic libraries typically provide access to subscription-based online resources, including research databases and eBooks collections, in addition to physical books and journals. University libraries also offer space for students to work and study, in groups or individually, on silent floors and reference and research help services, sometimes including virtual reference services. Some University libraries lend out technology such as video cameras, iPads, and calculators. To reflect this changing focus, many academic libraries have remodeled as Learning Commons. University libraries and learning commons often house tutoring and writing centers and other academic services (Jato, Ogunniyi, & Olubiyo 2014). Also, according to Connaway (2013) university libraries have transformed in the 21st century to focus less on physical collection development and more on information access and digital resources. Today's academic libraries typically provide access to subscription-based online resources, including research databases and eBooks collections, in addition to physical books and journals. University libraries also offer space for students to work and study, in groups or individually, on silent floors and reference and research help services, sometimes including virtual reference services. Some University libraries lend out technology such as video cameras, iPads, and calculators. To reflect this changing focus, many academic libraries have remodeled as Learning Commons. The various services rendered by academic libraries (Steward, 2011; Bashir, 2014) are explained below:

Circulation /Borrowing Services

Circulation / borrowing services are one of the most vital services rendered by academic libraries in Nigeria to their clientele. These services are being provided for her teeming population of users which constitute students, staff and other potential patrons at large which are outside the academic environment such as the immediate communities' members where the library is situated. The academic library provides these services by way of providing information resources that can cater for their endeavors.

Reference Service

Academic libraries in Nigeria offer quality services to users by answering questions via telephone, the web, email, or in person. Reference services often go beyond answering specific questions, providing personalized guidance on identifying and locating research information (Adeniran, 2011). Tools like databases, bibliographies, and other aids help introduce users to the library's resources and guide them in finding materials to expand the pool of information available. Library staff connect users to a wide range of resources within and beyond the system, including branch or specialized libraries and campus support services like academic, financial, writing, and counseling assistance. Orientation activities, in various forms, familiarize new users with the library's

facilities, resources, and services, and may also include public relations efforts to introduce students to resources available within the university or on information networks. Academic libraries play a vital role in helping users make the best choices from the vast universe of recorded information, justifying their existence by showing value to those who support them.

Bibliographic Verification Services

This service focuses on providing accurate information about publications, rather than people, events, or organizations. To do this, a reference librarian uses bibliographic tools like indexes, bibliographies, and catalogues to check that users' details about a document are correct and complete. It's an important service, as students, scholars, publishers, authors, and the public often overlook or miss some bibliographic details in their citations. Publication dates, author names, and other information can sometimes be cited incorrectly, so this service helps users verify and ensure accuracy.

Current Awareness Services (CAS)

Academic libraries in Nigeria offer various information services, especially to keep users updated on new publications or resources. According to Adeniran (2011), Current Awareness Services (CAS) often take the form of regular listings—daily, weekly, or otherwise—of publications, monographs, and periodical articles within a specific subject area. These lists are shared with certain of users or the general library audience to inform them about available resources. For instance, a user may discover something relevant to their field and request the resource or part of it. Brady and Cronin (2016) describe CAS as reviewing publications immediately upon receipt, selecting materials relevant to the organization's programs, and bringing them to the attention of individuals whose work they relate to. This can be done through circulars, phone calls, library bulletins, notification forms, routing periodicals with marked articles, or circulating tables of contents.

Reprographic Services

The photocopying is the most frequently requested element of user services in academic libraries in Nigeria. Information resources such as reference works, rare books, theses, periodicals or heavily used items which are not normally loaned may be photocopied.

Adhering strictly to copyright laws and supplied to students, some even permit the photocopying of personal document or private note. In addition, certain libraries especially academic libraries are responsible for giving binding services to the users provided that the binding unit is not overburdened with the library official work.

Technical Services

Under the technical services the academic libraries in Nigeria are seen as providing some technical services to their users. Dahan, Taib, Zainudin, and Ismail, (2016) and Adeniran, (2011) highlights some of those services as acquisition / collection management where librarians acquire, collect and manage the information resources

(books and media). Other services include cataloguing and classification: The academic librarians provide both manual and electronic cataloguing systems for their users that facilitate easy access to the information resources of their choice in the library. Academic librarians make impact in this area by suggesting a suitable classification system to be used in the library.

Social Intelligence

The Theory of Social Intelligence was first brought to the forefront by an American Psychologist known as Edward Thorndike in 1920, who defined Social Intelligence as the ability to understand and manage men and women and boys and girls, to act wisely in human relations (Morin, 2020). Social Intelligence revolves around an individual's ability to understand, and act on, the feelings, thoughts, and behaviors of other people. This type of intelligence can take place "in the moment" of face-to-face conversations but also appears during times of deliberate thinking. It involves emotional intelligence and self-awareness (The Positivity Project, 2016).

Cherry (2019) argues that intelligence is one of the most talked about subjects in Psychology because there is no standard definition of what exactly constitutes it. Some researchers have suggested that intelligence is a single, general ability. Others believe that intelligence encompasses a range of aptitudes, abilities, skills and talents. Gardner (2011), in his book titled "Frame of Mind: The Theory of Multiple Intelligence," defines intelligence as the ability to solve problems, or to create products, that are valued within one or more cultural settings. Gardner categorized intelligence into two: as an interaction between certain proclivities and potentials and, on the other as seeing the opportunities and constraints that characterize a particular cultural setting. Other authors have established a smaller or larger set of basic intelligences than Gardner or have popularized some types, particularly emotional intelligence. Social Intelligence is different from other forms of intelligences because Intelligence

Quotient (IQ) mostly works at individual level, Emotional Intelligence (EQ) mostly works at one-on-one level, while Social Intelligence works at one-to-many level. Social Intelligence helps individuals build relationships and is important to numerous aspects of a person's life. It allows an individual to form friendships and alliances. On a group level, Social Intelligence allows us to function as humans. It validates the notion that humans are social beings and rely on each other's cooperation. By understanding ourselves and other people, we can find ways to collaborate for mutual benefit (Goleman, 2016).

Social Intelligence has been conceptualized in different ways by different Psychologists, with most of them emphasizing on being aware of issues in a society. For instance, Balkhi (2020) pinpointed six components of social intelligence as; verbal fluency and conversational skills, knowledge of social roles, rules, and scripts, effective listening skills, understanding what makes other people tick, role-playing and social and impression management skills.

The impact social intelligence has on service transactions have been researched in the business and medical fields; However, a gap exists in the literature regarding social intelligence and customer service provision in Libraries. Ashkanasy, and Dorris, (2017)

point out, all aspects of library work have affective components, including providing quality customer service, assisting library users during the information seeking process, leading library employees, and collaborating with library colleagues. Mills and Lodge (2006) cited by Irvin, (2021) state that social intelligence abilities and competencies are important for interactions between librarians and library users, in professional interactions with colleagues, and as a part of interpersonal exchanges and relationships within the library. Many studies express a need for librarians, especially library leaders, to develop soft or people skills through social intelligence (Sulyman, Adeyefa, & Amzat, 2021). Morin, (2014) contends that social intelligence competencies are important for library leaders to cultivate after discovering that job announcements often focus on hard skills.

Using a content analysis of job advertisements and surveys of library deans and directors, Hernon and Rossiter (2016) created sets of competencies correlating with five categories of social intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. In the area of self-awareness researchers identified the following: cognitive abilities, self-awareness, organizational direction, a sense of humor, and a respect for diversity and for others were the competencies identified as the most important. In the self-regulation category, the number one ability was emotional self-management, followed by integrity, flexibility, decision-making, comfort with ambiguity, and the ability to reason strategically and tactically. Under motivation, Wyber, (2019) identified competencies or traits including visionary, ability to motivate others, optimism, commitment to profession and organization, and skill in determining the direction for the organization. Treating people with dignity and respect was the top competency in the empathy category, followed by interpersonal skills, the ability to attract and retain talent, good judgment, listening skills, and the ability to foster high quality service. Finally, in the area of social skills, the ability to function in a political environment topped the list along with effectiveness in leading change, developing partnerships, building rapport, collaboration, and resonance or inspiring excellence (Hernon & Rossiter, 2016). Hernon and Rossiter (2016) determined that those hiring library leaders do not always seek individuals with soft skills associated with social intelligence. He further stated that to be successful, library leaders should learn which traits or competencies are the most critical for an individual in leadership positions to develop and seek professional development opportunities to cultivate them. Kreitz (2009) quoted by Summey (2017) identified academic traits and competencies important for effective library leaders using four domains of social intelligence: self-awareness, self-management, social awareness, and relationship management. In the study, Kreitz further compared responses from academic library deans with those from members of senior management teams regarding the top traits essential for library deans and for members of senior management teams. The top two traits identified for a library dean were the ability to set a direction to guide the organization and to articulate that strategic vision. Other ideal traits include the talent to develop a shared vision and engage others in that vision, the ability to function in a political environment, the capacity to motivate people to undertake a shared vision, and the skills to obtain outside resources. The top trait or ability identified for members of senior management teams was the cognitive ability to handle multifaceted situations. Hosseini, Khosravi, and Jahromi, (2014) identified “the ability to listen and delegate, having integrity, exercising

good judgment, and having good interpersonal skills” as most important for both library deans and senior management team members to cultivate. Research identified several competencies essential for library leaders corresponding with social intelligence including the ability to establish and maintain relationships, the skill to control their own emotions, the capacity to anticipate and respond appropriately to the emotions of others, the ability to delay self-gratification, effective communication, and to utilize empathy in working with others such as employees and library users. Hendrix, (2013) and Khan, Masrek, and Nadzar, (2015) proposed that library professionals at all levels should develop social intelligence competencies to create a better library environment and potentially be prepared for future roles requiring leadership competencies.

As librarians deal with the changing information landscape and continue to transform to meet evolving user needs, Hendrix (2014) viewed social intelligence as a crucial component in change management and implementation. The author states, “librarians in the midst of change who focus on understanding, assessing and strengthening their own social intelligence, no matter their place in the library organizational chart, can better cope with workplace stress. Khan, Masrek, and Nadzar (2015) and Kahn and Ullah (2014) determined that cultivating social intelligence competencies are important for librarians because of connections to job satisfaction, commitment, and overall work. Khan et al. (2015) recommended training for Pakistani librarians in all aspects of social and emotional intelligence to help manage job stress, improve employee satisfaction and commitment, and to increase their service orientation and relationship building capabilities. Khan, Masrek, and Nadzar (2015) identified several personal attributes listed for potential job candidates. Many of these attributes relate to traits and abilities that comprise social intelligence, such as social skills, self-regulation, empathy, and motivation. Job advertisements articulated social skills using terms such as communication skills, collaboration, and the ability to work in teams. In advertisements, employers defined self-regulation as innovation, adaptability, self-control, and conscientiousness. Employers categorized service orientation and the ability to work with diverse individuals under empathy.

Finally, in the area of motivation, the top traits found were initiative and achievement drive. Wypber, (2019) concluded that employers are seeking individuals that are socially competent with specific personal attributes.

Social Intelligence Skills of Librarians

Social intelligence skills are increasingly recognized as essential for librarians, given the interpersonal nature of their work and the evolving role of libraries as community-centered institutions. Social intelligence encompasses the ability to understand social cues, empathize with diverse users, and manage relationships effectively. Adekanye (2023) argues that librarians who demonstrate strong social intelligence are better able to interpret user needs, foster inclusivity, and enhance the relevance of libraries in society. Similarly, Abatayo and Silagan (2024) highlight that social intelligence, combined with self-efficacy, strengthens librarians’ competency in implementing bibliotherapy programs, which support students’ socio-emotional learning. These findings suggest that social intelligence

is not only a soft skill but a professional competency that directly impacts service quality and user satisfaction.

Beyond user engagement, social intelligence also contributes to workplace well-being and professional fulfillment. Udezi and Adomi (2025) found that librarians with higher levels of social skills reported improved collaboration, reduced stress, and stronger professional relationships, all of which enhance organizational performance and the consistency of service delivery. This evidence underscores that social intelligence skills are integral to both external service provision and internal team dynamics, positioning librarians to thrive in modern library environments where adaptability, empathy, and collaboration are increasingly valued. Taken together, recent scholarship affirms that social intelligence is a critical asset for librarianship, shaping both user experiences and institutional success.

Extent to Which Librarians Social Intelligence Skills Improve Library Services

The extent to which librarians' social intelligence skills improve library services is evident in how these interpersonal abilities enhance user engagement, service delivery, and the overall relevance of libraries in society. Social intelligence enables librarians to interpret diverse user needs, communicate effectively, and foster inclusive environments that encourage library use. Adekanye (2023) emphasizes that librarians who apply social intelligence are better able to connect with patrons and make libraries more responsive to societal expectations, thereby increasing their relevance. Similarly, Abatayo and Silagan (2024) show that social intelligence, combined with self-efficacy, strengthens librarians' competency in implementing bibliotherapy programs, which directly support students' socio-emotional learning. These views demonstrate that social intelligence skills extend beyond routine service interactions to specialized programs that enrich the educational and emotional experiences of library users.

In addition to improving user-centered services, social intelligence contributes to the internal efficiency and sustainability of library operations. Udezi and Adomi (2025) found that librarians with higher levels of social skills reported greater workplace well-being, including improved collaboration, reduced stress, and stronger professional relationships. This translates into more cohesive teams and consistent delivery of high-quality services. By fostering empathy, adaptability, and effective communication, social intelligence ensures that librarians can manage conflicts, build partnerships, and maintain user trust, all of which are critical for modern libraries functioning as community hubs. Thus, the extent of improvement is substantial, as social intelligence not only enhances direct service provision but also strengthens the institutional capacity of libraries to meet evolving societal needs.

Methods

The study used a descriptive survey research design. According to Arumuru (2015), this design emphasizes objectivity, thorough coverage, and provides a solid basis for efficiency and accuracy in decision-making. It was chosen for this study to explore how librarians in Delta State libraries use social intelligence. A total of 90 professional librarians from four university libraries in Delta State took part: Delta State University Library, Delta State University of Science and Technology Library, Novena University Library, and Michael and Cecilia Ibru University Library. Data was collected through

a structured questionnaire that gathered information on the services offered by librarians, the social intelligence skills they use to enhance university library services, and the extent to which these skills are applied. The collected data was analyzed using both descriptive and inferential statistics.

Results

This is the result of analysis of data generated using the questionnaire. Results are presented in line with the research questions.

Table 1: Library services provided by librarians in the selected university libraries

S/N	Items	SA		A		D		SD		Mean
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	Reference services	56	66	24	28	5	6	0	0	3.6
2	Circulation service	47	55	34	40	4	5	0	0	3.51
3	Inter library loan services	19	22	14	16	24	28	29	34	2.29
4	Photocopying service	42	49	31	36	9	11	3	4	3.32
5	Current awareness services	37	44	29	34	14	16	5	6	3.15
6	Selective dissemination services	19	22	17	20	26	31	23	27	2.38
7	ICT services	58	68	25	29	2	2	0	0	3.66
8	Lending services	35	41	29	34	12	14	9	11	3.06
9	Inter-library cooperation	29	34	24	28	22	26	10	12	2.85
10	Community service	31	36	25	29	21	25	8	9	2.93
11	Bibliographic services	16	19	18	21	22	26	29	34	2.25
12	Reservation of documents	39	46	28	33	13	15	5	6	3.19
13	Reader advisory and support services	45	53	29	34	11	13	0	0	3.4
14	Referral services	33	39	26	31	17	20	9	11	2.98
15	Information services	41	48	28	33	9	11	7	8	3.21

Aggregate Mean 3.05 Criterion Mean 2.5

As shown in Table 1, with an aggregate mean of 3.05 which is greater than the criterion mean of 2.50, it can be concluded that librarians in the selected libraries in the universities under the study provide library services.

Social intelligence skills adopted by librarians in improving university library services

Table 2: Social intelligence skills adopted by librarians in improving university library services

S/N	Items	SA		A		D		SD		Mean
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	Interpersonal relationship/communication engagement	44	52	29	34	8	9	4	5	3.33
2	Empathy and openness	42	49	28	33	9	11	6	7	3.25
3	Listening showing interest	48	56	33	39	3	4	1	1	3.51
4	Identifying and fulfilling information needs	45	53	27	32	9	11	4	5	3.33
5	Ability to read users	39	46	25	29	13	15	8	9	3.12
6	Self-awareness and impulse control	27	32	21	25	19	22	18	21	2.67
7	Instructional skills and ability to teach	47	55	26	31	7	8	5	6	3.35
8	Humor	25	29	21	25	19	22	20	24	2.6
9	Social responsibility	28	33	25	29	20	24	12	14	2.81
10	Positive outlook	33	39	25	29	17	20	10	12	2.95

From the table 2, it can be seen that librarians adopt different types of social intelligence skills to attend to their users as all the items considered had a higher mean. With an aggregate mean of 3.09 which is greater than the criterion mean of 2.50, it can be concluded that librarians from the selected university librarians adopt social intelligence skills.

The extent librarians use social intelligence skills to improve university library services

Table 3: **Extent librarians use social intelligence skills to improve university library services**

S/N	Items	VHE		HE		LE		VLE		Mean
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	Interpersonal relation/communication	43	51	29	34	11	13	2	2	3.33
2	Empathy and openness	45	53	31	36	6	7	3	4	3.39
3	Listening/ showing interest	47	55	32	38	2	2	0	0	3.39
4	Identifying and fulfilling information needs	49	58	25	29	1	1	0	0	3.21
5	Ability to read users	47	55	23	27	10	12	5	6	3.32
6	Self-awareness and impulse control	38	45	27	32	14	16	6	7	3.14
7	Instructional skills or the ability to teach	48	56	27	32	0	0	0	0	3.21
8	Humor	29	34	26	31	17	20	13	15	2.84
9	Social responsibility	32	38	26	31	18	21	9	11	2.95
10	Positive outlook	36	42	28	33	14	16	7	8	3.09
Aggregate Mean		3.19		Criterion Mean		2.5				

Table 3 shows that with an aggregate mean of 3.19 which is less than the criterion mean of 2.50, finding from the study showed that the extent librarians use social intelligence in the selected university libraries is high.

Discussion of Findings

The study finds that libraries provide numerous services in order to meet the needs of the library users. It was also revealed that librarians in university libraries adopt different social intelligence skills in order to deal with issues pertaining to the needs of library users. These skills are usually adopted to ensure smooth interaction between library users and librarians. This finding agrees with Hernon and Rossiter (2016) who created sets of competencies correlating with social intelligence expressing that in order to meet the needs of library users, librarians should develop skills like; self-awareness, self-regulation, motivation, empathy, and social skills. Also, in support with the above Kreitz (2009) quoted by Summey (2017) identified academic traits and competencies as important for effective library leaders using social intelligence as self-awareness, self-management, social awareness, and relationship management in meeting users needs.

It was also discovered that the extent librarians use social intelligence in the selected university libraries is high. meaning that university librarians in order to solve the different challenges in dealing with library users needs and issues, regularly use social

intelligence in order to satisfy library users. Irvin (2021) state that social intelligence abilities and competencies are important for interactions between librarians and library users, in professional interactions with colleagues, and as a part of interpersonal exchanges and relationships within the library. Many studies express a need for librarians, especially library leaders, to develop soft or people skills through social intelligence (Sulyman et al., 2021).

Recommendation

In view of the findings and the conclusions, the researcher suggested the following recommendations:

1. Prioritize continuous training for librarians on social intelligence skills such as empathy, self-awareness, and relationship management through workshops and professional development programs;
2. Integrate social intelligence into competency frameworks so that interpersonal skills are valued alongside technical expertise in library service delivery;
3. Encourage collaborative initiatives within university libraries that allow librarians to practice and refine social intelligence skills in real-world contexts, such as user engagement programs and community outreach;
4. Promote interdisciplinary collaboration by housing services such as tutoring and writing centers within libraries, enabling librarians to apply social intelligence in broader academic support roles;
5. Support library leaders in developing soft skills through mentorship and leadership training, ensuring they can model effective social intelligence for their teams;
6. Leverage technology and virtual services to extend the application of social intelligence in digital interactions, ensuring librarians can meet user needs both physically and virtually.

Conclusion

The findings reveal that university libraries have evolved beyond their traditional role of housing physical collections to become dynamic learning environments that provide access to digital resources, collaborative spaces, and technological tools. This transformation underscores the importance of librarians adopting social intelligence skills to effectively meet the diverse needs of users. The evidence shows that competencies such as self-awareness, empathy, motivation, and relationship management are critical in fostering smooth interactions between librarians and patrons, thereby enhancing service delivery and ensuring user satisfaction. Social intelligence not only supports librarians in addressing challenges but also strengthens their role as facilitators of learning and information access in modern academic contexts.

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