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EMMANUEL CHIDIADI ONWUBIKO

ALEX EKWUEME FEDERAL UNIVERSITY NDUFU - ALIKE, IKWO,, onwubikoemma@yahoo.com

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# **A survey on the Influence of Emotional Intelligence and Self-esteem on Social Adjustment of Librarians in Federal Universities**

**Onwubiko, Emmanuel Chidiadi. FCAI, CLN**

Acquisitions Librarian

Alex Ekwueme Federal University, Ndufu-Alike, Ikwo, Nigeria

[Onwubikoemma@yahoo.com](mailto:Onwubikoemma@yahoo.com) or [emmabikos@gmail.com](mailto:emmabikos@gmail.com)

## **Abstract**

The study examined the influence of emotional intelligence (EI) and self esteem on librarians' social adjustment in federal universities in Nigeria. The study seek to ascertain whether emotional intelligence and self esteem predict social adjustment using a sample of 107 librarians drawn from 40 federal universities in Nigeria within the age range of 25 to 60 and a mean (X) age of 36.68) years and SD of 6.21. The multiple regression analysis shows that emotional intelligence has no significant relationship with social maladjustment thus showing a negative relationship. This indicates that there is a significant relationship between emotional intelligence and positive social adjustment. ( $r = .002$ ,  $P > .05$ ) while self esteem shows significant relationship with social maladjustment ( $P < .05$ ,  $r = .181$ )

**Keywords:** Emotional intelligence. Self-esteem, social adjustment, librarians, emotions, Maladjustment

## **1.0 Introduction**

### **1.1 Background of the Study**

With globalization, spear-headed by the emerging technology (ICT), the millennium is faced with a geometrical growth in information which exposes the librarians to unprepared responsibilities as they concern information management and dissemination with a view to satisfying the information needs of her teeming patrons. The fact that many librarians are not prepared or trained for these changes, they are faced with the challenge of managing their emotional intelligence and self-esteem or self-control. Emotional intelligence according to Economics Times (2020) helps maintain a state of harmonies and quietness of oneself leading to one being self confident in dealing with the challenges involved in rendering of services and attending to users in the case of the library and the librarian. Imperatively, high emotional

intelligence can contribute to effective service delivery and commitment of the librarians in taking care of users' enquiry.

Social adjustment on the part of the librarian arises when the he or she lacks that emotional intelligence and ability to control his or her emotions in the course of performing his or her duties. In a situation like this, the library users will be at the receiving end as little or no attention will be paid to his needs or enquiry by the said librarian(s). As revealed by Eremie and Chukweru (2015), some staff cannot manage their emotions when faced with challenges or provoked by fellow workers and tend to transfer their aggression to their clients which may eventually dwindle the image of such organization. Emotions are of fundamental importance in any library as they are linked to librarians' well-being and in the sense of identifying, the influence on both librarians' and library users' cognitive, motivation and behavior. Emotional intelligence on its own, contributes to an increased sense of creativity; promotes innovative thinking, reduces stress and improves relationship. It enables individual to fulfill his/her desire at the physical, mental, emotional and spiritual level and also relate effectively with others (Chris; Pais, Kumar and Sisodia 2012). This implies that librarian's emotional intelligence is a sine-qua-non for librarianship as it has direct impact on the librarian's behavior and also important for the success of the profession. As stated by Adeyoju (1999) librarians and teachers are considered as the main pillars in the educational system; as they are the moderators through which the knowledge can be transferred to the learners who represent the foundation of the society. He noted that librarians cannot be effective drivers of knowledge unless they are possessed with essential skill, knowledge and talents. Ajibade (2005) added that the skills can make the librarians not only able to deal with their clientele but also with their colleagues.

However, studies have shown that many librarians have low librarianship Self-efficacy and low job performance as a result of poor condition of service, low prospect and low prestige of the profession more so in Nigeria. This development Salami (2007) believes has brought about the high turnover syndrome among librarians and a major contributing factor to career frustration and emotional break-down among librarians. One can also deduce from this perspective that librarians in Nigeria might probably not happy with the job thus living unfulfilled lives and lives shredded under the influence of emotions and low self-esteem. The assertion may not be far from the truth as it has been observed that many young Nigerians see library science and

librarianship as the last resort while seeking for admission in tertiary institutions or asking for employment even when they have degrees in library and information science.

It is after considering the entire situation that the researcher felt the need for a study that will find out the influence emotional intelligence and self-esteem have on social adjustment of librarians in Federal Universities.

## **1.2 Statement of Problem**

Librarianship as a profession is seen in the eyes of the public as one that is saddled with the responsibility of acquiring and organizing of books and to disseminate information materials that are stored in the library. This assertion no doubt is an aberration as the librarian does not only acquire these information materials, process and preserve them they ensure they get to the hands of those who need them to satisfy their daily information needs. Imperatively, the librarian in the course of discharging his daily duties do on regular basis come in contact with people who are either library users or colleagues. To handle every individual considering individual differences and changing world, the librarian must have confluence of developed ability; know and value self; build and maintain a variety of strong, productive and healthy relationships and effectively deal with the pressure and demands of daily life and work.

On the other hand, the librarian against all odds should have this charisma and the stand that he is competent and worthy of his chosen career and sees himself as a social worker. Stating the obvious, many librarians, have been found wanting while discharging their duties to library users and even while dealing with colleagues as they are seen to be very emotionally aggressive, having poor human relations and in most cases not sure of their professional competency. The emphasis is that the librarian of the 21<sup>st</sup> century cannot be irrational, live with negative emotional intelligence and feel that things are beyond control and expect to be relevant in an era of emerging technology. A librarian therefore is by the nature of his job expected to be not just intelligent but emotionally intelligent and also understands the importance of self esteem and the associated value to work ethics and dealing with people.

So far, it has been observed that in our university libraries social adjustment has remained a pressing challenge to most librarians which is attributed to lack of emotional intelligence and inability to control their emotions as many library users have resorted to avoiding the library and making use of other sources rather than continuing coming to the library. To many, the library does not worth it, after considering the behavior/attitude of some of the staff. The bottom-line, is

that many librarians find it very difficult to manage their emotions when faced with challenging task. In such situation, there is this problem of misplacement of aggression as the library users will be at the receiving end thus discouraging them from continuing patronizing the library.

Furthermore, reports of researches have shown that individuals with low self-esteem put little value on themselves and their accomplishments. They feel so inferior before others and assume that they are not good enough (Petrides & Furnham, 2000): By so being, they engage in negative self-talk, very apologetic and ever seeking reassurance and above all, struggling with failure. In the Nigerian context, education is considered a very important instrument for human and national development and the university education is seen as the most virile tool towards realizing this. The implication is that the university library as the pivot on which the tripartite functions (teaching/learning, research and extension services) of the university revolve has prominent roles to play in the lives of students, staff and faculty if they are to acquire the desired knowledge and skills that will contribute to national development. For the librarians to be capable of delivering these services, they must be socially sound and emotionally intelligent and where reverse is the case, such library is doom as any university is as good and functional as her library,

It is in view of the above that this study becomes necessary as to finding out the influence of emotional intelligence and self-esteem on librarians social adjustment in the course of their duties in federal university libraries in Nigeria.

### **1.3 Research Objectives**

The general objective of this study is to find out the influence of emotional intelligence and self-esteem on librarians' social adjustment. Other objectives are to:

1. Investigate the relationship between librarians' emotional intelligence and their social adjustment,
2. Establish whether librarians' self-esteem has any relationship with their social adjustment.

### **1.3 Research Questions**

This study is guided by the following questions

1. What is the relationship between librarians' emotional intelligence and social adjustment?
2. What is the relationship between librarians' self-esteem and their social adjustment?

## 1.4 Hypotheses

1. There is no significant relationship between librarians' emotional intelligence and social adjustment. .
2. There is no correlation between librarians' self-esteem and their social adjustment.

## 2.0 Literature review

### 2.1 Definition of concepts

#### 2.1.1 Emotions

Emotions seem to rule our daily lives. We make decisions based on whether we are happy, angry, sad, bored, or frustrated. We choose activities and hobbies based on the emotions they incite. Hockenbury and Hockenbury (2014), inferred that an emotion is a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioral or expressive response. In addition to trying to define what emotions are, researchers have also tried to identify and classify the different types of emotions. The descriptions and insights have changed over time: Ekman (1972), suggested that there are six basic emotions that are universal throughout human cultures: fear, disgust, anger, surprise, happiness, and sadness. And in 1999, he expanded this list to include a number of other basic emotions, including embarrassment, excitement, contempt, shame, pride, satisfaction, and amusement, while Plutchik (1982) introduced another emotion classification system known as the "wheel of emotions." This model demonstrated how different emotions can be combined or mixed together, much the way an artist mixes primary colors to create other colors. Plutchik proposed 8 primary emotional dimensions: happiness vs. sadness, anger vs. fear, trust vs. disgust, and surprise vs. anticipation. These emotions can then be combined to create others (such as happiness + anticipation = excitement). While we have broad labels for emotions such as "angry," "sad," or "happy," your own experience of these emotions may be much more multi-dimensional, hence subjective. While experts believe that there are a number of basic universal emotions that are experienced by people all over the world regardless of background or culture,

researchers also believe that experiencing emotion can be highly subjective. Collins online dictionary (2020) thus defined emotion as a feeling such as happiness, love, fear, anger, or hatred, which can be caused by the situation that you are in or the people you are with. In her explanation of the concept 'emotions' Stanford Encyclopedia of Philosophy (2018) reveals that no aspect of our mental life is more important to the quality and meaning of our existence than the emotions. They are what make life worth living and sometimes worth ending.

### **2.1.2 Intelligence**

Intelligence according to Wechsler (1944) is the global capacity of a person to act purposefully, think rationally and to deal effectively with his or her environment. While the Collins English Dictionary, (2018) defines intelligence as 'the ability to think, reason, and understand instead of doing things automatically or by instinct'. Merriam Webster Dictionary (2020) sees it as the ability to learn or understand or to deal with new or trying situations as well as the ability to apply knowledge to manipulate one's environment. In his analysis of qualities of someone said to be intelligent, Ettinger (2011) explains that when one is intelligent, he has this analytical skill which makes him speak clearly, and articulatively; sees all aspect of a problem; acts as a good source of idea; deal effectively with people; make good decisions; deals with problems and resourcefully sensible to other people's needs and desires and think before speaking and doing.

### **2.1.3 Emotional intelligence**

Emotional intelligence according to Economic Times (2020) refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words, they can influence the emotions of other people also. *Emotional intelligence* it explains is a very important skill in leadership. It is said to have five main elements as: self-awareness, self-regulation, motivation, empathy, and social skills. While the proponent of emotional intelligence Salovey and Mayer (1990) opine that emotional intelligence is a-three adaptive ability namely: the ability to appraise and express emotion, to regulate emotions and to utilize emotions in solving problems. On the other hand, Mayer, Caruso and Salovey (2000), defined emotional intelligence as the ability to recognize the meanings of emotions and their relationships and to reason and problem-solve on the basis of them. No

wonder Steinmayr and Spinath (2012), described the concept as the most important factor for individual and social prosperity.

#### **2.1.4 Self-esteem**

Self-esteem plays a significant role in one's motivation and success throughout life. Self esteem is one of the components of self concept that Rosenberg (1965), defined as the totality of individual's thought and feelings with reference to him as an object. He noted that self esteem can be an attitudinal consequence of voluntary action. Cherry (2019) explains that in psychology, the term self-esteem is used to describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself. Self-esteem is often seen as personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about oneself, such as the appraisal of your own appearance, beliefs, emotions, and behaviors. He further reveals that as a dependent variable, self esteem brings about successful actions that benefit others. This is to say, that self-esteem plays a significant role in one's motivation and success throughout life. On the other hand, Low self-esteem may hold one back from succeeding at school or work because he/she does not believe him/herself to be capable of success. By contrast, having a healthy self-esteem can help one achieve because you navigate life with a positive, assertive attitude and believe you can accomplish your goals (Cherry, 2019).

#### **2.1.5 Social adjustment**

According to APA dictionary of Psychology (2018), social adjustment is accommodation to the demands, restrictions, and mores of society, including the ability to live and work with others harmoniously and to engage in satisfying interactions and relationships. It is also seen as an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process that involves coping with new standard and value. In the technical language of psychology "getting along with the members of society as best one can" is called adjustment. Sauce (2019), explains that Psychologists often make use of the term adjustment to describe various types of social and interpersonal relations in society. Therefore, adjustment can be referred to as the reaction to the demands and pressures of a social

setting imposed upon the individual. To meet up with the adjustment she reveals that social skill which she explains refers to specific set of abilities including cognition , verbal and non verbal behavior that are required for effective social performance are necessary. Sauce (2019), also emphasized on the need for social competence referred to as overall ability of the person to impact favorably on his/her social setting. To this end, social adjustment is said to be the actual meeting of instrumental and affiliative desires that is regarded as the natural consequence of social competency.

## **2.2 Empirical and theoretical framework**

### **2.2.1 Emotional intelligence**

Salovey and Mayer (1990), were among the earliest researchers to propose the concept of Emotional Intelligence to represent the ability of people to deal with their emotions. They went on to explain the EI is the subset of social intelligence that involves the ability to monitor other's own feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action. Inasmuch as, they coined the term 'emotional intelligence in 1990, they have continued to conduct researches on the significance of the construct. Their pure theory of emotional intelligence integrates key ideas from both fields of intelligence and emotion. From intelligence, they took the idea that intelligence involves the capacity to carry out abstract reasoning. From emotion, researchers coined the notion that emotions are signals that convey regular and discernible meanings and relationships and that a number of basic emotions are universal (Mayer, Salovey & Caruso, 2002). They further propose that emotional intelligence comprises two areas: experiential (ability to perceive, respond, and manipulate emotional information without necessarily understanding it). And strategic (ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them)

Bar-On (2002), reveals that emotional intelligence is an array of non-cognitive capabilities, competencies and skills which influence one's ability to succeed in coping with environmental demands and pressures. His model of emotional intelligence relates to the potential for performance and success rather than performance or success itself. It therefore considered process oriented rather than outcome oriented. Furtherance, Bar-On (2006) posits that EI is such emotional and social skills that influence our understanding and expression of ourselves and

understanding for others and interaction with them and the ability to deal with everyday demands. Writing on Trait EI model, Petrides, et al (2007), opine that Trait EI is a constellation of emotional self-perceptions located at the lower levels of personality explaining that it is an individual's self-perception of their emotional abilities. In this case, both behavioral dispositions and self-perceived abilities are measured by self-report. To this end, emotionally healthy behavior is reflected in characteristic ways of thinking, identifying, managing and expressing feelings and choosing effective behavior. The implication is that becoming an emotionally intelligent librarian is a journey and not a process, not an arrival state or an end result. Emotional intelligent librarians are active in their orientation to library users, work and life. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong negative emotions.

According to Goleman (1998), emotional intelligence is an important factor in determining personal success of any one be it a librarian, an engineer, a medical doctor, a teacher, a student or a leader. However as explained by Higgs and Aitken (2003), hard evidence on the link between emotional intelligence and leadership is sparse. This paucity can be attributed to among other things; differing ways people conceptualize emotional intelligence. In line with the above, Petride and Fumham (2000) listed three main models of emotional intelligence namely: hierarchical model (cognitive), ability model and mixed models which are a combination of personality variables and cognitive ability. They further distinguished emotional intelligence traits from information-processing skill or a combination of both thus corroborating Bar-On (1997) assertion that emotional intelligence includes: non-cognitive capabilities which are embedded within his Emotional Quotient Inventory (EQI) which consists of five composite factor – intra-personal; inter-personal, adaptability, stress management and general mood.

Mayer, Salovey & Caruso, (2002), who in the course of their study used an ability measure of emotional intelligence and 16PF as personality measure established the fact that emotional intelligence as a construct is an independent construct from personality.. However, Higgs (2001) found a positive correlation between emotional intelligence and the function of intuition. In the opinion of Motallebzadeh (2009), emotional intelligence dwells on the ability to love and be loved by friends, partners and family members. Simply put, emotional intelligence is a learned ability to identify, understand, experience and express human emotion in healthy and productive ways. To Wong and Law (2002), emotional experience and expression are unique to each

person. According to them, no one thinks, expresses feelings, chooses behavior and act in the same way. Emotional intelligence therefore is all about the intelligent use of emotion and utilizing the information contained to make effective decision and operates on emotional information in the same manner that other types of intelligence are operated upon (Grewal and Salovey, 2005). Saeidi and yuseifi (2008) in their work describe emotional intelligence as the capacities for bringing forth the optional results in the relationships between the individual and others. Orioli, Jones and Trocki (1999), believe that emotional intelligence is the ability to understand and apply the power and judging skill of emotions as a source of human energy, information trust, creativity and influence. While Mayer and Cobb (2000) divided emotional intelligence into four areas: Emotional Perception which involves abilities to identify emotions; Emotional facilitation of thought- which deals with abilities to relate emotions to other sensations and using the emotions in reasoning; Emotional Understanding that concerns solving emotional problems and understanding the similarities and differences between emotions and Emotional Management- which concerns the understanding of the implications of social activities on emotions and regulating emotions in the individual. In his contribution, Nelson (2005) posits that emotional intelligence is a confluence of developed abilities; know and value self; build and maintain a variety of strong, productive and healthy relationships and get along and work well with others in achieving positive results; and effectively deal with the pressure and demands of daily life and work.

Mayer et al (2008), state that some individuals have greater capacity than others to carry out sophisticated information processing about emotions and emotion-relevant stimuli and to use this information as a guide for thinking and behavior. In this context, it means that librarians with high emotional intelligence will pay attention to, use, understand and manage emotions and these skills serve selective functions that potentially benefit them and others. The above view corroborated the Goleman (1995) assertion that emotional intelligence is the ability to understand the sense of self and others, to motivate themselves and regulate emotions in both self and personal relationship with others.

### **2.2.2 Self-esteem**

The concept of self-esteem cuts across all age brackets, starting from infants to late adulthood; it is the totality of one's self-evaluation Eremie and Chikweru, (2015). Leary and MacDonald (2005), described self esteem as the evaluation and experience related to self value, the

perception of self ability as well as the acceptance of the whole self, which an individual obtains during the process of socialization. According to Ghorbanshirdi (2012), self-esteem is an individual's feelings, thoughts and evaluations of his abilities in social, educational, familial and body image domains. Evidences abound that a person with high self-esteem has a high level of mental health and self-harmony as revealed by Peng; Cheng, Chen and Hu (2013), such person feels more competent; more confident; has more active engagement in daily activities, is more productive, tends to exhibit optimistic attitudes and sound psychological health. Furthermore such a person according to Eremie, and Chikweru (2015), has self-direction, non-blaming others, demonstrates personal strength, ability to solve problems and ability to control emotions). On the other hand, explains Miruk (1995), a person with low self-esteem often feels desperate; inferior; hopeless, unhappy and may get neurosis, depression and high suicidal ideation. Writing on the importance of Self-esteem Cherry (2019) states that it can play a significant role in one's motivation and success throughout life noting that low self-esteem may hold one back from succeeding at school or work because he does not believe himself to be capable of success. By contrast, having a healthy self-esteem can help you achieve because you navigate life with a positive, assertive attitude and believe you can accomplish your goals.

In line with Chan (2008) declaration, librarians self esteem should be the confidence librarians have in their individual capability to influence library users and other stake-holders. In fact, this is considered as one of the key motivational beliefs that can influence professional librarians' behavior and the use of the libraries. According to Tschannen-Moran and McMaster (2009), a growing body of empirical evidence supports Bandura's (1982) theory which if related to librarianship implies that self esteem should be the efforts librarians invest in serving the library users, the goals they set, their persistence when things do not go smoothly and their resilience in the face of setbacks. In their contributions in affirmation of the above declaration, Skaalvik and Skaalvik (2010) and Klassen, et al (2011), emphasized on the importance of workers' self esteem and its association with the work they do and their outcomes. These outcomes they highlighted to include; behavior at their place of work and effort; their openness to new ideas and willingness to try new methods; their planning and organizational competence, commitment and enthusiasm to carry out their assigned responsibilities as well as, their perseverance in their

chosen career. Furthermore, self esteem has been shown to influence workers' motivation, job performance and achievements (Skaalvik & Skaalvik, 2007).

On the factors contributing to self esteem, Skaalvik & Skaalvik, (2007) discovered that teachers' self esteem levels correlated negatively with time pressure, but correlated positively with feelings of autonomy. The implication is that a feeling of autonomy by a worker enhances his/her self esteem while time pressure has negative influence on self esteem. Penrose, Perry and ball (2007), found a link between emotional intelligence and self esteem but their regression analysis revealed that neither gender nor age moderated this relationship, however, length of working experience and current status added significant direct effects on predicting a worker self esteem but did not moderate the relationship between emotional intelligence and self esteem while Klassen et. al (2011), in their study stated that little is known on the sources of self esteem and that insufficient attention has been paid to this subject but they found a good number of research works on the benefits and contributions of self esteem to students' academic outcomes and teachers' burnout with few studies that explored the variables that predicts self esteem.

### **2.2.3 Social Adjustment**

Every human being seeks adjustment to various situations. He constantly makes efforts to adjust himself to his surroundings because a wholesome adjustment is essential for leading a happy life and going satisfaction. Social adjustment to many people is general and to the group with which they are identified is particular (Priya, Packiaselvi, Malathi. 2017) Social adjustment as an important indication of psychology and health is a concept that has attracted the attention of many psychologists. Campbell, Psychiatric Dictionary, (3009), defines social adjustment as the variation of an individual to the social environment. Adjustment may take place by adjusting one-self to the situation or by fluctuating the surroundings. Social adjustment as a significant sign of psychology health is a subject fascinating the consideration of many psychologists. Social growth is the most significant feature of one's growth and it is assimilated through the relationship with others particularly with the parents, peers and the educators, and it is the measuring benchmark of social growth related to the person's adjustment with him/herself and others.

According to Hartup and Rubin (2013), living in a human society has stemmed from a set of values and expectations paradigm and to meet to one's expectations and value framework, a person needs a sufficient amount of adjustment. They noted that without adjustment no one will be able to meet to his/her basic needs. They believe that inasmuch as there are many aspect of adjustment, the best and the most important is the social adjustment because it is the prerequisite of other aspects of adjustment. Wilbum and Smith (2005) posit that emotional and social adjustment resulting from positive self-concept can provide one with some kind of ability to face difficulties as higher self-esteem strengthens one's ability to efficiently tackle psychological problems. They further highlighted some of the factors that influence social adjustment to include: early home experiences; attitude of the member towards the group, one's popularity among his/her group and physical appearance and personal habit.

### **3.0 Research Methodology**

#### **3.1 Research design**

A cross-sectional research design was used to obtain the desired data for this study. Campbell, Machin and Walters (2007) described it as the study of a group of subjects at one particular time. On the other hand,, a non-probability sampling technique was applied in selecting the respondents among practicing librarians in Nigerian federal universities. The librarians numbering 120 were invited to participate in the research. The aim and objectives of the study were thoroughly explained to the librarians. Those who agreed to participate signed the written informed consent forms and the questionnaire sent through e-mail. Participation was therefore completely voluntary, anonymous and confidentiality of the information generated was ensured

#### **3.2 Sampled Population**

The sampled population stood at 120 made up of 80 female and 40 male selected through purposive random sampling method which according to Nworgu (2015), ensures that specific elements which satisfy some predetermined criteria are selected. (in this study, the determining criteria for selection are that the respondents are working in federal universities and are certified librarians) This number was selected among 480 librarians from 42 federal universities in Nigeria. Out of the 120 respondents who were selected and agreed to participate in the study,

only 107 returned their questionnaires (75 female and 32 male) thus the sampled population for this study

### 3.3 Instrument for data collection

The principal instrument used in collecting data for this study, is the questionnaire. The 107 who form the respondents completed Emotional Intelligence Scale (EIS: Wong and Law, 2002), Index of Self-esteem (ISE: Hudson, 1982) and Social Maladjustment Scale (SMS: Wiggins, 1966). The EIS which is a 14 –item questionnaire with 5-point rating scale (like: strongly agree =5; agree=4; undecided=3, Disagree=2 and Strongly disagree=1) measure emotional intelligence (for instance: Have good sense of why I have certain feelings most of the time); while ISE a 25-item inventory with 5 point rating scale (rarely=1; A little of the time=2; Some of the time=3, A good part of the time=4 and Most of the time=5) was developed to determine how people see or feel about themselves. This instrument has direct and reverse scoring pattern, thus there is no right or wrong answers. The SMS a 27-item is a self-report questionnaire designed to measure those behavior al characteristics which make an individual unable to adjust adequately to social situations. It has a 2 point rating scale of ‘True (T) or False (F)’.

### 3.2 Method for Data Analysis

Data generated from the study was entered into Excel spreadsheet, cleaned and coded. It was then exported into SPSS-IBM version 21 and analyzed using descriptive statistics (mean, standard error of mean, frequency, and percentage). Pearson’s product moment correlation method was used to study the association between self-esteem and emotional intelligence and social adjustment. While a regression analysis was employed in testing the hypotheses. This is on the basis of the fact that the study is an investigation on the relationship between emotional intelligence, self-esteem and social adjustment among librarians. The statistical level of significance set at  $p \leq 0.05$ .

## 4.0 Presentation of Data

**Table 1: Demographic representation of the 107 respondents**

Variable	Frequency	Percentage
<b>Age</b>		
≤42	88	82,24
≥42	19	17.76

Mean age= 36.68		
<b>Sex</b>		
Male	32	29.8
Female	75	70.1
<b>Marital status</b>		
Married	91	85
Single	16	15

According to Table 1 above, 75(70.1%) of the respondents were females while 32(29.9%) were males. The age range of the respondents were 25 to 60 and a mean (X) age of 36.68) years with majority (88%) 42 years or below whereas, 85% or 91 respondents were married, 15% representing 16 respondents were single.

**Table 2: Emotional intelligence**

Valid	frequency	Percentage
18.00	1	0.93
29.00	1	0,93
36.00	1	0.93
37.00	1	0.93
42.00 – 44.00	6	5.60
45.00 – 47.00	9	8.41
48.00 – 50.00	12	11.21
51.00 – 53.00	12	11,21
54.00 – 56.00	8	7.48
57.00 – 59.00	23	21.50
60.00 – 62.00	22	20.57
63.00 – 65.00	8	7.48
66.00 – 68.00	3	2.80
Total	107	100

**Table 3: Self Esteem**

Valid	frequency	Percentage
35.00 - 38.00	1	0,9
39.00 – 44. 00	7	6.5
45.00 – 48.00	4	3.7
49.00 – 52.00	9	8
53.00 – 56.00	14	13
57.00 – 60.00	19	17.7
61.00 – 64.00	14	13
65.00 – 68.00	17	16.8
69.00 – 72.00	14	13
73.00 – 76.00	4	3.7

77.00 – 80.00	3	2.8
81.00 – 84.00	1	0.9
Total	107	100

**Table 4: Social maladjustment**

Valid	Frequency	Percentage
7.00 – 8.00	4	3.8
9.00 -10.00	8	7.4
11.00 – 12.00	36	33.6
13.00 -14.00	35	32.8
15.00 – 16.00	16	15
17 – 18.00	7	6.5
19.00 – 20.00	1	.9
Total	107	100

Table 5: The mean, SD and inter correlation of Emotion intelligence, self-esteem and social adjustment

S/No	Variable	Mean	SD	1	2	3	4	5
1	Social maladjustment	12.93	2.30	1.00				
2	Age	36.68	6.21	-.052	1.00			
3	Sex	1.30	.46	-.041	-.125	1.00		
4	Emotional intelligence	54.51	8.11	-.002	.188**	.070	1.00	
5	Self-esteem	60.31	9.62	.181*	.120	-.064	-.087	1.00

Key: \*=P<.05, \*\*=P<.02, SD= Standard deviation

Table 5 presents a descriptive statistics for the study variables. As can be observed from the table emotional intelligence was significantly correlated to social adjustment ( $P>.05$ ,  $r=.002$ ) indicating that people who are emotionally intelligent can adjust positively to social situation while self esteem was not significantly correlated to social adjustment having a positive relationship ( $P<.05$ ,  $r=.181$ ) indicating that people who have healthy self-esteem cannot adjust positively in social situation. Also age and emotional intelligence was correlated ( $P<.02$ ,  $r=.19$ )

**Table 6: Correlations**

Source	Social maladjustment	age	Sex	Emotional intelligence	Self-esteem
Pearson Correlation: Social maladjustment	1.000	-.052	-.041	-.002	.181
Age	-.002	1.000	-.125	.188	.120
Sex	-.041	-.125	1.000	.070	-.064
Emotional intelligence	-.002	.188	.070	1.000	-.087
Self esteem	.181	.120	.064	.087	1.000

Sig (1 tailed)	Social		298	338	492	031
maladjustment		.298		100	.026	.109
Age		.338	100		.238	.257
Sex		.492	026	238		187
Emotional intelligence		.031	109	257	187	
Self esteem						
N	Social	107	107	107	107	107
maladjustment		107	107	107	107	107
Age		107	107	107	107	107
Sex		107	107	107	107	107
Emotional intelligence		107	107	107	107	107
Self esteem						

**Table 7: Regression**

Source	Mean	Standard Deviation	N
Social adjustment	12.9252	2.30954	107
Age	36.6822	6.20651	107
Sex	1.2991	.46000	107
Emotional intelligence	54.5140	8.10819	107
Self Esteem	60.3084	9.62349	107

**Table 8: Shows the result of Pearson Correlation coefficient between self-esteem, emotional intelligence and social maladjustment**

Model	B	SEB	$\beta$	<i>I</i>	<i>p</i>
Constant	11.071	2.442		4.533	.000
Age	-.032	.037	-.086	-.859	.393
Sex	-.210	.493	-.042	-.426	.671
Emotional intelligence	.010	.028	.034	.339	.735
Self-esteem	.046	.024	.192	1.953	.054

Key: R=20, R2=.04, adjusted R2=---.003

**Predicting social maladjustment from emotional intelligence and self-esteem**

In multiple regression analysis, when emotional intelligence, self-esteem and social maladjustment were simultaneously analyzed, emotional intelligence was not significant to social maladjustment with a non-significant equation model  $F(4,106)=1.09$ ,  $\beta=.034$ ,  $P>.05$ ,  $R=20$  thus showing that there is a significant relationship between emotional intelligence and social adjustment. Self-esteem was significant to social maladjustment with a significant equation model  $F(\beta=192, P<.054, R2=.04)$  an indication that there is significant correlation between self-esteem and social maladjustment.

## 5.0 Discussion of Result

The aim of this study was to examine the influence of emotional intelligence and self-esteem on librarians' social adjustment as well as to establishing the relationship between emotional intelligence, self-esteem and social adjustment. To establish this, the study was guided by 2 hypotheses with Pearson Correlation Coefficient used to establish the association between emotional intelligence, self-esteem and social adjustment and regression analysis employed in testing the hypotheses. The multiple regression analysis shows that emotional intelligence has no significant relationship with social maladjustment thus showing a negative relationship. This indicates that there is a significant relationship between emotional intelligence and positive social adjustment. ( $r = .002$ ,  $P > .05$ ) thereby rejecting the first null hypothesis which states that there is no significant relationship between emotional intelligence and social adjustment.. In the case of self-esteem the analysis shows significant correlation with social maladjustment ( $P < .05$ ,  $r = .181$ ) an indication that there is no significant correlation between healthy self-esteem and social adjustment thus accepting the second null hypothesis that there is no significant correlation between self-esteem and social adjustment

The result also shows that emotional intelligence has influence on social adjustment as there is established relationship. In the first instance, the result shows that there is no significant relationship between emotional intelligence and social maladjustment which implies that people who are emotionally intelligence can adjust positively to social changes or situations. This no doubt supports the assertion of Higgs (2001) that there is a positive correlation between emotional intelligence and the function of intuition. According to Petrides and Furnham (2000), Positive emotional intelligence is a strong predictor of better psychological adjustment than high self-esteem whereas negative or low emotional intelligence is significantly related to depression, harmful and distressing behaviors. The argument here is that emotional intelligence can make one adjust positively to social situations. Jung, and Chung (2012). Study on the Effects of Self-esteem, Emotional Intelligence and Social Support on College Adjustment in First Year Nursing College Students in Korea supports the above finding as they reveal that a positive correlation was found between college adjustment and self-esteem as well as emotional intelligence. To this they declare: the strongest predictor of college adjustment were, self-esteem, emotional

intelligence, age, club membership, frequency of contact with faculty, and satisfaction with school life accounted for 57% of variance in college adjustment. To this end Wilbum and Smith (2005) posit that emotional and social adjustment resulting from positive self-concept can provide one with some kind of ability to face difficulties as higher self-esteem strengthens one's ability to efficiently tackle psychological problems.

On the other hand, the result of the study also indicates that self-esteem can influence social adjustment as there is significant relationship between self-esteem and maladjustment. This means, that people with high or what may be called healthy self-esteem find it very difficult to adjust positively to social situations. This finding conforms to that of Gao; Yao, Yao, et al. (2019) finding in their study *on* the mediating role of resilience and self-esteem between negative life events and positive social adjustment among left-behind adolescents in China. In which it was discovered that resilience and self-esteem mediated most of the effect of negative life events on positive social adjustment. Interventions they noted should be developed to improve the social adjustment of adolescents who are left behind, particularly the enhancement of resilience and self-esteem. Petrides and Furnham (2000), also corroborated the above finding as they infer that positive emotional intelligence is a strong predictor of better psychological adjustment than high self-esteem. Wilbum and Smith (2005) posit that emotional and social adjustment resulting from positive self-concept can provide one with some kind of ability to face difficulties as higher positive inclined self-esteem strengthens one's ability to efficiently tackle psychological problems. The outcome of the research by Mohammadi; Ghasemi, Jafari and Rad (2014), on evaluation of the relation between self-esteem and social adjustment dimensions in high school female students of Iran likewise supported the finding of this study as their finding indicated that the lowest correlation amount is related to the anti-social tendency (0.32) and the highest amount is related to educational relations (0.48). In general, it can be said that the influence that emotional intelligence and self-esteem has on social adjustment goes in opposite directions. While emotional intelligence acts in the positive direction, self-esteem is on the negative.

The implication of the finding of this study is that librarians in the course of their duties should not allow their sense of reasoning to be clouded by self-esteem rather, should be guided by positive emotional intelligence. The thought of 'Do you know me' should not be heard of in a librarian as this is definitely an end result of high self-esteem and a glaring way of exhibiting

inferiority complex. Ideally therefore, a librarian should endeavor to correlate positively emotional intelligence and self-esteem using his/her social intelligence to manage his/her emotions so as to effectively handle social situations or changes in the line of duty and for lifelong activities.

## **5.1 Conclusion and Recommendations**

The outcome of this study has shown that both emotional intelligence and self-esteem have influence on social adjustment. As the finding indicates; there is a significant correlation between emotional intelligence and positive social adjustment while there is a significant correlation between self-esteem and social maladjustment meaning that self-esteem has no significant correlation with social adjustment. The explanation is that emotional intelligence allows librarians to adjust positively to social situations whereas, a librarian with a healthy self-esteem will find it difficult to adjust positively to social situations in his/her place of work and in life-long activities. The argument is that librarians should be guided by their positive emotional intelligence and not by their high self-esteem with a high level of professional competence and skills.

Above all, becoming an emotionally intelligent librarian should be a journey and a process, not an arrival state or end result. In this context, reveals Bar-On (2006), an emotionally intelligent staff learns and applies emotional intelligence skills to improve: physical and mental health by gaining knowledge technique to break the habit of emotional reactivity (stress management); productivity and personal satisfaction by helping to harmonize his/her thinking and feelings (self-esteem and confidence); self-esteem and confidence by learning specific emotional intelligence skills (positive personal change); communication in personal and work relationship (assertion); ability to manage anxiety and improve performance under pressure (anxiety management); ability to quickly establish and maintain effective interpersonal relationship (comfort); ability to understand and accept differences in others and diversity issues (empathy); ability to plan, formulate, implement effective problem solving procedure in stressful situations (decision making); ability to positively impact, persuade and influence others (leadership); ability to direct energy and motivation to accomplish personally meaningful goals (drive strength); ability to manage time to meet up with goals and assignments (time management), ability to complete tasks and responsibilities in a timely and dependable manner (commitment

ethics) and ability to control and manage anger and improve performance under stressful conditions and situations ( anger management).

To this end, the application of the following suggestions in the opinion of the researcher will help:

- Librarians' performance and output should be enhanced with the use of emotional and social intelligence training (Hammed, 2011). In fact the optimal performance of the library should be the key target and goal of all librarians regardless of department or unit. This implies that for any librarian to excel in his/her area of responsibility, apart from training and skills, the librarian should be able to recognize self especially in the area of self-emotional, so that it does not become a stumbling block in discharging his/her assigned responsibilities or task. In other words, emotional intelligence should not be seen as library services exclusive but also a necessity for life-long activities and endeavors as to building a resilient and capable human face of globalization and changing demand of users in a world of emerging technology. Efforts therefore must be made through re-training, workshops and conferences to enhance librarians' emotional intelligence and proper application of self-esteem in tackling social situations in work places and beyond. This is so imperative going by the assertion of Mayer, et. al (2007), that individuals with high emotional intelligence pay attention to use; understand and manage emotions and these skills serve adaptive functions that potentially benefit themselves and others. Furthermore, it is believed that emotional intelligence has a stronger influence on intelligence quotient (IQ) and can be enhanced if taught in a certain way Goleman (1995) reveals;
- In the area of self-esteem, inasmuch as it is a personal opinion of one self and shaped by the individual's relationship with others, experiences and accomplishment in life, a healthy self-esteem is a sine-qua-non for a librarian's mental well-being and self-concept. To this end, library management should ensure that librarians achieve healthy self-esteem by setting for them attainable goals (SMART GOALS) and overseeing to their successful accomplishment. The outcome no doubt will increase the librarian's self-confidence, assertiveness and feeling valued as prelude to handling social situations;

- Library management; library education policy-makers, library education curriculum planners and library affiliated bodies should collectively design a library education curriculum that will include in librarians' trainings programmes and courses on self-esteem and emotional intelligences and their proper application in librarianship considering the fact that librarianship is a profession that is solely responsible for providing social services and are bound from time to time to encounter social changes as a result of emerging technology that is bringing changes in the information needs of their teeming clients. Such programmes and courses will assist librarians in developing better strategies for better library service delivery. Library education programmes should provide instructions for new librarians to increase their understanding and knowledge of self-esteem; emotional intelligence methods, programmes or strategies that might be employed in directing and encouraging library users and other stakeholders. Understanding emotional intelligence and self-esteem and how their proper application affects librarians' behavior management would be valuable to any librarian who lacks the knowledge. The indication is that emotional intelligence encompasses various abilities that can be improved when a person learns about this intelligence thereby reflecting upon his/her own behavior or attitude at the place of work;
- Library and university management as well as contracted recruitment agencies should as a matter of policy make emotional intelligence and self-esteem test as one of the basic criteria for selection and employment of librarians in any university library and by extension any library;
- Librarians in-training and newly employed librarians should at the point of training and entry into service be made to understand and face the fact that as a social worker and information service provider, he/she is a servant and not a boss; a mediator between the information sources and the users and not a commander; a link and not a disconnect therefore should apply the best of emotional intelligence and social embedded self-esteem. This is built on the premise that a librarian with positive emotional intelligence thinks first of the satisfaction of his client and the goal of the library before self. In this regard, he/she should be accommodating; tolerant; focused, humble; a good listener and courteous and should not allow his/her self-esteem to becloud his/her sense of judgment when it comes to social adjustment in his/her line of duty just as posited by Petrides and

Furnham (2000), positive emotional intelligence is a strong predictor of better psychological adjustment than high self-esteem.

On a final note, an emotional intelligent librarian should be one who always sees the glass of water as half-filled and needs to be topped up; a problem solver and not a problem identifier, one that sees every task as possible and not impossible, one who thinks outside the box,- very creative and innovative; a team player who carries every one along and handles every situation calmly without sentiment or emotions attached and does not allow himself to be guided by his own idiosyncrasy or so called 'self-efficacy.

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