EMOTIONAL INTELLIGENCE OF LIBRARY PROFESSIONALS IN THE UNIVERSITIES OF KERALA

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University of Calicut in partial fulfilment of
the requirement for the award of the degree of*

DOCTOR OF PHILOSOPHY
in
LIBRARY AND INFORMATION SCIENCE

By

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CERTIFICATE

I, do hereby certify that the thesis entitled **"EMOTIONAL INTELLIGENCE OF LIBRARY PROFESSIONALS IN THE UNIVERSITIES OF KERALA"** submitted to the University of Calicut for the award of the degree of Doctor of Philosophy in Library and Information Science is a record of original research work done by Ms. Kadeejakutty. U., under my supervision and guidance. This thesis has not previously formed the basis for the award of any degree, diploma or other similar title of any other university.

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This is to certify that, the corrections / modifications in the thesis have been incorporated as per the reports of all the adjudicators of the thesis entitled **"EMOTIONAL INTELLIGENCE OF LIBRARY PROFESSIONALS IN THE UNIVERSITIES OF KERALA"** submitted by Ms. Kadeejakutty. U**.** for the award of the degree of **Doctor of Philosophy inLibrary and Information Science** in the University of Calicut,

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DECLARATION

I, **Kadeejakutty U.,** do hereby declare that this thesis entitled **"EMOTIONAL INTELLIGENCE OF LIBRARY PROFESSIONALS IN THE UNIVERSITIES OF KERALA"** is original and carried out by me in the degree of **Doctor of Philosophy in Library and Information Science** under the guidance of **Dr. Jalaja V.** Associate Professor (Rtd.), Department of Library and Information Science, University of Calicut. This has not been previously submitted for the award of any Degree, Diploma, Fellowship of other similar title or recognition of any other University.

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LIST OF ABBREVIATIONS

CUSAT	:	Cochin University of Science and Technology
EI	:	Emotional Intelligence
KAU	:	Kerala Agricultural University
MGU	:	Mahathma Gandhi University
SSUS	:	Sree Sankaracharya University of Sanskrit

Chapter I

INTRODUCTION

- *Introduction*
- *Emotional Intelligence (EI)-A Brief History*
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> "When dealing with emotions, remember you are not dealing with creatures of logic, but creatures of emotion."

> Dale Carnegie

Most of the organisations believed till recently, that technology is the only essential force for the growth and development of any organisation. It is realized now that human resource is the vital force behind the success of an organisation. Out of the three major resources - money, men and material (including machines) – human resource is the most vital and inevitable element for the smooth flow of an organisation, as it is this resource that uses and controls the two other. Effective use of human resource is important for the survival and growth of an organisation. While resources like money and material deplete by the passing of time, it is only the human resource which strengthens by imbibing knowledge and experience. The effectiveness and productivity of an organisation depends upon the efficiency of its human force. Hence human resource is the most important asset of an organisation in determining its performance and efficiency.

Usually organisations hire and retain their human resource on the basis of academic and technical excellence. They consider logic and reasoning as the important skills for success. Recently some organisations have started to think differently. They begin to consider emotional aspect of human force

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along with academic and technical skills. According to Barsade and O'Neill (2016) "most companies pay little attention to how employees are – or should be – feeling. They don't realize how central emotions are to building the right culture" (p.56). They posit that cognitive aspect is important for the success of an organisation which determines the values, norms and principles, based on which employees act and behave. But emotional aspect is more critical since "positive emotions are consistently associated with better performance, quality and customer service . . ." and "negative emotions such as group anger, sadness, fear and the like usually lead to negative outcomes, including poor performance . . ." (p.56). Hence considering the emotions of employees is very much important in an organisational setting. It is in this perspective that the concept of *Emotional Intelligence* (EI) became significant. The concept of EI became popular by the publication of Goleman's book titled, *Emotional Intelligence: Why it can Matter More Than IQ* in 1995. According to him emotions determine most of our actions and behaviours. He refers emotion "to a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act. There are hundreds of emotions, along with their blends, variations, mutations and nuances" (p.289). The wide variety of emotions like anger, fear, joy, love, sadness, jealous etc. occur not only in the personal life but in the workplace also. So it is necessary to manage these emotions intelligently for the smooth functioning

of the institution. Emotional Intelligence is nothing but intelligent management of emotions.

Emotional Intelligence (EI) – A Brief History

The concept of EI began to appear in 1920 when Thorndike put forth the concept of "*Social Intelligence*" – the ability to manage human relations. In 1950s humanistic Psychologist Maslow talked about building emotional strength. Further in 1983 Gardner researched on Thorndike's social intelligence and introduced the theory of multiple intelligence and classified social intelligence as interpersonal and intrapersonal intelligence. According to him interpersonal intelligence is the ability to understand others and intrapersonal intelligence is the ability of self understanding. Later in 1985 Payne introduced the term "*Emotional Intelligence*" for the first time in his Ph.D. thesis. Then the term "*Emotional Quotient (EQ)*" was introduced by Keith Beasly in 1987. Salovey and Mayer in 1990 published their article *Emotional Intelligence* in the journal, *Imagination, Cognition and Personality*. However, it was Goleman, who popularized the term Emotional Intelligence in 1995 by publishing his book, *Emotional Intelligence: Why it can Matter more Than IQ*. Since then it has been tremendously researched and applied in the areas like business and management, education, health and the like for managing human relationships.

EI – Concept, Meaning and Definition

The concept of Emotional Intelligence gives various dimensions to human intelligence. While cognitive intelligence deals with logic and reasoning, Emotional Intelligence addresses the affective, personal, social and emotional side of intelligence. For our day to day life, Emotional Intelligence is more important than cognitive intelligence.

The concept of EI is very difficult to define. It has been defined by many psychologists in different ways by emphasising its components differently. Salovey and Mayer (1990) defined Emotional Intelligence as "a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (p. 189). They gave more importance to cognitive side of Emotional Intelligence in their definition and proposed the ability model of Emotional Intelligence in 1997. Another definition of Emotional Intelligence was put forth by them in 2004 as "the capacity to reason about emotions, and of emotions to enhance thinking, it includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions, and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (p.197).

Goleman constructed another definition of Emotional Intelligence in 1995 based on the original theory of Mayer and Salovey and also based on Gardner's personal intelligence. In his definition of Emotional Intelligence he formulated five main domains of Emotional Intelligence as "1. knowing one's emotions – Self Awareness – recognizing a feeling as it happens – is the keystone of Emotional Intelligence . . . 2. .managing emotions . . . . 3. motivating oneself . . . 4. recognizing emotions in others – empathy, another ability that builds on emotional Self Awareness, is the fundamental "people skill" . . . and 5. handling relationships . . . " (p.43). Goleman called EI as "*Emotional Literacy*," that is the ability to identify, recognize and use emotions.

Bar-On (1997) defines E1 as "an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p.14).

According to James (2004) EI is the effective use of emotions as a guiding tool for interpersonal communication in one's social environment.

Thus we can understand that Emotional Intelligence is the capacity to understand our own and other's emotions, feelings and moods and controlling them according to situations and effectively using them for managing our social relationships.

Emotional Intelligence Models

Many researchers and Psychologists started to develop new theories and models of EI, as it began to gain popularity not only among the scholarly communities but outside the world also. Psychologists categorized the Emotional Intelligence models into three main types – *Ability Based Emotional Intelligence Models, Mixed Models of EI and Trait EI models*.

Ability Based EI Models: The ability based EI models lay emphasis on the mental abilities of people to process emotional information with a wider cognition to solve problems which are emotion laden.

Mixed Models of EI: The mixed models of Emotional Intelligence are a combination of Emotional Intelligence competencies and other personality traits.

Trait EI Models: These types of models consider Emotional Intelligence as a personality trait. According to Petrides and Furnham (2001) Emotional Intelligence is a form of personality trait and should be considered in a personality framework.

The Encyclopaedia of Applied Psychology identifies three major models of Emotional Intelligence:

- *The Mayer and Salovey Model of Emotional Intelligence (Ability Model)*

- *The Bar – On Model of Emotional Intelligence.*

- *Goleman Model of Emotional Intelligence.*

Bar-On's and Goleman's Models are mixed models of Emotional Intelligence.

The Mayer and Salovey Model of Emotional Intelligence (Ability Model)

Mayer and Salovey's (1990) model is popularly known as "Ability Model of Emotional Intelligence," upon which Goleman popularized the concept of Emotional Intelligence and is the first formal model of EI. With further research Mayer and Salovey (1997) revised their initial definition of EI as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions promote emotional and intellectual growth" (p.10). They revised the 1990 model in 1997 according to the new definition of EI, giving more emphasis to the cognitive components. This model views EI as a set of mental abilities to deal with emotion. They arranged EI abilities and qualities from more basic mental processes to more advanced processes, under four main branches of abilities.

In this model each branch includes a set of abilities.

Perception and Expression of Emotions (Identifying Emotions)

The ability to perceive, express and appraise emotions is the most initial and basic skill of Emotional Intelligence. The ability to identify and accurately perceive emotions in the faces, voices, pictures and cultural artifacts and recognizing the feelings and emotions of self is the starting point for more advanced understanding of emotional informations. The ability to express emotions and needs accurately and also the ability to discriminate between honest and dishonest emotions and feelings are also the basic set of skills of EI.

Persons who are skilled at these abilities can manage people and organisations effectively.

Emotional Facilitation of Thinking (Using Emotions): This is the second set of emotional abilities which includes assimilating basic and initial emotional experiences in to cognitive process involving thinking and problem solving.

Understanding and Analysing Emotions : The third set of abilities includes the ability to recognize various emotions and understand the complicated relationships among them, identify the causes and effects of emotions and also foresee how emotions change from one form into another by time.

Regulation of Emotions : This stage is the final and advanced stage of emotional process which includes the ability to manage emotions in one self and in others. An emotionally intelligent person has the ability to receive equally, both positive and negative emotions and show detachment from unwanted emotions.

Mayer and Salovey hypothesized that all these stages and abilities occur in a sequence from basic to the advanced.

The Bar – On Model of Emotional Intelligence

Bar-On's model is a mixed model of EI incorporated both emotional and social competencies, hence called Emotional Intelligence as Emotional Social Intelligence. Bar – On (1997) defines Emotional Intelligence as "an array of non-cognitive capacities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p.14).

He hypothesised that individuals with high EI are more successful in coping with environmental demands and pressures. He also believes that EI can be developed by time and can be improved by training and learning. Bar – On posits that Emotional Intelligence and Cognitive Intelligence equally develop a person's general intelligence, which is an indication of one's capability to lead a successful life (Bar-On, 2006).

Bar-On modified 1997 model and presented in his 2011 article along with Bharwaney and Mackinlay. He framed 15 conceptual components under five key domains of emotional and social intelligence as under:

Intrapersonal skills – Skills related to Self Awareness, self esteem and expressing emotions and views with self confidence.

Interpersonal Skills – Skills related to being aware of others feelings and emotions, understanding the views and opinions of others and keeping good relationship with them.

Stress Management -   Effectively managing stress and controlling impulses.

Adaptability – Understanding reality, coping with changing situations effectively and finding solutions in difficult situations.

General Mood – Feeling good and maintaining a positive outlook about life.

Goleman Model of Emotional Intelligence

Goleman popularized the concept of Emotional Intelligence by publishing his two books – *Emotional Intelligence: Why it can Matter More Than IQ* (1995) and *Working with Emotional Intelligence* (1998). He believes that Emotional Intelligence is a combination of social and emotional competencies (Competency Model) which leads to outstanding performance

at work, more than IQ. He defines Emotional Intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (1998, p.317). He posits that mere academic intelligence is not necessary to excel at workplace, it needs something more that, i.e., Emotional Intelligence.

Goleman framed his model of EI based on Gardner's (1983) Multiple Intelligence and Salovey and Mayer's 1990 theory of Emotional Intelligence. He adopted Salovey and Mayer's model in to a new version of five competencies to make it more useful for workplace environment. His adaptation consists of five basic emotional and social competencies which include personality traits, abilities and emotional traits. Hence it is an example of mixed model of Emotional Intelligence. He arranged the five basic dimensions under two broad areas – Personal Competence and Social Competence. The five basic dimensions are Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skills. There are about twenty five other abilities and traits which come under these five basic elements.

Dimensions or Components of Emotional Intelligence

Goleman (1998) identifies the five dimensions as the basic components of Emotional Intelligence. He put forth his famous Emotional Competence Framework, with five dimensions of EI along with twenty five emotional competencies. The five basic elements are Self Awareness, Self Regulation,

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Motivation, Empathy and Social Skills. According to Goleman the competencies occur in clusters under each components and those coming under Self Awareness, Self Regulation and Motivation are personal competencies – occur within us, that is intra-personal and manage ourselves and those coming under Empathy and Social Skills are social competencies occur between individuals and manage our relationships. The five dimensions and the twenty five sub competencies are given in table 1 below.

Table 1

The Emotional Competence Framework (Goleman, 1998)

Personal Competence	
Dimensions	**Competencies**
1. **Self Awareness**: Knowing ones internal states, preferences, resources, and intuitions	• **Emotional awareness**: Recognizing one's emotions and their effects. • **Accurate self-assessment**: knowing one's strength and limits • **Self-confidence**: A strong sense of one's self-worth and capabilities.
2. **Self-Regulation**: Managing one's internal states, impulses and resources	• **Self-control:** Keeping disruptive emotions and impulses in check. • **Trustworthiness:** Maintaining standards of honesty and integrity • **Consciousness**: Taking responsibility for personal performance. • **Adaptability:** Flexibility in handling change. • **Innovation :** Being comfortable with novel ideas, approaches, an new information
3. **Motivation** : Emotional tendencies that guide or facilitate reaching goals.	• **Achievement drive:** Striving to improve or meet a standard of excellence.

		• **Commitment:** Aligning with the goals of the group or organization.
		• **Initiative:** Readiness to act on opportunities.
		• **Optimism**: Persistence in pursuing goals despite obstacles and setbacks.
**Social Competence**	
4.	**Empathy :** This competency determine how we handle relationships	• **Understanding others:** Sensing others feelings and perspectives and taking an active interest in others concerns
		• **Developing others**: Sensing development needs and boistering their abilities.
		• **Service orientation** : Anticipating, recognizing and meeting customers needs.
		• **Leveraging diversity**: Cultivating opportunities through different kinds of people.
		• **Political awareness:** Reading a group emotional currents and power relationships.
5.	**Social Skills:** Adeptness at inducing desirable responses in others	• **Influence:** Wielding effective tactics for persuasion
		• **Communication** : Listening opening and sending convincing messages.
		• **Conflict management** : Negotiating and resolving disagreements
		• **Leadership** : Inspiring and guiding individuals and groups.
		• **Change catalyst** : Initiating or managing change.
		• **Building bonds** : Nurturing instrumental relationships.
		• **Collaboration and co-operation** : Working with others towards shared goals.
		• **Team capabilities:** Creating group synergy in pursuing collective goals.

1. Self Awareness

It is the ability to identify, recognize and understand one's own emotions, feelings, moods as well as internal strengths and weaknesses and also their effect on others. It is the most fundamental quality of an individual because without understanding self, one can't understand other's feelings, emotions and needs. This ability is important in organisations where employees directly deal with people. Self-awareness is a cluster of three competencies – Emotional awareness, Accurate Self Assessment and Self-confidence.

Emotional Awareness: It is the ability to recognize and understand our emotions and feelings and also their effects on other people. This ability is important to understand others feelings and needs and also to control our impulses and outbursts according to situations. According to Goleman, an emotionally intelligent person with this competence will:

- understand his emotions and their reasons.

- realize the association between his emotions and actions.

- identify the effect of his emotions and feelings on performance.

- act according to personal values and goals.

Accurate Self Assessment: The ability to assess one's own inner feelings, emotions, strengths and weaknesses is a must for Self Awareness.

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Recognizing strengths and weaknesses is important for self improvement and setting goals for further development. Individuals with this competence will:

- recognize the strengths and the weaknesses.

- learn from the experience.

- have an open mind towards criticism and new ideas.

- show interest in continuous learning and development.

Self-Confidence: It is a combination of Self Efficacy and Self Esteem. Self Efficacy is the strong belief in oneself about capabilities necessary to perform effectively. Self Esteem is the belief in self worth. Self confident people will :

- act with self-assurance and instill confidence in people around them.

- express views and opinions aloud and stand for right cause.

- be able to make right decisions in difficult situations.

2. Self Regulation

Ability to manage oneself is the second cluster of Emotional Intelligence. According to Goleman (1998) "handling impulses and dealing with upsets – are the core of five emotional competencies" (p.82). The cluster of Self-Regulation includes Self-control, Trustworthiness, Conscientiousness, Adaptability and Innovation.

Self-Control: the ability to manage our moods, emotions and impulses according to the situation is necessary to work effectively. A self-controlled person will :

- handle stress situations or persons effectively.

- manage time and resources well.

- remain calm and think clearly under difficult situations.

Trustworthiness: Trustworthy people behave with integrity. Their actions and words will be the same. Persons with this competence will:

- keep ethics in their deeds.

- take responsibility of their mistakes.

- be reliable and authentic.

Conscientiousness: This virtue is important for high quality performance from top most positions to lower most position in an organisation. Conscientious people lead organisations into success. Conscientious people will :

- be punctual, self-disciplined and organized in their work.
- pay attention to duties and responsibilities with utmost honest and care.

Adaptability : Due to technological and other reasons, everyday life is undergoing rapid changes. Being able to adjust to the changed environment easily is crucial for survival and development. Persons with this ability will :

- be flexible and think differently.

- adjust easily according to the changed environment.

Innovation: Being able to accept new ideas and approaches is indicator of good Emotional Intelligence. Individuals with this competence will :

- find creative solutions to problems.

- take initiation for getting things done.

- seek out ways to implement new ideas and approaches.

3. Motivation

It is the guiding tool which navigate us in our life to attain our goals. This cluster includes Achievement Drive, Commitment, Initiative and Optimism.

Achievement Drive: People and organisations with this ability will work hard constantly for attaining excellence. Individuals with this competence will :

- take risks to attain their goals.

- be result-oriented and work hard to meet their aims and objectives.

- seek out feedbacks for improvement.

Commitment: Committed employees are the great asset of an organization because they consider organization's goal as their own and work hard to attain the same with personal sacrifices. According to Goleman (1998), "the committed are the "patriots" of a company, natural boosters" (p.119). It is an emotional competency, in which employees develop an emotional bond with the organization.

Initiative: It is the ability to take decisions and do things without being told to do. Individuals with this competence will :

- anticipate things in advance.

- take decisions and act by their own

- make use of opportunities

Optimism: It is the ability to persist for goals and expect for success without considering the setbacks. Individuals with this competence will :

- always expect hope and success.

- constantly work hard for the goals even among the difficulties.

- consider difficulties as temporary and go ahead.

4. Empathy

It is the basic skill for social life. It is the ability to understand others verbal and non-verbal emotional clues and actively expressing concern in other's feelings and needs. A self aware and self controlled person can only be able to recognize and understand other's needs and emotions in a better way. This cluster of Emotional Intelligence includes Understanding Others, Developing Others, Service Orientation, Leveraging Diversity and Political Awareness.

Understanding Others: It is the ability to show active interest and concern in other's needs, feelings and perspectives. Individuals with this competence will :

- show sincere interest in others needs and listen well.
- try to understand other's point of view.
- show active concern and help out as necessary.

Developing Others: One of the important ability of a leader is, helping others for improvement. Individuals with this competence will :

- try to understand others' abilities and skills.
- give constructive feed backs.
- lend a helping hand for others development.

Service Orientation: Service orientation is the foundation stone of customer service. A service minded person will :

- try to understand customers' needs in advance and make arrangements accordingly.
- offer assistance whenever needed.
- consider customer satisfaction and loyalty above all.

Leveraging Diversity: It is the act of accepting people of varied backgrounds and also reaching out to these varied backgrounds. Individuals with this competence will :

- respect and accept people coming from different cultures and backgrounds.
- appreciate the views and perspectives of people of diverse backgrounds and make it possible for their development.
- stand against bias and intolerance.

Political Awareness: The ability of an employee to analyze situations objectively so as to understand the real views, opinions and nature of colleagues, customers and bosses is important in an organizational setting, inorder to stand unbiased and unethical. Individuals with this competence will:

- understand the under currents accurately and precisely.

- understand the views and opinions of colleagues, bosses and customers.

- be able to read situations objectively and make unbiased opinions.

5. Social Skills

Social skills are a cluster of social competencies which determine relationship management. This cluster includes Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Collaboration and Cooperation and Team Capabilities.

Influence: Making people convince about a point through persuasion is an art. Individuals with this competence will:

- be skilled at making good rapport.

- be skilled at changing others mind by emotional arousal and persuasion.

This skill is important in convincing colleagues, higher authorities, stake holders and users for organizational benefit.

Communication: Effective and right communication is important for smooth functioning of an organization. Individuals with this competencies will :

- be good listeners.

- show empathy with worth and enthusiasm.

- encourage open communication with good understanding.

Conflict Management: Resolving conflicts by finding solutions agreeable to the parties involved is an art. It requires negotiation, diplomacy and tactics. Only a self-aware and empathetic person with self confidence can become a good negotiator and find solutions to manage conflicts.

Leadership: The ability to lead and inspire requires Emotional Intelligence abilities, to more than that of cognitive abilities. A good leader is one who will :

- foster open communication

- will be able to take firm and right decisions.

- be empathetic but become assertive whenever needed.

- arouse enthusiasm, guide and lead others.

Change Catalyst: This competence is important in today's environment as most organizations are undergoing changes in one way or the other. Individuals with this competence will :

- be receptive to new ideas and approaches.

- anticipate the need for change.

- initiate and lead the new approach.

Building Bonds: Making good relationships inside and outside the organization is necessary for smooth functioning. Individuals with this competence will:

- build good rapport.

- make and maintain good relationships inside and outside the organization and make use of this networks for organizational purpose.

Collaboration and Co-operation: Collaboration and Co-operation can be seen within an organization or outside an organization. Collaboration and co-operation among employees or various sections in an organization is a must for completing a new project or getting things done smoothly. Organizations collaborate and co-operative for new projects or researches in various fields.   Individuals with this competence will :

- share ideas and resources

- promote co-operation

- find out ways for collaboration

Team capabilities: Team spirit and capabilities is essential for attaining common goals. The most important qualities needed for making a team to be working efficiently are team identity and feelings of togetherness. Almost all Emotional Intelligence competencies are essential for team

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members and team leaders for effective working. This includes self-awareness, self-control, self-confidence, empathy, achievement drive, initiative open communication, building bonds, collaboration, co-operation, leadership and the like.

The above chapter summarised the five EI dimensions and the twenty five EI sub competencies which determine, an individual's Emotional Intelligence. In this study the number of competencies is reduced to 22 from 25 by considering Trustworthiness & Conscientiousness as one, Innovation & Adaptability as one and Initiative & Optimism as one. Thus the theoretical framework of the study consists of twenty two EI Competencies under five EI dimensions as shown in Figure 1.
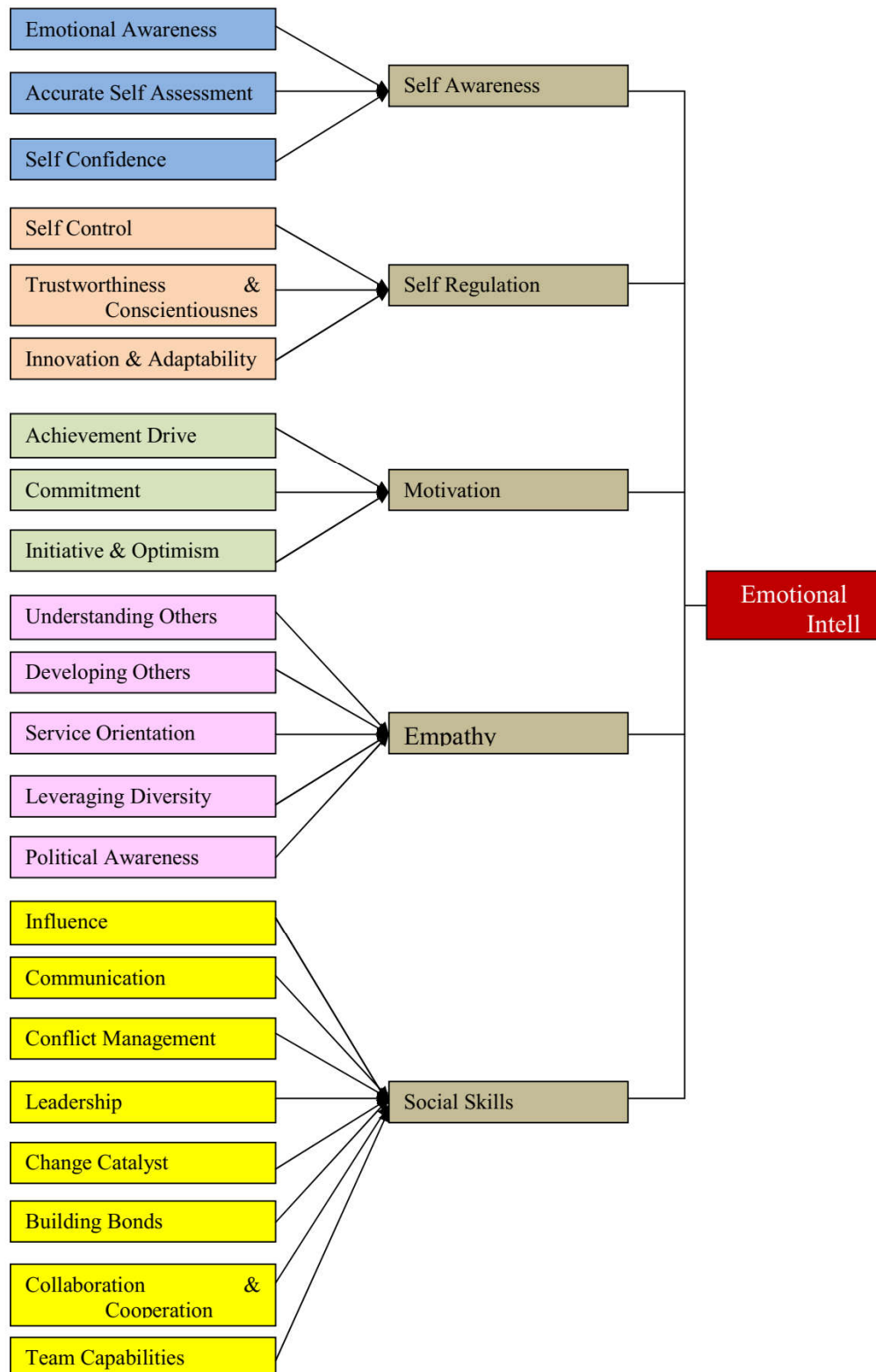
Figure 1 Theoretical Framework of the Study
(Based on Goleman's Emotional Competence Frame Work – 1998)

Importance of EI in LIS Profession

Library and Information (LIS) profession is a service profession which necessitates face to face interaction of library professionals with users and stakeholders on one hand and colleagues and higher authorities on the other. According to Surprenant and Perrt-Holmes (1985) librarianship is a profession with "a set of humanistic values that puts a high premium on the person-to-person contacts that are maintained with users." (p.235) Every interactive profession requires interpersonal skills and competencies for effective day to day working. Library profession is not an exemption.

Regarding Library Staff, Ranganathan in his first law of Library and Information Science states that ". . . it is the Library Staff that ultimately make or mar a library" (p.50). He gives guidelines for library staff in many aspects;

- Behaviour and attitude of library staff – regarding welcome and attention, he says ". . . the moment a reader enters the library, whatever is in hand must be stopped instantly and the impression given to the reader should be one of welcome and attention" (p.70). Further he advocates for cheerfulness and courtesy.

- Library Staff and psychology – he suggests that "Library Staff, who gets innumerable opportunities to observe people, should acquire, by

practice, a working knowledge of Psychology and the ability to understand human nature" (p.71).

- Handling of readers – he says that librarians should be able to handle the difficult reader by understanding them and "success can be secured by our accuracy in quickly sizing up the easy ones and by the patience and intelligence we show in studying and working with difficult ones" (p.72).

- Personal Service – understanding the needs and feelings of each and every user – he says "the very life of a library is in the personal service given to the people" (p.75).

Ranganathan's views cover most of the EI dimensions and EI competencies proposed by Goleman.

RUSA (Reference and User Services Association – A division of American Library Association– ALA) guidelines for behavioural performance of reference and information service providers (2004), for training, development and evaluation of library professionals and staff in face to face and online library staff and patron interaction, covers the following five areas:

- **Approachability** – Verbal and Non Verbal communications and behaviours such as – need to stop all activities when patron approaches and focusing on patron's needs by showing a positive body language.

- **Interest** – Interest in user's needs, and user assistance. It also includes eye contact while speaking and other verbal and non-verbal signs of interest.

- **Listening/inquiring** – Active listening.

- **Searching** – Personal assistance in finding out information and other needs of patron.

- **Follow up** – Make sure about the user satisfaction of each and every transaction and offer further help and assistance.

RUSA task force for professional competencies for reference and user services librarians (2017) defines "competencies as behaviours that excellent performers exhibit consistently and effectively. A behavioural basis is necessary because effective assessment of competencies depends on observed behaviour."

Ranganathan's guidelines and RUSA guidelines come under the purview of Emotional Intelligence proposed by Goleman. We can understand that EI with its five dimensions and twenty five competencies is the best means which can be effectively applied to improve the behavioural and service orientation aspect of library professionals and hence to increase the image of librarians and library profession. It is in this respect that Emotional Intelligence becomes important in LIS profession.

The literatures regarding EI in LIS began to appear only by 2000. The importance of interpersonal and intrapersonal skills (EI competencies) have been mentioned by many. Shyama (2003) noted the importance of verbal and non-verbal communication skills and psychological factors for better interpersonal relationship and interaction with users. Rahman and Naushfen (2010) also claimed about the significance of behavioural competencies and interpersonal skills for betterment of professional environment.

Christopher in 2003 reported the importance of EI for maximum productivity and quality services of librarians. Abdullah Sani, Masrek and Jamaludnin (2012) also established the significance of EI for librarians and found that Goleman model is the most applicable model in librarian context.

Every library professional has to do leadership activities in one way or the other. The importance of leadership competency of EI was analyzed in 2005 by Hopper. The study established the importance of the five dimensions of EI in library leadership. Hernon, Giesecke and Alire (2007) also emphasized the importance of EI competencies and traits in academic library leadership.

Empathy is one of the most important EI trait for librarians since an empathetic library professional can only recognize and understand the needs and emotions of users. Nikolova (2004) noted that empathy had good effects library services and suggests that it must be improved.

From the above discussion it can be seen that EI is the appropriate concept which can be applied in the LIS world for professional success. As opined by Promis (2008) in her article "that emphasizing the development or enhancement of Emotional Intelligence (E1) competencies can give information professionals the edge needed to succeed" (p.24).

Need and Significance of the Study

With the popularization, the concept Emotional Intelligence – has been studied in diverse professions which include professionals like doctors, administrators, teachers, engineers and the like. With the awareness of the importance of EI in other professions, library people also started to study and to research about it in various part of the world. This include countries like Nigeria, Malaysia, Pakistan, Israel and some European countries. During literature search, the researcher has not yet come across any studies on Emotional Intelligence relating to LIS in Indian context. Hence this is a humble and small attempt from the part of the researcher to study about the 'Emotional Intelligence of Library, Professionals in Universities of Kerala.'

Customer or user satisfaction is the main aim of any modern library. University library professionals come across users like students, teachers, researchers and academically interested common people. It is the responsibility of library professionals to satisfy all needs and requirements of library users they come across. EI with its five dimensions, Self Awareness

and Self Regulation can help library professionals to satisfy library users. Only a library professional with Self Awareness and Self Control could identify and understand the feelings and needs of users so that they get the right service. It is important to check impulses and bad emotions while dealing with a difficult user. EI competencies like Emotional Awareness, Accurate Self Assessment, Self Confidence and Self Control are a must for university library professionals to exhibit an effective performance.

Nowadays most libraries especially academic libraries face the problem of a dearth in the number of users visiting the library on a daily basis. Generally the users of a university library are intelligent and well educated. With the advent of modern technologies they can get the needed information by their own without visiting the library. So it is the responsibility of the university library professionals to retain and increase the number of users using the library. Mills and Lodge (2006) in their article claimed that many users value personal interactions with library professionals to more than that of modern facilities and for that reason, users like to visit a library. They also pointed out that prior experience of users with library professional matters more for deciding to visit a library again and again. It is in this context that the EI competencies like Motivation, Empathy and Service Orientation make a difference. A highly motivated library professional with an empathetic and service-oriented mind will surely serve the users with kind and courtesy. They identify and understand the needs and feelings of users and make efforts

to satisfy the users whole heartedly. A satisfied user visit the library again and again and also help to popularise the image of the library and library professionals among the user community. This popularization is very much important for academic libraries especially for university libraries to survive in the modern digital era.

Other important EI competencies, which could be of very much helpful to university library professionals are Innovation, Leadership and Team Capabilities. Conducting innovative and creative seminars, conferences, workshops and other programmes are a must for enhancing and building user communities for a university library. Conducting such programmes frequently will help to erase the image of library professionals from that of mere custodian of resources and information to that of institutions and persons of academic excellence, among the academic communities.

The aim and objectives of the present study is to measure and identify Emotional Intelligence competencies of University library professionals. Since the researcher has not yet noticed any such studies, there is a need to study about the Emotional Intelligence of university library professionals in Kerala to identify the strengths and weaknesses of competencies and abilities of library professionals and to identify the areas of improvement and to make suggestions for improvement, so that in future library professionals in the

universities of Kerala can become a Porter's rest, upon which students and researchers can relieve their career, academic and other personal burdens.

Statement of the Problem

A clear and precise statement of the problem is necessary to attain the aims and objectives of the study. The present study is entitled as "Emotional Intelligence of Library Professionals in the Universities of Kerala."

Definition of Key Terms

The key terms used in the title of the study are Emotional Intelligence and Library Professionals.

" 'Emotional Intelligence' refers to the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (Goleman, 1998, P.317).

In the present study it is the emotional and social competencies of library professionals in the Universities of Kerala.

Library Professionals

Library professionals in the context of the present study refers to the professionally qualified persons possessing minimum educational qualification as a Bachelor Degree in library and information science and employed in a library or information centre of the universities in Kerala.

Objectives of the Study

1. To find out the level of Emotional Intelligence of library professionals in the universities in Kerala.

2. To assess the variations in the level of Emotional Intelligence and its five dimensions (Self Awareness, Self Regulation, Motivation, Empathy and Social Skills) based on Age, Gender, Experience and Category.

3. To assess the influence and contributions of the five dimensions and their sub competencies to Emotional Intelligence of university library professionals in Kerala.

4. To identify the weaker competencies of Emotional Intelligence.

5. To present the Emotional Intelligence profile of university library professionals in Kerala.

6. To find out the association between Emotional Intelligence and its competencies.

Hypotheses of the Study

1. University library professionals in Kerala possess a moderate level of Emotional Intelligence.

2. Emotional Intelligence of library professionals significantly varies according to universities.

3. All the five dimensions of Emotional Intelligence influence and contribute significantly and equally.

4.   Level of Emotional Intelligence varies significantly among Universities according to Age, Gender, Experience and Category.

Scope of the Study

The concept of Emotional Intelligence has been researched and applied tremendously in various professions in all over the world for professional effectiveness and better performance. But compared to other professions, library people started to apply and research on EI for professional effectiveness very recently. Even then the researcher has not yet noticed any such studies or literatures on EI in LIS field in Indian context. Thus the present study is a small attempt from the part of the researcher to analyze Emotional Intelligence of library professionals.

The study aims to find out the level of EI of library professionals in the selected seven Universities in Kerala. Further, it assesses the contributions of the dimensions of EI and also tries to find out the weaker and stronger emotional and social competencies of library professionals. Thus the researcher will be able to suggest some measures for the improvement of emotional competencies, since previous studies have established that EI is an important concept, which can be used and applied for professional effectiveness in service oriented professions.

Limitations of the Study

1. At present there are 14 universities in the sate according to the government web portal (http://keralagov.in/universities). Many of them are formed very recently and many were in their juvenile stAge without well developed library system and well trained library professionals at the time of the study. Hence the researcher limited the study to the oldest seven universities in the state having well established library system with well trained and qualified library professionals.

2. Eventhough the investigator tried to cover the whole population (409) of library professionals under the selected seven universities, the final study had to be confined to 353 library professionals.

Inspite of the above limitations, the researcher tried hard to present an accurate and objective study.

Thesis Layout

The body of the research report is divided into three parts – the preliminaries, main body and the end part. The preliminaries are the front pages with a title page and other preliminary pages. The main body of the report has six chapters, with each chapter having its own references. The bibliography and appendix are arranged at the end part.

A very short description of the layout of the report is given below.

Chapter 1. Introduction

This chapter introduces the concept Emotional Intelligence with its meaning, definition, models, components and importance. It also gives an outline of the importance of EI in LIS profession, need and significance of the study, statement of the problem, definition of key terms, objectives, hypotheses, scope and limitations of the study and finally thesis layout.

Chapter 2. Universities Surveyed: A Brief Outline

Gives an outline of the selected seven universities under which the surveyed library professionals are employed.

Chapter 3. Review of Related Literature

The related literatures reviewed at various stages of the study are given under appropriate headings.

Chapter 4: Research Methodology

This chapter discusses the methodology of the research process. It explains sampling, variables, data collection tool, validation of tool and data collection procedures. It also gives outline of statistical techniques used and style manual followed.

Chapter 5. Analysis and Interpretation

The results obtained by the analysis of the primary data by employing various statistical techniques are presented in this chapter with the help of tables and graphs. By critical examination of these results, the researcher interprets and arrive at valuable conclusions.

Chapter 6. Findings, Conclusion and Suggestions

Major findings and conclusions drawn are presented in this chapter. Finally the tenability of hypotheses, suggestions for improvement and suggestions for future research are outlined.

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A brief outline of the universities surveyed and the library system under each university are presented in this chapter. The state government portal displays fourteen universities in Kerala as follows:

Table 2

Universities in Kerala

Sl. No.	Name of University	Established Year
1	APJ Abdul Kalam Technological University	2014
2	University of Kerala	1937
3	Central University of Kerala	2009
4	Cochin University of Science and Technology	1971
5	University of Calicut	1968
6	Mahatma Gandhi University	1983
7	Sree Sankaracharya University of Sanskrit	1993
8	Kerala Agricultural University	1971
9	Kannur University	1995
10	Kerala University of Fisheries and Ocean Studies	2010
11	Kerala Veterinary and Animal Science	2010
12	Kerala University of Health Science	2010
13	National University of Advanced Legal Studies	2008
14	Thunchath Ezhuthachan Malayalam Sarvakalasala	2012

The researcher selected oldest seven universities for the study, owing to the well developed library system and well qualified and trained library professionals under these universities.

The selected seven universities are:

1. Kannur University (Kannur)

2. University of Calicut (Calicut)

3. Kerala Agricultural University (KAU)

4. Cochin University of Science and Technology (CUSAT)

5. Sree Sankaracharya University of Sanskrit (SSUS)

6. Mahatma Gandhi University (MGU)

7. University of Kerala (Kerala)

The information about these universities were gathered from the university websites, from the annual reports, and from the library personnel.

Kannur University (Kannur)

The university was established in 1995 with the objective of imparting higher education in Kasargod, Kannur and Mananthavady taluk of Wayanad district in the state of Kerala (http://www.kannuruniversity.ac.in).

The university library system consists of University Central Library started at Kannur town in 1998 and campus libraries at various campuses like Kasargod, Nileshwaram, Payyannur, Mangattuparamba, Thalassery and Mananthavady. The central library is automated by using SOL software. Besides the usual sections and services it provides access to UGC-INFONET e-journal consortium and DELNET services. It also functions as a research centre of the university in the subjects of History, Sanskrit, Statistics,

Philosophy, English, Sociology, Economics, Malayalam, Urdu and Music (http://kannuruniversitylibrary.ac.in).

The total number of library professionals working under Kannur university including central library and other campus libraries were twenty three at the time of the study There was no temporary library professionals working under Kannur University at that time.

University of Calicut (Calicut)

The University of Calicut was established in 1968 as the second university of Kerala at Thenhipalam in Malappuram district. At present it covers five northern districts of Kerala – namely Thrissur, Palakkad, Malappuram, Kozhikode and Wayanad except Mananthavady taluk. The university has 426 affiliated colleges and 31 post graduate department (under various schools) to its credit. (http://www.universityofcalicut.info)

The Library system of the University of Calicut includes the University Central Library – C.H. Muhammed Koya Library (CHMK Library) and libraries in the departments and other off campus centres. The CHMK Library was started in 1971 at Thenhipalam campus. The primary aim of this library is to serve the academic community in the Malabar region. The total collection is 1, 13891 which includes books, theses, dissertations, gift books, 378 CD-ROMS, 205 microfilms in various topics and back volumes of

periodicals.   The library subscribes to 224 journals and magazines and 16 newspapers (http://library.uoc.ac.in).

Besides the general sections and digital section, there is an ICT section to cater to the information needs of visually challenged which has a collection of 200 daisy books.   The digital library section gives access to UGC-INFONET e-consortium, e-books and e-journals.   The library is fully automated with KOHA latest version 18.05.12 and having well developed, well maintained LAN network over the campus with integrated department and CHMK Library into a single server.

The library man power of University of Calicut, under CHMK library, department libraries and off campuses libraries consists of 96 library personnels including 66 permanent and 30 temporary library professionals, at the time of the study. All the technical and software problems, upgradation of KOHA software and the online integration of various department libraries and CHMK library are done solely by this library professionals.

Kerala Agricultural University (KAU)

The Kerala Agricultural University (KAU) was established in 1971 at Vellanikkara, Thrissur. The main objectives are education, research, extension and man power development in Agriculture, Agricultural Technology and allied subjects. Besides the main campus at Vellanikkara, the University has

Rice Research Institute at Pattambi and various Colleges at Vellayani, Padannakkad, Tavanur and Wayanad with well developed libraries.

The KAU library system consists of a central library at Vellanikkara campus and other campus libraries. Besides the printed books and journals, the central library has a collection of 7000 back volumes of Indian and foreign journals. The services include databases on CD-ROM, e-Granth, e-journals, Delnet, Indiastat.com, e-books, abstracts and Krishi Prabha (a full text electronic database of doctoral theses) (http://www.kaucentral library.org).

The KAU library personnel include 24 library professionals with 14 permanent and 10 temporary staff members employed at central library and various campus libraries.

Cochin University of Science and Technology (CUSAT)

The University was established in 1971 as University of Cochin and later reorganized as Cochin University of Science and Technology (CUSAT). The main campus is at Thrikkara, Cochin. The primary aim of the University is to provide education and research in Applied Science, Technology, Industry, Commerce, Management and Social Sciences. Besides the Thrikkara campus it has lake side campus for Marine Science near Vembanad lake and a campus at Pulinkunnu at Kuttanad and has off campus centres at various regions (http://www.cusat.ac.in).

The library system of the University is spread over the campuses, colleges and centres, with university library at the main campus supporting all other libraries. The central library was established in 1977. It is fully automated using KOHA software and has a rich collection of about 95,000 books in Science and Technology and other subjects. The users include mainly students, teachers and research scholars of Science and Technology, Marine Science, Law, Humanities, Medical Science and Technology, Social Sciences etc. The central library provide campus wide IP enabled access to online journals under UGC-INFONET digital consortia and INDEST Consortia. It also provides DELNET services and institutional repository Dyuthi (research publications and Ph.D. theses of the university available online). The library has a special collection with theses patents, WHO and other UN documents, census reports etc. (http://www.cusat.ac.inlibrary).

At the time of the study there were about 59 library personnel including 39 permanent and 20 temporary library professionals, employed at university library, various department and campus libraries under CUSAT.

Sree Sankaracharya University of Sanskrit (SSUS)

The SSUS was established in 1993 at Kalady near Cochin in Ernamkulam district. It imparts education and research in classical arts, language and literature fine arts, music, theatre, traditional art forms like Koodiyattom, and dance forms like Mohiniyattom and Bharatanatyam. It has

23 teaching departments, 5 multi disciplinary research centres and regional centres at Thiruvananthapuram, Panmana, Thuravoor, Ettumanoor, Thrissur, Tirur, Koyilandy and Payyannur (http://www.ssus.ac.in).

The library system consists of the central library at the main campus at Kalady and libraries at the regional centres. The University library has well developed collection of ancient and modern thoughts in social sciences and humanities. It has a collection of 77800 books, journals and periodicals, CD-ROMS, theses and dissertations and a special manuscript collection consists of rare and historically important manuscripts and palm leaves in different languages. It provides e-books and e-journals through UGC-INFONET consortia (http://library.ssus.ac.in).

There were about 24 library professionals working under the SSUS library system with 15 permanent library professionals and 9 temporary library professionals at the time of the study.

Mahatma Gandhi University (MGU)

Mahatma Gandhi University (MGU) was established in 1983 as the fifth university in Kerala state at the Priyadharshini Hills in Athirampuzha near Kottayam town. The primary aim is to impart education and research to the people of central Kerala. Its jurisdiction includes the districts of Kottayam, Ernamkulam and Idukki, the taluks of Kozhencherry, Mullappally,

Thiruvalla and Ranni of the Pathanamthitta district and Kuttanad taluk of the Alapuzha district (http://www.mgu.ac.in).

The library system consists of the central library started in 1989 at the main campus at Priyadarshini hills and about 30 well developed libraries of the departments under various schools and 4 study centres at different campuses. The university library has a well developed collection of 62053 books, 2,500 e-books, 2408 theses and 7,500 bound volumes of journals. It subscribes to 226 Indian and foreign journals and also subscribes 50 popular magazines and 12 newspapers. In addition it subscribes 4 online databases and 4 online journal archives (http://library.mgu.ac.in).

The library uses KOHA software for automation and provides UGC-INFONET services and DELNET services. One of the most important achievement of the library is its Ph.D. theses archives.

The MGU library personnel include 66 library professionals with 58 permanent and 8 temporary staff members working under the MGU library system.

University of Kerala (KERALA)

The University of Kerala was established in 1st November 1937 under the name 'University of Travancore'. It is the largest and the oldest university in the Kerala state serving mainly the Southern districts of Kerala. Besides

the main campuses at Palayam and Karyavattom, there are study centres at Alappuzha, Kollam and Pandalam and University Institutes of Technologies (UITS), University Teacher Education Centres (UTES), University Institutes of Management (UIMS) at various places besides district and taluk information centres (http://www.kerala university.in).

The university library system consists of a well developed university central library at Palayam, Campus library at Kariyavattom, 43 department libraries and 3 study centre libraries at Kollam, Pandalam and Alappuzha. In addition to these libraries there are specialized libraries at various UIT's, UIM's, UTE's and in university engineering college (http://www.kulib.in).

The Kerala University Library (KUL) was established in 1942 and is the oldest and biggest university library in Kerala. It is situated in the senet hall campus at Palayam in the Thiruvananthapuram city. The KUL has a collection of over 3,50,000 books and 500 journals/periodicals. It's special collection on Kerala studies is unique one. There are special collections on women studies, Govt. Publications, general bibliographies, UN and World bank Publications, bound volumes of newspapers and journals and rare books. It is the only library in Kerala having UN and World Bank publication depository. In addition it gives UGC-INFONET-e-consortia services and various other usual services and products.

The Kerala University Library personnel consist of 117 library professionals including 89 permanent professionals and 28 temporary professionals at the time of the study.

Conclusion

From this chapter we get a very brief outline of the library system and library professionals working under the selected seven universities in Kerala. It also shows that the university library professionals working under the seven universities are distributed all over the state of Kerala.

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Mahatma Gandhi University. Retrieved from http://www.mgu.ac.in.

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University of Calicut. Retrieved from http://www.universityof calicut.info.

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The review of related literature is an important part of a research process.   Review of literature is done in almost all stages of research. According to Saunders, Lewis and Thorhill (2003) "a critical literature survey form the foundation on which the research is built and that it help to attain an insight and good understanding of previous research trends." It reveals the gap in the selected area and directs the researcher in the process of research.

In order to get a clear idea of the present study, the previous studies literatures and articles have been reviewed carefully. The literatures reviewed and collected are presented under the following headings:

- E1 – Models, Measures and Training.

- E1 and Demographic characters.

- E1 and Performance.

- E1 at workplace and family life.

- EI in areas other than LIS Profession.

    A) E1 in Business and Management

    B) EI in Education

    C) EI in Health Profession

    D) EI in Information Technology and

- EI in LIS Profession

EI – Models, Measures and Training

Emotional Intelligence (E1) is a form of intelligence which helps to deal with emotion in both personal and professional life. It has been studied tremendously in various fields and professions in the last two decades except in LIS Profession. It can be measured by self-report questionnaires or ability tests. In ability tests individuals have to demonstrate the competencies and rely on tasks and exercises. In self-report measures the individuals have to evaluate themselves.

This study is based on Goleman's basic personal and social competencies namely Self Awareness, Self Regulation Motivation, Empathy And Social Skills. Reviews about EI measures, models and training are described below.

Pekker, Bakker, Van-der-Lindon and Ph-Born (2018) developed an EI measurement scale. The Roterdam Emotional Intelligence Sale (REIS) which distinguishes between self and other focused emotion appraisal and emotion regulation. For the development and validation of the scale they undertook four different studies in different samples. The REIS was strongly correlated with other self-reported EI measures, and weakly to moderately co-related with ability. EI tests, cognitive intelligence and personality tests. They also found out that self-focused emotion regulation negatively associated with

stress and other focused emotion regulation was positively associated with work engagement.

Sharma, Gangopadhay, Elizabeth and Mandal (2013) explained how the investigators developed and validated Situational Judgement Test (SJT) of Emotional Intelligence. They undertook a three tier study. The first study yield a three factor measure with 46 items and the second study showed good internal consistency and test-retest reliability and finally the third study revealed that all the factors of SJT of EI measure have significant relation with academic achievement and life satisfaction.

Killian (2011) tried to develop and validate an Emotional Self-Awareness Questionnaire (ESQ) – an Emotional Intelligence self-report measure. He discussed some of the conceptual and measurement issues that arise during the construct of EI measure. He assured reliability convergent and discriminant validity of the ESQ and also demonstrated incremental validity in explaining grade point average and leadership aspirations. He further argued the importance of EI in psychological well-being, performance and recommended the application of ESQ in couple and family therapy.

Roberts, MacCann, Mathews and Zeidner (2010) presented in their article the result of an evaluative analysis of various models of EI from early facial expression research to modern multimedia assessment paradigms to express the various ways of conceptualization, measurement and use of

Emotional Intelligence. They concluded that modelling EI as a form of information or knowledge processing "is the only logical construct to bear the label EI."

Umadevi and Mayuri (2006) had took an effort to construct and standardize an EI inventory. They developed the EI inventory based on Baron's 1997 concept of non-cognitive intelligence. They collected 400 items from already available scales and were screened and edited. They applied Thurstone's technique of Equal Appearing Intervals to omit ambiguous and irrelevant statements. Based on Q values and scale values the final instrument contains 148 statements under 15 dimensions of EI with 109 positive statements and 39 negative statements. Reliability and validity was determined by test-retest and split half methods.

Efforts were also carried out to identify the effect of EI training in personal and professional life.

Niva and Shosh (2016) traced the impact of training on teacher's EI in Israel. They conducted group workshops and gave personal coaching for two years in a school. A pre-post EQ-i assessment and semi-structured interviews were administered to elicit the data. It was confirmed that the EI competencies have enhanced to great extent as identified by the Bar-On model. The researchers also claimed that most of the participants

incorporated the gained skills into their personal, professional and group identities and also modified their behaviours.

Nitu and Geetha (2015) conducted an empirical exploration of the relationship between EI and Entrepreneurship Development Programmes (EDP) among 70 entrepreneurs at Bangalore by dividing them into two groups – one the control group (haven't undergone EDP) and the other experimental group (undergone EDP). The study highlighted that EI has a positive mediating influence on the entrepreneurship abilities.

Yet another study is seen in the literature by Gignae, Harmer, Jennings and Palmer (2012). They intended to identify the efficacy of an EI training program on sales performance of a group of sales-people. They grouped 29 sales people as training group and 21 people as control group. Self-report measure was used to measure. EI before and after the training. They affirmed that the EI training group outperformed the control group by approximately 9 percentage in sales performance.

Beigi and Shirmohammadi (2011) empirically investigated the effects of an EI training programme on quality of bank branches. They randomly selected employees for training from five branches of a large public sector bank in Iran as 'treatment group' and undertook a tailored eight session EI training programme. Employees of another five branches were selected as 'control group' (no EI. training). They evaluated service quality with the help

of 150 customers from both treatment branches and control branches, before and two months after the training. They confirmed that training enhanced the relationship management skill of bank employees and thus improved service quality.

Yet another study by Zijilmans, Embregts, Gerits, Besman and Derksen (2011) tried to find out whether EQ training with video feed back can improve EI of staff members serving individuals with intellectual disabilities and challenging behaviours in Netherlands. They found that EI of experimental group improved significantly than that of the control group.

Nelis, Quoidhach, Mikoljezak and Hansenne (2009) shared the experience of an experimental study that after receiving training of four group sessions of 2 ½ hrs each, the experimental group showed significant increase in emotion identification and emotion management than the control group and even after six months time the experimental group showed the same improvement.

To summarize

- Researchers used either self-constructed measures or existing instruments to measure EI.
- Most of the instruments were based on either Salovy & Mayer, Baron or Goleman's theories or models.

- Researchers studied EI either to measure the level of EI or to analyse the different dimensions and competencies of EI.

- Studies revealed that EI training can enhance EI competencies to a great extent.

Emotional Intelligence and Demographic Characters

Emotional Intelligence has also been studied against demographic variables to identify their effect on EI. Demographic characteristic like age, gender, work experience, educational qualifications, marital status and designations have been studied in relation to EI. The literatures reviewed in this aspect is discussed as follows.

Jyoti (2016) studied the effect of demographic variables like age, gender and experience on EI among 160 employees of private sector banks in Madhya Pradesh. Data elicited by using Wong and Law Emotional Scale. Statistical techniques like Cronbach's Alpha, t-test and ANOVA were used. Analysis revealed moderate level of EI. While Age and experience showed significant impact on EI level, gender showed no impact on EI level.

Pooja and Kumar (2016) tried to find out the effect of demographic variables on EI among 424 Indian service sector employees. They studied the effect of demographic variables like age, gender, experience, educational level and management level by using Trait Emotional Intelligence

Questionnaire (Short Form) developed by Pertrides and Furnham (2006). The study found out that demographic variables have significant effect on EI of employees.

Yadav and Mahmood (2015) studied the relationship between EI and demographic variables among 470 knowledge workers at Uttar Pradesh and Delhi. They studied the four components of EI-Self Awareness, self management, social awareness and relationship management against age, gender and work experience. The result revealed that Age and experience have positive relation with all components of EI. Females scored high levels in all components of EI except in social awareness. The results further confirmed that Self Awareness is the most prominent component of EI and self management the least prominent component.

Aziz (2014) made a cross sectional study to examine and compare the EI and leadership skills of male and female heads at universities in Pakistan. For this purpose 100 university department heads were surveyed by employing Emotional Intelligence Scale for Leaders (EISL) designed by the researcher with Cronbach's alpha 0.742. The analysis revealed significant level of EI to all department heads under study with male HoDs having more EI level than female HoDs.

Sunita, Mishra and Dubey (2014) explained in their article about a study conducted among 132 employees in a leading retail store in Kolkata.

They used Trait Emotional Intelligence Questionnaire (short form) developed by Pertrides and Furnham (2006) to measure EI against demographic variables such as age, gender, marital status, designation, years of experience and qualification. The study revealed that EI varies significantly according to different groups of the demographic characteristics.

Patil (2013) studied Emotional Intelligence of 962 secondary school teachers based on their gender. For this purpose he used self constructed Emotional Intelligence Scale based on Goleman's Emotional Intelligence competence model in Marathi language. Split-half method and Cronbatch's alpha were used to determine reliability and t-test was used to test null hypotheses. The result revealed that gender has no effect on Emotional Intelligence.

Adeyemo (2008) investigated the relationship between EI and demographic variables among 215 workers, randomly selected from various organisation in Oyo state in Nigeria. The tool used was Work Group Emotional Intelligence Profile developed by Jordan, Ashkanansay, Hartel and Hooper (2002). Multiple regression and t-test were used to analyse the data. gender and experience showed significant effect on EI and female workers scored high Mean Score.

To summarize

- In all cases demographic variables have significant effect on the level of EI except gender which has no impact on EI in certain cases.

- In some cases females scored higher than males but in some other cases males superseeded females.

- Researchers used either Wong and Law Emotional Scale or Pertrides and Furnham's Trait Emotional Intelligence Questionnaire or self constructed questionnaire based on Goleman's EI Competence Model.

Emotional Intelligence and Performance

One of the important applications of EI is for improvement of performance. Some of the literature reviews made in this regard are shown below.

Alferaih (2017) framed a model to measure the job performance of Saudi bank managers' job performance based on their Emotional Intelligence. He formulated 17 hypotheses based on the five components of EI and their sub components and proposed a model to find out the effect of EI on job performance.

Maxwell (2017) examined the effect of EI on leadership and enrolment performance of enrolment managers by reviewing the existing literatures on EI in the higher education field. He recommended the use of EI for

enhancing leadership qualities of enrolment managers to effect better performance at higher education environment in the United States.

Chen, Bian and Hou (2015) made an attempt to analyse the role of leader's Transformational Leadership (TL) on subordinates EI and work performance among 202 military-based research and development institutions. Factor analysis showed a positive relationship with EI and work performance. Leader's TL positively enhanced subordinates EI and work performance.

Wilderom, Hur, Wiersma, Berg and Lee (2015) tried to explore the influence of manager's Emotional Intelligence (EI) to unit performance by store cohesiveness and sales – directed employee behaviour. They rated the EI of 253 store managers of a large retail electronic chain in South Korea by 1611 non-managerial sales employees. The study revealed that the store cohesiveness was influenced by the EI of store managers which influenced the behaviour of frontline employees and ultimately predicted the store performance.

Another study was made by Cruz, Durso and Ellison (2014) about the impact of EI on sales performance in Purto Rico market and identified a significant positive relationship between EI and sales success.

Pastor (2014) tried to explore the effect of Emotional Intelligence of leaders and subordinates on performance results and work satisfaction. He

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studied 254 employees of age between 20-60 and revealed a strong and positive relation between Emotional Intelligence and performance of both leaders and subordinates.

Rathi (2014) proposed a conceptual model to indicate the influence of EI and emotional labour on job performance and customer satisfaction in service organizations. The model put forth that Emotional Intelligence influence emotional labour strategy of employees during service encounters with customers which in turn effect job performance and thus customer satisfaction.

Pun and Gill (2002) made an effort to propose a model for integrating EI/TQM efforts for performance improvement and pin pointed 14 step guidelines for EI & TQM implementation. Further, examined prerequisites for EI/TQM integration and presented a case of EI/TQM implementation.

To summarize

The literature reviews revealed that EI influence not only the performance of individuals but also performance of organizations which is a must for customer satisfaction.

Emotional Intelligence at Workplace and Family Life

EI can influence work life as well as family life tremendously. Evidences to these have been seen in the literature reviews presented below.

Clark and Polesell (2017) in their article explained about the role of cultural and Emotional Intelligence in helping to find out the right way in the diversity complexities at workplace by a comprehensive literature review related to EI and Cultural Quotient (CQ). They further suggested ways to improve organizational outcomes by developing CQ and EI in organizations.

Deora and Tiwari (2013) made an attempt to assess Emotional Intelligence of 100 working couples residing at Udaipur city with monthly income ranging between Rs.30,000 – Rs.60,000/. The Emotional Intelligence questionnaire (Dulewicz and Higgs, 2001) was administered separately on the couples to collect the data. Percentages were calculated to identify the level of Emotional Intelligence. Majority fall under the medium level.

In 2013 Koubova and Buchko proposed a conceptual model for establishing the importance of EI in life-Work Balance (Work Life balance) by reviewing existing literatures. They found out that the level of EI is important in life-work balance.

Yet another study by Peter and Brinberg (2012) showed the application of EI for maintaining healthy weight. They were able to increase the emotional awareness of 28 participants by a six week EI training and assessed how the training could influence the decision making. The results showed that EI training reduces the impact of low EI on health and promotes positive decision making for better health.

Suvarna and Thingujam (2009) studied the mediating role of personality and social desirability on Emotional Intelligence and marital adjustment among 60 married couples in Pune city. The study revealed that Emotional Intelligence has significant and positive relationship with marital adjustment irrespective of personality types and social desirability.

In 2009 Vigoda – Gadot and Melsler suggested a model for exploring the relationship between EI, organizational politics and employee performance in public sector and empirically tested in two Israeli municipalities. The result supported the moderating role of EI in the relationship between organizational politics and emotional commitment as well as between organizational politics and employees absenteeism. The study showed a direct relationship between EI and job satisfaction.

Poon (2004) studied the moderating effect of emotion perception (a base component of Emotional Intelligence) on carrier commitment and carrier success among Malaysian employees. The results revealed that high and average emotion perception predicted objective career success (salary level) but not subjective career success (career satisfaction).

Lofy (1998) emphasises the importance of emotion on creativity in organizations with the help of two case studies (1) to show how an emotionally healthy person show a positive approach to empowerment and

creativity, (2) how an emotionally negative person take creativity and disempowers others.

To summarise

The studies showed that EI helps for better marital adjustment, maintaining weight for keeping better health, job performance and for keeping better work life balance.

Emotional Intelligence in Areas other than LIS Profession

Emotional Intelligence (EI) has been studied extensively in areas other than Library and Information Science (LIS) profession such as Business and Management, Education, Health and Information Technology (IT). The literatures reviewed in relation to the above mentioned areas are presented in the respective headings.

EI in Business and Management

EI plays important role in many aspects of business and management such as leadership, stress management, organizational citizenship behaviour, organizational effectiveness, job performance and the like. It helps managers to manage themselves and their team members and also helps to instill enthusiasm, motivation and perseverance in their team mates. The articles and studies reviewed in relation to business and management are presented below.

Hutchins and Rodringuez (2018) made a study by content analysis method to examine 11 best in class B2B companies recognized for their social media content marketing. The analysis revealed that a firm's collective EI can increase brand equity and also found that the best content marketing B2B companies make use of EI in their online communication strategies.

Minhashian, Beekmann and Wood (2018) made an effort to study the Emotional Intelligence and individual differences in task oriented conscientiousness. They collected data from 201 managers for a period of 3 weeks by using experience sampling. The study identified that individual differ each other in their task oriented conscientious behaviours and EI plays an important role in the individual differences.

Singh, Sadhana and Singh (2017) explored the relationship between Emotional Intelligence, work family culture and Organizational Citizenship Behaviour (OCB) among 117 front level executives of various private sector service organizations at Delhi and New Delhi. Standardized scales of previous researchers were used to measure variables. The analysis showed a significant and positive relationship between Emotional Intelligence, all dimensions of work family culture and total organizational citizenship behaviour.

An empirical study among 557 Colombian managers was carried out by Acost-Prado, Torres and Torres (2015) by using EI scale of Wong & Low

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(2002). They analysed the ability to perceive, appraise and express emotions in own and others and its impact on the personal and professional achievement of Colombian managers. They found out that the managers have high capacity to assess and recognize their own emotions, high capacity to self control and to direct emotions but low capacity in understanding the emotions of their team mates.

Martina, Denisa and Mariana (2015) analysed the level of Emotional Intelligence of managers based on Goleman's domain of Emotional Intelligence and emphasized the importance of EI on managerial skills.

Molly and Gupta (2015) developed a conceptual frame work after a preliminary study. Based on the framework, they developed measuring instruments to examine the relationship between Transformational Leadership (TL) and Emotional Intelligence (EI) among 300 leaders from different industries. Their study revealed a strong positive relationship between TL and EI. They further argued that TL can be increased by strengthening specific EI factors.

Yet another study is seen in literature by Utami, Bangun and Lantu (2014) about the role of Emotional Intelligence, trust, organizational politics and organizational commitment among 103 employees from various firms in Indonesia. The study showed that higher organizational politics lowers commitment and trust among employees. Trust showed mediating

relationship with organizational politics and commitment. The highlight of the analysis was persons with high EI have high organizational commitment even when they posses high organizational politics.

Elias and George (2012) examined the relationship between Emotional Intelligence and job satisfaction among 208 employees of an international economic firm operating in India at different localities using self administered questionnaire. The researchers developed the Emotional Quotient Tool based on Goleman's book *Working with Emotional Intelligence*. The results revealed a high positive relationship with EI and job satisfaction.

In 2011 Puja studied Emotional Intelligence of 360 bank employees belonging to various branches of two public sector nationalized banks and two private sector foreign banks. Emotional Intelligence was measured by using a self made questionnaire and for service quality SERVQUAL model developed by Zeithaml (1985) was used. The study confirmed the close relationship between EI and service quality.

James, Velayudhan and Gayatridevi (2010) conducted a study on 60 executives working at Roots Industries Limited at Coimbatore, to assess EI and Organizational Citizenship Behaviour (OCB). OCB questionnaire made by Tripathi and Chaitanya (2001) and EI questionnaire by Sankar and Sayed (2006) were administered on two groups of executives – 30 high level and 30 low level executives to elicit data and found out a positive correlation

between the two variables. Significant difference were there in civic-virtue, courtesy, self-confidence, personal fullfillment, empathy anxiety, stress and assertiveness between the two groups.

Jain (2009) explored the relationship of the dimensions of Organizational Citizenship Behavior (OCB) and Emotional Intelligence (EI) of 250 middle level executives of two wheeler manufacturing motorbike organizations. The results showed that dimensions of OCB is significantly influenced by dimensions of EI. It also showed that EI makes employees more genuine and honest about the organizational needs.

Berman and West (2008) examined how feedback and mentoring, selection and promotion, training and the adaptation of codes of conduct can increase Emotional Intelligence of public managers in U.S. cities. Study revealed that feedback and mentoring have direct relation to enhance EI and providing feedback, mentoring and modelling is key while training, selection, promotion and code development have only indirect effects on increasing EI.

Sosik and Megerian (1999) examined whether Self Awareness of managers can moderate the relationship between EI and Transformational Leadership (TL) behaviour and managerial performance. They studied among 63 managers (for EI and TL), 192 subordinates (who rated their manager's TL behaviour and performance outcome) and 63 supervisors of focal managers (rated managerial performance). Results showed positive

correlation between EI components, leader behaviour and performance based on Self Awareness of managers.

To summarise

- EI shows significant and positive correlation with almost all aspects of business and management.

- Researchers either studied by reviewing existing literatures or by Wong and Low questionnaire or by Goleman's emotional frame work.

- Studies show that EI has significant impact on both professional and personal life of employees.

EI in Education

Another field where EI is extensively applied is, the field of education. EI improves almost all areas of teaching and learning. The literatures reviewed in relation to EI and education are explained below.

Dust, Rode, Arthaud-Day, Howes and Aarathi (2018) reported the result of a study to examine the role of facilitation and EI on self-esteem and employment gaps among undergraduate students. The students had under gone a test of self-esteem, a test of facilitation and a test of EI based on Mayer – Salovey – Caruso Model. Ten years later this same individuals again studied to identify the employment gaps. The result revealed that the

facilitation based EI is associated with higher self-esteem, which in turn leads to reduced employment gaps.

Asrar-ul-Hag, Anwar and Hassan (2017) examined the impact of EI on job performance among 116 Pakistani higher education teachers based on Salovey and Mayer's (1990) theory of EI. The result established a positive and significant relationship of emotional self awareness, self confidence, achievement, developing others and conflict management with teachers job performance.

In 2017 Rashmi in her article ascertained the importance of EI in higher education and also in organisations. She further advocated for incorporating EI training in to higher education curricula in order to make students as well as teachers successful in personal and professional life and also for imparting quality education.

Yet another survey conducted on 212 Malaysian secondary school teachers by Mohamad and Jais (2016), traced the significant correlation between Emotional Intelligence and job performance.

Another joint study by Nagamani and Choudhury (2015) traced the relationship between EI of senior secondary school principals on their decision-making styles. They carried out the study on 50 senior secondary school principals by using Teacher's Emotional Intelligence Inventory (TEI) by Dr. Shubhra Mangal and Decision Making Style Scale (DMSS) by Dr.

Noorjehan N Ganihar. They found out that there exist significant difference in the EI of senior secondary school principals based on their decision making styles.

Chitkara, Chawla and Sood (2013) narrated the result of a study of EI of 100 teachers teaching various courses, (B. Tech, B.Sc., B.B.A., B.Ed. and B. Pharm) at two private colleges around Chandigarh using Salovey and mayer's Schuttle Emotional Intelligence Scale. The result identified a significant difference in the Emotional Intelligence of teachers teaching various under graduate courses.

A joint study was done by Hen and Walter (2012) to construct a teaching model based on Sherborne Developmental Movement (SDM) to enhance emotional abilities in 67 student teachers. They used reflective diaries, questionnaires, Emotional Intelligence and empathy scales to elicit data. They noticed that the SDM integrated teaching model lead to enhanced social interactions which inturn helped better understanding of self and others and also improved emotional competencies.

Ghanizadeh and Moafian (2010) traced the relationship between EFL teachers' Emotional Quotient (EQ) and their success in language teaching among 89 EFL teachers from different language institutions in Mashad, a city in North-Eastern Iran. Bar-On's EQ test was administered. Each teacher's performance was simultaneously evaluated by their students with the help of a

questionnaire. Analysis identified a significant relationship between teachers success and EQ. The study further revealed important correlations between EQ, experience and age.

Noriah, Iskandar and Ramli (2010) made a comparative study of Emotional Intelligence of daily and residential Malaysian school teachers. They surveyed 1004 school teachers to study EI based on four factors – personal management, people management, spirituality and maturity with 28 core competencies. The result reported low competencies in the areas of emotional awareness, accurate self assessment, achievement drive, influencing skills, conflict management, change catalyst and leadership and high score in spirituality and maturity. Even though both groups possess similar EI profile, residential school teachers were more emotionally intelligent than daily school teachers.

Kamboj (2007) tried to find out the relationship between EI and self-actualization among 1360 secondary school teachers at Punjab. Emotional Intelligence scale by Hayde *et al.*, and self actualization inventory by Sharma were used for collecting data and found out a positive and significant correlation between EI and self actualization.

Jaeger (2003) undertook an empirical study among 158 general management students at United States to incorporate EI in to the graduate professional curriculum by adapting a pre-test and post-test design. A pre-test

was conducted to assess the existing EI level, at the beginning of the semester before introducing the EI course content by using EQ-i (Bar-On). After completion of the semester a post-test was carried out and EI was assessed by EQ-i and also measured academic performance. The study ascertain that EI can be inculcated into the traditional class room environment and that there exists a strong relationship between EI and academic performance.

To summarize

- Studies showed significant and positive effect of EI and its components with teacher's performance, decision making, self-actualization and success in personal and professional life.

- It helped students to improve their self-esteem and self confidence.

- Most of the researchers used Salovey and Mayer's Emotional Intelligence scale.

- It has been seen that one researcher tried to incorporate EI in to graduate professional curriculum.

EI in Health Profession

Emotional Intelligence plays important role in health profession also. It helps professionals to recognize and control their own emotions and in others. Recognizing and understanding others' emotions, feelings and needs is a must in health profession since it demands patient caring. EI has been

studied with respect to many aspects of medical profession. The articles reviewed with regard to health profession are given below.

In 2018 Nightingale, Spiby, Sheen and Slade reviewed articles published from 1995 to April 2017 in various data sources using Scopus to identify impact of EI on caring behaviour of health care professionals in United Kingdom. They traced three important types of health care professionals – nurse, nurse leaders and physicians, from twenty two studies which satisfied the selection criteria. Emotional Intelligence seems more relevant in the case of nurses, in both physical and emotional caring. Factors like age, experience, burnout and job satisfaction influence both Emotional Intelligence and caring behaviour.

Al-Hamdan, Oweidat, Al-Faouri and Cedier (2017) made a correlational study of EI and job performance among 250 Jordanian hospital nurses by using Genos Instrument. Clinical performance was measured by using self-report measure. Findings confirmed significant positive relationships between all subscales of EI with job performance.

In 2015 Karimi, Cheng, Bartram, Leggate and Sarkeshik reported the result of a study conducted among 312 registered nurses (provide home care) of Australian Community Nursing Service. The results confirmed that EI has a direct and moderating effect on well-being of nurses by helping effective

stress management. They further suggested for EI training for nurses to explore its potential benefits.

Knight *et al.* (2015) tried to reveal the impact of elements of conditions of trust and EI between supervisors and staff members at the Kentucky department of public health. They made a cross-sectional study by electronic survey that evaluated the conditions of trust among staff members and EI among supervisors. The study revealed a high level of EI for supervisors and higher than average level of capacity to manage stress. There exist a significant positive correlations between supervisors stress control and staff members' trust and loyalty towards supervisors.

Swaran, Shikha and Archana (2014) correlated EI with elements of job satisfaction of 34 HIV/AIDS counsellors working at ICTC centres of Govt. hospitals at Uttarakhand. They used EI Scale (Schutte *et al.*, 1998), Job Satisfaction Survey (Spector, P.E., 1994) along with personal data sheet to elicit the data. Upon analysis it was found that there was no gender differences in the case of EI and job satisfaction except nature of work. There was significant positive correlation between EI and job satisfaction.

Gorgens – Ekermans and Brand (2012) carried out a survey among 122 nurses in South Africa to elicit the effect of EI in stress-burnout. The study confirmed that high EI level significantly reduces stress and burnout and improves health condition than that of lower EI level.

Zeider, Matthews and Roberts (2012) attempted to find out the role of EI in health and well-being by reviewing the existing literatures. They found out from the literatures that EI is a major predictor of a wide variety of health outcomes including both physical and mental health.

Arora *et al*. (2010) made a content analysis review of articles published between 1980-2009 by consulting MEDLINE, EMBASE, PSYCINFO, the Cochrane Database of Systematic Reviews and the Cochrane Central Register of Controlled Trials to draw evidence of EI in medicine based on Accreditation Council for Graduate Medical Education (ACGME). They found that most of the EI competencies correlate with the capabilities of modern medical curricula.

Emotional Intelligence and conflict management style of hospital nurses were studied by Suresh and Venkatammal (2007). They used Bar-on Emotional Quotient Inventory and Thomas and Kilmann Conflict Style Instrument to study 94 staff nurses from general hospital at Puducherry. Result showed that collaborating and compromising styles had significant positive relationship with EI.

To summarize

- It seems that EI has significant and prominent effect on many areas of health profession.

- EI helps professionals in physical and emotional caring and also in stress management.

EI in Information Technology (IT)

Many studies have been seen conducted in the information technology (IT) field also. IT profession is very stressful and demanding. With the help of EI, employees perform beyond the need of their duty. The studies and articles which have been reviewed in relation to IT profession are presented in this section.

Hendon, Powell and Wimmer (2017) made a correlational study of III, IT professionals in the United States by an online survey and found a significant positive correlation between E1 and communication skills of professi0nals which is very important for team building and relationship management.

Yet another study is seen conducted in literature by Priyam and Tanu (2017) about the effect of Emotional Intelligence (EI) on job performance among 200 IT professionals in various organizations. The study showed significant gender differences with high EI score for female employees. They also ascertain that female employees are better performers than male employees.

In a joint paper, Ragini and Bajaj (2017) putforth a conceptual framework to denote the leader's Emotional Intelligence (EI) and employee

creativity in IT environment. They pointed out that a leader's EI facilitates a psychological environment which promotes subordinates creativity. They asserted that high quality leader member exchange boost the creativity of employees and also promote a good climate in the organization.

Gupta (2016) reported the result of a study conducted among IT employees in India to find out the impact of EI on work life balance and happiness. He applied EI measure developed by Bhattacharya, Quality of Life Scale by Balu, Work Family Conflict Scale by Burke and Subjective happiness scale by Boyatzis to collect data. The study revealed that EI has great impact on all the variables studied.

Masrek, Osman, Ibrahim and Mansor (2014) shared the result of a survey among 115 Malaysian IT professionals that, out of the four components of EI social awareness scored high, then self management, followed by self awareness and relationship management. Multiple regression analysis further depicted that organizational commitment is influenced strongly by social awareness and relationship management.

Aruna, Suganthi and Samuel (2011) made an attempt to design an instrument for evaluating Emotional Intelligence of IT professionals. They took a sample of 60 professionals from a population of 780 under top, middle and lower level managers. The parameteres for instrument design was selected based on theories of Mayer and Salovy, Bar-On and Goleman.

Questionnaire was validated by expert opinion and by Delphimetheed. Questions were scenario based and respondents have to choose the appropriate one. Result showed average EI level.

Remya and Francis (2011) conducted a study on 92 IT professionals in Kochi to find out the relationship between Emotional Intelligence and Organizational Commitment. They used EI test developed by Karry D Carson, Laura Carson and Betty J Berkemeler and organizational commitment questionnaire by Porter. Analysis was done by Regression analysis and Correlation. The result showed high degree of positive relationship between EI and organizational commitment.

Navjot and Walia (2010) examined the correlation between work life balance and Emotional Intelligence (EI) of 308 professionals working in IT and ITES companies of National capital region and Chandigarh. They used work life balance scale constructed by Hayman with 15 items and EI scale by Hade *et al*. with 34 items. The results of the study clearly indicates that professionals with high EI have better work life balance and are more productive and well adjusted.

To summarize

- The studies revealed that EI has significant positive effect on communication skills, creativity, work life balance, job performance,

organizational commitment and conflict management of IT professionals.

- Researchers either employed self constructed questionnaires or existing scales.

Emotional Intelligence in Library and Information Science (LIS)

Profession

Eventhough EI has been tremendously explored and applied in various fields, the literatures on EI in LIS field begin to appear only after 2000. Some of the literatures reviewed are presented as follows.

Jafari and Shapouri (2018) examined the relationship between librarian's EI and user satisfaction in the libraries of university of Guilan, Iran. They selected 35 librarians, and eleven users for each librarian. EI of librarians was measured by using questionnaire developed by Lord and Hogan (2001) and user satisfaction by self made questionnaire. The statistical tools like t-test, regression and Pearson's coefficient were used. The result revealed that the EI components – self management, self awareness, social awareness and relationship management scored significantly higher than the average and user satisfaction is positively co-related with EI level.

Sajjad, Mumtaz and Nosheen (2017) reported the result of a study on EI and its relationship with academic and non-academic characteristics of students by reviewing articles with the help of Science Direct, ISI Web of

Knowledge, LISTA and Google Scholar databases. They gave emphasis to the relationship of EI with library anxiety and academic performance of students. The results showed that EI helps students to handle stressful situations and also helps to manage library related anxiety. They hope that the article will help librarians to understand the role of EI in the library related activities.

Summey (2017) made a feasibility study on a small group (n=10) of reference and user services librarians by using Bar-On mixed model of Emotional Social Intelligence framework– EQ – i2. The researcher compared a list of competencies with the abilities, traits and competencies of Bar-On model. About 70% of the participants scored mid or high value. Decision making and self-perception got highest overall Mean Scores.

Olaojo and Oyeboade (2016) conducted a study on 186 library personnel from selected eight academic libraries in Nigeria about EI and work productivity. The library work productivity was measured by using Huang (2008) instrument and EI was measured by self-constructed questionnaire based on Goleman's Frame Work. Analysis was done by Pearson Product Moment Correlation and ANOVA. The result revealed a positive and strong correlation between EI and library work productivity.

A joint study was done by Yaya, Akintayo and Uzohue (2016) about the impact of EI on productivity of librarians in public universities in Nigeria.

The data were collected from 923 randomly selected librarians by using a self-constructed and validated questionnaire. Analysis revealed a high EI and productivity levels with significant correlation.

Khan, Masrek and Nadzar (2015) made an investigative study of the training needs on EI among 245 Pakistani university librarians. A structured questionnaire was employed to collect the data. The t-test revealed a significant difference between all indicators of EI. Application of descriptive statistics indicated training needs of librarians for skill deficiencies.

Wilkinson (2015) made a qualitative study of relationship between EI competencies and personal attributes of library Disaster Response Assistance Team (DRAT) members, using interview technique in two academic libraries - (1) University of Lowa Main Library (faced flood at 2008) at Low city and (2) University of New Mexico Zimmerman Library (faced fire at 2006) in Albu Querque. The study revealed a strong relationship between EI competencies and DRAT members' personal attributes. The attributes like teamwork, communication, trust/trustworthiness, adaptability and imitativeness were found to be the most appeared EI competencies of DRAT members during disaster management.

Khan and Ullah (2014) conducted a random survey on a sample of 225 university library professionals in Pakistan to measure the level of perceived EI. They used Bipath (2007) Measurement Instrument of Emotional

Intelligence for measuring self assessment, teamwork, collaboration and positivism and Goleman's Emotional Intelligence Instrument was used for measuring service orientation. The study revealed a high level of EI for Pakistani university library professionals.

Klare, Behney and Kenney (2014) reviewed the existing literatures on the basis of the five EI competencies put forth by Daniel Goleman in the context of academic libraries. They focused on empathy and its application in libraries and in leadership position. They found out that most of literatures were related to higher positions. They suggested application of EI in the selection of new staff members and also recommended training to existing staff members.

McKeown and Bates (2013) surveyed 104 library branch managers in Northern Ireland using an online questionnaire – the Goleman's Emotional Competence Inventory (ECI) to find out the leadership skills of branch managers. They found out that even though EI was a new concept to majority of participants, they were valuing and practicing EI traits in their work and top five leadership attributes were – communication, team work, collaboration, adaptability, integrity and organizational awareness. The branch managers recognized the importance of self-awareness and recognizing staff members' emotions and also empathizing with subordinates. They proposed three frameworks – (1) EI leadership skills competency

framework for branch managers, (2) applying EI to leadership and staff development and (3) applying EI to customer relations.

Ognugbeni, Ogungbo and Yahaya (2013) investigated the relationship of EI with job satisfaction and librarians' performance by reviewing the concerned field. The paper clarified that mood or emotions of librarians affect the discharging of their day to day duties. They pointed out some factors which contributes job satisfaction and suggested ways to manage librarians' emotions to increase productivity.

Osuigwe, Ezeani and Anyaoku (2013) investigated the relationship of library leaders' EI and capacity to introduce innovative library services in South East Nigeria among 42 library heads using self constructed measurement based on Goleman's Emotional Intelligence Framework. Innovation was measured by a 12 item scale developed by literature review. The result revealed a high level of EI with significant and positive correlation with innovative services.

Pradeepa (2012) discussed in her article the concept of EI and its importance in the library domain with sufficient evidence from business domain and states that emotionally intelligent library leaders can create a positive organizational culture which leads to better performance and productivity. She listed available measures of EI and suggested that EI can be successfully used for the selection of new library leaders.

Hernon and Rossiter (2006) tried to trace the direct evidence of ideal traits for library directors listed in job advertisements with Goleman's five Emotional Intelligence components (self-awareness, self regulation, motivation, empathy and social skills). They compiled traits that were asked by 226 job advertisements in *College and research library news* from 2000 to 2004 for the post of library directors either at *Association of Research Libraries* (*ARL*) or at the *Association of College and Research Libraries* (*ACRL*). They also conducted a survey among librarians employed as directors and then an interview to find out how much they value the traits. They identified a list of 93 desired traits for librarians. The trait 'commitment' (component of motivation) was most frequently cited by advertisements whereas directors valued 'visionaray' as the most important trait.

To summarize

- It is seen that most of the studies were conducted after 2010.

- Most of the researchers used Goleman's EI framework and tried to find out its application in LIS profession.

- The studies revealed that EI has an important effect on librarians job satisfaction, commitment, productivity and performance.

The literatures reviewed above show that there have been number of studies carried out on various aspects of EI in different fields. Some researchers tried to develop, validate and evaluate EI measures and tools

(Sharma, Gangoopadhay, Elizabeth and Mandal, 2013; Killan, 2011; Roberts, Mac Cann, Mathews and Zeidner, 2010) while some others traced the efficacy of EI training programmes (Niva and Shosh, 2016; Nitu and Geetha, 2015; Gignae, Harmer, Jennings and Palmer, 2012) and yet some others made an attempt to trace out the effect of demographic variables on EI and revealed significant effect on EI (Jyoti, 2016; Aziz, 2014; Patil, 2013; Adeyemo, 2008).

EI plays significant role in almost all areas of Business and Management (Hutchins and Redringuez, 2018; Singh, Sadhana and Singh, 2017; Molly and Gupta, 2015; Bermean and West, 2008). In education researches applied EI to boost self esteem and self confidence of students (Dust, Rode, Arthaud-Day, Howes and Arathi, 2018; Rashmi, 2017; Jaeger, 2003) and also effectively used to improve teaching performance of teachers (Asrar-ul Haq, Anwar and Hasan, 2017; Mohamad and Jais, 2016; Chitkara, Chawla and Sood, 2013; Hen and Walter, 2012).

Health profession also enjoyed the advantages of EI to a great extent. It is seen that most of the studies in this area were undertaken to understand the impact of EI on caring behaviours, stress management, job satisfaction, health and well being and conflict management styles of professionals (Nightingale, Spiby, Sheen and Slade, 2018; Al – Hamdan, Oweidaf, Al-Fauri and Cedier, 2017; Knight et al., 2015; Mathews and Roberts, 2012; Arora et al, 2010). In

IT sector the studies mostly focused on effect of EI on communication, skills, job performance, creativity, work-life-balance, relationship management and organizational commitment (Hendon, Powell and Wimimer, 2017; Priyam and Tanu, 2017; Ragini and Bajaj, 2017; Gupta, 2016; Masrek, Osman, Ibrahim and Mansor, 2014; Remya and Francis, 2011).

In LIS profession researchers tried to find out the impact of EI on user satisfaction, reference and other user services, work productivity, training needs, service orientation, leadership skills and job satisfaction (Jafari and Shapouri, 2018; Sajjad, Mumtaz and Nosheen, 20017; Olaojo and Oyeboade, 2016; Wilkinson, 2015; Khan and Ullah, 2014; Mekeown and Bates, 2012; Pradeep, 2012). These studies have been conducted to trace out the effect of EI on other variables. But the study made by Heron and Rossiter (2006) listed some librarian traits based on EI competencies of Goleman. All these studies have been carried out in countries other than India. The researcher has not come across any studies on EI in LIS field in the Indian context. Thus there exists a research gap. In this context the researcher takes a small step to fill this gap by conducting this study. This study aims to identify the EI competences of library professionals working in the Universities in Kerala. It also aims to understand the strengths and weaknesses of EI competencies to suggest measures to effect improved library services.

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This chapter describes the various procedures of the study. It consists of methodology which includes tool constructions, population, pilot study and statistical techniques used.

Methodology

Methodology of the research depends upon the topics selected for the study. In this study survey method was administered to measure the Emotional Intelligence of Library Professionals in the Universities of Kerala. Survey studies are carried out to understand the existing state of a population where people respond according to their experiences.

Population

The population of this study consists of all Library Professional having B.L.I.Sc Degree and above, working at the selected seven Universities in Kerala. At the time of the study, there were 409 Library Professionals working in these seven Universities which include 304 permanent professionals and 105 temporary professionals. Thus the total population is 409.

Sample

This study is a population study since it covers the whole population of 409 University library professionals in selected seven Universities. The distribution of the respondents according to University wise is shown in Table 3.It shows that out of 409 staff members, 304 are permanent and 105 are temporary. Out of the 409 questionnaires distributed, 366 were returned back and after examinations, only 353 were found useful for final study. Thus the final sample is 353 which cover 86.31 % of the total population.

Table 3

University wise distribution of Respondents

Sl. No.	Name of University	No. of respondents		No. of questionnaires distributed	Nos. Returned	Final count	%
		Permanent	Temporary				
1	Kannur	23	0	23	22	21	5.95
2	Calicut	66	30	96	96	90	25.50
3	KAU	14	10	24	22	21	5.95
4	CUSAT	39	20	59	57	57	16.15
5	SSUS	15	9	24	21	21	5.95
6	MGU	58	8	66	58	58	16.43
7	Kerala	89	28	117	90	85	24.08
	Total	304	105	409	366	353	100

Demographic Profile of the Respondents

The demographic profile of the respondents - Gender, Age, Qualifications, Years of Experience, Category and Nature of Employment are shown in percentages by the following Figures from 2-7.
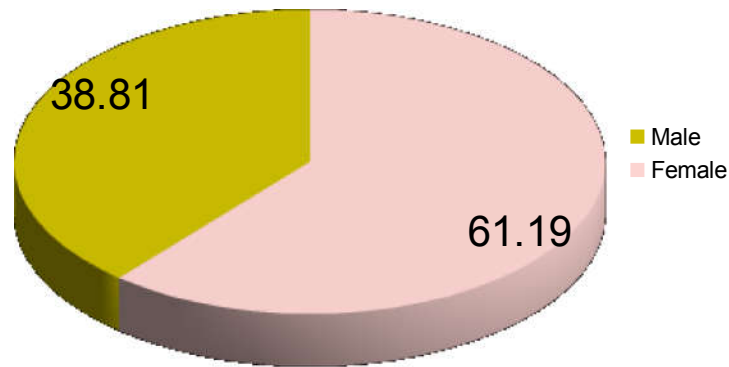
Figure 2 Gender Wise Representation of Respondents

The Figure 2 above shows that majority of the professionals 216(61.19%) are females and 137(38.81%) are males.
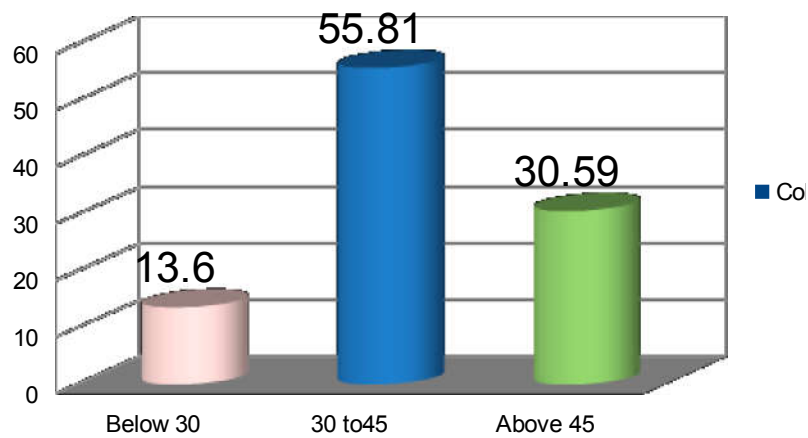
Figure 3 Age wise Representation of the Respondents

The Figure 3 clearly shows that a good number of professionals (197=55.81%) fall under the age group 30 – 45 which means majority are young, followed by the older group – Above 45 with 108(30.59%) professionals   and then the age group Below 30 with 48(13.60%) professionals.
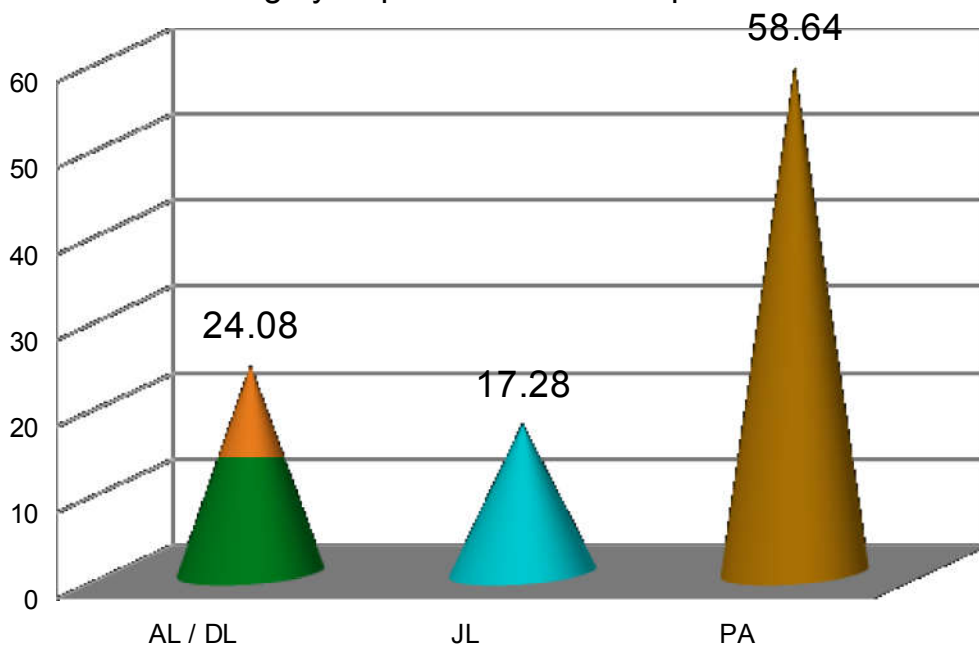
Figure 4 Category Wise Representation of Respondents

In category wise distribution, Professional Assistants are the major category with 207(58.64%) professionals. Asst/Deputy Librarian category consists of 85(24.08%) professionals and 61(17.28%) professionals belong to Junior Librarian category.

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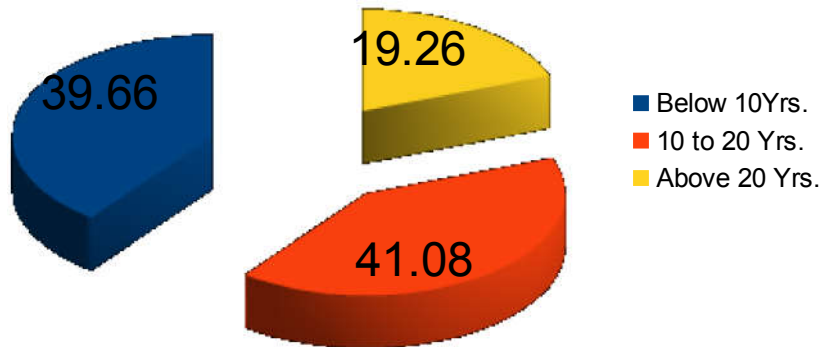
Figure 5 Experience Wise Representation of the Respondents

In the case of experience wise distribution of respondents 39.66% (140) have Below 10 years experience, 41.08% (145) have 10-20 years experience and 19.26% (68) have Above 20 years experience.
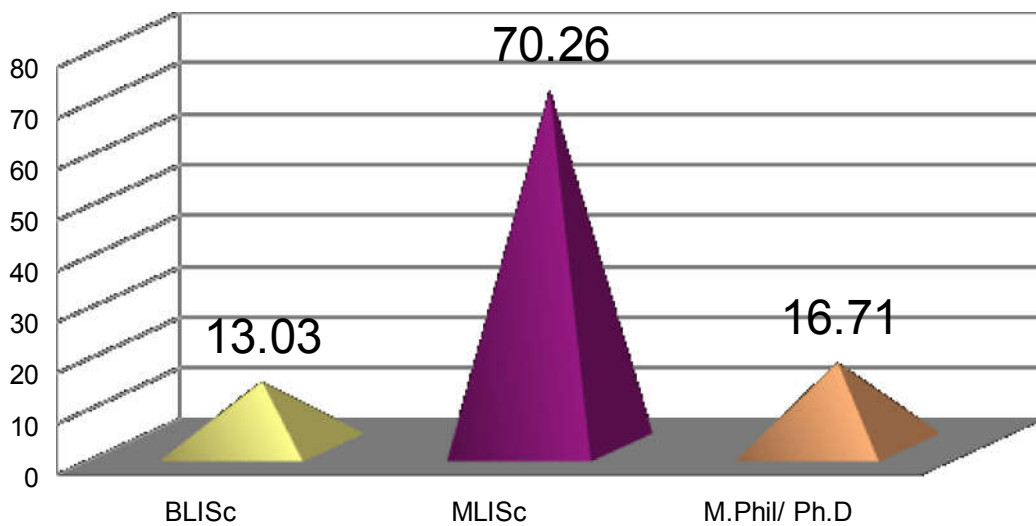
Figure 6 Qualification Wise Representation of the Respondents

In the case of educational qualification 46(13.03%) professionals are with BLISc. Degree only, about 59(16.71%) professionals possess M.Phil or Ph.D Degree and majority professionals have MLISc. Degree (248=70.26%).

Figure 7 Nature of Employment of the Respondents

Nature of employment wise, 75.07% (265) professionals belongs to Permanent category and 24.93% (88) belong to Temporary category.

Variables Used

There are two types of variables, independent or classificatory variables and dependent variables. In this study the independent variables are:

1. University

2. Age

3. Gender

4. Years of Experience and

5. Category

The dependent variable of the present study is Emotional Intelligence (EI) which is further studied based on its five dimensions :

1. Self Awareness

2. Self Management

3. Motivation

4. Empathy and

5. Social skills.

The above five EI dimensions are again studied according to the 22 sub competencies as shown in Figure 1.

Tool used for the study

The investigator measured the Emotional Intelligence of library professionals by using a self constructed and validated Emotional Intelligence Scale shown in the appendix.

Emotional Intelligence Scale Construction

The scale was developed based on the statements from the book *Working with Emotional Intelligence* by Goleman (1998). He gives an Emotional Competence Frame work (p.26 – 27) under personal and social competencies. It consists of 25 sub-competencies under 5 main dimensions – Self Awareness, Self Regulation, Motivation, Empathy and Social Skills. In this study the number of competencies reduced from 25 to 22 by considering Trustworthiness & Consciousness as one, Innovation & Adaptability as one and initiative & optimism as one (highly related variables were combined based on the book *Working with Emotional Intelligence* – pages 89, 95 and 122).

Initially the investigator prepared a pool of 106 statements based on the above mentioned Goleman's book. These statements were subjected to expert openion. The researcher consulted with experts in the field of Library and Information Science and also with Psychology experts. Based on the expert opinion some statements were omitted due to language problems, ambiugity and unsuitability. Some complex statements were made simple and straightforward. Statements having more or less the same meaning and contradictory statements were also removed or rewritted. According to expert opinion poor items, items which need excessive guessing and confusing items were also removed or rewrited. The expert opinions and suggestions helped

to improve the precision and configuration of the tool. It also made the questionnaire more clear and concise and the resulted statements were further subjected to pilot study.

Pilot Study

After omitting some items based on experts' opinion, a pilot study was carried out on randomly selected 40 college librarians from all over Kerala. The completed items were used to determine reliability and validity of the EI Scale.

Validity of the Research Tool

Validity is the accuracy of the questionnaire used for the study. The researcher made many attempts to maintain validity. The items in the tool are based on Goleman's Framework and also on extensive review of literatures. The items thus framed are subjected to expert judgements. This helped to maintain precision and accuracy. Experts' opinions and suggestions were considered to improve the quality of the items and also the subject area covered. Thus the content validity (good enough to test the subject area of the test and represents all aspects of the construct under study) is ensured. The suggestions and opinions of the test takers from the pilot study, along with expert opinions helped for maintaining face validity (making the test takers feel that it is really meant for them). The results of the pilot study were considered for the further improvement of the scale to meet the construct

validity (examines the items which represents the construct under the study to draw inferences). The theoretical ideas and the reliability tests helped to meet the construct validity.

Reliability of the Scale

Reliability of a scale refers to the extent to which it yield consistent results. This depends upon the intercorrelation between the items. That is the internal consistency of the scale. Positive and strong relationships gives greater reliability. In this study researcher used average inter item correlation to test the reliability. In average inter item correlation individual items in a scale are tested to find out the mean values of all these correlations. If the items correlated significantly and positively the scale will be reliable.

The data collected from the pilot study were subjected to the reliability test by inter-item correlation. The scale devided into five subscales based on the five dimensions of Emotional Intelligence. Then the items in each subscales were correlated in pairs to find out the correlation values by Pearson correlation. The items which yield positive and significant correlation were retained for further study and the items which yield negative and insignificant correlation values were eliminated. Likewise items having very low correlation values and items having very high correlation values were also eliminated. The elimination of the items reduced the number of items in to 81 in the final Emotional Intelligence Scale.

The tables from 4 to 9 reveal the result of the reliability test. The item numbers displayed in these tables correspond to the items presented in the appendix.

Table 4

Inter – Item Correlation – Self Awareness

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
1	1											
2	.613**	1										
3	.434**	.602**	1									
4	.521**	.591**	.591**	1								
5	.461**	.525**	.421**	.305**	1							
6	.401**	.306**	.391**	.503**	.609**	1						
7	.531**	.225**	.411**	.299**	.418**	.593**	1					
8	.491**	.443**	.301**	.395**	.282**	.601**	.599**	1				
9	.504**	.293**	.353**	.315**	.393**	.393**	.303**	.401**	1			
10	.391**	.431**	.333**	.565**	.599**	.294**	.385**	.293**	.343**	1		
11	.302**	.353**	.192**	.299**	.399**	.193**	.184**	.193**	.399**	.393**	1	
12	.221**	.331**	.443**	.332**	.405**	.301**	.493**	.485**	.543**	.453**	.302**	1

** Correlation is significant at 0.01 level

The table 4 shows that the inter- item correlation values of the self awareness range between .184 to .613 and are positively and significantly correlated.

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Table 5
Inter – Item Correlation – Self Regulation

Item No.	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
13	.1																
14	.488**	1															
15	.401**	.525**	1														
16	.285**	.301**	.417**	1													
17	.513**	.493**	.291**	.281**	1												
18	.353**	.415**	.481**	.561**	.416**	1											
19	.413**	.507**	.399**	.521**	.417**	.617**	1										
20	.575**	.325**	.456**	.431**	.399**	.301**	.262**	1									
21	.453**	.325**	.297**	.599**	.313**	.612**	.592**	.523**	1								
22	.562**	.333**	.366**	.491**	.317**	.499**	.602**	.615**	.513**	1							
23	.442**	.395**	.579**	.516**	.476**	.557**	.517**	.493**	.553**	.531**	1						
24	.265**	.195**	.272**	.181**	.335**	.213**	.271**	.392**	.252**	.186**	.299**	1					
25	.279**	.215**	.267**	.191**	.299**	.201**	.195**	.613**	.197**	.303**	.353**	.485**	1				
26	.256**	.401**	.561**	.591**	.311**	.516**	.609**	.543**	.507**	.425**	.389**	.491**	.231**	1			
27	.543**	.499**	.617**	.611**	.516**	.502**	.491**	.311**	.597**	.398**	.319**	.579**	.298**	.437**	1		
28	.562**	.513**	.561**	.596**	.421**	.513**	.492**	.192**	.463**	.422**	.342**	.467**	.225**	.372**	.599**	1	
29	.346**	.185**	.316**	.406**	.415**	.335**	.413**	.542**	.437**	.190**	.361**	.586**	.594**	.305**	.446**	.267**	1

** Correlation is significant at 0.01 level

Table 5 reveals that the inter-item correlation values for self regulation range between .181 and .617 with positive and significant correlation.

Table 6

Inter – Item Correlation – Motivation

Item No.	30	31	32	33	34	35	36	37	38	39	40	41
30	1											
31	201**	1										
32	.599**	.521**	1									
33	.411**	.543*	.519**	1								
34	.525**	.401**	.413**	.325**	1							
35	.321**	.353**	.429**	.299**	.626**	1						
36	.309**	.393**	.313**	.516**	.396**	.549**	1					
37	.321**	.363**	.293**	.216**	.205**	.192**	.589**	1				
38	.451**	.561**	.301**	.499**	.395**	.331**	.533**	.593**	1			
39	.503**	.510**	.419**	.416**	.256**	.293**	.509**	.416**	.414**	1		
40	.499**	.515**	.399**	.513**	.241**	.313**	.361**	.593**	.591**	.325**	1	
41	.455**	.512**	.5 33**	.316**	.595**	.495**	.419**	.495**	.489**	.512**	.549**	1

** Correlation is significant at 0.01 level.

    The table 6 displays a range of inter-item correlation values for motivation from .192 to .626 having significant and positive correlation.

Table 7
Inter – Item Correlation – Empathy

Item No.	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
42	1																		
43	.413**	1																	
44	.526**	.501**	1																
45	.499**	.427**	.509**	1															
46	.419**	.567**	.529**	.493**	1														
47	.523**	.534**	.566**	.445**	.539**	1													
48	.599**	.499**	.595**	.594**	.601**	.502**	1												
49	.429**	.512**	.537**	.323**	.453**	.414**	.385**	1											
50	.313**	.293**	.314**	.302**	.443**	.301**	.293**	.414**	1										
51	.234**	.214**	.473**	.313**	.394**	.284**	.314**	.395**	.593**	1									
52	.523**	.564**	.459**	.495**	.567**	.519**	.616**	.592**	.419**	.384**	1								
53	.313**	.496**	.415**	.445**	.595**	.508**	.511**	.514**	.295**	.292**	.491**	1							
54	.341**	.593**	.514**	.414**	.596**	.553**	.614**	.399**	.294**	.331**	.559**	.611**	1						
55	.501**	.595**	.619**	.445**	.532**	.527**	.509**	.594**	.316**	.319**	.519**	.499**	.584**	1					
56	.599**	.393**	.372**	.342**	.510**	.364**	.215**	.513**	.274**	.283**	.293**	.417**	.392**	.308**	1				
57	.431**	.353**	.253**	.281**	.295**	.589**	.273**	.445**	.341**	.413**	.359**	.421**	.385**	.317**	.391**	1			
58	.202**	.295**	.585**	.334**	.374**	.594**	.343**	.507**	.332**	.295**	.432**	.219**	.459**	.323**	.418**	.614**	1		
59	.599**	.514**	.315**	.314**	.272**	.339**	.427**	.557**	.507**	.332**	.462**	.393**	.441**	.517**	.493**	.559**	.593**	1	
60	.431**	.515**	.593**	.339**	.407**	.294**	.412**	.428**	.413**	.329**	.516**	.407**	.416**	.417**	.432**	.521**	.401**	.401**	1

** Correlation is significant at 0.01 level.

It is clear from the table 7 that the inter-item correlation values in the sub scale empathy ranges between .202 and .619 with positive and significant correlation.

Table 8

Inter – Item Correlation – Social Skills

Item No.	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81
61	1																				
62	.601**	1																			
63	.513**	.453**	1																		
64	.321**	.491**	.463**	1																	
65	.431**	.615**	.493**	.483**	1																
66	.452**	.499**	.439**	.383**	.392**	1															
67	.411**	.432**	.507**	.445**	.417**	.505**	1														
68	.499**	.323**	.595**	.484**	.507**	.415**	.523**	1													
69	.432**	.485**	.343**	.374**	.364**	.543**	.612**	.523**	1												
70	.352**	.453**	.492**	.339**	.245**	.449**	.503**	.421**	.514**	1											
71	.319**	.397**	.419**	.605**	.509**	.413**	.449**	.414**	.423**	.529**	1										
72	.554**	.584**	.394**	.402**	.249**	.423**	.513**	.309**	.505**	.434**	.349**	1									
73	.445**	.503**	.491**	.363**	.543**	.498**	.392**	.414**	.494**	.298**	.424**	546**	1								
74	.526**	.569**	.493**	.461**	.500**	.419**	.371**	.321**	.496**	.444**	.419**	.549**	.593**	1							
75	.391**	.224**	.599**	.592**	.489**	.523**	.492**	.556**	.317**	.448**	.436**	.394**	.493**	.293**	1						
76	.399**	.199**	.359**	.510**	.297**	.349**	.276**	.329**	.328**	.516**	.412**	.539**	.413**	.498**	.597**	1					
77	.323**	.299**	.461**	.592**	.514**	.518**	.418**	.431**	.617**	.492**	.436**	.521**	.312**	.414**	.599**	.581**	1				
78	.291**	.399**	.395**	.319**	.434**	.483**	.506**	.464**	.498**	.507**	.418**	.399**	.415**	.629**	.314**	.301**	.599**	1			
79	.321**	.345**	.501**	.513**	.392**	.449**	.613**	.519**	.323**	.619**	.429**	.603**	.439**	.447**	.491**	.393**	.394**	.592**	1		
80	.392**	.291**	.489**	.615**	.493**	.238**	.517**	.515**	.449**	.414**	.434**	.492**	.431**	.518**	.503**	.414**	.424**	.514**	.502**	1	
81	.414**	.485**	.325**	.516**	.414**	.488**	.526**	.516**	.391**	.426**	.347**	.513**	.430**	.523**	.456**	.493**	.419**	.598**	.494**	.598**	1

** Correlation is significant at 0.01 level.

The table 8 above points that the inter-item correlation values for social skills subscale ranges between .199 and .629 having significant and positive correlation.

Table 9

Average Inter-Item Correlation

Sl. No.	Variables	No. of Items	Average Inter-Item Correlation values
1	Self Awareness	12 (1 – 12)	.40
2	Self regulation	17 (13 – 29)	.43
3	Motivation	12 (30 – 41)	.41
4	Empathy	19 (42 – 60)	.44
5	Social skills	21 (61 – 81)	.45

The table 9 shows the average inter item correlation values of the five variables - self awareness (.40), self regulation (.43), motivation (.41), empathy (.44) and social skills (.45).

According to Clerk and Wattson (1995), the individual inter-item correlation values could fall somewhere near to the range of .15 and .50 and the average inter-item correlation values between .40 to .50. The average inter-item correlation values of the five variables fall between .40 and .50. The tables 4 to 8 display the range of individual inter-item correlation values for self awareness (range between .184 and .613), self regulation (range between .181 and .617), motivation (range between .192 and .626), empathy (range between .202 and .619) and social skills (range between .199 and .629) having statistically significant and positive correlations. Thus the tool used for this study found to be reliable.

The final form of questionnaire consists of two parts – Part I – the general information part and Part II – the Emotional Intelligence Scale. The demographic information like gender, age group, category, educational qualifications, nature of employment, years of experience and name of the University have been included in Part I. Whereas instructions to fill the rating scale and 81 statements along with the responses have been given in Part II. Negative statements were also included in the scale to prevent the stereotyped marking of the responses.

Scoring procedure

The Emotional Intelligence Scale is a five point Likert's Scale. Against each statement there are five responses namely Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree with the scores 1, 2, 3, 4 and 5 respectively for positive statements and reverse scores for negative statements. The scores 1-2 is considered as Poor, 2-3 is considered as Low, 3 – 4 is considered as Moderate and 4 and above is considered as High. The responses and corresponding scores are shown in Table 10.

Table 10

Scoring Procedure

Sl. No.	Response	Score	
		Positive Statements	Negative Statements
1	Strongly Disagree	1	5
2	Disagree	2	4
3	Undecided	3	3
4	Agree	4	2
5	Strongly Agree	5	1

Data Collection

The investigator personally visited the main campuses of the Universities and got permission from the concerned authorities for data collection. Personally approached each and every library professionals in the main campuses. Instructions were given to complete the questionnaire within few minutes and asked to mark the first response come to their mind in order to get the correct response. Addresses and phone numbers of the professionals working in the off campuses were collected from the main campuses and questionnaires were sent by post with stamped return covers. Remainders were made by phone calls and in some cases it necessitated long persuasions. Out of the 409 questionnaires distributed 366 were returned back. After thorough examination 13 questionnaires were discarded. Thus for the final

study there were 353 respondents which constitute 86.31% of the total population. (The distribution of respondents is shown in Table 3).

Data Analysis Tools and Techniques

The primary data collected from the 353 respondents segregated and consolidated by using Microsoft Excel. Coding and calculations like percentage finding were done by using Excel. Then the processed data were imported to the software SPSS. Further analysis by ANOVA, Scheffe, Pearson Correlation and Regression Analysis were made by using SPSS. The analysed data were presented with the help of tables and graphs. Interpretations were made based on these tables and graphs.

The statistical techniques used for data analysis are as follows :

1. Standard deviation – used to measure the dispersion of values from the average.

2. Mean – refers to the average values used to measure the level of variables. In this study it is used to measure the level of Emotional Intelligence, its dimensions and competencies.

3. ANOVA – Analysis of variance used to test the variation of one or more groups by comparing the Mean Values. It uses F statistics to identify the significance.

4. Scheffe Test – used if the result of ANOVA yield a significant p value which means that variation is significant.

5.   Pearson Correlation Analysis – used to measure the strength of correlation between variables. For the present study, it is used to identify the association between Emotional Intelligence and its dimensions and also between the dimensions and their competencies.

6.   Regression Analysis – it is a powerful statistical tool to identify the relationship between variables. In this study it is used to find out the influence of the five dimensions and twenty two competencies on EI.

7.   Citation Style Followed : References and bibliography are written according to American Psychological Association (APA), 6th edition which is widely followed in Social Sciences and Psychology. Citations in the text include name of the author and publication date which give hint to the reference list at the end of each chapter and also to the bibliography at the end of the report.

The methods and procedures employed in the study are described in this chapter. An outline of the statistical techniques used are also given. Next chapter deals with analysis and interpretations.

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The result of the statistical analysis of the collected data is presented in this chapter. Various statistical techniques are employed to find out the Emotional Intelligence of library professionals in the selected seven Universities in Kerala. The five components of Emotional Intelligence, namely Self Awareness, Self Regulation, Motivation, Empathy and Social Skills are analysed initially without considering the interrelations. The level of each component is considered based on the Mean Score and Standard Deviation is used to measure the dispersion in the Mean Score. The level of Emotional Intelligence, its dimensions and sub competencies are measured using a scale where $1 - 2$ is Poor, $2 - 3$ is Low, $3 - 4$ is Moderate and $4 - 5$ is High. The significance of difference based on Age, Gender, University, Category and Experience is tested by Analysis of Variance (ANOVA) and the significance is determined by P- value.

Emotional Intelligence score for each of the 353 respondents are calculated initially and the average of these scores is taken as the overall Emotional Intelligence Level. The variation in relation to the classificatory variables is then analysed by using ANOVA. Scheffe Test is carried out where significance is noticed. The statement wise analysis is done to find out the level of the sub competencies and also to present the Emotional Intelligence Profile according to the five dimensions. Further Pearson Correlation Test is conducted to find out the interrelationship of the

dimensions and components. Finally Regression Analysis is conducted to rank the five dimensions and their twenty two competencies according to their influence and contribution to overall Emotional Intelligence. It also helped to identify the weaker and stronger competencies and dimensions and also to point out the areas which need immediate attention to take remedial measures.

The five EI dimensions – Self Awareness, Self Regulation, Motivation, Empathy and Social Skills are initially analysed without considering the inter relationships based on classificatory variables namely University, Age, Gender, Experience and Category. The Tables from 6 to 46 present the results.

Self Awareness

Self Awareness is the first dimension of Emotional Intelligence and is the ability to identify our emotions, recognize our strengths and weaknesses and based on this knowledge we can perform our duties and responsibilities with confidence. Self Awareness make library professionals more understanding people so that they will be able to identify the needs and requirements of users and take correct decisions to serve the users. Being self aware helps library professionals, stay calm in stress situations without reactive. They will be able to execute the plans, programmes, their duties and responsibilities with great confidence.

The Table 11 displays the University wise level of overall Self Awareness.

Table 11

Self Awareness – University Wise

University	Frequency	Mean	Standard Deviation	F value	P value
Kannur	21	3.7970	.35681		
Calicut	90	3.7549	.44487		
KAU	21	3.7495	.23408		
CUSAT	57	3.9045	.41019	1.263	.274
SSUS	21	3.9359	.33884		
MGU	58	3.8449	.34388		
Kerala	85	3.8100	.45423		
Average	353	3.8281	.40696		

From the Table 11 it can be seen that university library professionals possess a moderate level of Self Awareness with average Mean Value 3.8281 and Standard Deviation of .40696. Among the universities, SSUS has the highest level with Mean Value 3.9359 and KAU has the lowest level with Mean Value 3.7495. CUSAT (Mean = 3.9045) comes second, MGU (Mean = 3.8449) comes third, Kerala (Mean = 3.8100) comes fourth, Kannur (Mean = 3.7970) comes fifth and Calicut (Mean = 3.7549) comes sixth respectively. It can be seen that the level of Self Awareness is moderate in all Universities since the Mean Values range between 3 and 4.

The P value .274 reveals that there is no significant variation in the level of Self Awareness among Universities, since it is above the level of .05 level of significance.

The graphical representation of Self Awareness of library professionals in the Universities in Kerala is shown in Figure 8.
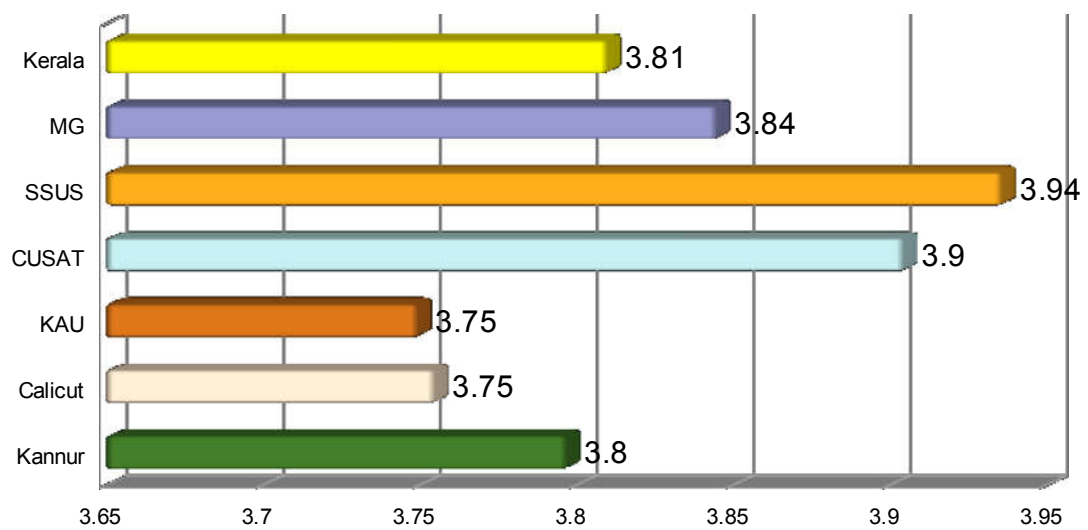
Figure 8 Self Awareness University Wise

Self Awareness competency is further analysed based on Age, Gender, Category and Years of Experience.

Table 12

Self Awareness – Age Wise

Age	Frequency	Mean	Standard Deviation	F Value	P Value
Below 30	48	3.7078	.27771		
30 – 45	197	3.8623	.40036	4.345	.013
Above 45	108	3.9142	.45168		
Average	353	3.8281	.40696		

The Age wise analysis of Self Awareness shows a direct increase in the Mean Score according to Age. Thus above 45 age group occupy the highest position with Mean Score 3.9142, followed by the age group 30 – 45 with a Mean Score of 3.8623 and the age group below 30 occupy the lowest position with Mean Score 3.7078.

Since the p-value .013 is significant at five percent level of significance, a Scheffe test is conducted to find out the position of significance.

Table 13
Self Awareness – Age Wise – Scheffe

Age	Below 30	30 - 45	Above 45
Below 30	1	.060	.014
30 – 45	.060	1	.564
Above 45	.014	.565	1

The Scheffe analysis reveals that the difference in the level of Self Awareness between the age groups Below 30 and Above 45 is significant as

the p value .014 is less than the .05 level of significance. There is no significant difference between the age groups 30 – 45 and Above 45 as the p value .564 is not significant.   The p-value 0.60 reveals that there is no significant difference between the age groups 30-45 and Below 30.

The result of the gender wise analysis done to find out the level of Self Awareness among male and female university library professionals is shown in Table 14.

Table 14

Self Awareness – Gender Wise

Gender	Frequency	Mean	Standard Deviation	t-value	p-value
Male	137	3.8387	.43990		
Female	216	3.8175	.38543	.481	.631
Average	353	3.8281	.40696		

The Gender wise analysis shows that male library professionals (Mean = 3.8387) are more self aware than their female counter parts (Mean = 3.8175). As the P value .631 is not significant, there is no significant difference in the level of Self Awareness among male and female library professionals.

Further analysis by experience is carried out to know the effect of years of experience on Self Awareness of library professionals. The result is shown in Table 15.

Table 15

Self Awareness – Experience Wise

Yrs. of Experience	Frequency	Mean	Standard Deviation	F Value	P Value
Below 10 yrs.	140	3.7529	.34675		
10 – 20 yrs.	145	3.8922	.41183	4.305	.014
Above 20 yrs.	68	3.8392	.48500		
Average	353	3.8281	.40696		

The experience wise analysis clearly indicates a moderate level (Mean = 3.8281) of Self Awareness for university library professionals. The highest Mean Value of 3.8922 is shown against 10 – 20 yrs. of experience which is followed by Above 20 yrs. of experience with a Mean Value 3.8392. The Lowest value of 3.7529 is seen against Below10 yrs experienced library professionals. From the analysis we can infer that by exceeding, experience Above 20 years the Self Awareness decreases.

The test of significance indicates that the p value .014 is significant at five percent level, which means that there is significant variation between the 3 groups. Hence a Scheffe test is carried out to understand the position of variance.

Table 16

Self Awareness – Experience Wise – Scheffe

Experience	Below 10 yrs.	10 – 20 yrs.	Above 20 yrs.
Below 10 yrs.	1	.015	.350
10 – 20 yrs.	.015	1	.671
Above 20 yrs.	.350	.671	1

The Scheffe analysis clearly reveals that the difference in the level of Self Awareness based on years of experience is significant only between Below 10 yrs and 10 – 20 yrs, since the p value .015 is significant at five percent level of significance. The p-values 0.350 and 0.671 are not significant.

The data relating to Self Awareness is further analysed category wise to understand the difference in the level of Self Awareness between Professional Assistants, Junior Librarians and Asst/Deputy Librarians.

Table 17

Self Awareness – Category Wise

Category	Frequency	Mean	Standard Deviation	F Value	P Value
Assit/Deputy Librarians	85	3.8095	.47466		
Junior Librarians	61	3.9506	.37954	7.611	.001
Prof. Assistants	207	3.7244	.37063		
Average	353	3.8281	.40696		

All categories possess moderate level of Self Awareness, since the Mean Value is between 3 and 4. The highest score (Mean = 3.9506) is seen

against Junior Librarians, followed by Asst/Deputy Librarians (Mean = 3.8095) and the lowest score (Mean = 3.7244) is seen against Prof. Assistants.

The analysis of variance conducted to test the statistical significance of the Mean Value of Self Awareness reveals that the variation is significant at one percent level with p value.001. Further Scheffe test is carried out to understand the significance of variance.

Table 18

Self Awareness – Category Wise – Scheffe

Category	Assist/Deputy Librarians	Junior Librarians	Prof. Assistants
Assit/Deputy Librarians	1	.114	.269
Junior Librarians	.114	1	.001
Prof. Assistants	.269	.001	1

It can be inferred from the Table 18 that the variation in the level of Self Awareness between Junior Librarians and Prof. Assistants is significant, since the p value .001 is significant at .01 level. The difference between Assit/Deputy Librarians and Junior Librarians and also between Assist/Deputy Librarians and Prof. Assistants are not significant since the p-values 0.114 and 0.269 are not statistically significant. The Self Awareness level of Junior Librarians vary significantly from that of Prof. Assistants.

The analysis of Self Awareness based on the classificatory variables reveals a moderate level of Self Awareness for University Library

Professionals. The Self Awareness Score is 3.8281 with Standard Deviation .40696. The analysis clearly shows that the difference in the level of Self Awareness by University wise and Gender wise is not significant. Age, Experience and Category have significant effect on Self Awareness level of university library professionals. Scheffe test reveals that Self Awareness level of Junior Librarians clearly differs from that of Prof. Assistants. The experience wise Scheffe also reveals that the middle group 10 – 20yrs clearly differs in their Self Awareness level from that of Below 10 years. Age has significant positive correlation with Self Awareness. The analysis of Self Awareness reveals that after 20 yrs of experience, Self Awareness tend to decrease. That may be reason that most experienced above 20 years displays Lower level than less experienced 10 – 20 yrs.

Self Regulation

Self Regulation is the second dimension of Emotional Intelligence. It is the ability to manage or control our disruptive or bad emotions and impulses. This dimension helps people to divert their disruptive feelings and emotions to more productive ways. The results of the university wise analysis of Self Regulation is given in Table 19.

Table 19

Self Regulation – University Wise

University	Frequency	Mean	SD	F Value	P Value
Kannur	21	3.7036	.35272		
Calicut	90	3.5952	.40445		
KAU	21	3.5286	.24762		
CUSAT	57	3.7541	.36022	1.948	.072
SSUS	21	3.7822	.39650		
MGU	58	3.6898	.44496		
Kerala	85	3.6528	.32465		
Average	353	3.6738	.37867		

The average Mean Value 3.6738 shows moderate level of Self Regulation with Standard Deviation .37867. Out of the seven Universities SSUS displays the highest level of Self Regulation having Mean Value 3.7822 and KAU displays the lowest level with Mean Value 3.5286. All other universities posses a Self Regulation level in between that of KAU and SSUS in the order of CUSAT (Mean = 3.7541), Kannur (Mean = 3.7036), MGU (3.6898), Kerala (Mean =   3.6528) and Calicut (Mean = 3.5952).   All universities posses a moderate level of Self Regulation since the Mean Values ranges between 3 and 4.

The p value 0.072 obtained by analysis of variance is not significant at five percent level. Hence the difference in the level of Self Regulation among the seven universities is not significant.

The University wise analysis of Self Regulation is further represented graphically.
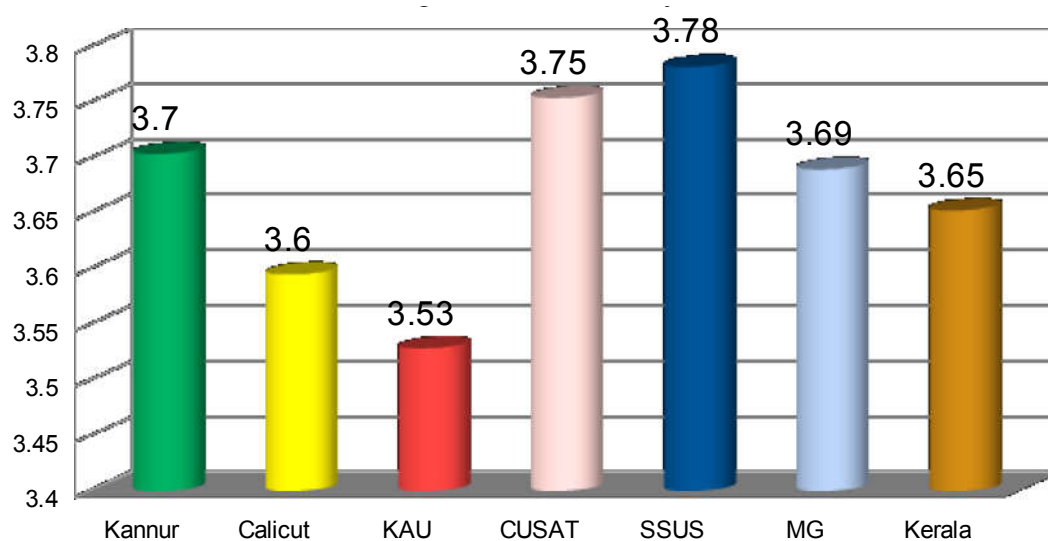
Figure 9 Self Regulation – University Wise

The data further analysed to find out the variance in the level of Self Regulation based on Age, Gender, Experience and Category.

Table 20

Self Regulation – Age Wise

Age	Frequency	Mean	Standard Deviation	F Value	P Value
Below 30	48	3.5565	.29870		
30 – 45 yrs.	197	3.7123	.33751		
Above 45 yrs.	108	3.7525	.46000	4.669	.010
Average	353	3.6738	.37867		

The overall Self Regulation level is moderate with Mean Value 3.6738 and standard deviation .37867. The age group Above 45yrs scored highest Mean Value 3.7525, followed by the age group 30 – 45yrs with Mean Value 3.7123 and the age group Below 30yrs scored the lowest Mean Score 3.5565 which is lower than the average Mean Value. This indicates that the Self Regulation level positively increases with Age.

As the p value .010 is significant at five percent level, the variation in the level of Self Regulation is significant. Hence further analysis by Sheffe is carried out to know where exists the difference in the variance.

Table 21

Self Regulation – Age Wise – Scheffe

	Below 30	30 – 45	Above 45
Below 30	1	.037	.011
30 – 45	037	1	.669
Above 45	.011	.669	1

The Table 21 clearly shows that the Self Regulation level of the age group Below 30 clearly differs from that of the age groups 30 – 45 and also from the age group Above 45 with p values .037 and .011 respectively with five percent significance. This means that the Self Regulation level of the age group Below 30 is significantly lower than that of the other two groups. That means Self Regulation shows positive and significant relation with Age.

Gender wise analysis is carried out to know male and female differences in Self Regulation.

Table 22

Self Regulation – Gender Wise

Gender	Frequency	Mean	Standard Deviation	T Value	P Value
Male	137	3.6715	.38041		
Female	216	3.6761	.37843	.113	.910
Average	353	3.6738	.37867		

It can be seen from the Table 22 that the female university library professionals (Mean = 3.6761) can manage their emotions more than their male counterparts (Mean = 3.6715).

However there is no significant difference in the level of Self Regulation among male and female university library professionals as the p value .910 is not significant at five percent level.

The data further analysed based on the years of experience. The Table 23 shows the results.

Table 23

Self Regulation – Experience Wise

Yrs. of Experience	Frequency	Mean	Standard Deviation	F Value	P Value
Below 10yrs.	140	3.6128	.29261		
10 – 20yrs.	145	3.7615	.38172	6.006	.003
Above 20yrs.	68	3.6470	.48737		
Average	353	3.6738	.37867		

The Table 23 clearly shows that the experience wise Self Regulation level varies between 3.6128 for Below 10 yrs and 3.7615 for 10 – 20 yrs. The highly experienced group of Above 20 yrs possesses a Mean Score of 3.6470 which is below the average level of Self Regulation and comes in between Below 10 yrs and 10-20 years.

Like Self Awareness, Self Regulation also decreases after 20 yrs of experience. That is highly experienced Above 20 years group scored Lower level than their younger group 10-20 yrs group.

As the p value .003 seems highly significant, further Sheffe analysis is carried out.

Table 24

Self Regulation– Experience Wise – Scheffe

	Below 10 yrs.	10 -20 yrs.	Above 20 yrs.
Below 10 yrs.	1	.004	.823
10 – 20 yrs.	.004	1	.115
Above 20 yrs.	.823	.115	1

The Scheffe analysis clearly shows that the variation between Below 10yrs and 10 – 20yrs is significant as the p value .004 is significant at one percent level. There is no significant variation between Below 10yrs and Above 20yrs as well as between Above 20yrs and 10 – 20yrs as the p-values 0.823 and 0.115 are not statistically significant.

Further the data relating to Self Regulation is analysed based on category as shown in Table 25.

Table 25

Self Regulation– Category Wise

Category	Frequency	Mean	Standard Deviation	F Value	P Value
Assit/Deputy Librarians	85	3.6130	.46886		
Junior Librarians	61	3.8295	.37145	10.920	.000
Prof. Assistants	207	3.5790	.31749		
Average	353	3.6738	.37867		

In the category wise analysis of Self Regulation, the highest value 3.8295 is seen against the category Junior Librarians, followed by Assit/Deputy Librarians with Mean Value 3.6130 and the lowest value 3.5790 is seen against Prof. Assistants. Like Self Awareness, in the case of Self Regulation also the younger category Junior Librarians displays higher level than their senior category Assit./ Deputy Librarians.

The test of statistical significance tells that, the p value .000 is significant at 1% level. The Scheffe analysis conducted to find out the variation and is presented in Table 26.

Table 26

Self Regulation– Category Wise – Scheffe

Category	Assist/Deputy Librarians	Junior Librarians	Prof. Assistants
Assit/Deputy Librarians	1	.003	.768
Junior Librarians	.003	1	.000
Prof. Assistants.	.768	.000	1

The Scheffe analysis clearly reveals that the Self Regulation level of Junior Librarians vary significantly from that of Assit/Deputy Librarians (p value = .003) and also from that of Prof. Assistants (p value = .000). Both significant at one percent level. There exists no significant variation in the level of Self Regulation between Assit/Deputy Librarians and Prof .Assistants as the p value .768 is not significant.

The analysis of Self Regulation based on classificatory variables reveals moderate level with Mean Value 3.6738 and Standard Deviation .37867. It is clear from the analysis that the Self Regulation level of library professionals do not vary significantly based on University and also by Gender. But there exists significant variation based on Age, Experience and Category. The Self Regulation level increases with increase of age. In the experience wise analysis , the middle group 10 – 20 yrs displays the highest level and in the category wise analysis also the middle group Junior librarians shows the highest level. The Self Regulation level of Junior Librarians varies significantly from that of Assist/Deputy Librarians and Prof. Assistants. Like

Self Awareness, the level of Self Regulation also decreases after 20 years of experience.

Motivation

The third dimension of Emotional Intelligence is motivation. It is the ability to do things even in the face of hardship. Persons with these competency work hard to attain their goals and organisational goals and objectives. They take initiatives and motivate others to do things. The underlaying Table 27 reveals the motivational level of university library professionals.

Table 27

Motivation – University Wise

University	Frequency	Mean	SD	F Value	P Value
Kannur	21	3.6697	.37683		
Calicut	90	3.6136	.42855		
KAU	21	3.5454	.24190		
CUSAT	57	3.7389	.41009	.878	.511
SSUS	21	3.7279	.36861		
MG	58	3.6715	.43236		
Kerala	85	3.6540	.46468		
Average	353	3.6601	.42042		

Library professionals in the universities of Kerala have moderate level of Motivation having the Mean Value 3.6601 with Standard Deviation .42042. CUSAT library professionals have the highest level of Motivation with Mean Value 3.7389 which is higher than the average Mean Value and

library professionals of KAU have the lowest motivation level which measure 3.5454 which is lower than the average Mean Value. The motivation levels of all other Universities range between that of CUSAT and KAU. That is SSUS comes second with Mean Value 3.7279, followed by MGU with Mean Value 3.6715 at third position, then Kannur University in the fourth position with Mean Value 3.6697, then Kerala the fifth position having Mean Value 3.6540 and Calicut with Mean Value 3.6136 at sixth position

The variance analysis carried out to test the statistical significant tells that the p-value 0.511 is not statistically significant. This means there is no significant difference among universities with regard to Motivation level.

The Motivation levels of University Library professionals are also represented graphically.
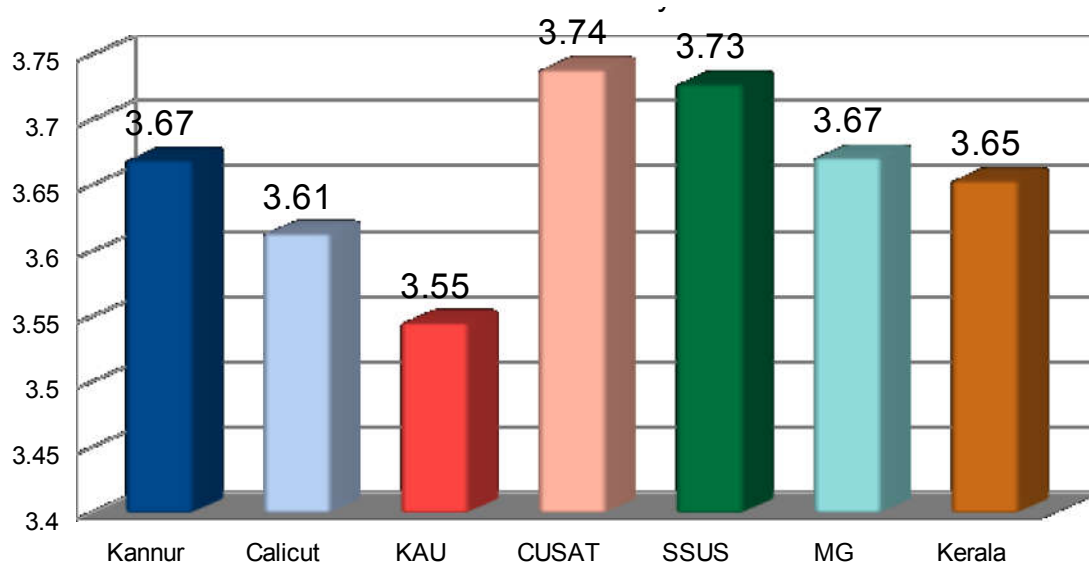
Figure 10 Motivation – University Wise

Further analysis of Motivation is conducted based on Age, Gender, Experience and Category. The Age wise analysis of Motivation is presented as under in Table 28.

Table 28

Motivation – Age Wise

Age	Frequency	Mean	Standard Deviation	F Value	P Value
Below 30	48	3.5300	.34765		
30 – 45	197	3.7002	.42028	4.559	.011
Above 45	108	3.7501	.43597		
Average	353	3.6601	.42042		

The Table 28 clearly shows that the Motivation of library professionals increases with increase of age. That is the youngest age group Below 30 has the lowest Motivation level with Mean Value 3.5300 followed by the age group 30 – 45 with a Motivation level 3.7002 and the highest Motivation level with a Mean Value 3.7501 is scored by the oldest age group above 45.

The analysis of variance of the Mean Values shows that the p value .011 is significant at .05 level of significance. It can be concluded that the motivation level of library professionals vary significantly.

Hence, Scheffe test is employed to identify the position of variation of motivation level.

Table 29

Motivation – Age Wise – Scheffe

	Below 30	30 – 45	Above 45
Below 30	1	.048	.012
30 – 45	.048	1	.601
Above 45	.012	.601	1

It is clear from Scheffe analysis that the Motivation level of the age group Below 30 significantly varies from that of the age group 30 – 45 (p = .048) and Above 45 (p = .012). There is no significant variation between 30 – 45 and above 45 (p = .601).

Table 30

Motivation – Gender Wise

Gender	Frequency	Mean	Standard Deviation	T Value	P Value
Male	137	3.7132	.45397		
Female	216	3.6069	.39322	2.328	.020
Average	353	3.6601	.42042		

The gender wise analysis of Motivation level of library professionals shows that the male professionals (Mean = 3.7132) are more motivated to perform than their female counterparts (Mean = 3.6069). The Motivation level of male professionals are higher than the average motivation level.

The test of significance reveals that, the gender wise difference in motivation is significant as the p value .020 is significant at .05 level.

Table 31

Motivation – Experience Wise

Years of Experience	Frequency	Mean	Standard Deviation	F Value	P Value
Below 10yrs.	140	3.5935	.34482		
10 – 20yrs.	145	3.7316	.46996	3.882	.022
Above 20yrs	68	3.6553	.43256		
Average	353	3.6601	.42042		

The data presented in Table 31 indicates that the least experienced library professionals , having experience below 10yrs possesses the lowest motivation level (Mean = 3.5935). The highest motivation level (Mean = 3.7316) is seen against middle group having experience of 10 – 20 yrs. The highly experienced group having experience above 20yrs has a motivation level of 3.6553. All groups posses a moderate level of motivation ranging between 3 – 4. Here also the highly experienced Above 20 yrs shows Lower level than their lower group 10-20 yrs experienced.

The test of statistical significance shows a p-value .022, which is significant at .05 level of significance. Hence it can be concluded that the variation in motivation level is significant between the groups.

The result of the Scheffe analysis conducted to find out the existence of variance is presented in Table 32.

Table 32

Motivation – Experience Wise – Scheffe

	Below 10 yrs.	10 – 20 yrs.	Above 20 yrs.
Below 10yrs.	1	.022	.614
10 – 20yrs.	.022	1	.459
Above 20yrs.	.614	.459	1

The Scheffe analysis shows that the motivation levels of library professionals having experience Below 10yrs and 10– 20yrs vary significantly with p value .022. Between the groups 10–20 yrs and Above 20 yrs the variation is not significant as the p-value .459 is not significant. And the difference in Motivation level between Below 10 yrs and Above 20yrs is also not significant with p-value .614

Table 33

Motivation – Category Wise

Category	Frequency	Mean	Standard Deviation	F Value	P Value
Assit/Deputy Librarians	85	3.5872	.49045		
Junior Librarians	61	3.8391	.43444	11.472	.000
Professional Assistants	207	3.5540	.36110		
Average	353	3.6601	.42042		

The category wise analysis of Motivation reveals that all categories scored a moderate level of Motivation with the Mean Values ranging between 3 and 4. Junior librarians scored the highest Mean Value 3.8391, followed by

Assist/Deputy librarians (Mean = 3.5872) and Professional assistants scored the lowest Mean Value 3.5540. The average Mean Value is higher than that of Assit/Deputy librarians and also professional assistants. Here also the middle category junior librarians scored the highest level than the higher category Assit/Deputy librarians.

As the p value .000 is significant at 1% level, it can be inferred that the difference in the Motivation level of library professionals according to category is significant.

The Scheffe test carried out to identify the existence of variation is shown in Table 34.

Table 34

Motivation – Category Wise – Scheffe

	Assist/Deputy Librarians	Junior Librarians	Prof. Assistants
Assist/Deputy Librarians	1	.002	.804
Junior Librarians	.002	1	.000
Prof. Assistants	.804	.000	1

The motivation level of Junior librarians vary significantly from that of Assist/Deputy Librarians (P = .002) and also that of Professional Assistants (P = .000) and in both case significant at one percent level. This means that Junior Librarians posses significantly higher motivation level than that of the

other two groups. The Assist/Deputy Librarians do not vary significantly from Professional Assistants in their motivation.

From the analysis of data relating to Motivation, it is clear that University Library Professionals have moderate level of Motivation with average Mean Value 3.6601 having Standard Deviation .42042. There is no significant difference in Motivation level between Universities, but the Motivation level differ significantly according to Age, Gender, Experience and Category. Motivation shows a positive relationship with Age. The male library professionals are more motivated in their organizational life than their female counterparts. Library professionals having experience of 10 – 20yrs are seen significantly able to motivate themselves and also others than the other age groups. Junior Librarians are the more significantly motivated category than the other two categories. Like Self Awareness and Self Regulation, Motivation also shows a tendency to decrease after 20 years of experience.

Empathy

Empathy is the fourth dimension of Emotional Intelligence. It is a cluster of five competencies. It is the ability to understand others' emotions and feelings. People with this competency will be able to read others' verbal and non-verbal emotional clues. Such people are sensitive to others' needs

and requirements. The Table 35 shows the level of Empathy of University Library Professionals.

Table 35

Empathy – University Wise

University	Frequency	Mean	SD	F Value	P Value
Kannur	21	3.8993	.48225		
Calicut	90	3.7438	.43440		
KAU	21	3.5007	.18690		
CUSAT	57	3.7719	.44198	2.601	.018
SSUS	21	3.9207	.29638		
MGU	58	3.7726	.41359		
Kerala	85	3.8158	.38735		
Average	353	3.7750	.41208		

It can be inferred from the Table 35 that there exists a significant difference in the level of Empathy of library professionals among the universities in Kerala. The average Mean Value is 3.7750 denoting a moderate level of Empathy, with SSUS having the highest level of Empathy with Mean Value 3.9207 and KAU having the lowest level of Empathy with Mean Value 3.5007. Kannur University (Mean = 3.8993) and Kerala University (Mean = 3.8158) come second and third position followed by MGU (Mean = 3.7726), CUSAT (Mean = 3.7719) and Calicut (Mean = 3.7438) in fourth, fifth and sixth position respectively. SSUS, Kerala and Kannur possess Empathy level higher than the average level and all other universities possess lower than the average.

The statistical significance test yield a p value .018, which is significant at .05 level.

Further analysis by Scheffe is presented in the Table 36.

Table 36

Empathy – University Wise – Scheffe

	Kannur	Calicut	KAU	CUSAT	SSUS	MGU	Kerala
Kannur	1	.869	.086	.959	1.000	.959	.994
Calicut	.869	1	.415	1.000	.780	1.000	.967
KAU	.086	.415	1	.340	.046	.333	.124
CUSAT	.959	1.000	.340	1	.914	1.000	.999
SSUS	1.000	.780	.046	.914	1	.915	.980
MGU	.959	1.000	.333	1.000	.915	1	.999
Kerala	.994	.967	.124	.999	.980	.999	1

The Table 36 shows that the variation in the level of Empathy is significant only between SSUS and KAU that is between the highest empathy level and the lowest empathy level with a p-value .046. There is no significant variation among other universities.

The university wise Empathy level is also presented graphically.

161
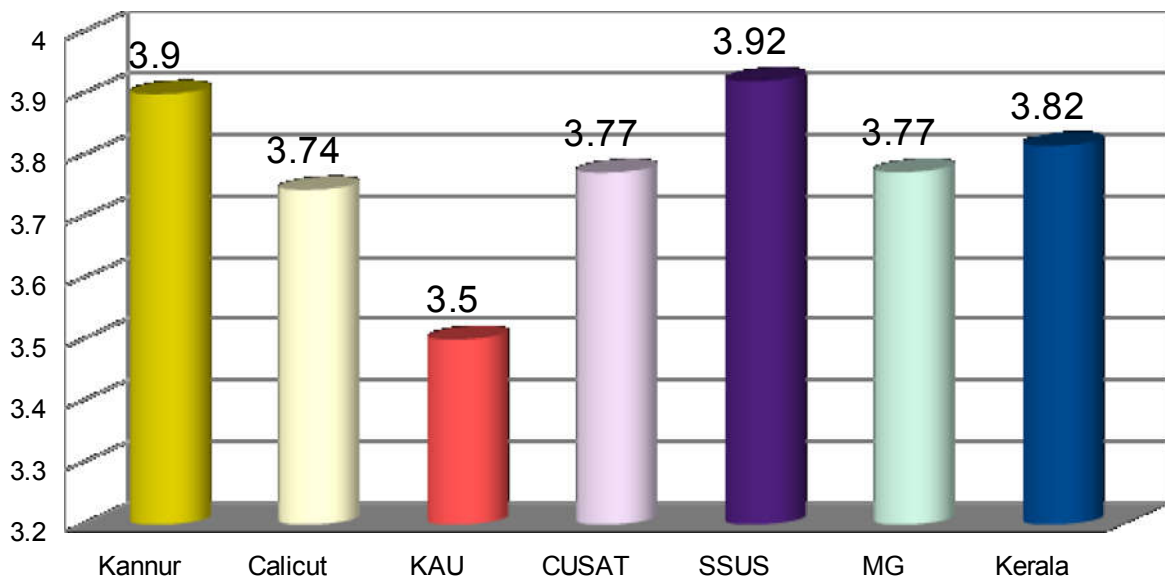
Figure 11 Empathy – University Wise

The data related to empathy is further analysed based on Age, Gender, Experience and Category.

Table 37

Empathy – Age Wise

Age	Frequency	Mean	Standard Deviation	F Value	P Value
Below 30	48	3.5723	.36276		
30 – 45	197	3.8321	.38504	12.763	.000
Above 45	108	3.9207	.43737		
Average	353	3.7750	.41208		

The Table 37 shows a positive and significant relationship between Age and Empathy. That is Empathy increases with increase of age. Thus the Above 45 age group has highest Empathy level (Mean= 3.9207), followed by 30 – 45 age group (Mean = 3.8321) and the Below 30 age group has the

lowest Empathy level (Mean = 3.5723) which is lower than the average empathy level (Mean = 3.7750).

It is assumed from the test of statistical significance that, the difference in the Empathy capacity of university library professionals is significant as the p value .000 is significant at 1% level.

The result of the Scheffe test conducted to identify the position of significance of variance is presented in Table 38.

Table 38

Empathy – Age Wise – Scheffe

Age	Below 30	30 – 45	Above 45
Below 30	1	.000	.000
30 – 45	.000	1	.179
Above 45	.000	.179	1

The analysis shows that, the Empathy level of the age groups Above 45 and 30 – 45 is significantly higher than that of the lower age group Below 30. In both cases the p value is .000 which is significant at one percent level. There is no significant variation in Empathy between the age groups 30 – 45 and above 45 (P = .179).

Table 39

Empathy – Gender Wise

Gender	Frequency	Mean	Standard Deviation	T Value	P Value
Male	137	3.8146	.43250		
Female	216	3.7353	.39653	1.771	.077
Average	353	3.7750	.41208		

The Table 39 reveals the result of gender wise analysis of Empathy. It is seen that the male library professionals (Mean = 3.8146) are more empathetic than their female counterparts (Mean = 3.7353). Both gender possess a moderate level of Empathy.

The statistical test of variance for significance resulted a p value of .077, which is not significant at .05 level of significance. Hence it can be assumed that the difference in the Empathy level between male and female library professionals is not statistically significant.

Table 40
Empathy – Experience Wise

Years of Experience	Frequency	Mean	Std. Deviation	F Value	P Value
Below 10yrs.	140	3.6531	.37133		
10 – 20yrs.	145	3.8497	.41570	9.315	.000
Above20yrs.	68	3.8223	.43543		
Average	353	3.7750	.41208		

A look at the data presented in the Table 40, it is clear that university library professionals possess moderate Empathy level according to experience, ranging between 3 to 4. Library professionals having experience Below 10yrs scored the lowest Empathy level (Mean = 3.6531) which is lower than the average Empathy level (Mean = 3.7750), followed by library professionals having experience Above 20yrs with Mean Value 3.8223. The middle group having 10 – 20yrs of experience scored the highest Empathy level with Mean Value 3.8497 .

As the p value .000 is significant at 1% level, there exists significant variation in the level of empathy. Hence Scheffe analysis is carried out to identify the variation.

Table 41

Empathy – Experience Wise – Scheffe

Experience	Below 10yrs.	10 – 20yrs.	Above 20yrs.
Below 10yrs.	1	.000	.018
10 – 20yrs.	.000	1	.898
Above 20yrs.	.018	.898	1

The Scheffe analysis shows that the Empathy level of Below 10 yrs experience is significantly lower than that of 10-20 yrs (p value = .000) experienced and Above 20 yrs experienced (p value = .018). The variation in the level of empathy is not significant between the groups 10 – 20yrs and Above 20yrs (P = .898).

Table 42

Empathy – Category Wise

Category	Frequency	Mean	Standard Deviation	F Value	P Value
Assist/Deputy Librarians	85	3.7417	.44173		
Junior Librarians	61	3.9398	.37729	14.140	.000
Prof. Assistants	207	3.6435	.38399		
Average	353	3.7750	.41208		

Data presented in Table 42 reveals that the Mean Score of the categories varies between 3 and 4 in a scale of five. It is seen from the table that Junior Librarians are highly empathetic with a score of 3.9398, followed by Assist/Deputy Librarians (Mean = 3.7417) and the lowest score is seen against Prof. Assistants with a Mean Score of 3.6435 which is lower than the average Mean Score of 3.7750.

The analysis of variance tells that the difference in the Mean Scores is highly significant, since the p value .000 is significant at 1% level. The Scheffe test is presented in the Table 43.

Table 43
Empathy – Category – Scheffe

Category	Assist/Deputy Librarians	Junior Librarians	Prof. Assistants
Assist/Deputy Librarians	1	.008	.163
Junior Librarians	.008	1	.000
Prof. Assistants	.163	.000	1

The Table 43 clearly shows that, Junior Librarians are significantly more empathetic than Assit/Deputy Librarians (P = .008) and also Prof. Assistants (P = .000). The variation in the level of Empathy is not significant between Assit/Deputy Librarians and Prof. Assistants (p=.163).

The analysis presented in Table 35 to 42 show that the average Mean Score of the EI dimension Empathy is 3.7750 with a Standard Deviation of .41208. This shows a Moderate level of Empathy. The variation analysis conducted to test the statistical significance of variation of Empathy level based on study variables shows significant variation in all cases except University and Gender. It can also be seen from the analysis that there exists a moderate level of Empathy in all cases.

Highly empathetic people can understand other's needs and feelings well. The higher category Assit/Deputy are less empathetic than Junior librarians, may be because of their strategic position who are responsible for administration and are in less contact with users. Like in the case of Self Awareness, Self Regulation and Motivation, Empathy level also tend to decrease after 20 years of experience.

Social Skills

Social Skills is the ability to relate well with others. It is the fifth dimension of Emotional Intelligence with a cluster of eight competencies. This dimension helps library professionals to interact effectively with others to create good working relationships. The Table 44 represent the university wise analysis of Social Skills of library professionals.

Table 44

Social Skills – University Wise

University	Frequency	Mean	Standard Deviation	F value	P value
Kannur	21	3.6309	.41057		
Calicut	90	3.5630	.36634		
KAU	21	3.5110	.21516		
CUSAT	57	3.5635	.34797	.729	.602
SSUS	21	3.6403	.24687		
MGU	58	3.5858	.43171		
Kerala	85	3.5960	.34439		
Average	353	3.5843	.35547		

University wise presentation of data pertaining to Social Skills reveals that the highest Mean Score of 3.6403 stood against SSUS library professionals which is higher than the average score of 3.5843 and the lowest Mean Score of 3.5110 is shown against KAU Library professionals which is lower than the average Mean Score. Further the University wise analysis reveals that all Universities possess a Mean Score of above three point in a

five point scale, to indicate a moderate level of Social Skills for all University library professionals. Kannur University (Means = 3.6309) and Kerala University (Mean = 3.5960) are at second and third positions respectively. MGU (Mean = 3.5858), CUSAT (Mean = 3.5635) and Calicut (Mean = 3.5630) come at fourth, fifth and sixth positions respectively.

Analysis of variance conducted to test statistical significance indicates that the p- value .602 is not significant at five point level of significance. This reveals that the variation in the level of Social Skills is not significant according to Universities.

The university wise analysis of Social Skills also presented graphically.
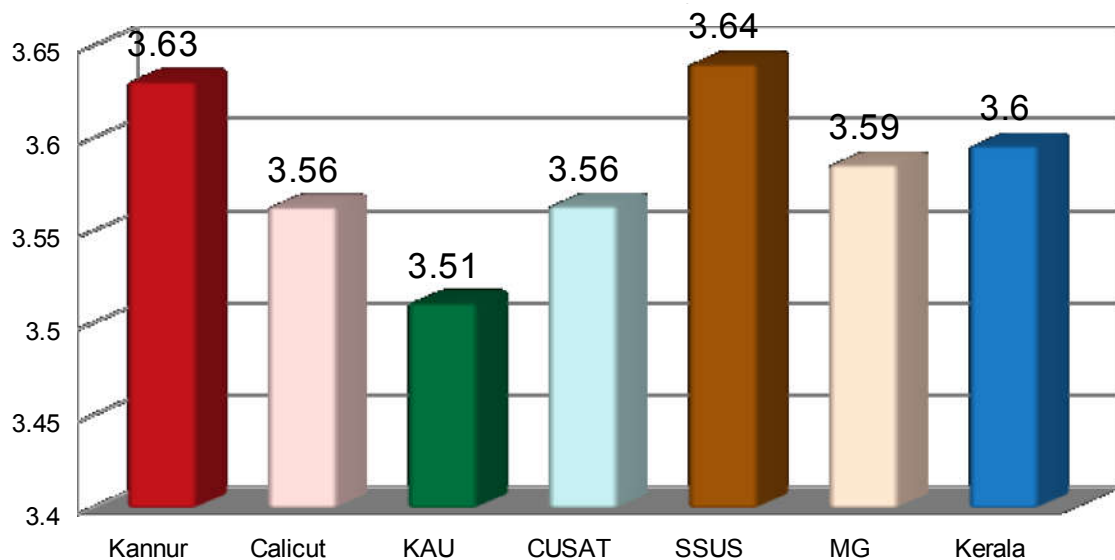
Figure 12 Social Skills University Wise

The Age wise classification of data with regard to Social Skills is shown in Table 45.

Table 45

Social Skills – Age wise

Age	Frequency	Mean	Std. Deviation	F value	P value
Below 30	48	3.4968	.33261		
30-45	197	3.5827	.35292		
Above 45	108	3.6735	.35881	4.372	.013
Average	353	3.5843	.35547		

The Table 45 clearly shows that among the three age groups, the highest age group Above 45 possesses the highest Mean Value of 3.6735 and the lowest age group Below 30 possesses the lowest Mean Score of 3.4968 and the 30 – 45 age group score a Mean Value of 3.5827. The Mean Scores of the three age groups clearly indicate that, Age has a direct and positive effect on social skills among University library professionals because with the increase of age, social competencies also increases. Over all Social Skills is moderate with an average Mean Score of 3.5843.

The Mean Score variation is statistically significant since the p- value .013 is lower than .05 level of significance.

Further Scheffe test is carried out to identify significance of variance.

Table 46

Social Sills - Age wise- Scheffe

Age	Below 30	30- 45	Above 45
Below 30	1	.328	.019
30 – 45	.328	1	.126
Above 45	.019	.126	1

The Scheffe analysis reveals that the Social Skills level of the upper age group, Above 45 is significantly higher than that of the age group Below 30 (p = .019) . There is no significant variation between Above 45 age group and 30 – 45 age group (p = .126) and also between 30 – 45 and Below 30 (p = .328).

From the Scheffe analysis, we can conclude that the older library professionals acquire most of the social competencies with the passing of age.

Table 47

Social Skills – Gender Wise

Gender	Frequency	Mean	Standard Deviation	T value	P value
Male	137	3.6449	.38085		
Female	216	3.5237	.33149	3.001	.003
Average	353	3.5843	.35547		

From the gender wise analysis of data pertaining to Social Skills, we can infer that the male library professionals are more competent in social

skills (Mean Score is = 3.6449) than their female counter parts (Mean Score is = 3.5237).

Since the value of significance .003 is significant at 1% level , we can infer that the difference in the social competencies between Male and Female University library professionals is significant. This means that the male library professionals are more competent in the sub competencies of Social Skills dimension of Emotional Intelligence.

Table 48

Social Skill- Experience wise

Experience	Frequency	Mean	Standard Deviation	F value	P value
Below 10 years	140	3.4945	.33176		
10- 20 years	145	3.6480	.38505	6.447	.002
Above 20 years	68	3.6104	.30324		
Average	353	3.5843	.35547		

The dada relating to experience wise representation of Social Skills reveals that the highest level is seen against the middle group 10 – 20yrs experienced (Mean = 3.6480) and lowest level is against the lower group Below 10yrs experienced (Mean = 3.4945). The highly experienced group displays a Mean Value 3.6104. All groups possess moderate level of Social Skills.

The variance analysis indicates a significant difference with p-value .002 which is significant at one percent level of significance. This means that there exists significant difference in the level of social skills among the University library professionals according to years of experience.

The data is further subjected to Scheffe test with the following results, as shown in Table 49.

Table 49

Social Skills- Experience wise- Scheffe

Experience	Below 10 years	10 – 20 years	Above 20 years
Below 10 yrs	1	.002	.101
10-20 yrs	.002	1	.788
Above 20 yrs	.101	.788	1

According to Sheffe analysis, the level of social skills of the group Below 10 years significantly differs from the group 10- 20 years (p- value= .002). There is no significant variation between 10 – 20 yrs and Above 20 years group (p – value = .788) and also between Above 20 yrs and Below 10yrs (p value = .101).

Table 50

Social Skills- Category Wise

Category	Frequency	Mean	Standard Deviation	F Value	P- Value
Assit/ Deputy Librarians	85	3.5443	.35413		
Junior Librarians	61	3.7161	.37797	8.679	.000
Prof. Assits	207	3.4924	.33469		
Average	353	3.5843	.35547		

Data presented in Table 50 reveals the Mean Scores of Social Skills according to category. It is clear that the middle group Junior Librarians possesses the highest level of Social Skills with Mean Value 3.7161 and the lowest category Prof. Assistants possesses the lower most level of Social Skills with Mean Score 3.4924.The Social Skills level of the top most category Assit/ Deputy Librarians stood in between the other two categories with Mean Score 3.5443.

The analysis of variance and test of statistical significance indicates that the p- value .000 is significant at one percent level of significance. This means that the variation in the level of Social Skills among the three categories of University library professionals is significant.

Scheffe anylasis is carried out to identify the relationship of variance.

Table 51

Social Skills – Category Wise – Scheffe

Category	Assit/ Deputy Librarians	Junior Librarians	Prof. Assistants
Assit /Deputy Librarians	1	.020	.534
Junior Librarians	.020	1	.000
Prof. Assistants	.534	.000	1

The Table 51 clearly shows that the Social Skills level of Junior Librarians is significantly higher than that of Assit/Deputy Librarians with p value .020 (significant at 5% level) and also that of Prof. Assistants with p value .000 (significant at 1% level). The variation between Assist/Deputy Librarians and Prof. Assistants is not significant (p = .534).

From the above analysis we can infer that the Social Skills competencies of the category Junior Librarians is significant and prominent even with their higher category Assit/ Deputy Librarians. This occurred may be because of their maturity with age and experience than the Prof. Assistants who are in their entry position with lesser experience and are quite young. But in the case of Assit/ Deputy librarians, even though they are matured with age and experience but they are mostly working in decision making and administrative position having lesser contact with users, make them lesser competitive in Social Skills. Care may be taken to improve the Social Skills competencies of these categories.

The Social Skills level of university library professionals is moderate. No significant variation is seen based on universities. There is significant variance in the level of Social Skills according to Age, Gender, Experience and Category.

An interesting fact noted in the analysis of the five Emotional Intelligence dimensions with classificatory variables is that, the level of the five dimensions – Self Awareness, Self Regulation, Motivation, Empathy and Social Skills increases with increase of the Years of Experience up to 20 yrs, but then their levels tend to decrease with increase of experience. Thus we can infer that there occur a saturation effect at about 20 years of experience. That is why the highly experienced library professionals (Above 20 years) displayed lower level than less experienced library professional (10-20 yrs).

The same thing is noticed in the category wise analysis also. The middle group Junior Librarians displays higher level than their higher category Assit/Deputy Librarians. This happened, may be because of the above said saturation effect of the years of experience along with age and nature of work.

There is no significant difference in the level of all the five dimensions based on the University. But the level of all the five dimensions vary significantly according to Age, Experience and Category. However, with Gender the dimensions Motivation and Social Skills show significant

difference where male library professionals display significantly higher levels than their female counter parts. But there is no significant difference among male and female library professionals in the case of Self Awareness, Self Regulation and Empathy.

Emotional Intelligence (EI) Level

This section deals with the overall Emotional Intelligence level of university library professionals in Kerala and its variation with classificatory variables. Emotional Intelligence of each of the 353 respondents were calculated initially and the average of the scores is taken as the overall Emotional Intelligence level. The significance of variations in the EI score against classificatory variables are analysed using ANOVA. In the presence of the significance, Scheffe Test is carried out to identify the difference in the variation. The Mean Score is considered as the level of Emotional Intelligence. The scale used to measure EI, in this study carries points from 1 – 5. That is the Mean Score 1 – 2 is considered as Poor, 2 – 3 as Low, 3 – 4 as Moderate and 4 – 5 as High.

Emotional Intelligence is analysed initially by university wise to identify the level of EI of library professionals working in each university. Further analyses is based on other classificatory variables - Gender, Age, Experience and Category. The tables from 52 to 59 present the results.

Table 52

Emotional Intelligence – University Wise

University	Frequency	Mean	Standard Deviation	F value	P value
Kannur	21	3.7404	.39594		
Calicut	90	3.6544	35076		
KAU	21	3.5674	.13843		
CUSAT	57	3.7468	.30875	1.103	.360
SSUS	21	3.8017	.26072		
MGU	58	3.7132	.37316		
Kerala	85	3.7060	.33962		
Average	353	3.7043	.33513		

The Table 52 reveals that the Emotional Intelligence level of university library professionals in Kerala is 3.7043 with Standard Deviation .33513. This shows that as per the scale used in the study, the Emotional Intelligence level of university library professionals in Kerala is Moderate level.

The Table 52 also points that no universities possess high level of Emotional Intelligence and all universities possess Moderate level of Emotional Intelligence. The Emotional Intelligence scores varies from 3.5674 to 3.8017, that is the highest level is seen against SSUS, Kalady (EI Score = 3.8017) and lowest level is against KAU, Thrissur (EI Score = 3.5674). The second and third position go to CUSAT (EI Score = 3.7468) and Kannur University (EI Score = 3.7404) respectively. MG University with EI Score 3.7132 is the fourth, Kerala University with EI Score 3.7060 is the fifth and

Calicut university with EI Score 3.6544 is the sixth. It is noted that no universities possess Poor or Low level of EI.

The variation analysis conducted to find out the statistical significance of the variation of EI revealed that the difference in the level of EI is not significant since the p – value .360 is not significant at .05 level. From this we can understand that even though the universities shows various level of EI, the variation is not significant statistically.

The above analysed data is presented graphically by Figure 13..
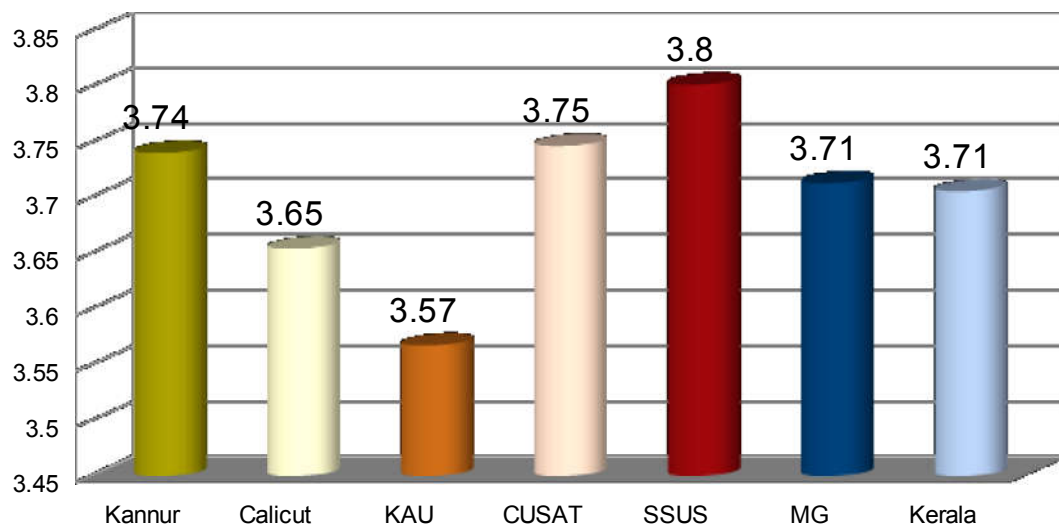
Figure 13 Emotional Intelligence – University Wise

Emotional Intelligence is further analysed Age wise, Gender wise, Experience wise and Category wise to identify the variability.

Table 53

Emotional Intelligence – Age Wise

Age	Frequency	Mean	Standard Deviation	F value	P value
Below 30 yrs.	48	3.5727	.24976		
30 – 45 yrs.	197	3.7379	.31870	9.648	.000
Above 45 yrs.	108	3.8022	.36976		
Average	353	3.7043	.33513		

The Table 53 clearly shows that the highest EI level is seen against Above 45 yrs with Mean Score 3.8022 and the lowest EI level is against Below 30 yrs with Mean Score 3.5727 which is lower than the average 3.7043. The age group 30 – 45 yrs possesses EI Score 3.7379.

The statistical significance test reveals that the p-value .000 is significant at one percent level which indicates that the difference in the level of EI of age groups is significant. Hence Scheffe test was carried out to know the significance of variation among the age groups.

Table 54

Emotional Intelligence – Age Wise – Scheffe

Age	Below 30 yrs.	30 – 45 yrs.	Above 45 yrs.
Below 30 yrs.	1	.008	.000
30 – 45 yrs.	.008	1	.096
Above 45 yrs.	.000	.096	1

The Table 54 clearly points out that the EI level of the age group Below 30 yrs significantly varies, that is lower than the other two groups – 30 – 45 yrs(p value = .008) and Above 45yrs (p – value = .000). There is no significant difference in the level of EI between the age groups 30 – 45yrs and Above 45 yrs since the p-value is .096.

The Age wise analysis of EI clearly reveals that Emotional Intelligence has a significant and positive relation with age. Emotional Intelligence increases with passing of age that is higher age groups possess more EI level than the lower age groups. All age groups have moderate level of EI.

This finding is supported by the study by Sunitha, Mishra and Dubey (2014) and also a study by Pooja and Kumar (2016) that Emotional Intelligence increases with increase of Age by acquiring life skills in the passing of years.

The result is also represented graphically as follows:
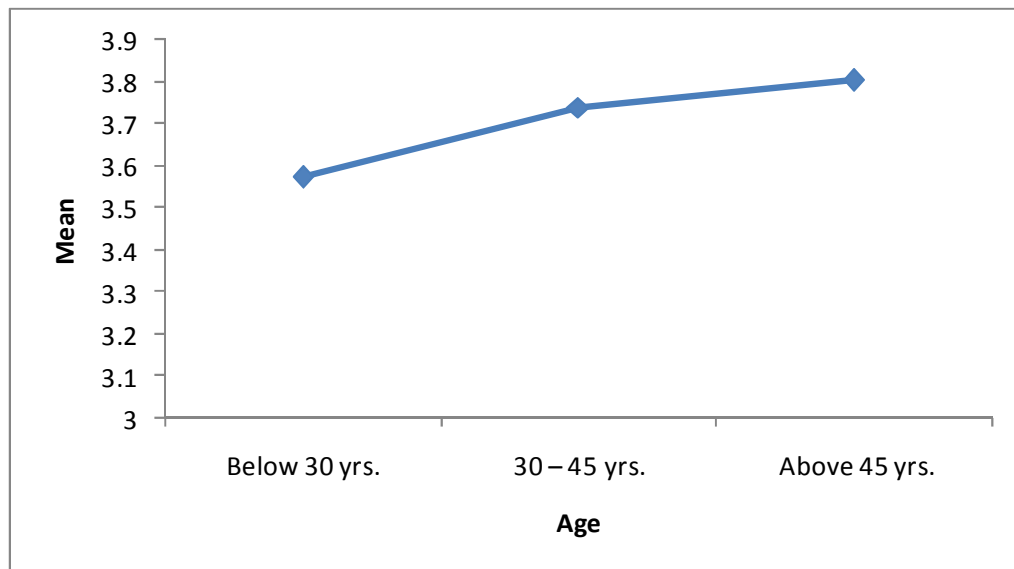
Figure 14 *Emotional Intelligence – Age Wise*

Table 55

Emotional Intelligence –Gender Wise

Gender	Frequency	Mean	Standard Deviation	T value	P value
Male	137	3.7366	.37196		
Female	216	3.6719	.30412	.749	.081
Average	353	3.7043	.33513		

The Table 55 illustrates that male library professionals have higher level of EI (Mean Score = 3.7366) than their female counter parts (Mean Score = 3.6719). Both category have moderate level of EI.

The analysis of variance revealed no significant difference in the level of EI between male and female library professionals, since the p – value .081 is not significant at five percent level. This shows that there is no significant

difference in the overall level of Emotional Intelligence among male and female university library professionals.

This findings is in line with the findings of the studies by Sunitha, Mishra and Dubey (2014) and also by Marembo and Chrinyamarindi (2018) that there is no significant difference in the level of Emotional Intelligence based on Gender.

Table 56

Emotional Intelligence – Experience Wise

Experience	Frequency	Mean	Standard Deviation	F- value	P - value
Below 10 yrs.	140	3.6214	.26843		
10 – 20 yrs.	145	3.7766	.36761		
Above 20 yrs.	68	3.7148	.34952	8.709	.000
Average	353	3.7043	.33513		

The Experience wise analysis of Emotional Intelligence level discloses that the highest EI level is against the group of library professionals having 10 – 20 yrs experience with Mean Score 3.7766. The lowest EI level is possessed by least experienced group, that is Below 10 yrs with Mean Score 3.6214 which is lower than the average 3.7043. The highest experienced group Above 20 yrs comes in between with Mean Score 3.7148.

From the variance analysis it is clear that the difference in the level of EI among the three groups is statistically significant since the p-value .000 is significant at one percent level. Further Scheffe Test is carried out to identify the variation.

Table 57

Emotional Intelligence – Experience Wise – Scheffe

Experience	Below 10 yrs	10 – 20 yrs.	Above 20 yrs.
Below 10 yrs.	1	.000	.047
10 – 20 yrs.	.000	1	.735
Above 20 yrs.	.047	.735	1

From the Table 57 we can see that the EI level of 10 – 20yrs group (highest scored group, Mean Score = 3.7766) is significantly higher than that of the lowest experienced group Below 10yrs (Mean Score = 3.6214), since the p-value .000 is significant at one percent level. But the difference in the level of EI between 10 – 20yrs and Above 20yrs is not statistically significant (p-value = .735). The difference in the level of EI between Below 10yrs and Above 20yrs is statistically significant at five percent level since the p-value is .047.

The experience wise analysis reveals that the middle group that is the 10 – 20yrs experienced group possesses higher EI than the highly experienced Above 20yrs. That may be because, these library professionals have attained a certain years of experience and are mostly working in service sections having

frequent contact with users. In most of the universities senior library professionals are in administrative positions having less contact with users.

The higher experienced groups (10 – 20yrs and Above 20yrs) have significantly higher EI level than the lower experienced group (Below 10yrs). That means there exists a significant positive relationship between EI and Experience.

The findings based on the experience wise analysis revealed an interesting phenomenon that the level of overall Emotional Intelligence increases with increase of years of experience up to 20 yrs of a saturation period and then found to decrease by increase of years of experience. This finding is in coherent with the findings of a study by Pooja and Kumar (2016). They made a study on Indian Service Sector Employees and found that Emotional Intelligence increases up to 16-20 yrs of experience and at this stage reached its peak and after that started decreasing.

Thus we can infer that there is a saturation period of 20 yrs of Experience and it attains its peak level and after that it tend to decrease. That is why the higher experienced Above 20 years group of library professionals displayed lower level of EI than the less experienced 10-20 yrs group. The same may be the reason in the case of the five EI dimensions Self Awareness, Self Regulation, Motivation, Empathy and Social Skills.

The analysis by years of experience is also represented graphically as follows:
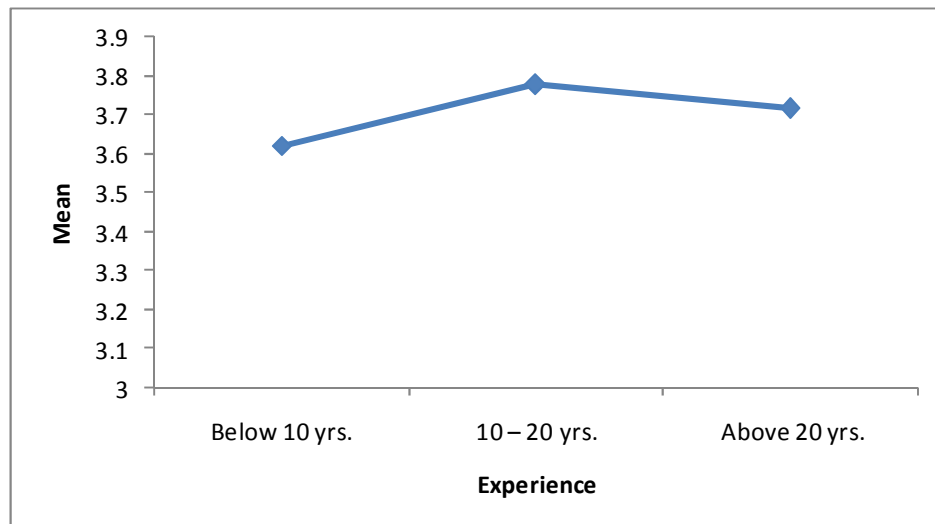
Figure 15 *Emotional Intelligence – Experience Wise*

Table 58

Emotional Intelligence – Category Wise

Category	Frequency	Mean	Standard Deviation	F- Value	P- Value
Assit/Deputy Librarians	85	3.6591	.37269		
Junior Librarians	61	3.8550	.34221	13.394	.000
Prof. Assistants	207	3.5987	.29585		
Average	353	3.7043	33513		

The category wise analysis shows that the highest level of EI is possessed by the middle category the Junior Librarians with Mean Value

3.8550, then followed by higher category Assit/Deputy Librarians with Mean Value 3.6591 and the lowest level of EI is seen against the lowest category Professional Assistants with Mean Level 3.5987.

The statistical significance analysis reveals that the p-value .000 is significant at one percent level which indicates a significant variation in the level of EI. The data is further analysed by Scheffe test to identify the significance of variance.

Table 59

Emotional Intelligence – Category Wise – Scheffe

Category	Asst/Deputy Librarians	Junior Librarians	Prof. Assistants
Asst/Deputy Librarians	1	.008	.217
Junior Librarians	.008	1	.000
Prof. Assistants	.217	.000	1

The Table 59 clearly shows the Emotional Intelligence level of the middle category Junior Librarians is significantly higher than its higher category Asst/Deputy Librarians (p-value = .008) and its lower category Prof. Assistants (p-value = .000) and both are significant at one percent level. The difference in level of EI between Asst/Deputy Librarians and Prof. Assistants is not statistically significant (p-value = .217).

The category wise analysis reveals that the middle category Junior Librarians possess significantly higher level of EI than the two other categories. This may be because Junior librarians are more experienced and Aged than their lower category Professional Assistants and they are dealing directly with users than their higher category Asst/Deputy Librarians (mostly at administrative positions). The saturation effect of years of experience may be another reason for the high level of junior librarians, since most of the Junior Librarians come under the group of 10-20 years of experience.

The Emotional Intelligence of University Library Professionals in Kerala is moderate with mean score 3.7043. The analysis of the overall Emotional Intelligence by classificatory variables reveals that, there is no significant variation in the level of EI based on University and Gender. But Age, Years of Experience and Category have significant effect on the overall EI of university library professionals in Kerala. Emotional Intelligence increases with increase of age. The analysis based of years of experience revealed an interesting phenomenon, that the level of EI increases with increase of years of experience up to 20 years of experience, then attaining its peak the level of EI tend to decrease by increase of years of experience. In category wise analysis also the middle group Junior librarians displays the highest level of Emotional Intelligence.

Emotional Intelligence Profile

This section presents the Emotional Intelligence profile of university library professionals. The five dimensions of EI, namely Self Awareness, Self Regulation, Motivation, Empathy and Social Skills and their 22 sub competencies are analysed statement wise without considering their inter relationships. The main aim is to find out the level of each sub competency in order to get an overall picture of Emotional Intelligence Profile of university library professionals in Kerala.

The level of each sub competency is calculated by find outing the average Mean Value of all the statements under it. The Mean Value 1 – 2 is considered as Poor, 2 – 3 as Low, 3 – 4 as Moderate and 4 – 5 as High. The Emotional Intelligence profile is presented according to the five EI dimensions in Tables from 60 to 64.

Self Awareness Profile

Self Awareness is the first dimension of EI and it is the ability to identify and recognize our own emotions and feelings. There are 12 statements under this dimension belonging to three sub competencies – Emotional Awareness, Accurate Self Assessment and Self Confidence. The statement wise analysis is given Table 60.

Table 60

Self Awareness Profile

Sl. No.	Statements	Mean	Std. Deviation
	Emotional Awareness		
1	I know which emotion I am feeling and why?.	3.9093	.73295
2	I realize the link between my feelings and what I think, do and say.	3.9490	.67226
3	I recognize how my feelings affect my work and the people whom I deal with.	3.9377	.60918
4	I am careful in expressing my feelings.	3.7422	.84534
	Average Emotional Awareness	**3.8846**	**.55834**
	Accurate Self Assessment		
5	I am aware of my strengths and weaknesses.	3.9858	.62824
6	I can identify the points where I need to improve.	3.9377	.57561
7	I have the habit of learning from experience.	4.0000	.64403
8	I am interested in continuous learning and self development.	3.8272	.76585
	Average Accurate Self Assessment	**3.9377**	**.45541**
	Self Confidence		
9	I am able to inspire confidence in those around me under difficult situations.	3.6459	.75517
10	I voice my views and go out for what is right.	3.7054	.74879
11	I am able to make sound decisions quickly with confidence under pressure.	3.4278	.85348
12	I am confident in my capacity and skills to perform effectively.	3.8697	.63961
	Average Self Confidence	**3.6622**	**.52129**
	AVERAGE SELF AWARENESS	**3.8281**	**.40696**

The Table 60 clearly shows that the Self Awareness dimension is moderate with Mean Score 3.8281. The three competencies – Emotional Awareness, Accurate Self Assessment and Self Confidence are also moderate with Mean Values 3.8846, 3.9377 and 3.6622 respectively. With regard to the statements all the 12 statements stood at moderate level having Mean Values between 3 and 4 except the statement 7 (I have the habit of learning from experience) which stood at high level with Mean Value 4. The statement number 11 (I am able to make sound decisions quickly with confidence under pressure) is the lowest scored statement with Mean Value 3.4278. That implies that there is a need to train library professionals to stay calm and make good decisions under pressure.

Self Regulation Profile

Self Regulation is the second dimension of Emotional Intelligence. It is the ability to control our impulses and disruptive emotions and also expressing desired emotions. There are 17 statements (13 – 29) under three sub competencies namely Self Control, Trustworthiness & Conscientiousness and Innovation & Adaptability. The result of the statement wise analysis is shown in Table 61.

Table 61

Self Regulation Profile

Sl.No.	Statements	Mean	Std. Deviation
	Self Control		
13	I can manage my impulsive feelings and distressing emotions well.	3.5326	.85923
14	I stay calm in difficult situations.	3.3598	.90345
15	I think clearly and stay focussed under pressure.	3.3938	.88912
16	I keep a daily schedule in my work.	3.7309	.83841
17	I can't recover from bad moods quickly.	3.2040	1.01874
	Average Self Control	**3.4442**	**.55461**
	Trustworthiness & Conscientiousness		
18	I work according to values and principles consistently.	3.8102	.80178
19	I have no hesitancy in admitting my mistakes.	3.9348	.73759
20	I point out to others about their unethical actions.	3.5382	.87862
21	I act openly, honestly and consistently in all procedures of my work.	4.0425	.67074
22	I meet commitments and keep promises.	4.0255	.59058
23	I hold myself accountable for meeting my responsibilities and objectives.	3.9008	.82146
24	I am not organized and careful in my work.	3.6856	.99729
25	I criticize my colleagues for their lapses.	3.4646	.95019
	Average Trustworthiness & Conscientiousness	**3.8003**	**.44098**
	Innovation &Adaptability		
26	I have no hesitancy in accepting fresh ideas from any source.	3.9688	.68808
27	I have the capacity to identify key issues and find solutions.	3.7592	.65828
28	I adapt my responses and tactics to fit in to the changed circumstances.	3.8640	.66885
29	I am not comfortable with new way of doing things.	3.5156	.95965
Average Innovation & Adaptability		**3.7769**	**.50426**
AVERAGE SELF REGULATION		**3.6738**	**.37867**

It is clear from the Table 61 that the Self Regulation level is moderate with Mean Score 3.6738 and Standard Deviation .37867. All the 17 statements scored moderate level with Mean Scores ranging between 3 and 4 except the statement numbers 21 and 22 which are high with Mean Scores above 4 point. The statement number 17 (I can't recover from bad moods quickly) scored the lowest Mean Score of 3.2040 and statement number 21(I act openly, honestly and consistently in all procedures of my work) scored the highest Mean Score of 4.0425. The three competencies – Self Control, Trustworthiness & Conscientiousness and Innovation & Adaptability also stood at moderate level with Mean Scores 3.4422, 3.8003 and 3.7769 respectively.

Motivation Profile

Motivation is the third dimension of Emotional Intelligence. It is the guiding force in our life to attain our goals. There are 12 statements (30 – 41) under three competencies – Achievement Drive, Commitment and Initiative & Optimism. The Table 62 displays the result of the statement wise analysis.

Table 62

Motivation Profile

Sl. No.	Statements	Mean	Standard Deviation
Achievement Drive			
30	I am result oriented with a high drive to meet objectives and standards	3.6771	.75975
31	I set challenging goals and take calculated risks.	3.1756	.92182
32	I pursue information to reduce uncertainty and find ways to do better	3.7819	.75792
33	I seek out ways to improve my performance	3.8300	.66530
Average Achievement Drive		3.6161	.53860
Commitment			
34	I am ready to work late or a weekend if needed.	3.6827	.84689
35	I identify myself as a member of our organizational family	3.9802	.74403
Average Commitment		**3.8314**	**.61056**
Initiative & Optimism			
36	I take anticipatory action to avoid problems when no one else sees the need to act	3.3513	.77321
37	I believe that my own actions determine my future	3.3796	.99592
38	I cut through red tape and bend the rules when necessary to get the job done	3.2720	.91374
39	I am persistent in seeking goals despite obstacles and setbacks	3.5694	.77707
40	I operate from hope of success rather than fear of failure	3.8725	.60599
41	I see setbacks as due to manageable circumstances rather than a personal weakness.	3.7507	.65293
Average Initiative & Optimism		**3.5326**	**.47603**
AVERAGE MOTIVATION		**3.6601**	**.42042**

The Table 62 displays that the overall Motivation level is moderate with Mean Score 3.6601 having Standard Deviation .42042. All statements stood at moderate level with Mean Scores ranging from 3.1756 (Statement number 31, I set challenging goals and take calculated risks) to 3.9802 (Statement number 35, I identify myself as a member of our organizational family). None of the statements received Low or High Mean Scores. The three competencies – Achievement Drive, Commitment and Initiative & Optimism possessed Mean Scores 3.6161, 3.8314, 3.5326 respectively and are moderate.

Empathy Profile

Empathy is the fourth dimension of Emotional Intelligence. It is the ability to relate to other's feelings and needs. Library professionals need to be empathetic towards users' needs and emotions. There are 19 statements (42 – 60) under five competencies namely Understanding Others, Developing Others, Service Orientation, Leveraging Diversity and Political Awareness. The Table 63 below shows the statement wise analysis of Empathy dimension.

Table 63
Empathy Profile

Sl. No	Statements	Mean	Standard Deviation
Understanding Others			
42	I am able to sense and response other's unspoken concerns or feelings.	3.5269	.79414
43	I can understand others point of view and try to know why they feel as they do	3.9433	.67181
Average understanding others		**3.7351**	**.60063**
Developing Others			
44	I offer useful feedback and identify people's needs for further growth	3.8527	.70779
45	I help out colleagues to develop their skills and further learning	3.9292	.65978
Average Developing Others		**3.8909**	**.60196**
Service Orientation			
46	I anticipate user's needs and try to purchase or find out appropriate reading materials	3.8102	.68731
47	I freely offer information that might be helpful for the users	3.8980	.69969
48	I seek out ways to increase user's satisfaction and loyalty	3.9263	.68275
49	I act as a trusted adviser whenever needed	3.7904	.69594
50	I view users or readers of the library as someone who manipulate or steal reading materials	3.6346	.99124
51	Because of the above said notion, I consider users as enemies and interact with some indifference and unfriendliness	4.0340	.92256
52	I direct users to other libraries or persons from where they can get	3.9462	.66139

appropriate materials or information

53	I follow the principle of "working with a smile"	3.9830	.67398
54	I try to build a trusting relationship with readers as against simply – 'a reader and a librarian'	3.9377	.68802
55	I offer valuable suggestions, whenever I found users in confusion	3.8045	.66894
Average Service Orientation		**3.8765**	**.42398**
Leveraging Diversity			
56	I challenge bias and intolerance	**3.6289**	**.76572**
Political awareness			
57	I have a keen sense of the informal structure and unspoken power centres in the organization	3.7280	.68650
58	I accurately read organizational and external realities	3.7762	.67277
59	I am able to understand the forces that shape views and actions of the users	3.6091	.66155
60	I am aware of the climate and culture of our organization	3.8612	.64886
Average Political Awareness		**3.7436**	**.47314**
AVERAGE EMPATHY		**3.7750**	**.41208**

The average Empathy level of university library professionals is moderate having Mean Value 3.7750 and Standard Deviation .41208. Out of the 19 statements only one statement (No. 51) scored high level (Mean Score = 4.0340) and all others scored moderate level. The lowest scored statement is No. 42 (I am able to sense and response others unspoken concern or feelings) having Mean Score 3.5269. The five competencies – Understanding Others, Developing Others, Service Orientation, Leveraging Diversity and Political

Awareness received moderate levels having Mean Values 3.7351, 3.8909, 3.8765, 3.6289 and 3.7436 respectively.

Social Skills Profile

Social Skills is the fifth dimension of Emotional Intelligence with a cluster of eight competencies namely, Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Collaboration & Co-operation and Team Capabilities, which help to manage our relationships. Altogether there are 21 statements (61 – 81) under these eight competencies. The statement wise Mean Scores are shown in Table 64.

Table 64
Social Skills Profile

Sl. No.	Statements	Mean	Standard Deviation
Influence			
61	I can convince easily with good rapport and appeal	**3.3003**	**.83966**
Communication			
62	I can deal with difficult issues straight forwardly	3.2125	.83098
63	I can read emotional signals and messages	3.6232	.70487
64	I listen well, seek mutual understanding and welcome full sharing of information	3.8810	.58144
Average Communication		**3.5722**	**.53231**
Conflict Management			
65	I can handle difficult people and tense situations with diplomacy and tact	3.2918	.84434
66	I try to find solutions that works best for each side	3.5269	.74237

Average Conflict Management		**3.4093**	**.65518**
Leadership			
67	I can speak clearly and openly to arouse enthusiasm for a shared vision and mission of the organisation	3.6891	.7113
68	I step forward to lead as needed, regardless of position	3.6218	.78090
69	I guide the performance of others while holding them accountable	3.5959	.72247
70	I have the ability to say 'no' firmly and definitely, if necessary	3.7033	.79922
Average Leadership		3.6525	.7535
Change Catalyst			
71	I recognize the need for change and remove barriers	3.7082	.65049
72	I champion the change and pressure others for change	3.4193	.75744
Average Change Catalyst		3.5637	.7039
Building Bonds			
73	I cultivate and maintain extensive informal networks	3.3059	.92466
74	I seek out relationships that are mutually beneficial for organizational good.	3.3229	.89377
75	I make and maintain close friendships at work place	3.9603	.69381
Average Building Bonds		3.5297	.8374
Collaboration & Cooperation			
76	I encourage working together, sharing plans, information and resources	4.0057	.59350
77	I promote a friendly, cooperative work climate	3.9547	.61069
78	I can spot and nurture opportunities for collaboration	3.7167	.72235
Average Collaboration & Cooperation		**3.8924**	**.6422**

Team Capabilities			
79	I can draw all members in to active and enthusiastic participation while working in a team	3.6487	.71200
80	I build team identity, spirit de corps (feeling of pride, care and support) and commitments	3.7507	.68271
81	I always protect the group, its reputation and share the credit.	3.7932	.67400
Average Team Capabilities		**3.7309**	**.6896**
AVERAGE SOCIAL SKILLS		**3.5843**	**.35547**

The Table 64 clearly shows that the overall Social Skills level is moderate with Mean Value 3.5843 having Standard Deviation .35547. The Mean Score of the statements range from 3.2125 (lowest) to 4.0057 (highest). The lowest Mean Score is seen against the statement number 62 (I can deal with difficult issues straight forwardly) and highest Mean Score is against statement number 76 (I encourage working together, sharing plans, information and resources).   All the eight competencies Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Collaboration & Co-operation and Team Capabilities are moderate with Mean Scores 3.3003, 3.5722, 3.4093, 3.6525, 3.5637, 3.5297, 3.8924 and 3.7309 respectively.

The Emotional Intelligence profile of university library professionals in Kerala shows that the five dimensions and the twenty two competencies of Emotional Intelligence stood at moderate level. The eighty one statements,

except five (scored high level) scored moderate level. The areas which showed high values are learning from experience, showing open and honest behaviour consistently at work, keeping commitments and promises, showing friendliness towards users and sharing information and resources with colleagues. These can be considered as the good traits or qualities of Universities Library Professionals in Kerala. The Emotional Intelligence Profile also revealed the areas which need immediate care and attention of higher authorities. These are the areas related to the statements which scored below 3.5 level. The statements which scored below 3.5 level are statement numbers – 11, 14, 15, 17, 25, 31, 36, 37, 38, 61, 62, 65, 72, 73 and 74. The abilities related to these statements are:

- the ability to take quick decisions under pressure.

- the ability to stay calm in difficulties.

- the ability to think clearly under pressure.

- the ability to recover from bad moods quickly.

- the bad habit of criticizing colleagues for their lapses.

- the ability to set challenging goals and take calculated risks.

- the ability to take anticipatory actions to satisfy users' needs and requirements.

- belief in oneself that our actions determine our future.

- the ability to cut through the red tap, if necessary to get the organizational job done.

- the ability to convince others, higher authorities and stake holders about the points that are good for the organization.

- the ability to deal with difficult issues straight forwardly.

- the ability to handle difficult people and situations.

- the ability to initiate change and preparing others for change and

- the ability to cultivate and maintaining good relationships and keeping mutually beneficial relationships for organizational benefit.

University Wise Emotional Intelligence Profile

This section gives an idea of the university wise EI of Library professionals in Kerala.   The university wise Mean Scores of the five dimensions and their twenty two components are calculated to identify the EI profile based on the selected seven universities. Further the p-value is calculated to identify the significance of difference among the universities and in the presence of significance Scheffe Test is carried out. Thus this section gives an idea about the nature of the twenty two EI competencies among the universities.

The analysis is carried out based on the five EI dimensions and presented in the tables from 65 to 72 below.

Table 65

Self Awareness Profile – University Wise

Variables	Mean Values								F value & p-value
	Kannur	Calicut	KAU	CUSAT	SSUS	MGU	Kerala	Average N=353	
Emotional Awareness	3.8214(M)	3.8694(M)	3.8810(M)	3.9781(M)	3.9167(M)	3.9095(M)	3.8294(M)	3.8846(M)	F value = .487 p value = .818
Accurate Self Assessment	3.9762(M)	3.8444 (M)	3.8214(M)	3.9605(M)	4.1071(H)	4.0560(H)	3.9176(M)	3.9377(M)	F value = 2.110 P value = .052
Self Confidence	3.6190(M)	3.5694(M)	3.5714(M)	3.7982(M)	3.8095(M)	3.5948(M)	3.7118(M)	3.6622(M)	F value = 1.847 p value = .089
SELF AWARENESS	3.7970(M)	3.7549(M)	3.7495(M)	3.9045(M)	3.9359(M)	3.8449 (M)	3.8100(M)	3.8281(M)	F value = 1.263 p value = 274

M = Moderate

It can be seen from the table that the component Emotional Awareness of all universities is moderate with Mean Values ranging from 3.8214 (Kannur) to 3.9781 (CUSAT) and the p-value 818 indicates that the difference in the level of Emotional Awareness is not significant between universities. In the case of Accurate Self Assessment, SSUS and MGU stood at high level by scoring Mean Values above 4 and all other universities stood at moderate level. The p-value .052 indicates that the difference in the level of accurate Self Assessment is not significant between universities. With regard to Self Confidence all universities got moderate level with Mean Values ranging from 3.5694 (Calicut) to 3.8095 (SSUS). The p-value .089 indicates that the statistical difference is not significant.

Thus the university wise Self Awareness profile reveals that in the case of the components Emotional Awareness and Self Confidence all university library professionals scored moderate levels. In the case of Accurate Self Assessment library professionals from SSUS and MGU scored high level and all others stood at moderate level. In all cases the p values indicate that the variation in the level of the three components is not statistically significant. That means all universities possess more or less the same levels in the case of all the three components and also Average Self Awareness. Thus all university authorities need to take measures to enhance the moderate levels to high levels.

Table 66

Self Regulation Profile – University Wise

Variables	Mean Values								Remarks
	Kannur	Calicut	KAU	CUSAT	SSUS	MGU	Kerala	Average N=353	
Self Control	3.4381 (M)	3.4222 (M)	3.3714 (M)	3.5333 (M)	3.4476 (M)	3.4483(M)	3.4235 (M)	3.4442 (M)	F = .346 P = .912
Trustworthiness & Conscientiousness	3.8333(M)	3.7153 (M)	3.6369 (M)	3.9298 (M)	4.0000 (H)	3.7716 (M)	3.8059 (M)	3.8003 (M)	F = 2.010 P = .054
Innovation & adaptability	3.8690(M)	3.6778 (M)	3.6071 (M)	3.8289 (M)	3.9286 (M)	3.8793 (M)	3.7588 (M)	3.7769(M)	F = 1.960 P=.071
SELF REGULATION	3.7036 (M)	3.5952 (M)	3.5286 (M)	3.7541 (M)	3.7822 (M)	3.6898 (M)	3.6528 (M)	3.6738 (M)	F = 1.948 P = .072

H = High and M = Moderate

The Table 66 clearly shows that the component Self Control is at moderate level for all the seven universities with Mean Values ranging from 3.3714 (KAU) to 3.5333 (CUSAT). The p value .912 indicates that the difference in the level of Self Control among the universities is not statistically significant. In relation to Trustworthiness & Conscientiousness high level is seen against SSUS with Mean Value 4. All other universities stood at moderate level. The p-value .054 is statistically not significant and tells that the variation in the level of Trustworthiness & Conscientiousness not significant among universities.

Innovation & Adaptability is moderate for all universities with Mean Values ranging from 3.6071 (KAU) to 3.9286 (SSUS). The p-value .071 indicates that the difference in the level of Innovation & Adaptability is not significant. The overall Self Regulation level stood at moderate and needs improvement.

The Self Regulation profile clearly reveals that all components stood at moderate level among all the seven universities. The exception is the high level of Trustworthiness & Conscientiousness of SSUS library professionals.

The p-values are not significant in the case of all the three components and hence there is no significant difference in the level of the three components among the Universities.

Table 67

Motivation Profile - University Wise

Variables	Mean Values								Remarks
	Kannur	Calicut	KAU	CUSAT	SSUS	MGU	Kerala	Average N=353	
Achievement Drive	3.5595 (M)	3.5306(M)	3.55959(M)	3.7105(M)	3.7024 (M)	3.6897 (M)	3.6000 (M)	3.6161 (M)	F = 1.031 p = .405
Commitment	4.0714(H)	3.8056(M)	3.7381(M)	3.9298(M)	3.7381(M)	3.9138(M)	3.7235(M)	3.8314(M)	F = 1.613 P = .143
Initiative & Optimism	3.3810 (M)	3.5074(M)	3.3413(M)	3.5789(M)	3.7460(M)	3.4138 (M)	3.6412 (M)	3.5326 (M)	F = 1.823 P = .114
Motivation	3.6697 (M)	3.6136 (M)	3.5454 (M)	3.7389(M)	3.7279(M)	3.6715(M)	3.6540 (M)	3.6601 (M)	F = .878 p = .511

H = High and M = Moderate

The Motivation Profile presented in Table 67 shows that the overall Mean Score for Achievement Drive is 3.6161 which is moderate and all universities stood at moderate level with Mean Scores ranging between 3.5306 (Calicut) and 3.7105 (CUSAT). The p-value .405 indicates that there is no significant difference in the level of Achievement Drive.

Professionals committed to their organization are the asset of an organization. The Kannur University professionals are highly committed by scoring Mean Value above 4 and all other universities show moderate level. The p value .143 reveals insignificant difference. In the case of Initiative & Optimism all university library professionals scored moderate level, indicating the need for improvement. The p-value .114 indicates that there is no significant difference between universities in the level of Initiative & Optimism. The overall Motivation level is moderate with Mean Value 3.6601.

The Motivation profile clearly displays moderate level for the three components among universities except in the case of Commitment where Kannur University show high value. The variations in the level of the components are not statistically significant.

Table 68

Empathy Profile – University Wise

| Variables | Mean Values | | | | | | | | Remarks |
	Kannur N=21	Calicut N=90	KAU N=21	CUSAT N=57	SSUS 21	MGU 58	Kerala 85	Average N=353	
Understanding Others	3.8810 (M)	3.6444 (M)	3.5476(M)	3.6579(M)	3.9762(M)	3.8276(M)	3.7706 (M)	3.7351(M)	F= 1.918 P= .077
Developing Others	3.9286 (M)	3.8278 (M)	3.8571(M)	3.8860 (M)	4.1905 (M)	3.8793 (M)	3.8941 (M)	3.8909 M	F = 1.062 P = .385
Service Orientation	3.9095 (M)	3.8711(M)	3.5952 (M)	3.9000 (M)	3.9333 (M)	3.9414(M)	3.8694(M)	3.8765(M)	F = 1.916 P = .078
Leveraging Diversity	3.8571 (M)	3.6444 (M)	3.0476 (M)	3.6491 (M)	3.8095 (M)	3.4828 (M)	3.7412 (M)	3.6289(M)	F = 3.318 p = .003
Political Awareness	3.9167 (M)	3.7278 (M)	3.4524 (M)	3.7632 (M)	3.6905 (M)	3.7284(M)	3.8000 (M)	3.7436 M	F = 2.010 p = .054
EMPATHY	3.8993(M)	3.7438(M)	3.5007 (M)	3.7719(M)	3.9207(M)	3.7726 (M)	3.8158 (M)	3.7750(M)	F = 2.601 p = .018

H = High and M = Moderate

The data presented in Table 68 displays that, regarding the component Understanding Others all universities scored moderate level. The Mean Values varies from 3.5476 (KAU) to 3.9762 (SSUS). The p-value .077 is not significant. In the case of Developing Others all universities stood at moderate level. The p-value .385 shows that the difference between universities is not significant.

Library professionals need to be service oriented to increase user satisfaction and loyalty. The Service Orientation competency of university library professionals range from 3.5952 (KAU) to 3.9414 (MGU).   The p-value .078 is not significant.

In the case of Leveraging Diversity all universities scored moderate level ranging between 3.0476 (KAU) and 3.8571 (Kannur). The p-value .003 indicates that there exists significant difference in the level of Leveraging Diversity between universities. In this case Scheffe Test is carried out to identify the position of the significance of variance as shown in Table 69.

With regard to political awareness all universities are moderate scoring Mean Values between 3.4524 (KAU) and 3.9167 (Kannur). The p-value .054 implies no significant difference. The overall empathy level is moderate with Mean Value 3.7750.

Table 69

Leveraging Diversity – Scheffe

University	Kauur	Calicut	KAU	CUSAT	SSUS	MGU	Kerala
Kannur	1	.968	.028	.978	1.000	.699	.999
Calicut	.968	1	.100	1.000	.991	.950	.994
KAU	.028	.100	1	.135	.061	.523	.098
CUSAT	.978	1.000	.135	1	.994	.965	.998
SSUS	1.000	.991	.061	.994	1	.818	1.000
MGU	.699	.950	.523	.965	.818	1	.666
Kerala	.999	.994	.098	.998	1.000	.666	1

The Scheffe analysis clearly shows that the variation in level of Leveraging Diversity is significant at 5% level only between Kannur and KAU (p-value = .028), that is between highest scoring University (Kannur) and the lowest scoring University (KAU). That means all other variations are statistically not significant.

The Empathy profile clearly shows that all the five components stood at moderate level. There is no significant variation between universities except in the case Leveraging Diversity which shows significant variation between Kannur University and KAU.

All Universities need to improve the moderate levels to high levels. KAU need to focus more on the component Leveraging Diversity by concentrating areas related to it, that is by making staff members bold enough to stand against bias and intolerances and also giving an insight into the diverse cultures and background of people. Also train them to cope with people of varying nature.

Table 70
Social Skills Profile – University Wise

Variables	Mean Values								Remarks
	Kannur N=21	Calicut N=90	KAU N=21	CUSAT N=57	SSUS 21	MGU 58	Kerala 85	Average N=353	
Influence	3.2857 (M)	3.2222 (M)	3.6190 (M)	3.0000 (M)	3.4286 (M)	3.6034 (M)	3.2706 (M)	3.3003 (M)	F = 338 p = .003
Communication	3.6349 (M)	3.5148 (M)	3.5397 (M)	3.5146 (M)	3.7143 (M)	3.6092 (M)	3.6039 (M)	3.5722 (M)	F = .690 p = .658
Conflict Management	3.4048 (M)	3.3333 (M)	3.5714(M)	3.3684(M)	3.5714 (M)	3.4052 (M)	3.4412 (M)	3.4093 (M)	F = .698 p = .652
Leadership	3.6120 (M)	3.6227 (M)	3.7143 (M)	3.6667 (M)	3.6071 (M)	3.7198 (M)	3.6735 (M)	3.6525 (M)	F = .208 p = .959
Change catalyst	3.6429 (M)	3.222 (M)	3.4524 (M)	3.4737 (M)	3.6429 (M)	3.5948 (M)	3.6353 (M)	3.5637 (M)	F = .810 p = .563
Building Bonds	3.7937 (M)	3.6926 (M)	3.4762 (M)	3.3275 (M)	3.6032 (M)	3.4368 (M)	3.4863 (M)	3.5297 (M)	F = 3.298 p = .004
Collaboration and Cooperation	4.0000 (H)	3.8926 (M)	3.6349 (M)	3.9357 (M)	3.9048 (M)	3.8046 (M)	3.9569 (M)	3.8924(M)	F = 1.599 p = .146
Team capabilities	3.7778 (M)	3.7111 (M)	3.6032 (M)	3.8012 (M)	3.7302 (M)	3.6149 (M)	3.8039 (M)	3.7309 (M)	F = .981 p = .438
Social Skills	3.6439 (M)	3.5638 (M)	3.5764 (M)	3.5110 (M)	3.6503 (M)	3.5986 (M)	3.6089 (M)	3.5843 (M)	F = .729 p = .602

H = High and M = Moderate

The Table 70 reveals that, in the case of Influence all universities stood at moderate level with Mean Values ranging between 3 (CUSAT) and 3.6190 (KAU). The p-value .003 indicates significant difference in the level of influence among the universities. Scheffe test is conducted to identify significance of variance and is shown in Table 71.

In the case of Communication also all universities got moderate level with Mean Values ranging between 3.5146 (CUSAT) and 3.7143 (SSUS). The p-value, .658 shows that there is no significant difference between the universities.

With regard to Conflict management all universities stood at moderate level, with Mean Values in between 3.3333 (Calicut) and 3.5714 (KAU & SSUS). The p-value .652 is not significant.

Every university library professional should be a leader, to take up new programmes and approaches. But the Leadership competency of university library professionals is moderate ranging between 3.6071 (SSUS) and 3.7198 (MGU). and all universities need to improve. The p-value .959 reveals that the difference in the Leadership level is not significant among universities.

Changes are inevitable in personal as well as in organizational life. Library professionals having the competency of Change Catalyst take initiatives and bring positive outcomes in the library as well as in the users.

So all universities need to improve, since they got moderate levels for this competency. The p-value .563 is not significant.

Building Bonds – developing and keeping good relationship among the people concerned is a must quality for university library professionals. All universities stood at moderate level for this competency and range from 3.3275 (CUSAT) to 3.7937 (Kannur). The p-value .004 is statistically significant, implies that there exists significant difference in the level of building bonds between universities. Scheffe test is used to identify the variation as shown in Table 72.

Collaboration & Cooperation stood at moderate level for all universities except Kannur University which stood at High level with Mean Value 4. The p value .146 shows that there is no significant variation among the Universities.

All categories of University library professionals need to work as a team to accomplish the collective goals. All universities scored moderate level for Team Capabilities with Mean Values vary from 3.6032 (KAU) to 3.8039 (Kerala). The p-value .438 is not significant. The overall social skills dimension of EI is moderate for university library professionals with Mean Value 3.5843.

Table 71

Influence – Scheffe

University	Kannur	Calicut	KAU	CUSAT	SSUS	MGU	Kerala
Kannur	1	1.000	.943	.993	.999	.890	1.000
Calicut	1.000	1	.683	.863	.983	.275	1.000
KAU	.943	.683	1	.019	.997	1.000	.806
CUSAT	.933	.863	.019	1	.656	.196	.719
SSUS	.999	.983	.997	.656	1	.995	.996
MGU	.890	.275	1.000	.196	.995	1	.467
Kerala	1.000	1.000	.806	.719	.996	.467	1

The Table 71 clearly reveals that the level of Influence varies significantly, only between KAU and CUSAT that is between highest and lowest values with p value .019. There is no significant variation among other universities.   Thus CUSAT (lowest) need to focus more on the component influence by making library professionals good at the art of influencing.

Table 72

Building Bonds – Scheffe

University	Kannur	Calicut	KAU	CUSAT	SSUS	MGU	Kerala
Kannur	1	.998	.810	.044	.982	.478	.612
Calicut	.998	1	.895	.156	999	.371	.514
KAU	.810	.895	1	.987	.998	1.000	1.000
CUSAT	.044	.156	.987	1	.771	.987	.876
SSUS	.982	.999	.998	.771	1	.976	.995
MGU	.478	.371	1.000	.987	.976	1	1.000
Kerala	.612	.514	1.000	.876	.995	1.000	1

The Table 72 clearly displays that the level of the component Building Binds significantly varies between the lowest and highest levels, that is between CUSAT and Kannur University with p-value .044. All other universities show no significant variation. Thus CUSAT (lowest) need to focus more on the areas of building bonds by improving the ability to cultivate and maintain relationships that are good for the organisation.

Thus the Social Skills profile tells that all the components of Social Skills carry Moderate Value and there is no significant variation among the universities except in the case of Influence and Building Bonds, that is between highest and lowest values.

The overall University wise Profile shows that all the five EI dimensions stood at moderate level and all the twenty two EI competencies possess moderate level and significant variation is seen only in the case of three competencies, Leveraging Diversity, Influence and Building Bonds. That is also between the highest and the lowest values. Thus we can conclude that there is no significant difference in the level of these twenty two competencies among the seven universities except in the case of Leveraging Diversity, Influence and Building Bonds and that also only between the highest scoring university and lowest scoring university. Thus all Universities can take same measures to improve further.

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Correlation Analysis of EI Dimensions and EI Competencies

The data further subjected to correlation analysis using Pearson Correlation Coefficient (r) to find out the nature of relationship existing between Emotional Intelligence and its dimensions and competencies. The r values range from negative to positive, indicating negative or positive relationships. The specific values denote the strength of the relationship. The negative correlation indicates that if one variable increases the other decreases and vice versa. The positive correlation indicates that if one increases the other also increases and if one decreases the other also decreases. The nature of relationship is determent by the following grading table (Table 73).

Table 73

Grading Table

Size of the Correlation	Interpretation
.90 to 1 (-.90 to -1)	Very high (+ve or -ve)
.70 to .90 (-.70 to -.90)	High (+ve or -ve)
.50 to .70 (-.50 to -.70)	Moderate (+ve or -ve)
.30 to .50 (-.30 to -.50)	Low (+ve or -ve)
.00 to .30 (-.00 to -.30)	Negligible

Source : Hinkle, Wiersma & Jurs. (2003).

The Tables from 74 to 79 display the results of the Correlation analysis.

Table 74

Correlation – Self Awareness

Variables	Self Awareness	Emotional Awareness	Accurate Self Assessment	Self Confidence
Self Awareness	1	.816**	.810**	.760**
Emotional Awareness	.816**	1	.542**	.367**
Accurate Self Assessment	.810**	.542**	1	.443**
Self Confidence	.760**	.367**	.443**	1

** Correlation is significant at 0 .01 level

The Table 74 clearly depicts that the EI dimension Self Awareness is highly correlated with all of its three components and all the relationships are positive and significant at 0.01 level. Self Awareness has high association with Emotional Awareness (r=.816), Accurate Self Assessment (r=.810) and Self Confidence (r=.760).

All the three components of Self Awareness associate with each other positively with 1% significance. Emotional Awareness associate with Accurate Self Assessment Moderately (r=.542) and with Self Confidence in a low positive manner (r=.367). The relationship between Accurate Self Assessment and Self confidence is also low and positive (r = .443). The largest relationship among the components is seen in between Emotional Awareness and Accurate Self Assessment (r=.542), that means if we are

highly aware of our nature of emotions, our ability to assess our strengths and weaknesses also increases.

Thus we can infer that an improvement in any competency can bring positive change and in the level of Self Awareness and finally a positive change in EI, since there is no negative correlation. Thus Universities can enhance the overall Emotional Intelligence by concentrating on the components of the Self Awareness.

Further Correlation analysis is conducted to identify the relationship among the three components of Self Regulation.

Table 75

Correlation – Self Regulation

Variables	Self Regulation	Self Control	Trustworthiness & Conscientiousness	Innovation & Adaptability
Self Regulation	1	.757**	.781**	.737**
Self Control	.757**	1	.303**	.295**
Trustworthiness & Conscientiousness	.781**	.303**	1	..497**
Innovation & Adaptability	.737**	.295**	.497**	1

** Correlation is significant at .01 level.

From the Table 75 we can infer that Self Regulation has positive correlation with all its components and all the relationships are significant at 0 .01 level. Self Regulation associated highly with Self Control (r=.757),

Trustworthiness & Conscientiousness (r=.781) and Innovation & Adaptability (r=.737).

The three components of Self Regulation related each other positively with 1% significance. Low and positive relationship is seen in between Self Control and Trustworthiness & conscientiousness (r=.303) and also between Trustworthiness & Conscientiousness and Innovation & Adaptability (r=.497). Positive and negligible relation is seen between Self Control and Innovation & Adaptability (r=.295).

Eventhough there exists low and negligible association between Self Control and Innovation and Adaptability of the components, Self Regulation has high and positive relation with all its components. Hence, Universities can improve overall Emotional Intelligence by concentrating on the components of Self Regulation.

Table 76

Correlation – Motivation

Variables	Motivation	Achievement Drive	Commitment	Initiative & Optimism
Motivation	1	.783**	.772**	.774**
Achievement Drive	.783**	1	.343**	.503**
Commitment	.772**	.343**	1	.375**
Initiative & Optimism	.774**	.503**	.375**	1

** Correlation is significant at .01 level.

The Table 76 displays the Correlation Coefficient between Motivation and its components and affirms positive correlation. Motivation has high and positive associations with all its components - Achievement Drive (r= .783), Commitment (r=.772) and Initiative and Optimism (r=.774) which are significant at 1% level.

It is also seen that low and positive correlation is shown against Achievement Drive and Commitment (r=.343) as well as Commitment and Initiative & Optimism (r=.375) and are statistically significant at 1% level. The association between Achievement Drive and Initiative & Optimism (r=.503) is moderate, positive and significant at 1% level. It is the largest association among the components, and means that initiation & optimism increases, achievement drive also increases.

Thus Motivation can be improved by concentrating on its components and highly motivated library professionals surly present an effective performance.

Table 77

Correlation – Empathy

Variables	Empathy	Understanding others	Developing others	Service orientation	Leveraging diversity	Political awareness
Empathy	1	.708**	.764**	.746**	.687**	.702**
Understanding others	.708**	1	.519**	.425**	.396**	.234**
Developing others	.764**	.519**	1	.525**	.415**	.316**
Service orientation	.746**	.425**	.525**	1	.535**	.377**
Leveraging diversity	.687**	.396**	.415**	.535**	1	.338**
Political awareness	.702**	.234**	.316**	.377**	.338**	1

** Correlation is significant at .01 level.

It can be noticed that the EI dimension Empathy exhibits positive and high correlation with its components, Understanding Others (r=.708) , Developing Others (r= .764), Service Orientation (r=.746) and Political Awareness (r=.702) as well as it exhibits positive and moderate correlation with its component Leveraging Diversity(r=.687). In all these cases, the relationship is significant at 1% level.

All the components of Empathy correlate with each other positively and significantly. The component Understanding Others is positively and moderately correlated with developing others (r = .519) and is significant at 1% level. Likewise, Understanding Others has a positive and low correlation

with service orientation (r=.425) and Leveraging Diversity (r=.396) with 1% significance. A negligible association is seen between Understanding Others and Political Awareness (r=.234) having 1% significance. Similarly Developing Others, correlated positively and moderately with Service Orientation (r=.525) with a 1% significance. But its relationships with leveraging Diversity (r=.415) and Political Awareness (r=.316) are low but are positive with1% significance. The component Service Orientation shows positive and moderate association with leveraging diversity (r=.535) having 1% significance. At the same time, it has low relation with Political Awareness (r=.377) which is positive and significant at 1%. Similarly, the Leveraging Diversity has positive and low association with Political Awareness (r=.338) but shows 1% significance.

Since all the relationships are positive and significant improving its components enhance Empathy and Emotional Intelligence.

Table 78

Correlation – Social Skills

Variables	Social skills	Influence	Commu nication	Conflict manage ment	Leader ship	Change catalyst	Building bonds	Collabo ration& Cooperation	Team capab ilities
Social skills	1	.511**	.738**	.686**	.880**	.696**	.620**	.674**	.739**
Influence	.511**	1	.377**	.327**	.380**	.148**	.125*	.177**	.133*
Communication	.738**	.377**	1	.578**	.330**	.458**	.325**	.355**	.465**
Conflict management	.686**	.327**	.578**	1	.323**	.338**	.246**	.295**	.409**
Leadership	.880**	.380**	.330**	.323**	1	.151**	.102*	.153**	.160**
Change catalyst	.696**	.148**	.458**	.338**	.151**	1	.440**	.431**	.514**
Building bonds	.620**	.125*	.325**	.246**	.102*	.440**	1	.471**	.412**
Collaboration& Cooperation	.674**	.177**	.355**	.295**	.153**	.431**	.471**	1	.690**
Team capabilities	.739**	.133*	.465**	.409**	.160**	.514**	.412**	.690**	1

**Correlation is significant at .01 level.   *Correlation is significant .05 level.

The data illustrated in the Table 78 highlights the correlation coefficient between Social skills and its eight components. It can be seen that social skills displays high and positive correlation against Communication (r=.738), Leadership (r=.880) and Team Capabilities (r=.739). Whereas it displays moderate and positive correlation with Influence (r=.511), Conflict Management (r=.686), Change Catalyst (r=.696), Building Bonds (r=.620) and Collaboration and Cooperation (r=.674). In all these cases the association is significant at 1% level.

The components associate with each other in varying degrees and significances. The component Influence shows low and positive associations with Communications (r=.377), Conflict Management (r=.327) and Leadership (r = 380) having 1% significance. Whereas its association with Collaboration & Cooperation (r= 177) and Change Catalyst (r= 148) is positive and negligible with 1% statistical significance. Its association with Building Bonds(r=.125) and Team Capabilities (r=.133) is also positive and negligible but statistically significant at 5% level.

The component Communication is moderately and positively correlated with Conflict Management (r=.578) and statistically significant at 1% level. However, Communication exhibits low and positive correlation against Leadership (r = 330), Change Catalyst (r= .458), Building Bonds

(r=.325), Collaboration and Cooperation(r=.355) and Team Capabilities (r=.465) with 1% significance.

Conflict Management shows positive and low association against Leadership (r = 323), Change Catalyst (r=.338) and Team Capabilities (r=.409) having significance at 1% level. But its associations with Building Bonds (r= .246) and Collaboration & Cooperation (r=.295) is positive and negligible having 1% significance.

Even though leadership displays high association with Social Skills dimension, it shows low and positive associations with Influence (r= 380), Communication (r= 330) and Conflict Management (r= 323) which are significant at one percent level. But its relationships with Change Catalyst (r = .151), Collaboration & Cooperation (r = .153) and Team Capabilities (r = .160) are positive and negligible with 1% significance. Where as its relationship with Building Bonds (r= 102) is positive and negligible with 5% significance.

The component Change Catalyst displays low and positive correlation with Building Bonds (r=.440) and Collaboration & Cooperation (r=.431)and significant at 1% level. It shows moderate and positive correlation with a Team Capabilities (r= .514) having significance at 1% level. Similarly Building Bonds depicts low and positive association with Collaboration & Cooperation (r=.471) and Team Capabilities (r= .412) with 1% significance.

Finally the component Collaboration & Cooperation is associated with Team Capabilities in a moderate and positive way (r = .690) having significance at 1% level.

Since all the relationships are positive and significant, improving the components will bring positive change in Social Skills and also in Emotional Intelligence.

Table 79

Correlation – Emotional Intelligence

Variables	EI	Self Awareness	Self Regulation	Motivation	Empathy	Social Skills
EI	1	.736**	.732**	.813**	.874**	.880**
Self Awareness	.736**	1	.609**	.588**	.533**	.514**
Self Regulation	.732**	.609**	1	.604**	.580**	.479**
Motivation	.813**	.588**	.604**	1	.656**	.611**
Empathy	.874**	.553**	.580**	.656**	1	.687**
Social Skills	.880**	.514**	.479**	.611**	.687**	1

** Correlation is significant at .01 level.

Correlation analysis is also carried out to identify the relationship of Emotional Intelligence with its five dimensions. A high and positive correlation is seen against EI with its five dimensions-Self Awareness (r=.736), Self Regulation (r=.732), Motivation(r=.813), Empathy (r=.874) and Social Skills (r=.880) having statistical significance at 1% level.

The five Emotional Intelligence dimensions associate with each other in varying degrees. The dimension Self Awareness is positively and moderately associated with self Regulation (r=.609), Motivation (r=.588), Empathy (r=.553) and Social Skills (r=.514) with 1% significance. Similarly Self Regulation has moderate and positive association with Motivation (r=.604) and Empathy (r=.580) showing 1% statistical significance. However it shows low association with Social Skills(r=.479) but is positive and significant at 1% level. Motivation displays moderate and positive correlation with Empathy (r=.656) and Social Skills (r=.611) with 1% significance). Likewise, Empathy and Social Skills are related moderately and positively having 1% significance.

The correlation analysis reveals that EI exhibits high and positive association with its five dimensions showing significance even at 1% level. There exist significant and positive associations among the five dimensions. This indicates that even a small change in the EI dimensions can make a great change in the overall EI.

The dimensions, Self Awareness, Self Regulations and Motivation show high, positive and significant associations with all their components. But in the case of Empathy and Social Skills the associations with their components are high or moderate with positive significance. The relation among the components is generally moderate, positive and having 1%

significance. But in some cases, it may be low or negligible. Leadership and Influence show negligible but positive and significant association with Change Catalyst, Building Bonds, Collaboration & Cooperation and Team Capabilities.

In correlation analysis it is seen that all associations are positive and significant.

Ranking of EI Dimensions and Competencies

The Emotional Intelligence of University Library professionals is the sum total of the five EI dimensions, i.e. Self Awareness, Self Regulation, Motivation, Empathy and Social Skills and their 22 sub competencies. To make the study more meaningful, it is necessary to analyse the relative weightage each competency carries towards over all Emotional Intelligence. In this study Linear Regression analysis is carried out to find out the influence of the dimensions and competencies on Emotional Intelligence. Based on the R^2 value, the five dimensions and 22 competencies are ranked according to their relative weightage. By multiplying the R^2 value with hundred gives the percentage of the contribution. The p-value indicates the significance of the influence and contribution. Based on the percentage of contribution, the stronger and the weaker competencies can be identified.

The areas demanding improvement under each competencies are identified based on the statements under them as presented in Tables from 60 to 64.

The ranking of the 22 EI competencies according to their influence and contribution to overall Emotional Intelligence Score is presented in the Table 80.

Table 80

Ranking of EI Competencies

Sl No	EI Competencies	R^2	%	P value	Rank
1	Service Orientation	.527	52.7	.000	1
2	Initiative & Optimism	.490	49	.000	2
3	Team Capabilities	.473	47.3	.000	3
4	Developing Others	.472	47.2	.000	4
5	Collaboration & Cooperation	.469	46.9	.000	5
6	Change Catalyst	.455	45.5	.000	6
7	Communication	.447	44.7	.000	7
8	Self Confidence	.419	41.9	.000	8
9	Achievement Drive	.409	40.9	.000	9
10	Political Awareness	.397	39.7	.000	10
11	Understanding Others	.395	39.5	.000	11
12	Trustworthiness & Conscientiousness	.375	37.5	.000	12
13	Innovation & Adaptability	.349	34.9	.000	13
14	Accurate Self Assessment	.328	32.8	.000	14
15	Commitment	.306	30.6	.000	15
16	Conflict Management	.305	30.5	.000	16
17	Building Bonds	.283	28.3	.000	17
18	Leveraging Diversity	.254	25.4	.000	18
19	Emotional Awareness	.218	21.8	.000	19
20	Self Control	.160	16	.000	20
21	Influence	.089	8.9	.000	21
22	Leadership	.087	8.7	.000	22

The Table 80 points out that in the overall University scenario, Service Orientation is the most influential and largest contributing competency of Emotional Intelligence with R^2 .527 (52.7%). The p value .000 indicates that the contribution 52.7% is significant. It is the prime contributor to the EI of University Library professionals in Kerala. The 52.7% need to be further improved because the service oriented professionals are the back bone of a library and lead to greater user satisfaction and greater user loyalty. For better customer service, library professionals need to act as real advisors and mentors of the users. Training may be given to library professionals for imbibing better customer service practices at service points and service sections.

The second largest contributor to EI of University professionals is Initiative & Optimism. The R^2 is .490 (49%) with P value .000 which is significant at 1% level. People with this competence are proactive, anticipates things in advance and face setbacks and difficulties with an open mind. Library professionals need to be highly initiative and optimistic in order to serve the users before they approach the working desk and also to anticipate their needs and requirements in advance. More attention and training may be given to improve the anticipating ability, ability to cope with difficulties and setbacks with a positive mind and the ability to chase objectives and goals with persistence.   Library professionals need to work with hope of success rather than fear of failure.

Team work is must for attaining the common goals and objectives of an organisation. Team Capabilities got the third position with R^2.473(47.3%) and P value .000 which is significant at 1% level. All categories of university library professionals need to work as a team to accomplish the collective goals and objectives of the library. The Team Capability skills of the library professionals, such as active and enthusiastic participations in a team, expert de corps, building team identity, commitments and willingness to share the credits among the team members may be improved to effect further improvement of this competency.

The competency, Developing others ranked as the fourth component of EI with R^2.472 (47.2%) and p value .000 showing significance at one percent level. Sincere and honest attempt is needed from the part of every library professionals to identify colleagues' needs for further learning, growth and development to improve this competency.

Collaboration & Cooperation from the fifth contributor of the library professionals having R^2. 469 (46.9%) with significant p value. University library professionals have to work co-operatively as a group, promote friendly work climate to attain organizational objectives. There is a need to nurture the habit of spotting of opportunities for collaboration.

With regard to Change Catalyst (promoters of change), the R^2 is .455 (45.5%) having p-value .000 and comes at the sixth position. Library

professionals who are high in this competency take initiative to bring positive change in the library and also positive outcomes in the users. For further improvement, university library professionals have to recognise the need for change and pressure others for change and also remove barriers for change.

The competency Communication is ranked 7th based on its influence on the overall EI. The R^2 .447 (44.7%) is significant with P value .000. There should be active and proper communication between colleagues, between library professionals and higher authorities and also between library professionals and users. For high and effective communication, along with full sharing of information and good listening capacity , library professionals need special attention to improve their capacity to read unspoken emotional clues and messages and also classes may be given to deal with issues straight forwardly.

Self Confidence is the result of one's Self Efficacy (belief in oneself to achieve goals or a specific task) and Self Esteem (feeling of self worth). Self confidence attained the 8th position (R^2 = .419, 41.9%) in the overall listing of EI competencies. High self confidence help library professionals to take decisions independently at difficult situations and also to cope with uncertainties. The contribution of Self Confidence can be further increased by making library professionals strong to voice their views powerfully and to

take sound decisions quickly under pressure and also by giving training to improve technical skills.

Ninth position goes to Achievement Drive with R^2 .409 (40.9%) and p-value .000 which is significant at 1%. Library professionals high in this competency take continues efforts to improve their performance to achieve organisational objectives. For better Achievement Drive, library professionals need to set challenging goals with result oriented working habit and find new ways to improve performance.

The Tenth and Eleventh position goes to Political Awareness (R^2 =.397, 39.7%) and understanding others (R^2 = .395, 39.5%) respectively. In both cases, P value is .000 which is statistically significant. For better political awareness, library professionals need to improve their ability to recognise and understand the informal powers, cultures and structures inside and outside their organisation. They should be more aware of the social powers that frame the views and opinion of users, colleagues, higher authorities and stake holders for better organisational understanding. Library professionals need to give more attention in sensing others unspoken emotional clues and feelings for better understanding of others' needs and emotions.

Trustworthiness & Conscientiousness, constitute the 12th competency. The R^2 is .375 (37.5%) with P value .000. Trustworthy and conscientious people are reliable and ethical in their actions and performances. Library

professionals need to be highly trustworthy and conscientious, as they are the people who are responsible for selection and acquisition of reading and other academic resources in relation to various educational programmes of the university system. Library professionals need to cultivate a better habit of working based on values and principles and admitting their mistakes. They should be more careful and organised in their work and also care should be taken while criticising their colleagues for their lapses.

Innovation & Adaptability attains the 13th position with R^2 .349 (34.9%) and P value .000. In the ever changing modern technological world, this competency is one of the most essential competency for library professionals to survive. Library professionals who are uncomfortable and resistant towards innovative approaches and changes are given counselling and training to make them adaptable and innovative. There is a need to take measures to develop their capacity to identify key issues and to find solutions and to make them more flexible towards new ideas and changed situations.

Accurate self assessment is the ability to assess our own strengths and weaknesses. It is ranked 14th position out of the 22 competencies with R^2 .328 (32.8%). Measures may be taken to identify each person's capabilities and limits and encourage library professionals for continuous learning and development.

Commitment is the 15th ranked EI competency. The R^2 is .306(30.6%). For better commitment from the part of the Library professionals, it is necessary to make them understand about the need to work beyond the scheduled hours with personal sacrifices to attain the goals and objectives of the organisation. They need to identify themselves as a member of the organizational family.

The 16th ranked EI competency is Conflict Management with R^2 .305 (30.5%). People good at this competency notice, even when a conflict hatches and take necessary steps to subside it. Every library professional should act as an arbitrator among users as well as staff members to safe guard the peace of the library. There is a need to improve university library professionals' skills in handling difficult people and situations with tact and also the ability to negotiate and resolve problems smoothly.

Building Bonds is the ability to nurture good relationship. It is the 17th ranked EI competency with R^2 .283 (28.3%). Besides keeping close friendship at work place, it is important to maintain extensive informal networks and mutually beneficial (only in an organizational point of view) relationship to achieve the goals and objectives of the organisation.

Leveraging Diversity is the ability to get along with diverse people. This competency scored the 18th rank with R^2 .254 (25.4%). Since we are the part of a service oriented profession, Library professionals must easily get

along with people from various cultures and back grounds, must challenge intolerances and biases and also must make use of each and every opportunity for organisational success.

Emotional Awareness is the 19th ranked EI competency with R^2 .218 (21.8%). A self aware person can better understand others needs and requirements. Immediate attention is needed to enhance this competency since it is one of the weakest contributing competency. Counselling may be given to identify, recognise one's own emotions and their reasons and also to express right emotions accurately. Expressing right emotions at right time and at right place is very much important, in service encounters with users unless that will create friction.

The 20th ranked EI competency is Self Control. The R^2 is .160 which contribute 16%. Since it is one of the least ranked competency, immediate measures may be taken for the betterment of this competency. Immediate attention may be given to improve the areas like management of impulsive emotions, feelings and stressful situations and also counselling is needed to recover from bad moods quickly.

Influence is an important skill for leadership. It is the 21st ranked EI competency with R^2 .089 (8.9%). Since its contribution is only 8.9, great measures may be taken to improve their skills in the art of persuasion and

convincing others. Immediate measures may be taken to improve the influencing skills.

The last ranked, ie. the 22nd ranked competency is Leadership with R^2 .087 (8.7%) with P value .000 which is significant at 1% level. Leadership is the weakest component of EI of university library professionals. Library professionals should be able to arouse enthusiasm in others, able to lead others, able to guide others, and also must acquire the ability to say no whenever necessary. Immediate attention of higher authorities may focus on to improve the leadership skills of the library professionals in all the universities in Kerala.

The result of the regression analysis revealed that out of the 22 EI competencies, Service Orientations is the most influencing and contributing competency. Hence it is the strongest competency of EI. This implies that University Library professionals are expressing their service orientation competency than other competencies.

Out of the 22 EI competencies, the last ranked or the least influencing competency is the leadership. Hence, it is the weakest competency. This may be because, in most of the academic institutions in Kerala, library professionals like to stand behind the curtain and teachers and other academicians do all the leadership activities. This has to be changed. The library professionals have to realise their potential and come forward to

conduct many academic and other programmes for the sake of users and for the library. They may be given training in all the aspects of leadership skills like influencing, decision making, persuasion and conflict management.

Out of the 22 competencies, the least influencing, least contributing and hence the most weakest five competencies are the Leadership (8.7%), Influence (8.9%), Self Control (16%), Emotional Awareness (21.8%) and Leveraging Diversity (25.4). Immediate measures may be taken to enhance all these competencies in all Universities.

The top ranked five competencies are service orientation (52.7%), Initiative & optimism (49%), Team Capabilities (47.3%), developing others (47.2%) and collaboration & cooperation (46.9%). These are the strongest competencies of the EI of university library professionals in Kerala.

Further revamping of all these competencies will result enhanced Emotional Intelligence and lead to superior performance.

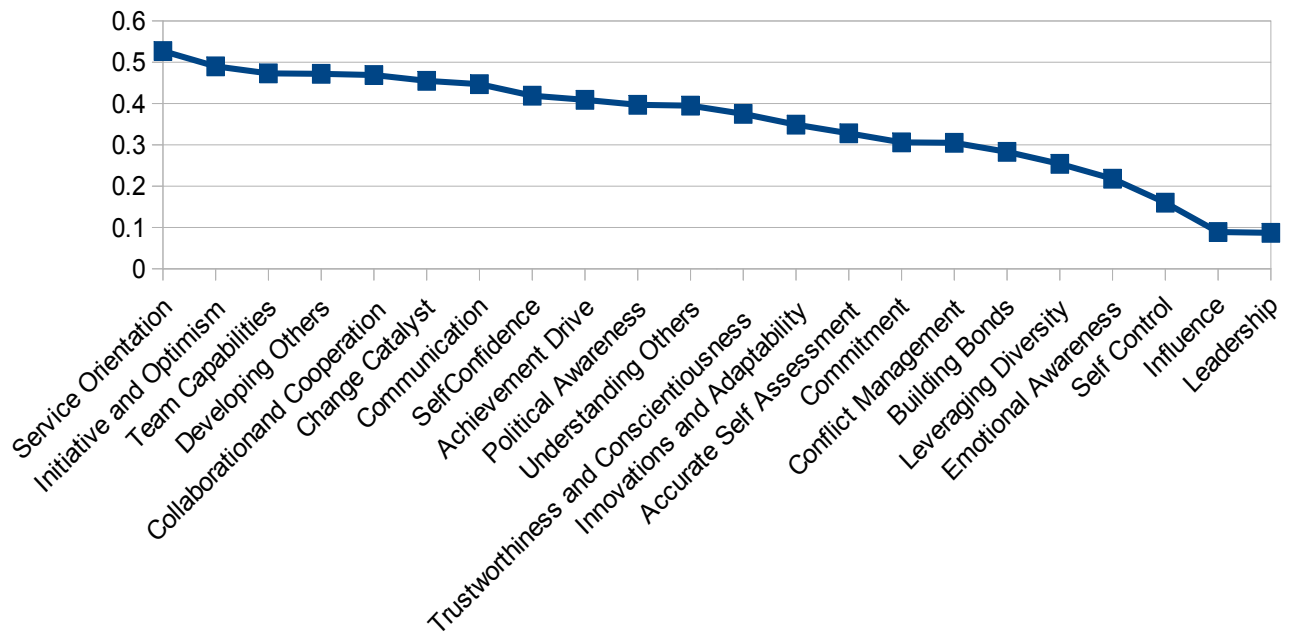The ranking of components is also represented graphically.

Figure 16 Ranking of EI Competencies

Table 81

Ranking of EI dimensions

Sl. No.	Dimensions	R^2	%	P value	Rank
1	Empathy	.409	40.9	.000	1
2	Motivation	.402	40.2	.000	2
3	Self Awareness	.320	32	.000	3
4	Social Skills	.317	31.7	.000	4
5	Self Regulation	.294	29.4	.000	5

The five EI dimensions are ranked according to their contributions to the overall Emotional Intelligence based on regression analysis. The Table 81 clearly indicates that, out of the five EI dimensions, Empathy is ranked as the

first dimension based on its impact on the overall EI of university library professionals. The p-value .000 indicates that its contribution 40.9% (R^2 = .409) is significant at one percent level. Hence, Empathy is the strongest and prime contributor of Emotional Intelligence of university library professionals in Kerala. Since library professionals have to face diverse types of users, they should be empathetic towards the needs and requirements of users. Service Orientation which is the largest contributor of Emotional Intelligence (52.7%) comes under Empathy and exerts more influence on Empathy and EI. For further increase of this dimension there is a need to improve all its components- Understanding Others, Developing Others, Service Orientation, Leveraging Diversity and Political Awareness.`

Motivation is the guiding force in our life. It is ranked as the second dimension according to its contribution to overall Emotional Intelligence. The R^2 .402 (40.2%) with p-value .000 is significant at 1% level. Library professionals need to be highly motivated by self and also by higher authorities so that they serve the users effectively. By improving its components Achievement drive, Commitment and Initiate & Optimism, the motivation level can be improved.

The third ranked dimension is Self Awareness with R^2.320 (32%) and P value .000 which is significant at 1% level. Highly self aware persons can only understand others needs and feelings. Self Awareness dimension can be

further improved by improving Emotional Awareness, Accurate Self Assessment and Self Confidence.

The dimension Social Skill is ranked as the fourth major component of Emotional Intelligence. Its contribution is 31.7% (R^2=.317) is significant, since the P value .000 is significant at 1% level. The competencies under this dimensions are relationship management skills. High relationship management skills are needed for today's library professionals to survive. All the Social Skills Competencies - Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building bonds, Collaboration & Cooperation and Team capabilities need to be further improve for better Social Skills.

Self Regulation is the fifth contributing dimension of EI of University library Professional with R^2 .294 (29.4 %) and P Value .000, indicating significance at 1% level. Self Regulation is important for Library professionals, since they have to face varying types of users in their daily works. They have to control their impulsive emotions and behaviours while dealing with users. For the improvement Self Regulation its components Self Control, Trustworthiness & Conscientiousness and Innovation & Adaptability need to be further enhanced.

The regression analysis revealed that out of the five EI dimensions, Self Regulation is the least contributing and weakest dimension of Emotional

Intelligence and Empathy is the strongest and the largest contributing dimension of Emotional Intelligence of library professionals in Kerala. Immediate attention of higher authorities may be focussed towards the weaker areas and further training to stronger areas will result enhanced Emotional Intelligence, which lead to superior performance from the part of University library Professionals in Kerala.

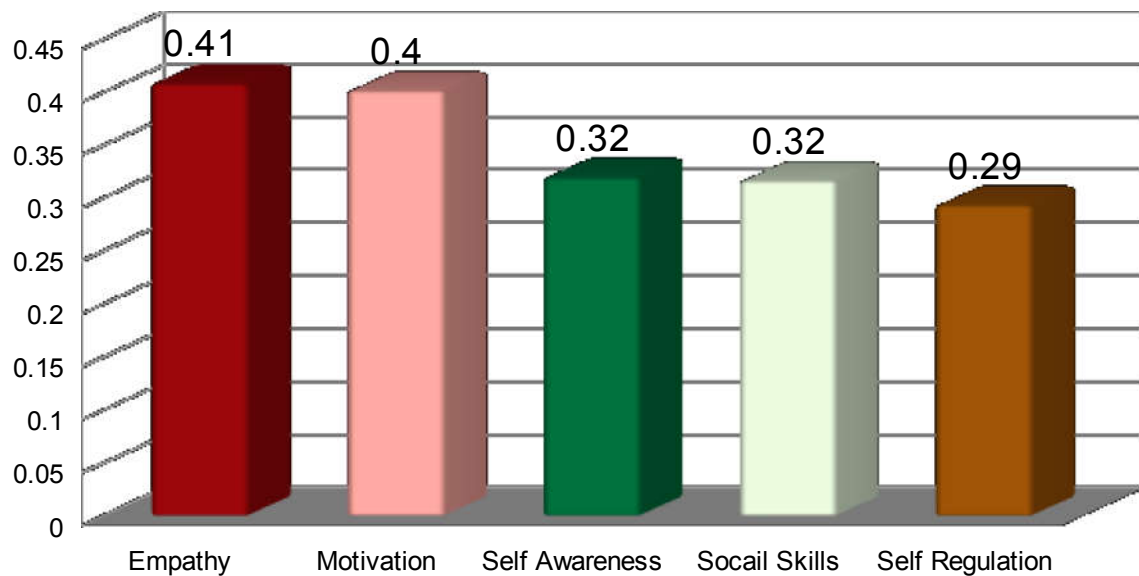Further the ranking of Emotional Intelligence dimensions is presented graphically.

Figure 17 Ranking of EI dimension

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Emotional Intelligence has been extensively researched and applied in various fields all over the world. It has been seen that EI plays important role in enhancing job performance, job satisfaction, commitment and productivity of employees and professionals in various professions. It plays important role in personal well being also. In India it has been applied in fields like Education, Business & Management, Health, Information Technology and the like except Library and Information Science. This study measures the Emotional Intelligence of university library professionals in Kerala by administering a self constructed questionnaire based on Goleman's Emotional Competence Framework. It gives a detailed presentation of the Emotional Intelligence Profile of university library professionals in Kerala. It identifies the weaker and stronger dimensions and competencies of EI. It helps to take measures for further improvement.

Major Findings of the Study

The following findings are derived from the analysis and interpretations and are presented in the following headings:

Self Awareness

1. The level of Self Awareness of university library professionals is Moderate.

2. There is no significant difference in the level of Self Awareness based on University and Gender.

3. Age, Experience and Category have significant effect on Self Awareness of university library professionals.

4. Among the universities the highest level of Self Awareness is recorded against SSUS and the lowest level of Self Awareness is seen against KAU.

5. The level of Self Awareness increases with increase of Age, that is it shows positive and significant relation to Age.

6. The highest level of Self Awareness is possessed by Above 45 aged professionals and the lowest level is possessed by Below 30 aged professionals.

7. The Scheffe analysis reveals that significant difference in the level of Self Awareness occurs only between Above 45 and Below 30.

8. Male library professionals have slightly higher Self Awareness than their female counterparts. But the variation analysis reveals that it is not statistically significant.

9. The library professionals having 10 – 20yrs experience possess the highest level of Self Awareness and the lowest level is seen against Below 10yrs experienced professionals. It is seen that after 20 years experience the level of Self Awareness tend to decrease.

10. The Scheffe analysis reveals that the variation in the level of Self Awareness is significant only between 10–20yrs experienced professionals and Below 10yrs experienced professionals.

11. Junior Librarians possess the highest level of Self Awareness than Asst/Deputy librarians and Prof. Assistants (who has the lowest level). The variation is significant only between Junior Librarians and Prof. Assistants.

Self Regulation

12. The university library professionals show moderate level of Self Regulation.

13. There is no significant difference in the level of Self Regulation based on University and Gender. The SSUS library professionals have highest level of Self Regulation and KAU library professionals have the lowest level.

14. Age, Experience and Category have significant relation to Self Regulation.

15. There is significant and positive relation between Age and Self Regulation level. That is with increase of Age, Self Regulation also increases. The highest level of Self Regulation is seen against Above 45 aged library professionals and lowest level is seen against Below 30yrs aged library professionals.

16. The Above 45 aged and 30 – 45 aged library professionals show significantly higher level of Self Regulation than that of Below 30 aged. There is no significant difference in the level of Self Regulation among Above 45 and 30 – 45 aged library professionals.

17. The female library professionals exhibits slightly higher Self Regulation level than the male library professionals. But the variation is not statistically significant.

18. Self Regulation exhibits significant relation with experience, where the middle group 10 – 20yrs experienced library professionals show highest level of Self Regulation and Below 10yrs experienced library professionals show lowest level of Self Regulation..

19. The difference in the level of Self Regulation is significant only between 10 – 20yrs experienced and Below 10yrs experienced library professionals. It is noted that the level of Self Regulation decreases after 20 years of experience like in the case of Self Awareness.

20. There is significant relation between Self Regulation level and Category. The middle category Junior Librarians possess significantly higher level of Self Regulation than the other two categories. There is no significant difference in the level of Self Regulation among Asst/Deputy Librarians and Prof. Assistants. The lowest level of Self Regulation is recorded against Professional Assistants.

Motivation

21.   The Motivation level of university library professionals is Moderate.

22.   There is no significant variation in the level of Motivation between universities. But the level of Motivation differs significantly according to Age, Gender, Experience and Category.

23.   Motivation increase with increase of Age. Highest level of Motivation is recorded against Above 45 aged library professionals and lowest level against Below 30 aged professionals.

24.   The Above 45 aged and 30 – 45 aged library professionals have significantly higher Motivation level than the youngest, Below 30 aged library professionals.

25.   There is no significant difference in the level of Motivation between Above 45 aged and 30 – 45 aged library professionals.

26.   The male library professionals are significantly motivated in their organisational life than their female counterparts.

27.   Experience shows significant relation with Motivation. The highest level of Motivation is seen against 10 – 20yrs experienced and lowest level is against Below 10yrs experienced.

28.   There is significant variation in the level of Motivation between 10 – 20yrs experienced and Below 10yrs experienced. The Above 20yrs experienced library professionals show no significant variation in the

level of Motivation with that of 10 – 20yrs experienced and that of Below 10yrs experienced.

29. Like Self Awareness and Self Regulation, the Motivation level also decreases after 20 years of experience.

30. The highest level of Motivation is recorded against Junior Librarians and lowest level is against Prof. Assistants.

31. Junior Librarians are seen significantly motivated than Asst/Deputy Librarians and Prof. Assistants.

32. There is no significant difference in the Motivation level between Asst/Deputy Librarians and Prof. Assistants.

Empathy

33. The Empathy level of university library professionals is moderate.

34. There exists significant variation in the level of Empathy between Sree Sankaracharya University of Sanskrit and Kerala Agricultural University. There is no significant variation among other universities and also based on Gender.

35. Age, Experience and Category exhibit significant relationship with Empathy.

36. Age shows significant and positive relation with Empathy. Empathy level increase with increase of Age.

37.	Above 45 aged and 30–45 aged library professionals possess significantly higher Empathy level than that of younger library professionals having Age below 30.

38.	There is no significant variation in the level of Empathy among above 45 and 30 – 45 aged library professionals.

39.	Even though male library professionals show slightly higher Empathy level than that of female library professionals, the variation is not statistically significant.

40.	The library professionals having experience Below 10yrs displays significantly lower level of Empathy than that of Above 20yrs and 10 – 20yrs experienced library professionals.

41.	There is no significant variation in the level of Empathy between Above 20yrs and 20 – 30yrs experienced library professionals.

42.	It is noted that Empathy level tend to decrease after 20 years of experience.

43.	It is seen that Junior Librarians are significantly more empathetic than Asst/Deputy Librarians and Prof. Assistants.

44.	There is no significant variation in the level of Empathy among Ass/Deputy Librarians and Prof. Assistants.

Social Skills

45. University library professionals displays moderate level of Social Skills, without showing significant variation based on universities.

46. Age, Gender, Experience and Category show significant relation with Social Skills.

47. Social Skills increases with increase of Age. Highest level is seen against Above 45 aged and lowest level is seen against Below 30 aged.

48. The variation in the level of Social Skills is significant only between Above 45 aged and Below 30 aged library professionals.

49. Male library professionals have significantly higher level of Social Skills than that of female library professionals.

50. The highest level of Social Skills is seen against 10 – 20yrs experienced library professionals and have significant variation from that of Below 10yrs experienced library professionals having the lowest level of Social Skills.

51. The Social Skills level of Above 20yrs experienced does not vary significantly from that of Below 10yrs and 10 – 20yrs.

52. It is seen that Social Skills level tend to decrease after 20 years of experience.

53. Junior Librarians display significantly higher level of Social Skills than that of Asst/Deputy Librarians and Prof. Assistants. The lowest level of Social Skills is seen against Prof. Assistants.

54. There is no significant variation in the level of Social Skills between Asst/Deputy librarians and Professional Assistants.

55. The analysis based on years of experience revealed an interesting phenomenon, that the level of EI Dimensions- Self Awareness, Self Regulation, Motivation, Empathy and Social Skills increases with increase of the years of experience up to 20 years, then attaining its peak the level of EI dimensions tend to decrease by increase of years of experience.

Emotional Intelligence Level

56. The Emotional Intelligence Level of university library professionals in Kerala is moderate.

57. There is no significant difference in the level of Emotional Intelligence based on University and Gender.

58. The highest level of Emotional Intelligence is recorded against SSUS library professionals and the lowest level is recorded against KAU library professionals.

59. Age, Experience and Category show significant relation with Emotional Intelligence.

60. Emotional Intelligence increase with increase of age. The highest level of Emotional Intelligence is recorded against Above 45 aged library

professionals and the lowest level is seen against Below 30 aged library professionals.

61. The above 45 aged and 30 – 45 aged show significantly higher level of Emotional Intelligence than the youngest Below 30 aged Library professionals.

62. The difference in the level of Emotional Intelligence is not significant among Above 45 aged and 30 – 45 aged library professionals.

63. There is no significant difference in the level of Emotional Intelligence among male and female library professionals, even though male library professionals show slightly higher level of Emotional Intelligence than females.

64. The level of Emotional Intelligence varies significantly according to experience. The highest level is seen against 10 – 20yrs experienced and the lowest level is seen against Below 10yrs experienced.

65. Above 20yrs and 10 – 20yrs experienced Library professionals show significantly higher Emotional Intelligence level than that of Below 10yrs experienced library professionals.

66. There is no significant difference in the level of Emotional Intelligence between Above 20yrs experienced and 20 – 30yrs experienced.

67. The findings based on the experience wise analysis revealed an interesting phenomenon like in the case of the five EI dimensions, the level of overall Emotional Intelligence increases with increase of years

of experience up to 20 yrs, then after attaining a saturation at 20 years of experience the level tend to decrease by increase of years experience. This finding is supported by a study conducted by Buvaneswari (2013), among business executives. She found that EI increases steadily up to 30 years of experience and then tends to decrease.

68. There is significant relation between Emotional Intelligence and category, with Junior librarians having highest level and Prof. Assistants having the lowest level.

69. The Junior Librarians possesses significantly higher level of Emotional Intelligence than that of Asst/Deputy librarians and Prof. Assistants.

70. There is no significant difference in the level of Emotional Intelligence among Asst/Deputy Librarians and Professional Assistants.

Emotional Intelligence Profile

71. The Emotional Intelligence profile of university library professionals in Kerala shows that the five dimensions and the twenty two competencies of Emotional Intelligence stood at moderate level. The eighty one statements, except five (scored high level) scored moderate level. The areas which showed high values are learning from experience, showing open and honest behaviour consistently at work, keeping commitments and promises, showing friendliness towards

users and sharing information and resources with colleagues (Tables 60 to 64). These traits can be treated as the good qualities of the University Library Professionals in Kerala.

72. From the Emotional Intelligence profile it can be inferred that most of the university library professionals are friendly and honest and are keen to keep their promises and commitments. They consider their organisation as a family.

73. The Emotional Intelligence profile also revealed some areas which need more attention and care. The areas are the ability to take quick decisions under pressure, the ability to stay calm in difficulties, the ability to think clearly under pressure, the ability to recover from bad moods quickly, the bad habit of criticizing colleagues for their lapses, the ability to set challenging goals and take calculated risks, the ability to take anticipatory actions to satisfy users' needs and requirements, belief in oneself that our actions determine our future, the ability to cut through the red tap, if necessary to get the organizational job done, the ability to convince others, higher authorities and stake holders about the points that are good for the organization, the ability to deal with difficult issue straight forwardly, the ability to handle difficult people and situations, the ability to initiate change and preparing others for change and the ability to cultivate and maintain good relationships and keeping mutually beneficial relationships for organizational benefit.

74. The university wise Emotional Intelligence profile reveals that all the twenty two competencies possess moderate levels and significant variation is seen only between the highest scoring universities and the lowest scoring universities in the case of Leveraging Diversity, Influence and Building Bonds. Thus we can infer that there is no significant difference in the level of the twenty two competencies among the seven universities except the three components (Tables 65 to 72).

Correlation – Emotional Intelligence Dimensions and Competencies

75. The Emotional Intelligence dimensions, Self Awareness and Motivation show high and positive associations with all their components. All associations are significant at one percent level. The components under them associate each other positively and significantly at one percent level. The relationships may be either moderate or low (Tables 74 & 76).

76. The EI dimension Self Regulation associate with its components highly and positively with one percent significance. The components under it associate each other positively with one percent significance. But these associations are either low or negligible with one percent significance (Table 75).

77. Empathy associates with its components highly or moderately in a positive way. All the relationships are significant at one percent level. The associations between the components are either moderate or low or even negligible with one percent significance (Table 77).

78. Social Skills dimension shows high or moderate association with its components in a positive manner. The components under it associate each other in a moderate or low or even in a negligible manner. The relationships show either one percent or five percent significance. (Table 78).

79. Emotional Intelligence associate with its five dimensions highly and positively with one percent significance. The five EI dimensions exhibit moderate and positive relationships among themselves. But between Self Regulation and Social Skills it is low. In all cases it is significant at one percent level (Table 79).

Ranking of Emotional Intelligence Dimensions and Competencies

80. In the overall university scenario, the top ranked five Emotional Intelligence competencies are Service Orientation, Initiative & Optimism, Team Capabilities, Developing Others and Collaboration & Cooperation (Table 80). These five competencies are the most influencing and most contributing towards overall Emotional Intelligence. Hence further revamping of these components lead to

higher Emotional Intelligence and superior performance from the part of university library professionals.

81.   The result of the regression analysis also revealed that out of the 22 EI competencies, service orientations is the most influencing and contributing competency. Hence it is the strongest competency of EI. This implies that University Library professionals are expressing their service orientation competency than other competencies. This is a good implication because it indicates that most of the university library professionals are service minded (Table 80).

82.   The table 80 also reveals that out of the 22 competencies, the least influencing and least contributing competencies are the Leadership (8.7%), Influence (8.9%), Self Control (16%) and Emotional Awareness (21.8%) and Leveraging Diversity (25.4%) are the least contributing five dimensions. Hence these five competencies are the weakest competencies of Emotional Intelligence of University Library professionals in Kerala. Immediate attention of higher authorities need to focus on these competencies and measures may be taken to enhance all these competencies.

83.   Out of the 22 Emotional Intelligence competencies, the last ranked or the least influencing competency is the Leadership. Hence, it is the weakest competency. This may be because, in most of the academic institutions in Kerala, library professionals like to stand behind the

curtain and teachers and other academicians do all the Leadership activities. This has to be changed. The library professionals have to realise their potential and come forward to conduct many academic and other programmes for the sake of users and for the library. They may be given training in all the aspects of leadership skills.

84. The regression analysis revealed that out of the five Emotional Intelligence dimensions, Self Regulation is the least contributing and weakest dimension and Empathy is the strongest and the largest contributing dimension of Emotional Intelligence of university library professionals in Kerala.

Tenability of the Hypotheses

On the basis of the analysis and findings of the study the hypotheses are being examined to determine whether they may be accepted or rejected.

Hypothesis – 1

"University library professionals in Kerala possess a moderate level of Emotional Intelligence"

According to Table 52 the Emotional Intelligence level of library professionals from the selected seven universities stood at moderate level. The overall Emotional Intelligence level is also at moderate level. The finding 56 also proves that the university library professionals in Kerala possess a

moderate level of Emotional Intelligence. Thus the hypothesis one is fully substantiated.

Hypothesis – 2

"Emotional Intelligence of library professionals significantly vary according to universities."

The variation in the level of Emotional Intelligence is not statistically significant according to the p value depicted in the Table 52. The findings 57 also tells that there is no significant variation in the level of Emotional Intelligence of library professionals according to Universities. It is fully against the hypothesis two. Hence the hypothesis is rejected.

Hypothesis – 3

"All the five dimensions of Emotional Intelligence contribute significantly and equally".

The tables 80 and 81 reveal that all the five EI dimensions and twenty two EI competencies contribute significantly to the overall Emotional Intelligence. The tables also show that the percentage of contribution is not equal. That means the five Emotional Intelligence dimensions and the twenty two Emotional Intelligence competencies contribute to overall Emotional Intelligence at various proportions. This hypothesis is partially substantiated and hence rejected.

Hypothesis – 4

"The level of Emotional Intelligence varies significantly among Universities according to Age, Gender, Experience and Category."

The p-values in Tables 52 and 55 depict that the difference in the level of Emotional Intelligence based on University and Gender is not statistically significant. But the Tables 53, 54, 56, 57, 58 and 59 affirm that there is significant variation in the level of Emotional Intelligence based on Age, Experience and Category. Thus the 4th hypotheses is partially substantiated and hence rejected.

Research Conclusion

Even in todays digital era there is reluctance from the part of the society to consider LIS profession as equal to academic or any other service professions. Thus library professionals need to make the society realize that they have the abilities, competencies and traits essential for performing their duties and responsibilities effectively. The image of any service organisation depends not mainly on the IQ and qualification of employees but mostly on the attitude and behaviours of the employees towards the customers or users. The qualities and traits of the individual employees have great effect on users. A high level of Emotional Intelligence can make a positive change in a person's individual traits or behaviours.

This study reveals moderate level of EI for university library professionals in Kerala. It has been found that even though the seven universities measured different values, there is no statistically significant variation in the level of EI among the universities. This indicates that all library professionals working in different universities all over Kerala have more or less the same EI level.

The five EI dimensions also measured moderate levels. Gender has no significant effect on EI and its dimensions except in the case of Motivation and Social Skills. EI and its five dimensions significantly vary according to Age, Experience and Category. EI and its dimensions increases with increase of Age. This means that life experiences make individuals to acquire a certain level of qualities and traits by passing of years.

The EI profile reveals moderate levels for all the eighty one statements and also for the twenty two EI competencies. It also points out some of the qualities of the university library professionals that they are keen to learn from their previous experiences, are open and honest in their works, they care to keep their commitments and promises and are willing to share their ideas and resources with their colleagues.

It has been seen that EI highly and positively associated with its five dimensions. The five dimensions are associated with their components highly or moderately in a positive manner. This indicates that EI can be further

improved by the improvement of its five dimensions. Any change in any of its dimension can effect positive change in the overall EI. Likewise any change in any of the twenty two competencies can make change in their respective dimension and finally to Emotional Intelligence. Thus by improving any competency or weaker area can effect positive behavioural changes in library professionals and in effect better service to users.

The ranking of components helped to find out the stronger and weaker components and areas. Out of the five EI dimensions Empathy is the prime contributing and influencing dimension. Thus it is the strongest dimension of EI. This shows that empathetic quality is more prominent than other qualities. This is very good for library profession, since it is a service profession and library professionals need to be very empathetic towards users. The weakest or least contributing dimension is Self regulation, indicating that training may be given for effective control of emotions.

Out of the twenty two competencies Service Orientation is the largest contributing and influencing competency. Hence it is considered as his strongest competency. Other strongest competencies (up to 5th rank) are Initiative & Optimism (2nd), Team Capabilities (3rd), Developing Others (4th) and Collaboration & Cooperation (5th) . Further strengthening of these competencies is necessary for superior performance.

The least contributing and weakest competencies are Leadership (22nd), Influence (21st), Self Control (20th), Emotional Awareness (19th) and Leveraging Diversity (18th). Since these are the weakest competencies there is a need to improve these five competencies urgently. In todays academic environment leadership is a must competency to thrive. But the study reveals that it is the weakest competency Emotional Intelligence of university library professionals in Kerala. That may be because in most cases library professionals are somewhat reluctant to take the leadership positions in many academic and other activities. This attitude must be changed and they must try hard to make the academic community realize that they are capable of conducting and leading programmes and activities. Such frequent activities will surely help to improve the image of library profession.

To take the words of Mills and Lodge (2006), '' in order to connect more closely with user populations and avoid becoming ' a shop with few customers, ' information professionals could consider the following :

- Embrace the key tenets of Emotional Intelligence as useful assistive strategies in user librarian interaction;

- Understand that such personal interaction is important for many users;

- Understand that such interaction can offer valuable insights into user understandings of the role of the library;

- Understand that there is more to library than resource access : ..." (p.595).

Thus university library professionals must aware that in this digital era users can get their required information from anywhere, outside the library with no pain. But they are coming to the library for more than that – that is the face to face interaction and the values and insights they get from the library. In this context, that the concept of Emotional Intelligence becomes important. By improving the moderate level of Emotional Intelligence to high level and thus discharging superior performance, University Library professionals in Kerala can become a Porter's rest, upon which students and research scholars relieve their academic, research, carrier and other life worries.

Implications and Recommendations

The following suggestions and recommendations are made based on the analysis and findings.

1. It is an established fact that high level of Emotional Intelligence lead to high performance and organisational effectiveness in all types of organisations. In this study it is found that the overall Emotional Intelligence of university library professionals stood at moderate level. Thus there is a need to increase the level of Emotional Intelligence from moderate to high level. For this purpose Emotional Intelligence

training may be given to university library professionals, both at pre-service and in-service levels.

2. The correlation analysis reveals that Emotional Intelligence is highly and positively associated with all its five dimensions – Self Awareness, Self Regulation, Motivation, Empathy and Social Skills. This implies that any positive change in any of these five dimensions will result a positive changes in the overall EI level. Thus all these five dimensions may be improved for improvement of EI level and inturn for better service.

3. The result of Regression Analysis shows that Empathy is the prime influencing and contributing dimension of Emotional Intelligence of university library professionals in Kerala. This implies that the strongest and prominent EI trait of university library professionals in Kerla is Empathy. That is very good for a service profession like LIS profession. Even though it is the prime contributor of EI, it's level is only moderate and its contribution is only 40.9%. Further revamping of Empathy is needed for superior performance. Library professionals need to be highly empathetic towards users' feelings and needs. In some cases the individuals may be empathetic inwardly and they are aware of empathetic quality but do not have the needed skill to show it outwardly or they may be shy of showing it. In that case training may be given to develop empathetic skills. But in some other cases the

individuals may not be bothered about showing empathy. In that case, there is a need to make them aware of empathy and its importance in library profession by classes especially on the importance of empathy and after that give training to develop empathy skills like observing and developing genuine interest in others feelings and needs, developing active listening skills, avoiding negative thinking about others etc.

4. The second most influencing and contributing EI dimension is Motivation. Motivated employees show reduced absenteeism, work hard to attain the organisational objectives . So for better performance the Motivation level of university library professionals must be improved from moderate level to high level. The higher authorities can make their library professionals more motivated by creating a pleasant and friendly working environment, by acknowledging and rewarding their works, by giving positive feedbacks, by open communication, by encouraging their growth and development and finally by conducting training programmes and workshops to improve self motivation.

5. The third contributing EI dimensions is Self Awareness. High level of Self Awareness is needed to identify our own weaknesses and potentials and also to work with self confidence. High emotional awareness also help to develop high interpersonal skills. Psychometric tests and personality tests can be used to take measures to improve Self

Awareness of individuals. Getting feedback from others and daily Self reflection of our actions and behaviours, also help to improve the Self Awareness dimension.

6. Social Skills is the fourth contributing EI dimension. It is a cluster of relationship management skills. A high level of Social Skills is needed for Library professionals to relate well with people. It includes leadership skills, communication skills, conflict management skills and team capabilities. Improvement of Social skills can be effected by giving training to improve these skills.

7. Self Regulation is the least contributing EI dimension. It is an important competency needed for library professionals to handle difficult users and situations. They must check their impulsive feelings and actions. Training may be given to identify emotions, manage emotions and to cope with life situations. Improvement of Self Awareness also result better Self Regulation.

8. The competency Service Orientation is found to be the most influencing and strongest EI competency and also the largest contributing component. Further revamping of this competency will lead to superior performance from the part of the library professionals in Kerala. Customer service skills of library professionals need to be improved. Training may be given with the help of experts in this areas

of customer service to make library professionals more service oriented.

9.   Out of the twenty two EI competencies Leadership is least influencing and least contributing component. Thus it is the weakest EI competency which need immediate attention of higher authorities. Urgent measures may be taken by higher authorities to improve the leadership skills of university library professionals in Kerala. Authorities may encourage them to come forward to conduct activities and programmes. Necessary training may be given to equip them in various aspects of leadership skills. More over library professionals must themselves, shred their shyness and come forward to perform leadership activities.

10.   The other least contributing and weakest EI competencies are Influence, Self Control, Emotional Awareness and Leveraging Diversity. Training may be given to improve all these competencies urgently.

11.   Emotional Intelligence tools may be used for selection and training of new library professionals.

12.   The concept of Emotional Intelligence may be incorporated in to the LIS curriculum. A six month curriculum based on Goleman's framework can be developed, so that future library professionals, come out equipped with the competencies of Emotional Intelligence.

13. The tool developed for this study can be used for further studies in LIS field and also in other similar fields.

Scope for Further Research

The present study focused on the Emotional Intelligence of university library professionals in Kerala. There is immense scope for the study on EI in relation to other variables in LIS field at Indian context. A more detailed and extended research can be carried out based on this study. The following areas give insight in to further research areas.

1. Emotional Intelligence and performance of academic library professionals in Kerala.

2. Influence of Emotional Intelligence on the leadership skills of college librarians in Kerala.

3. Incorporation of Emotional Intelligence in LIS curriculum

4. Developing a holistic EI training programme for LIS professionals in the universities in Kerala.

5. Emotional Intelligence and Social Awareness of public library professionals in Kerala.

6. Emotional Intelligence and User Satisfaction.

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APPENDIX

EMOTIONAL INTELLIGENCE OF LIBRARY PROFESSIONALS IN THE UNIVERSITIES OF KERALA

General Information

1. Gender : Male ☐ Female ☐

2. Age : Below 30 ☐ 30-45 ☐ Above 45 ☐

3. Qualification : BLISc ☐ MLISc. ☐ M.Phil/Ph.D.

4. Designation : Asst./Deputy Librarian ☐ Junior Librarian ☐ Professional Assistant ☐

5. Years of Experience : Below 10 yrs ☐ 10-20 yrs ☐ Above 20 yrs ☐

6. Name of University :

7. Nature of employment : Permanent ☐ Contract/Temporary ☐

Given below are statements pertaining to different aspects of behaviour of individuals. Read each statement carefully and put a tick ✓ mark in the appropriate response that you think best describes your's. Remember to mark the first response that comes to your mind. Take only few seconds to mark each response. The success of the study depends on your honest responses.

PERSONAL COMPETENCE

	I. SELF AWARENESS	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I.1	**Emotional Awareness**					
1.	1. I know which emotion I am feeling and why?					
2.	I realize the links between my feeling and what I think, do and say.					
3.	I recognize how my feelings affect my work and the people whom I deal with.					
4.	I am careful in expressing my feelings.					
I.2	**Accurate Self Assessment**					
5.	I am aware of my strength and weakness.					
6.	I can identify the points where I need to improve.					
7.	I have the habit of learning from experience.					
8.	I am interested in continuous learning and self development.					
I.3 Self Confidence						
9.	I am able to inspire confidence in those around me under difficult situations					
10.	I voice my views openly and go out for what is right.					
11.	I am able to make sound decisions quickly with confidence under pressures.					
12.	I am confident in my capacity and skills to perform effectively.					

II. SELF REGULATION						
II.1 Self Control						
13.	I can manage my impulsive feelings and distressing emotions well.					
14.	I stay calm in difficult situations.					
15.	I think clearly and stay focussed under pressure.					
16.	I keep a daily schedule in my work.					
17.	I can't recover from bad moods quickly.					
II.2 Trustworthiness & Conscientiousness						
18.	I work according to values and principles consistently.					
19.	I have no hesitancy in admitting my mistakes.					
20.	I point out to others about their unethical actions.					
21.	I act openly, honestly and consistently in all procedures of my work.					
22.	I meet commitments and keep promises.					
23.	I hold myself accountable for meeting my responsibilities and objectives.					
24.	I am not organized and careful in my work.					
25.	I criticize my colleagues for their lapses.					
II.3 Innovation & Adaptability						
26.	I have no hesitancy in accepting fresh ideas from any source.					
27.	I have the capacity to identify key issues and find solutions.					
28.	I adapt my responses and tactics to fit to the changed circumstances.					
29.	I am not comfortable with new way of doing things.					
III. MOTIVATION						
III.1 Achievement Drive						
30.	I am result oriented with a high drive to meet objectives and standards.					
31.	I set challenging goals and take calculated risks.					
32.	I pursue information to reduce uncertainty and find ways to do better.					
33.	I seek out ways to improve my					

	performance.					
III.2 Commitment						
34.	I am ready to work late or a weekend if needed.					
35.	I identify myself as a member of our organizational family.					
III.3 Initiative & Optimism						
36.	I take anticipatory action to avoid problems when no one else sees the need to act.					
37.	I believe that my own actions determine my future.					
38.	I cut through red tape and bend the rules when necessary to get the job done.					
39.	I am persistent in seeking goals despite obstacles and setbacks.					
40.	I operate from hope of success rather than fear of failure.					
41.	I see setbacks as due to manageable circumstances rather than a personal weakness.					
SOCIAL COMPETENCE						
IV. EMPATHY						
IV.1. Understanding Others						
42.	I am able to sense and response others' unspoken concerns or feelings.					
43.	I can understand others point of view and try to know why they feel as they do.					
IV. 2. Developing Others						
44.	I offer useful feedback and identify people's needs for further growth.					
45.	I help out colleagues to develop their skills and further learning.					
IV.3. Service Orientation						
46.	I anticipate user's needs and try to purchase or find out appropriate reading materials.					
47.	I freely offer information that might be helpful for the users.					
48.	I seek out ways to increase users' satisfaction and loyalty.					

49.	I act as a trusted adviser whenever needed.					
50.	I view users or readers of the library as someone who manipulate or steal reading materials.					
51.	Because of the above said notion, I consider users as enemies and interact with some indifference and unfriendliness.					
52.	I direct users to other libraries or persons from where they can get appropriate materials or information.					
53.	I follow the principle of "working with a smile".					
54.	I try to build a trusting relationship with readers as against simply – 'a reader and a librarian '.					
55.	I offer valuable suggestions, whenever I found users in confusion.					
IV.4. Leveraging Diversity						
56.	I challenge bias and intolerance.					
IV.5. Political Awareness						
57.	I have a keen sense of the informal structure and unspoken power centres in the organization.					
58.	I accurately read organizational and external realities.					
59.	I am able to understand the forces that shape views and actions of the users.					
60.	I am aware of the climate and culture of our organization.					
V. SOCIAL SKILLS						
V. 1. Influence						
61.	I can convince easily with good rapport and appeal					
V.2. Communication						
62.	I can deal with difficult issues straight forwardly					
63.	I can read emotional signals and messages					
64.	I listen well, seek mutual understanding and welcome full sharing of information					
V.3. Conflict Management						

65.	I can handle difficult people and tense situations with diplomacy and tact					
66.	I try to find solutions that works best for each side					
V. 4. Leadership						
67.	I can speak clearly and openly to arouse enthusiasm for a shared vision and mission of the organisation.					
68.	I step forward to lead as needed, regardless of position.					
69.	I guide the performance of others while holding them accountable.					
70.	I have the ability to say 'no' firmly and definitely, if necessary.					
V.5. Change Catalyst						
71.	I recognize the need for change and remove barriers.					
72.	I champion the change and pressure others for change.					
V.6. Building Bonds						
73.	I cultivate and maintain extensive informal networks.					
74.	I seek out relationships that are mutually beneficial for organizational good.					
75.	I make and maintain close friendships at work place.					
V. 7. Collaboration & Cooperation						
76.	I encourage working together, sharing plans, information and resources.					
77.	I promote a friendly, cooperative work climate.					
78.	I can spot and nurture opportunities for collaboration.					
V.8. Team Capabilities						
79.	I can draw all members in to active and enthusiastic participation while working in a team.					
80.	I build team identity, spirit de corps (feeling of pride, care and support) and commitments.					
81.	I always protect the group, its reputation and share the credit.					

Thank you