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# Emotional Intelligence Management Skills of Library and Information Science Professionals in the Universities of Tamil Nadu, India: An Analytical Study

by

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## **0 Abstract**

*This study examined the Emotional Intelligence Management Skills of Library and Information Science (LIS) professionals working in universities in Tamil Nadu. The study reveals that out of 441 respondents surveyed under the study, 325 (73.7%) are male respondents and 116 (26.3%) are female respondents. It was found that 130 (29.5%) respondents strongly agree that they can tackle typical & uncomfortable situations taking place in the library while 128 (29%) respondents strongly agree that they can share novel ideas and new information with library users and feel helpless while managing library activities. It was found that the male respondents possess higher skills in 5 emotional intelligence management as their WAM is more than 4.0. The female respondents are better skilled than male respondents in escaping from complicated situations by leaving the place then. In the case of all other emotional intelligence management skills, male respondents are better skilled than female respondents. The study investigated whether Government Universities and Private Universities differ on whether they rate their emotional intelligence management skills as strongly agree, agree, neither agree nor disagree, disagree or strongly disagree, chi-square statistic was used. The Pearson Chi-square result and indicates that the Government Universities and Private Universities respondents are significantly different on their rating of 14 emotional intelligence management skills as strongly agree, agree, neither agree nor disagree, disagree or strongly disagree since p-value for these 14 variables are less than the significant level of 0.05. Thus, null hypothesis is rejected and alternative hypothesis is accepted. This study suggested the well groomed library professional good at many skills is an asset to any institution he/she works in. His/her emotional intelligence management skills may bring drastic changes and positive impacts both in the library landscape and library services.*

**Keyword:** Soft Skills, Intelligence Skills, Library and Information Science Professionals, University Libraries.

## 1. Introduction

During the past century there has been considerable movement on the “intelligence front” and this trend shows no sign of abating. Emotional intelligence (EI), emotional leadership (EL), emotional quotient (EQ) and emotional intelligence quotient (EIQ), is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behaviour, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s). “Intelligence is the capacity of the organism to adjust itself to an increasingly complex environment” (**Spearman. 1927**), “Intelligence, as a hypothetical construct, is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment”. More recently, **Wechsler (1975)** defined intelligence as “the capacity of an individual to understand the world about him and his resourcefulness to cope with its challenges” “...human intellectual competence must entail a set of skills of problem solving - enabling the individual to resolve genuine problems or difficulties that he or she encounters, and when appropriate, to create an effective product-and must also entail the potential for finding or creating problems - thereby laying the groundwork for the acquisition of new knowledge” **Gardner & Hatch (1989)**. **George (2000)** suggested that feelings (moods and emotions) play a central role in the leadership process. More specifically, it was proposed that emotional intelligence, the ability to understand and manage moods and emotions in the self and others, contributes to effective leadership in organizations. Four major aspects of emotional intelligence, the appraisal and expression of emotion, the use of emotion to enhance cognitive processes and decision making, knowledge about emotions, and management of emotions, are described. The author emotional intelligence contributes to effective leadership by focusing on five essential elements of leader effectiveness: development of collective goals and objectives; instilling in others an appreciation of the importance of work activities; generating and maintaining enthusiasm, confidence, optimism, cooperation, and trust; encouraging flexibility in decision making and change; and establishing and maintaining a meaningful identity for an organization.

## 2. Review of Literature

**Singh & Mahmood (2017)**. Studied the relationship and impact of Emotional Intelligence (EI) on job performance as well as investigate the mediating role of cultural adjustment between the two. A quantitative survey was developed and administered to 301 expatriates engaged in the ICT Sector in Malaysia. The study found that role of cultural adjustment in mediating the relationship between EI and job performance of expatriates. The findings of this study support the results from some earlier studies and also bring out several new ideas such as the importance of EI and the mediating role of cultural adjustment. The study found that significantly contributed to the advancement of knowledge in job

performance and cultural adjustment and it is evident that the level of expatriate EI facilitates expatriates job performance and cultural adjustment. This information enables organizations to better prepare expatriates for expatriate assignments in the ICT Sector in Malaysia. **Jeysankar (2018)** analysed the multiple intelligence skills of LIS professionals in working in government and private universities in Tamil Nadu. Data were collected through questionnaire method. Totally 441 questionnaire were collected from 114 in traditional, 291 in Professional and 36 in Multi-discipline subjects. The study revealed that the private universities LIS professionals are more compare than government universities. The respondents from Government Universities are better skilled than their counterparts from private universities in all the 17 linguistic intelligence skills. **Jeysankar (2019)** examined the male and female Library and Information Science (LIS) professionals working in universities in Tamil Nadu. This study reveals that the male LIS professionals are very good and good at many skills while female LIS professionals are OK at many skills. The results of levene's test for equality of variances along with descriptive statistics. The test reveals that the p-values for all the nine multiple intelligences are less than 0.05. So, null hypothesis i.e. there is no variation between the male and female respondents with regard to the respective intelligence, is rejected and alternative hypothesis is accepted. Since the population variances are relatively not equal, the research should look at the 'Equal variances not assumed' row for the t-test results. This study suggested the well groomed library professional good at many skills is an asset any institution he/she works in. His/her multiple intelligence skills may bring drastic changes and positive impacts both in the library landscape and library services.

### **3. Objectives**

As far as emotional intelligence management skills of the LIS professionals are concerned, the present study has the following specific objectives.

- To measure the gender differences in the emotional intelligence management skills of the respondents and
- To measure the gender differences in the emotional intelligence management skills of the respondents and Government and Private University.

### **4. Hypothesis**

- There is no significant association between gender of the respondents and their emotional intelligence management skills of the LIS professionals.

### **5. Methodology**

The study aims at knowing the emotional intelligence management skills of all the universities – state funded, centrally funded and private – of Tamil Nadu. So, all the 47 universities of Tamil Nadu are placed under the area of operation of the present study. 19

state universities, 2 central universities and 26 deemed universities are included in the list. The study adopted simple random sampling to select the respondents from these 47 universities. 441 respondents are selected from these 47 universities. 325 male and 116 female respondents/ 188 Government University and 253 private university respondents form the sample for the present study. SPSS Ver. 23 was used for performing necessary statistical analysis mean, standard deviation and Levene's Test on the collected data to draw necessary inferences.

## 6. Data Analysis and Interpretation

**Table- 1: Gender-wise Distribution of the Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	325	73.7
Female	116	26.3
<b>Total</b>	<b>441</b>	<b>100.00</b>

*Note.* Source: Primary Data

Table 1 reveal that out of 441 respondents surveyed under the study, 73.7% (325) are male respondents and 26.3% (116) are female respondents. This makes it clear that most of the library professionals in Tamil Nadu universities are males and only 1/4<sup>th</sup> of LIS professionals are females. Domination of male library professionals over female library professionals is made visible here. To investigate whether the 15 multi-scale items are consistence and reliable to form the emotional intelligence management skills of the respondents, reliability analysis was done.

The table 2 and 3 shows that the Cronbach's Alpha is .977 for 15 items. This indicates that these 15 multi-scale items are internally consistent and reliable.

**Strongly Agree:** 130 (29.5%) respondents strongly agree that they can tackle typical & uncomfortable situations taking place in the library while 128 (29%) respondents strongly agree that they can share novel ideas and new information with library users and feel helpless while managing library activities. 124 (28.1%) respondents strongly agree that many of the works assigned by superiors are difficult to understand while 123 (27.90%) respondents strongly agree that they don't get appreciation of their works in the library. 11.3% (50) of the respondents strongly agree that they escape complicated situations by leaving the place then, 17.5% (77) of them keep themselves cool and think about solving the issue when books are lost, orders were misplaced, OPAC gets crashed etc.

**Agree:** A majority of 391 (88.7%) respondents agree that they escape from complicated situations by leaving the place then followed by 364 (82.5%) respondents who agree that they keep themselves cool and think about solving the issue when books are lost, orders were misplaced, OPAC gets crashed etc. 348 (78.9%) respondents agree that they know how to touch the feelings of library committee / authorities while 313 (71.0%)

respondents agree that they share novel ideas and new information with the library users comfortably. Only 30 (6.8%) respondents agree that they can tackle the typical & uncomfortable situations taking place in the library. While 32 (7.3%) respondents agree that they feel helpless while managing library activities, 37 (8.40%) respondents agree that they don't get appreciation of their works in the library.

**Neither Agree Nor Disagree:** 281 respondents (63.7%) neither agree nor disagree that they are able to handle queries by the users; feel helpless while managing library activities ; get mostly negative comments to their individual activities; don't get appreciation of their works in the library ; respect the feelings of library staff and users; manage oral conflicts with colleagues in the library; tackle typical uncomfortable situations taking place in the library; attend to users' queries without hurting their feelings and share their joy/happiness with colleagues and users. Only 148 (33.6%) respondents are neutral that they control their anger in dealing with rough users.

**Table 2: Emotional Intelligence Management Skills of the Respondents**

Statements	SA	A	N	D	S D	$\alpha$ if item deleted
I am able to handle queries by the users/clientele	112 (25.4%)	48 (10.9%)	281 (63.7%)	0		.973
I am comfortable in sharing novel ideas and new information	128 (29.0%)	313 (71.0%)	0 (0.00%)	0	0	.976
I feel helpless while managing library activities	128 (29.0%)	32 (7.3%)	281 (63.7%)	0	0	.973
Many of the works assigned by superiors are difficult to understand	124 (28.1%)	317 (71.9%)	0 (0.00%)	0	0	.976
I get mostly negative comments to my individual activities	112 (25.4%)	48 (10.9%)	281 (63.7%)	0	0	.973
I don't get appreciation of my works in the Library	123 (27.90%)	37 (8.40%)	281 (63.7%)	0	0	.974
I respect the feelings of library staff and users	82 (18.6%)	78 (17.7%)	281 (63.7%)	0	0	.975
I manage oral with colleagues in the library	110 (24.9%)	50 (11.3%)	281 (63.7%)	0	0	.973
I can tackle the typical, uncomfortable library situations	130 (29.5%)	30 (6.8%)	281 (63.7%)	0	0	.974
I know how to touch the feelings of library committee / authorities	93 (21.1%)	348 (78.9%)	0 (0.00%)	0	0	.979
I control my anger in dealing with tough / rough users	98 (22.0%)	33 (30.2%)	48 (33.6%)	0	0	.976
I escape from complicated situations by leaving the place	50 (11.3%)	91 (88.7%)	0 (0.00%)	0	0	.980
I attend to users' queries without hurting their feelings	99 (22.4%)	61 (13.8%)	281 (63.7%)	0	0	.973
I share my joy / happiness with colleagues and users	110	50 (11.3%)	281 (63.7%)	0	0	.974

	(24.9%)					
When books are lost, orders were misplaced, OPAC gets crashed ..., I keep myself cool	77 (17.5%)	64 (82.5%)	0 (0.00%)	0	0	.978

**Table 3: Reliability Test of Emotional Intelligence Management Skills**

<i>Reliability Statistics</i>	
<i>Cronbach's Alpha</i>	<i>N of Items</i>
.977	15

Table 4 shows the gender- wise distribution of emotional intelligence management skills of the respondents.

**Male Respondents:** The male respondents possess higher skills in 5 emotional intelligence management skills as their WAM is more than 4.0. They are : ‘I am comfortable in sharing novel ideas and new information with the library users/ clientele’ (4.31); ‘Many of the works assigned by superiors are difficult to understand’ (4.30); ‘I know how to touch the feelings of library committee / authorities’ (4.21); ‘When books are lost, orders were misplaced, OPAC gets crashed ..., I keep myself cool and think about solving the issue’ (4.19) and ‘I escape from complicated situations by leaving the place then’ (4.11). They possess moderate skills in 9 emotional intelligence skills as the WAM is more than 3.5. Their skills are the least (WAM = < 3.5) in case of ‘I control my anger in dealing with tough /rough users’.

**Female Respondents:** The female respondents possess higher skills in 5 emotional intelligence management skills as their WAM is more than 4.0. They are : ‘I am comfortable in sharing novel ideas and new information with the library users/ clientele’ (4.23); ‘Many of the works assigned by superiors are difficult to understand’ (4.22); ‘I know how to touch the feelings of library committee / authorities’ (4.21); ‘When books are lost, orders were misplaced, OPAC gets crashed ..., I keep myself cool and think about solving the issue’ (4.14) and ‘I escape from complicated situations by leaving the place then’ (4.12).The WAM of 7 skills range from 3.5 to 3.9. They have least skills in attending users’ queries without hurting their feelings (3.47) and controlling anger in dealing with rough users (3.09).

**Male Vs. Female Respondents:** The first five ranks assigned by both the male and female respondents to their emotional intelligence management skills are the same. The skill level of both male and female respondents is same (WAM of 4.21) for ‘I know how to touch the feelings of library committee / authorities’. The female respondents are better skilled than male respondents in escaping from complicated situations by leaving the place then. In the case of all other emotional intelligence management skills, male respondents are better skilled than female respondents. Male respondents have given 12 varying ranks to their emotional intelligence management skills while female respondents have given 11 varying ranks.

**Table 4: Emotional Intelligence management skills Vs. Gender of the Respondents**

<b>Statements</b>	<b>Male</b>			<b>Female</b>		
	<b>WAM</b>	<b>SD</b>	<b>Rank</b>	<b>WAM</b>	<b>SD</b>	<b>Rank</b>
I am able to handle queries by the users/clientele	3.66	.88	IX	3.50	.82	IX
I am comfortable in sharing novel ideas and new information with the library users/ clientele	4.31	.46	I	4.23	.42	I

I feel helpless while managing library activities	3.70	.91	VII	3.53	.85	VI
Many of the works assigned by superiors are difficult to understand	4.30	.46	II	4.22	.42	II
I get mostly negative comments to my individual activities	3.66	.88	IX	3.50	.82	IX
I don't get appreciation of my works in the Library	3.69	.91	VIII	3.50	.82	IX
I respect the feelings of library staff and users	3.58	.79	XII	3.47	.77	X
What about weapon conflicts?	3.65	.87	X	3.50	.82	IX
I tackle the typical, uncomfortable situations taking place in the library	3.71	.92	VI	3.52	.84	VII
I know how to touch the feelings of library committee / authorities	4.21	.41	III	4.21	.41	III
I control my anger in dealing with tough / rough users	3.30	1.15	XIII	3.09	1.12	XI
I escape from complicated situations by leaving the place then	4.11	.31	V	4.12	.33	V
I attend to users' queries without hurting their feelings	3.63	.85	XI	3.47	.77	X
I share my joy / happiness with colleagues and users	3.65	.87	X	3.51	.83	VIII
When books are lost, orders were misplaced, OPAC gets crashed ..., I keep myself cool and think about solving the issue	4.19	.39	IV	4.14	.35	IV

**Table 4: Emotional Intelligence Management Skills Vs. University-Sector of the Respondents**

Statements	Government			Private		
	WAM	SD	Rank	WAM	SD	Rank
I am able to handle queries by the users/clientele	3.75	0.91	IX	3.52	.81	VIII
I am comfortable in sharing novel ideas and new information with the library users/ clientele	4.37	0.48	I	4.23	.42	I
I feel helpless while managing library activities	3.80	0.95	VI	3.55	.85	VI
Many of the works assigned by superiors are difficult to understand	4.35	0.48	II	4.23	.42	I
I get mostly negative comments to my individual activities	3.75	0.91	IX	3.52	.81	VIII
I don't get appreciation of my works in the Library	3.77	0.92	VIII	3.55	.85	VI
I respect the feelings of library staff and users	3.65	0.82	XII	3.47	.75	X
What about weapon conflicts?	3.74	0.90	X	3.52	.81	VIII
I tackle the typical, uncomfortable situations taking place in the library	3.78	0.93	VII	3.57	.87	V
I know how to touch the feelings of library committee / authorities	4.26	0.44	III	4.17	.38	III
I control my anger in dealing with tough / rough users	3.40	1.20	XIV	3.13	1.09	XI
I escape from complicated situations by leaving the place then	4.18	0.39	V	4.06	.24	IV
I attend to users' queries without hurting their feelings	3.69	0.86	XIII	3.51	.80	IX
I share my joy / happiness with colleagues and users	3.72	0.89	XI	3.53	.83	VII
When books are lost, orders were misplaced, OPAC gets crashed ..., I keep myself cool and think about solving the issue	4.20	0.40	IV	4.16	.37	II

Table 5 shows the government and private sector- wise distribution of emotional intelligence management skills of the respondents.

**Government University Respondents:** I am comfortable in sharing novel ideas and new information with the library users/ clientele (4.37) ; Many of the works assigned by superiors are difficult to understand (4.35); I know how to touch the feelings of library committee / authorities (4.26); When books are lost, orders were misplaced, OPAC gets crashed ..., I keep myself cool and think about solving the issue (4.20) and I escape from complicated situations by leaving the place then (4.18) are the five emotional intelligence management skills the GUR are very good at. They have WAM of 3.5 o



3.9 for 9 skills. They have the least WAM of 3.40 for the skill ‘I control my anger in dealing with tough / rough users’.

**Private University Respondents:** ‘I am comfortable in sharing novel ideas and new information with the library users/ clientele’ (4.23) ; ‘ Many of the works assigned by superiors are difficult to understand’ (4.23); ‘When books are lost, orders were misplaced, OPAC gets crashed ..., I keep myself cool and think about solving the issue’ (4.16); ‘I know how to touch the feelings of library committee / authorities’ (4.17) and ‘I escape from complicated situations by leaving the place then’ (4.06)... are the five emotional intelligence management skills the PUR are very good at. They have WAM of 3.5 to 3.9 for 8 skills. They have the least WAM of 3.13 for the skill ‘I control my anger in dealing with tough / rough users’.

**Government Vs. Private University Respondents:** Both GUR and PUR have WAM of more than 4.0 for five of their emotional intelligence management skills. The GUR are better skilled than their counterparts in PUR in respect of all the fifteen emotional intelligence management skills. While GUR have WAM of 3.5 to 3.9 for 9 skills, it is so for 8 skills in the case of PUR. While GUR have assigned 14 ranks to the emotional intelligence management skills, PUR have assigned 11 ranks.

## 7. Major Findings & Suggestions

It is discovered that 130 (29.5%) respondents strongly agree that they can tackle typical & uncomfortable situations taking place in the library while 128 (29%) respondents strongly agree that they can share novel ideas and new information with library users and feel helpless while managing library activities. 124 (28.1%) respondents strongly agree that many of the works assigned by superiors are difficult to understand while 123 (27.90%) respondents strongly agree that they don’t get appreciation for their works in the library. A majority of 391 (88.7%) respondents agree that they escape from complicated situations by leaving the place then followed by 364 (82.5%) respondents who agree that they keep themselves cool and think about solving the issue when books are lost, orders were misplaced, OPAC gets crashed etc. 348 (78.9%) respondents agree that they know how to touch the feelings of library committee / authorities while 313(71.0%) respondents agree that they share novel ideas and new information with the library users comfortably. 281 respondents (63.7%) neither agree nor disagree that they are able to handle queries by the users; feel helpless while managing library activities ; get mostly negative comments for their individual activities; don’t get appreciation for their works in the library ; respect the feelings of library staff and users; manage oral conflicts with colleagues in the library; tackle typical uncomfortable situations taking place in the library; attend to users’ queries without hurting their feelings and share their joy/happiness with colleagues and users.

The study suggests the LIS curriculum should include one or two units on emotional intelligence management skills required for the LIS professionals in the present era. The LIS teachers may be deputed to attend short-time courses / online courses on various soft skills / emotional intelligence management skills to equip themselves. LIS schools may create a website / blog with required information resources on emotional intelligence management skills to provide continuing education to passed out / working professionals and The students may be taken to illustrious libraries where the emotional intelligence

management skills of the LIS professionals are exhibited in manifold areas as a part of their internship / study tours.

**Table 7: Chi-Square Analysis of Emotional Intelligence Management Skills among a) Male and Female Respondents and b) Government and Private University Respondents**

<b>Pearson Chi-Square Tests</b>			
		<b>Gender</b>	<b>Sector</b>
I am able to handle queries by the users/clientele	Chi-square	3.315	7.887
	df	2	2
	Sig.	.191 <sup>a</sup>	.019 <sup>a,*</sup>
I am comfortable in sharing novel ideas and new information with the library users/ clientele	Chi-square	2.525	9.376
	df	1	1
	Sig.	.112 <sup>a</sup>	.002 <sup>a,*</sup>
I feel helpless while managing library activities	Chi-square	3.317	9.380
	df	2	2
	Sig.	.190 <sup>a</sup>	.009 <sup>a,*</sup>
Many of the works assigned by superiors are difficult to understand	Chi-square	2.534	7.918
	df	1	1
	Sig.	.111 <sup>a</sup>	.005 <sup>a,*</sup>
I get mostly negative comments to my individual activities	Chi-square	3.315	7.887
	df	2	2
	Sig.	.191 <sup>a</sup>	.019 <sup>a,*</sup>
I don't get appreciation of my works in the Library	Chi-square	4.137	6.639
	df	2	2
	Sig.	.126 <sup>a</sup>	.036 <sup>a,*</sup>
I respect the feelings of library staff and users	Chi-square	4.164	6.586
	df	2	2
	Sig.	.125 <sup>a</sup>	.037 <sup>a,*</sup>
What about weapon conflicts?	Chi-square	3.367	7.198
	df	2	2
	Sig.	.186 <sup>a</sup>	.027 <sup>a,*</sup>
I tackle the typical, uncomfortable situations taking place in the library	Chi-square	3.867	6.673
	df	2	2
	Sig.	.145 <sup>a</sup>	.036 <sup>a,*</sup>
I know how to touch the feelings of library committee / authorities	Chi-square	.015	4.875
	df	1	1
	Sig.	.902 <sup>a</sup>	.027 <sup>a,*</sup>
I control my anger in dealing with tough / rough users	Chi-square	3.738	7.955
	df	3	3
	Sig.	.291 <sup>a</sup>	.047 <sup>a,*</sup>
I escape from complicated situations by leaving the place then	Chi-square	.084	14.841
	df	1	1
	Sig.	.772 <sup>a</sup>	.000 <sup>a,*</sup>
I attend to users' queries without hurting their feelings	Chi-square	3.456	6.698
	df	2	2
	Sig.	.178 <sup>a</sup>	.035 <sup>a,*</sup>
I share my joy / happiness with colleagues and users	Chi-square	3.705	6.618
	Df	2	2
	Sig.	.157 <sup>a</sup>	.037 <sup>a,*</sup>
When books are lost, orders were misplaced, OPAC gets crashed ..., I keep myself cool and think about solving the issue	Chi-square	1.469	1.121
	df	1	1
	Sig.	.226 <sup>a</sup>	.290 <sup>a</sup>

## 8. Conclusion

Library and Information Science Professionals have to recognize the need for coning their emotional intelligence skills, find out the opportunities for development, and utilize the opportunities effectively to become better in handling various library operations and services. It is the duty of the LIS professionals to create a welcoming atmosphere to their clients. The emotional intelligence management skills to manage odd circumstances and the soft skills to communicate effectively both orally and in written forms are all the ingredients needed to make a collage of a successful professional librarian these days. The study which has covered the LIS professionals working in government and private universities reveals that the male and government university LIS professionals are very good and good at many skills while female and private university LIS professionals are okay at many skills. This indicates the need for initiating certain solid steps both from the professionals and from the universities. The professional bodies / learned societies in the field of library and information science may join hands with universities and other non-governmental organizations to organize various soft skills / emotional intelligence skills training programmes taking a survey beforehand. A well groomed library professional good at many skills is an asset for any institution he/she works in. His/her multiple intelligence skills may bring drastic changes and positive impacts both in the library landscape and library services.

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