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Assessing and Enhancing Emotional Intelligence among Nigerian Librarians

ABSTRACT: The democratization process in Nigeria has been dismally slow owing to issue of leadership in Nigeria, especially among the librarians. Researchers have attributed this prevalent tendency of the Nigerian librarians not being able to manage library failures and successes to inadequacies of emotional intelligence requisite for career progression and professional self-actualization. There is dearth of research in the area of assessing and enhancing emotional intelligence among Nigerian librarians. Attempts made to uncover related studies in this area have proved abortive. It is anticipated that the position of this paper will provide baseline information for research as to how emotional intelligence affects leadership styles in the library organisation. By using the qualitative approaches and literature review, this study tries to elaborate key concepts of leadership and its relationship with the Nigerian librarians, such as: Concept of Emotional Intelligence; Emotional Intelligence and Leadership; Leadership and Leadership Style; the Transformational-Transactional Leadership Style Theory by J.M. Burns was Used to Explain the Concept of Leadership Style; and Relevance of J.M. Burns Theory to this Study.

KEY WORD: Assessing; Enhancing; Emotional Intelligence; Nigerian Librarians.

ABSTRAKSI: "Menilai dan Meningkatkan Kecerdasan Emosional diantara Pustakawan Nigeria". Proses demokratisasi di Nigeria berjalan sangat lambat karena isu kepemimpinan di Nigeria, khususnya di kalangan pustakawan. Para peneliti telah mengaitkan kecenderungan umum dari pustakawan Nigeria yang tidak mampu mengelola kegagalan dan keberhasilan perpustakaan ini dengan ketidacukupan kecerdasan emosional yang diperlukan untuk kemajuan karier dan aktualisasi diri profesional. Ada kelangkaan penelitian di bidang menilai dan meningkatkan kecerdasan emosional diantara pustakawan Nigeria. Upaya yang dilakukan untuk mengungkap studi terkait di bidang ini terbukti gagal. Posisi makalah ini diantisipasi akan memberikan informasi dasar untuk penelitian tentang bagaimana kecerdasan emosional mempengaruhi gaya kepemimpinan dalam organisasi perpustakaan. Dengan menggunakan pendekatan kualitatif dan kajian pustaka, penelitian ini mencoba menguraikan konsep-konsep kunci kepemimpinan dan hubungannya dengan pustakawan Nigeria, seperti: Konsep Kecerdasan Emosional; Kecerdasan Emosional dan Kepemimpinan; Kepemimpinan dan Gaya Kepemimpinan; Teori Gaya Kepemimpinan Transformasional-Transaksional oleh J.M. Burns Digunakan untuk Menjelaskan Konsep Gaya Kepemimpinan; serta Relevansi Teori J.M. Burns dengan Studi ini.

KATA KUNCI: Menilai; Meningkatkan; Kecerdasan Emosional; Pustakawan Nigeria.

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INTRODUCTION

The success of any organization depends on the leader and the leadership style use in driving the organizational processes. This makes leadership studies or researches a recurrent exercise. The success or failure of any organisation is attributable to its leadership, who inspires and directs the staff to achieve defined goals. This implies that in order to maximize the efforts and productivity of a workforce, a formal effective leadership must be in place. This leadership must be task-oriented with the ability to influence the workers towards achievement of personal and organisational goals (Kolzow, 2014; Appelbaum *et al.*, 2015; and Cannella & Monroe, 2017).

Effective leaders would combine practical strategies and interpersonal procedures to create commitment and loyalty, which would generate outcomes that would give organizations a competitive edge (Cooper, 2017; Li *et al.*, 2019; and Petrick *et al.*, 2019). Leadership revolves around human relationships. This relationship is between those in positions of authority and those who are expected to obey and follow their directives and guidelines. Success in leading, then, becomes dependent upon the capacity of the leader to build and nurture those relationships that cause people to do extraordinary things (Kouzes & Posner, 2012; Kolzow, 2014; and Bamidele & Awoyemi, 2017).

Libraries have the hierarchical structure of management. Policies are formulated at the apex and passed down the chain of authority for implementation. Leaders in a library are head of the libraries, sections, and units of the institution. They manage the work performance of their sub-ordinates through duty scheduling, coordination of routine activities, supervising, delegating, evaluating, and disciplining as the need arises (Certo, 2012; Osuigwe *et al.*, 2013; and Bamidele & Awoyemi, 2017).

ICT (Information and Communication

Technology) has brought challenges to leadership in libraries by creating a dynamic environment, which is constantly changing through technological innovations that require human adaptation. To meet these challenges and survive in the changing world, library leaders need clusters of competencies that will empower them to remain in control, innovative, and achieve defined objectives (Reilly, 1998; Mulcahy, 1999; and Faulk, Lambert & Rolston, 2005).

Empirical research highlight clusters of competencies, which enable leaders to excel in organisations. These are intellectual or cognitive abilities, self-management or intrapersonal abilities, and relationship management or interpersonal abilities. The latter two groups of competencies are considered part of the emotional intelligence proficiencies (Boyatzis *et al.*, 1999; Kővári, 2016; and Truninger *et al.*, 2018).

The focus of this paper, therefore, is to assess and enhance emotional intelligence among Nigerian librarians, which becomes imperative if the country is to develop maximally in all facets of national development bearing in mind its huge human and material resources. This is essential because the population and spread of Nigeria in the African continent demands that everything must be done to preserve her corporate existence as a guarantee for the security of her neighbours and dependant nations. Thus, the introduction or research into any mechanism likely to enhance the leadership performance of Nigeria librarians is worthwhile (*cf* Fry, Ketteridge & Marshall eds., 2009; Stephen, 2016; and Alabi, 2018).

By using the qualitative approaches and literature review (Aitken & Herman, 2009; Gentles *et al.*, 2016; and Snyder, 2019), this study tries to elaborate key concepts of leadership and its relationship with the Nigerian librarians, such as: (1) *Concept of Emotional Intelligence*; (2) *Emotional Intelligence and Leadership*; (3) *Leadership and Leadership Style*; (4) *the*

Transformational-Transactional Leadership Style Theory by J.M. Burns was Used to Explain the Concept of Leadership Style; and (5) Relevance of J.M. Burns Theory to this Study.

RESULTS AND DISCUSSION

Concept of Emotional Intelligence.

There are many scholars studies and discussed on EI (Emotional Intelligence). One of them is J. Manktelow & A. Carlson (2014), who tried to describe the EI, as following here:

Emotional intelligence is the ability to recognize your emotions, understand what you are being told, and realize how your emotions affect people around you. Emotional intelligence also involves your perception of others; when you understand how they feel, this allows you to manage relationships more effectively (Manktelow & Carlson, 2014).

People with high EI (Emotional Intelligence) are usually successful in most things they do. This is because they are the ones that other people want on their team. When people with high EI send an email, it gets answered. When they need help, they get it; because they make others feel good, they go through life much more easily than people who are easily angered or upset (Goleman, 1995; Manktelow & Carlson, 2014; and Singhal, Garg & Saxena, 2014).

EI is also the ability of a person to use emotions as a guiding tool for interpersonal effectiveness in his or her social environment. It is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity, and influence (Karim, 2011; Singhal, Garg & Saxena, 2014; and Adegboyega, 2016).

There are four branches of EI. In this context, J.D. Mayer & P. Salovey (1997), and other scholars, proposed a model that identified four different factors of EI: the perception of emotion; the ability to reason

using emotions; the ability to understand emotion; and the ability to manage emotions (Mayer & Salovey, 1997; Adegboyega, 2016; and Fiori & Vesely-Maillefer, 2018).

Firstly, *Perceiving Emotions*: the first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding non-verbal signals, such as body language and facial expressions (Mayer & Salovey, 1997; Norris, 2014; and Sauter, 2017).

Secondly, *Reasoning with Emotions*: the next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention (Mayer & Salovey, 1997; Pasha, 2016; and Cherry, 2018).

Thirdly, *Understanding Emotions*: the emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if a boss is acting angrily, it might mean that he is dissatisfied with his worker's work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife (Mayer & Salovey, 1997; Grandey, 2000; and O'Brien & Linehan, 2014).

Fourthly, *Managing Emotions*: the ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately, and responding to the emotions of others are all important aspects of emotional management (Mayer & Salovey, 1997; Kerr *et al.*, 2006; and Serrat, 2017).

Emotional Intelligence and Leadership.

Emotional intelligence moods and emotions in the workplace influence several critical job variables, such as work performance, creativity, and commitment. The ability to manage these moods and emotions, so as to achieve the desired performance level, is

known as EI (Emotional Intelligence). So, EI has become increasingly popular as a measure for identifying potentially effective leaders, and as a tool for developing effective leadership skills in Nigeria library and information science (Kerr *et al.*, 2006; Langley, 2010; and Srivastava, 2013).

One of the most applied constructs, which EI has been associated with is that of leadership. The leadership literature has produced countless theories outlining which characteristics compose the most effective leader, however, current academic research in the area describes two distinct types of leaders: transformational and transactional (Kerr *et al.*, 2006; Batool, 2013; and Mandell & Pherwani, 2013).

Transformational leader stimulates interest among colleagues, inspires a different outlook on the work, generates an awareness of the goals of the organization, develops others to higher level of ability, and motivates others to consider the interests of the group over their own interests. Along these lines, transformational leadership is said to comprise the following four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Bass & Avolio, 2013; Batool, 2013; and Dev, 2015).

Alternatively, the transactional leader is one who rewards (or disciplines) staff on the basis of their performance. They emphasize work standards, task completion, and employee compliance, while relying heavily on organizational rewards and punishments to influence employee performance (Bass & Avolio, 2013; Batool, 2013; and Jenner, 2019).

P. Salovey & J.D. Mayer (1990), and other scholars, introduced the concept of “Emotional Intelligence” in their works, which combines cognition, emotion, and intelligence. EI (Emotional Intelligence) represents a set of dispositional attributes for monitoring one’s own and others’

feelings, beliefs, and internal states in order to provide useful information to guide one’s and others’ thinking and action (*cf* Salovey & Mayer, 1990; Carson, Carson & Birkenmeier, 2010; Adegboyega, 2016; and Jenner, 2019).

EI has become a popular topic in the business press in recent years. According to Bano Fakhra Batool (2013), and other scholars, EI has become increasingly popular as a measure for identifying potentially effective leaders, and as a tool for developing effective leadership skills. There is little empirical research that substantiates the efficacy of EI in these areas (Kerr *et al.*, 2006; Batool, 2013; and Adegboyega, 2016).

EI embraces and draws from numerous other branches of behavioural emotional and communication theories, such as NLP (Neuro-Linguistic Programme), Transactional Analysis, and Empathy. The assumption of these theories is that individuals with EI are assisted to become productive and successful at what they do, and help others to become more productive and successful equally (Batool, 2013; Ugoani, 2015; and Jenner, 2019).

It has been observed that the presence of EI in an individual, for example a Nigerian librarian, enables such a person to benefit from elements inherent in EI known for their potency in reducing stress for individuals and organizations by decreasing conflict and improving relationships (Sani *et al.*, 2013; Alreshidi, 2018; and Hendrix, 2018).

The human society is a complex entity that requires constant adaptation and adjustment in order to ensure continuous harmony among its diverse population. This is in line with the notion of C. Darwin (1872), and other scholars, when they propagated the idea of emotional expression for survival and successful adaptation (Darwin, 1872; Bergman, 2018; and Ludwig & Welch, 2019).

Similar to the submission of B. Mandell

& S. Pherwani (2013), and other scholars, there are two classes of leaders identified by current literature on leadership, i.e. the transformational and the transactional leaders with their characteristic personality profile malleable for efficient manpower mobilization based on their possession of four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Brown & Reilly, 2008; Bass & Avolio, 2013; and Mandell & Pherwani, 2013).

Research studies have shown that EI is a veritable tool for purposeful leadership and result-oriented governance. EI has equally been identified as means of marking out potentially efficient leaders, who possess requisite characteristics for mass mobilization as a pre-condition for national development (Allen, Shankman & Miguel, 2012; Batool, 2013; and Bausseron, 2018).

Similarly, B. Mandell & S. Pherwani (2013), and other scholars, noted that EI is required for the production of the two main classes of leaders-transformational and transactional leaders with attendant personality profile for required manpower mobilization and peaceful co-existence (Brown & Reilly, 2008; Bass & Avolio, 2013; and Mandell & Pherwani, 2013).

Furthermore, R. Bar-On (2019), and other scholars, noted that emotional expression is a requisite condition for manifestation of adaptive leadership that is capable of adjusting to varying environmental demands and requirements in line diverse population exigencies (Yukl & Mahsud, 2010; Walters, 2018; and Bar-On, 2019).

Leadership and Leadership Style.

Organizations, such as library, are established to accomplish some laid out objectives. To attain this, the human factor is of paramount standing. In place of the human factor is the leader. In this context, G. Kraines (2011), and other scholars, emphasized that leadership has become a reoccurring word that has been used in most

disciplines (Shrestha, 2008; Kraines, 2011; and Omeluzor, 2018).

However, different scholars have given different meaning to this concept. R.E. Riggio, I. Chaleff & J. Lipman-Blumen eds. (2008), and other scholars, for example, described leadership as a learning process that is centrally associated with what needs to be said about what others understand and follow. Therefore, this is mostly concerned with leader-follower relationship. They, further, expressed that it is an ongoing process whereby the leader and follower may change their roles (Riggio, Chaleff & Lipman-Blumen eds., 2008; Malakyan, 2015; and Read III, 2018).

It is seen as the dynamic processes at work in an assembly, whereby employees are freely committed to organizational goals and objectives in terms of achieving them. Leadership is one major concept studied in the social sciences the most. The analysis accorded to leadership is not so ground-breaking, considering the fact that it is a global phenomenon objectively evolving in humanity and in animal classes (Cole, 2012; Kolzow, 2014; and Bass, 2018).

Shying away from the well-known leadership styles, such as autocratic, democratic and laissez-faire leadership styles, in recent times, two major types of leadership styles that have attracted the attention of scholars are: transformational and transactional leadership styles. Researchers in their various studies believe that transformational and transactional leadership styles encompass every other kind of leadership styles (Foster, 2002; Woods, 2010; and Amanchukwu, Stanley & Ololube, 2015).

Studies in the context of these contemporary leadership styles have actually been the favourites of many researchers. Leadership in establishments is characteristically observed as the mixture of staff and board leadership to attain their tasks. In this context, R.E. Drucker

(2010), and other scholars, stated that for organizations to be operative, employee leaders must labour cooperatively with their boards, but it is the policy making officers who are the stronger players (Leithwood *et al.*, 2004; Drucker, 2010; and Baker, Campbell & Ostrof, 2015).

According to K.B. Lowe, K.G. Kroeck & N. Sivasubramaniam (2016), and other scholars, transformational leadership is an active leadership style, which enhances organizational performance. Transformational leadership laid emphases on moving the organization's approaches and culture to fit better with the adjoining environment. Transformational leaders are modification mediators who strengthen employees and direct them to a new set of business values (Kotter, 2011; Kolzow, 2014; Singh, 2014; and Lowe, Kroeck & Sivasubramaniam, 2016).

Transformational leadership has four dimensions: (1) idealized influence that is attaining follower respect and belief; (2) inspirational motivation, which means providing significance and task in follower's work; (3) intellectual stimulation, which entails imploring new philosophies and cheering imaginative problem solving; and (4) individualized consideration that is giving consent to followers' desires (Mullin & Keedy, 1998; Bass & Avolio, 2013; and Milius, 2019).

In their study on ethical preferences of transformational leaders, Priyanka Banerji & Venkat R. Krishnan (2000), and other scholars, recounted that transformational leadership includes inspiring, mustering, uplifting, and raising the moral objectives of the leader and of the led (Banerji & Krishnan, 2000; Lee, 2014; and Taylor, 2015). Going by the meta-analysis findings of studies in transformational leadership literature, K.B. Lowe, K.G. Kroeck & N. Sivasubramaniam (2016), and other scholars, reported that individuals who displayed transformational leadership were

seen to be real leaders with better work results than individuals, who showed only transactional leadership traits. They decided that there was a robust connection between all the constituents of transformational leadership and subordinate satisfaction with supervision (Kolzow, 2014; Lowe, Kroeck & Sivasubramaniam, 2016; and Li *et al.*, 2019).

In a study by G. Jandaghi, H.Z. Martin & A. Farjami (2019), and other scholars, it was revealed that several components of transformational leadership style were more significant in successful organizations over unsuccessful organizations. They revealed that idealized influence had a strong domination in successful organization than unsuccessful organization. Even, within categorized successful organization, idealized influence and inspirational motivation had greater mean scores than other components of transformational leadership (Hughes, 2014; Jandaghi, Martin & Farjami, 2019; and Li *et al.*, 2019).

In a study by O.A. Ipuele & A.F. Aondoaseer (2013), and other scholars, on leadership styles as recipes for transformation, it was revealed that employees were willing to work better with a transformational leader than a transactional leader. They found succour in transformational leaders, in the sense that the leader of the organization always motivate them when they do well in their work and is always willing to carry them along in decision making process of the organization. The employees were also of the opinion that being that they had a transformational leader as their boss; they have never nursed any form of fear or apprehensiveness when carrying out various duties (Ipuele & Aondoaseer, 2013; Dias & Borges, 2017; and Li *et al.*, 2019).

Also, in a study by A.M. Karavelioglu (2014), and other scholars, on analysis of leadership styles in banking sector in North Cyprus, it was reported that employees in

the banking sector in this country had a sense of belonging with the managers of the banks, because they were motivating, encouraging loving, and friendly. The study also revealed that employees saw their managers and departmental supervisors as people they could always confide in and share issues centred on their job. Most times, the employees displayed high sense of confidence when carrying out their duties (cf Karavelioglu, 2014; Wijesundera, 2018; and Evangelides & Karfakis, 2019).

A study by Z.D. Gellis (2011), and other scholars, which comprised of 187 committed social workers from 26 hospitals in a large urban setting discovered that transformational leadership did have substantial and considerable add-on belongings to transactional leadership in the forecast of apparent success and approval with the leader in a social work sample. The study also revealed that social workers relied heavily on their immediate bosses in order for them to convey out their jobs meritoriously and professional ally simply because they were transformational in nature (Gellis, 2011; Desrosiers, 2015; and Higgins, 2015).

The Transformational-Transactional Leadership Style Theory by J.M. Burns was Used to Explain the Concept of Leadership Style. Transformational leadership is defined as a leadership style that brings about change in individuals and social organizations. In its model form, it generates cherished and optimistic modification in the followers with the aim of evolving followers into leaders. Endorsed in its genuine form, transformational leadership improves the inspiration, confidence, and performance followers through a variability of mechanisms. These include linking the follower's sense of individuality and self to the mission and the cooperative uniqueness of the firm; being a character model for followers that stimulates them; challenging followers to take superior tenure for their

work; and understanding the strengths and weaknesses of followers, so the leaders can align followers with tasks that enhance their performance (Burns, 1978 and 2003; Kolzow, 2014; and Gomes, 2018).

According to J.M. Burns (1978 and 2003), and other scholars, the transformational method produces momentous change in the lives of people and organizations. It reformats observations and standards, and changes expectations and ambitions of employees. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, expression of an energizing vision and stimulating goals (Burns, 1978 and 2003; Ayalew, 2012; and Lubke, 2013).

Transforming leaders are idealized, in the sense that they are a moral paradigm of working near the benefit of the team, organization, and community. Again, J.M. Burns (1978 and 2003), and other scholars, theorized that transformational and transactional leadership were jointly exclusive styles. Transactional leaders typically do not strive for cultural modification in the organization, but they labour in the standing culture; while transformational leaders can try to change organizational culture (Burns, 1978 and 2003; Bass & Avolio, 2014; and Bass, 2018).

Transformational leadership, according to the theory, has the following indicators:

Firstly, *Idealized Influence*. This distinctive leadership style describes the extent to which leaders are proficient of being role models to their followers and show concrete moral and ethical principles. Idealized influence is defined in two types: quantified, i.e. what traits are assigned to a leader; and communicative, i.e. what one does (Burns, 1978 and 2003; Kolzow, 2014; and Li *et al.*, 2019).

Secondly, *Inspirational Motivation*. This characteristic replicates the extent to which

a leader is also skilled of being a cheer leader, so to speak, on behalf of his or her followers. These leaders validate enthusiasm and optimism, and accentuate commitment to a shared goal (Burns, 1978 and 2003; Dawkins, 2011; and Li *et al.*, 2019).

Thirdly, *Intellectual Stimulation*. Transformational leadership inculcates originality, as well-followers are stimulated to approach problems in new ways. It enables intelligently inspiring leaders to relate statements, such as: “I re-examine critical assumptions to question whether they are appropriate” and “I suggest new ways looking at how to complete assignments” (Burns, 1978 and 2003; Bass & Avolio, 2014; and Li *et al.*, 2019).

Fourthly, *Individualized Consideration*. Transformational leaders invest a lot in the expansion of their followers-they assist also as mentors and instructors, and take into justification individual wants and requirements within a group. Two-way communication is predominantly acknowledged. Transactional leadership, also acknowledge as managerial leadership, emphasizes on the role of supervision, organization, and group performance; transactional leadership is a style of leadership in which the leader encourages compliance of his/her followers through both recompenses and penalties (Burns, 1978 and 2003; Lea, 2019; and Li *et al.*, 2019).

Unlike transformational leadership, leaders using the transactional approach are not looking to change the future; they are looking to simply keep things the same. These leaders pay consideration to followers’ work in order to find errors and abnormalities. This type of leadership is actual in calamity, reserve in unpleasant situations, and when projects need to be approved in a specific fashion (Odumeru & Ogbonna, 2013; Ramesh & Hegde, 2017; and Lea, 2019).

Transactional leaders are concerned with

developments rather than forward-thinking ideas. These type of leaders center on contingent reward. Contingent rewards, such as praise, are assumed when the set goals are achieved on-time, ahead of time, or to keep subordinates working at a good pace at different times (Yukl & Mahsud, 2010; Xenikou, 2017; and Lea, 2019).

Contingent punishments, such as suspension, are given when performance value or amount decreases below production standards or objectives and responsibilities are not met at all. Frequently, contingent penalties are handed down on a management-by-exception basis. Within management-by-exception, there are active and passive routes. Active management-by-exception means that the leader continually looks at each subordinate’s performance and makes changes to the subordinate’s work to make corrections throughout the process. Passive management-by-exception leaders wait for issues to come up before fixing the problems. With transactional leadership being functional to lower-level needs and being more managerial in style, it is a foundation for transformational leadership which applies to higher-level needs (Thomson, 1998; Kolzow, 2014; and Amanchukwu, Stanley & Ololube, 2015).

Relevance of J.M. Burns Theory to this Study. Transformational-transactional theory was used to buttress the variable-leadership style in this paper. This approach provides justification for the need for managers to acquire good leadership skill that will be most appealing to their employees so as to increase the performance level of their organization. If an organization is headed by a transformational leader, the leader is careful enough to exhibit characters that are embraceable by his/her followers since the whole idea behind his/her style of leadership is that followers should be able to emulate their leader who serves as an influence over them (Burns, 1978 and 2003; Abbas & Asghar, 2010; and Mansaray, 2019).

In the case of library, it is expected that if heads (librarians) of this type of organization are worth emulating in character, employees will be able to contribute meaningfully well to the development of their organization. On the part of transactional leadership style theory, which is premises on get try the job done and ensure the participants are rewarded, heads of organizations must realized that first and foremost that without the employees the organization cannot move on (Keskes, 2014; Kolzow, 2014; and Li *et al.*, 2019).

Therefore, the responsibility of the head of the organization to introduce various reward system in their libraries so as to enable employees always put in their best to their work as this action would singularly position their organisations to achieve maximum performance (Roberts, 2005; Bushiri, 2014; and Nwokocha, 2016).

CONCLUSION

Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individuals in the organization. It is the manner and approach of providing direction, motivating people, and achieving objectives. The leadership styles adopted by a leader have a great influence on employee motivation, staff empowerment, and the success of any change introduction.

Leaders at all levels are, therefore, advised to reconcile their leadership styles with both the prevailing circumstances and the requirements of their assignments if they must achieve positive results or achieve the goals/objectives of their organizations.¹

¹**Statement:** We, hereby, declare that this scientific article, that we wrote, has never been submitted for publication in any other journals. In this article, there is no work or opinions that have been written or published in another person, except in writing clearly listed as the sources listed in the Bibliography or References. So, this article is really not product of plagiarism.

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(Source: <https://www.sunnewsonline.com/lrcn>, 30/1/2020)

There is dearth of research in the area of assessing and enhancing emotional intelligence among Nigerian librarians. Attempts made to uncover related studies in this area have proved abortive. It is anticipated that the position of this paper will provide baseline information for research as to how emotional intelligence affects leadership styles in the library organisation. By using the qualitative approaches and literature review, this study tries to elaborate key concepts of leadership and its relationship with the Nigerian librarians, such as: Concept of Emotional Intelligence; Emotional Intelligence and Leadership; Leadership and Leadership Style; the Transformational-Transactional Leadership Style Theory by J.M. Burns was Used to Explain the Concept of Leadership Style; and Relevance of J.M. Burns Theory to this Study.