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## Librarians' emotional Intelligence as correlate of effective library management and performance

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## **Librarians' emotional Intelligence as correlate of effective library management and performance**

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### **Abstract**

The study investigated the connection between emotional intelligence and effective management of the library and librarians' performance. The study adopted a survey research design with a sampled population of 370 selected among librarians working in different libraries in Nigeria through purposive sampling technique. The study was guided by three research questions and three hypotheses that were tested at 0.05 level of significance. The instruments used for data collection for this study were Librarians Emotional Intelligence Scale (LEIS) adopted from Adimora, Akaneme and Umeano (2013), Librarians Library Management Scale (LLMS) adopted from Turanlis (1999) and Employees Performance Scale (EPS) adopted from Gürkanlar (2010). To establish the reliability of the instruments used, Cronbach Alpha was used and the reliability indices stood at 0.74, 0.94 and 0.93 for LEIS, LLMS and Employees Performance Scale respectively. The data collected were analyzed using Pearson-Product Moment Correctional Coefficient ( $r$ ), whereas, the hypothesis were tested using One-Way Analysis of Variance (ANOVA) with Statistical Package for Social Sciences (SPSS) as well as with correlation analysis and regression analysis for clearer establishment of the relationship between emotional intelligence and librarians' performance. The outcome of the study reveals that there exist high positive relationship between librarians' emotional intelligence and the effective management of university libraries. It also shows that there is low positive relationship existing between librarians' emotional intelligence and their gender. In line with findings, it was recommended, that librarians should take into cognizance both their own emotional intelligence and that of their clients in the course of duty for effective library management as well as create good and conducive library climate and development of intervening programmes aimed at increasing librarians' skills in library management irrespective of gender.

**Key Words:** Librarians, Emotional intelligence, Library management, Organization, Effectiveness, Performance

## **1.0. Introduction**

### **1.1. Background of the study**

Library is a critical part of an educational institute. Usually, it has to roll out fine but complex tasks to maintaining records of books. When the institute is focusing on delivering quality educational services, a well- managed library is part of the service. All said and done, the library as a social institution that is established to providing information services to their teeming customers does not operate in isolation of humans. The assertion that the library is a place where information materials are acquired, processed, organized, stored and preserved for dissemination to potential users at the right time though factual, does not in any way recognize the position of the goose (the librarian) that lays the golden age. In my opinion, the definition is deformed thus calls for a reframe. In the line of the information/knowledge world, the library should be seen and recognized as a place where librarians meticulously and articulatively select, and acquire information materials, tools and related technologies and systematically process, organize, efficiently store and preserve them for effective dissemination to intended users at the appropriate time. It is worthy of mentioning that this erroneous conception also bewildered computer when it was seen as an electronic device that accepts data through an input device; process and release them as information through given output devices. At this pointing time, the only considerations were the peripheral (hardware) and the software. As years past, computer scientists realized that computing activities cannot be possible without the human aspect thus the inclusion of human-ware which now makes the human-ware the most important of the five components of computer.

The analogy is that there is no library without the humans who are professionally trained to manage the resources and work towards the realization of the functions and objectives of libraries of every sort. To this librarians as social workers on daily basis come in contact with users from various ethnic groups with diversified culture, different status and background, belief and attitude etc that may be quite different from that of the librarians. The implication is that the librarians must turn masters of emotional control in the face of individual differences that pave way to attitudinal problem which likely may negate the librarians' feelings or thought and a situation that may be detrimental to their effectiveness and performances resulting to stress and emotional burst. The emphasis is that as libraries continue to survive in today's daily emerging

technological world, it is required that they have librarians who work towards the realization of the objectives of the funding bodies, organisations or institutions. Ensuring the retention and success of these librarians and their effectiveness in service delivery and efficiency in job performance when it comes to being effective in control of assigned responsibility depends largely on the emotional abilities in addition to the cognitive intelligence. In fact, librarians with higher emotional intelligence should be in better positions to create innovative corporate culture approach which will bring about effective management of the library and ensure that all library staff adopts this approach.

Steinmayr, Dinger and Spinath (2012), posit that Emotional Intelligence is the most important factor for individual and social prosperity. Emotional intelligence (EI) as explained by Salovey and Mayer (1990); Law, Wong and Song (2004) and Pan, et al (2014), is a multi-faceted construct that consists of our ability to perceive, monitor, regulate and use emotions. The underline factor is that any library with librarians that maintain high level of emotional intelligence is only an arm away from achieving her goal. As explained by Economics Times (2020), emotional intelligence 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 level emotional intelligence can contribute to effective service delivery and commitment of librarians in taking care of users' enquiry. Emotional intelligence is seen as a person's ability to recognize his/her relationships with others with meaningful reasons in order to solve any emerging problem and to adapt him/herself with emotion-related feelings so as to understand others, the capacity to distinguish and understand the emotional interpretations of others and to use these information to manage him/herself and others accordingly, along with the tools and methods needed to conduct these processes (Mayer et al, 2000 & Salovey and Mayer, 1990). While in the words of Sharma, and Singh (2005), library management is a sub-discipline of institutional management that focuses on specific issues faced by libraries and library management professionals It is after the due assessment of the two concepts that the need to carrying out a study on the relationship and impact on librarians performance arises.

## **1.2. Statement of problem**

Librarians are first and foremost communicators. Although there is no such thing as a 'typical day', for librarians most days are usually involved in meetings, either to discuss projects, ideas, or challenges, or to pass on information, instruction, or training. Librarians need to be able to promote themselves, the profession, and their services. Librarians often have to advocate hard for their library, especially during times of political upheaval. Part of advocating for the library successfully is resource management; learning to operate efficiently with fewer resources is crucial to success. So as libraries strive to survive in an era of emerging technology, it is required that they have the qualified librarians who work towards the realization of the objectives of the libraries. Ensuring the retention and success of these librarians, and their effectiveness in service delivery and efficiency in job performance when it comes to being effective in control of assigned responsibility depends largely on the emotional abilities in addition to the cognitive intelligence. In fact, librarians with higher emotional intelligence noted Houghton (2018) should create innovative corporate culture approach which will bring about effective management of the library and ensure that all library staff adopts this approach. As people become successful and happy in their private and professional lives, it has been noticed that cognitive intelligence is not enough itself and this has caused an increase of importance of the emotional intelligence concept Houston (2020) added.

It is in view of the above that this study has become necessary as to establishing the relationship between librarians' emotional intelligence and effective library management as well as the effect of emotional intelligence on librarians' performance, beside the fact that no study of this sort has been carried out in Nigeria.

### **1.3. Objectives**

The main objective of this study is to find out the relationship between Librarians' emotional intelligence and effective library management and on whether it has a performance impact on librarians. Other objectives include to:

- I. Establish whether emotional intelligence has direct effect on librarians' performance.
- II. Investigate the relationship between librarians' emotional intelligence and gender.
- III. Know whether there is a relationship between librarians' management skills and their gender.

#### **1.4. Research questions**

- I. What is the relationship between librarians' emotional intelligence and effective library management?
- II. Does emotional intelligence have a direct and positive impact on librarians' performance?
- III. Is there any relationship between librarians' emotional intelligence and their gender?

#### **1.5. Hypotheses**

- I. There is no statistical relationship between librarians' emotional intelligence and effective library management.
- II. There is no significance relationship between librarians' emotional intelligence and their gender.
- III. There is no statistical significant relationship between employees' emotional intelligence and performance.

### **2.0. Literature Review**

#### **2.1. Conceptual overview**

##### **2.1.1. Intelligence**

To understand the concept emotional intelligence, it is pertinent to first of all, examine the concept 'intelligence and emotion'. The use of the word intelligence could be traced to the time of Aristotle. 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.

According to Sternberg (1996), the intelligence is mental abilities that are necessary to select the environment, to form it and to comply with it. According to this definition, the intelligence is not only reactive, but also proactive. In addition to the individual adaptation, it is important to select and form the environment. Many people with creative and practical intelligence are people who are capable of lasting effects on those around, and change the environment for both themselves and other people (Sirem 2009).

### **2.1.2. Emotion**

According to Goleman (2013), emotion is the tendency of a feeling and certain specific thoughts of this feeling, psychological, biological states and series of movements. 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 its 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.

### **2.1.3. Emotional intelligence**

As explained by Salovey and Mayer (1990), emotional intelligence emerged as understanding of one’s own and others' feelings, emotions, the feature of control, and the emotional reasoning ability. 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.

According to Salovey and Mayer (2008), there are three dimensions of emotional intelligence: Evaluation Emotion, Emotion Regulation, and Ability to Use the Emotions as Intelligence Gürbüz and Yüksel (2008), posit that the concept emotional intelligence has been used to describe the emotional attributes such as empathizing, expression and comprehension of emotions, controlling temperament, ability to adapt, admiration, solving interpersonal problems, persistence, compassion, and respect” According to Cooper and Sawaf (1997), the emotional intelligence is the ability to use, feel and understand effectively the power and quick perception of emotions, human energy information and their relationships as a source of its influence. Accordingly, Goleman (2004) identifies in his emotional intelligence model five emotional domains thus: Self-awareness; Self-regulation; Motivations, Empathy and Social skills On the other hand, Mayer and Salovey (2008) presented a primary model for emotional intelligence that

has four modules of abilities that include assessment, expression, and emotional regulation in others and us and emotional usage. The four dimensions they explain are embedded in two branches as:

- ❖ First branch -**Emotional Perception**, which includes the ability to develop emotional self-awareness and to express these emotions and emotional needs correctly and
- ❖ Second branch they termed **Emotional Facilitation** of thinking (emotional decision making) which includes the ability to differentiate between a variety of emotion and cognition that reflect on thinking.

#### **2.1.4. Library management**

To properly understand library management as a concept, it is pertinent for us to understand management in the general context. According Terry and Franklin (1992), management is a distinct process consisting of activities planning, organising, actuating and controlling, performed to determine and accomplish stated objectives with the use of human beings and other resources.” While Koontz and Weihrich (2015), describe management as the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims. Sheldon (2019), defines management as the function concerned in the execution of policy within the limits set up by administration and the employment of the organization for the particular objects before it. Management is also seen as a social process entailing responsibility for the effective and economical planning and regulation of the operations of an enterprise to fulfill a given purpose or task.

So the question therefore is: what is library management? In the general purview, all activities concerned and involved in the library work and services are called library work with the business production and library service with the sale of goods in business. Library is a business centre but the only different is that it is a non-profit business which is a combination of characteristics of all forms of business structure. So as a business, the library needs to be well organized in order to perform the business effectively. It counts a little whether it is small or large library because the kind of work performed is the same. Imperatively, library management is not about librarians sitting down behind the desk waiting for users to attend to or coming up

with enquiry of one sort or another. In fact effective library management is too far from that. As explained by Sharma, and Singh (2005), Library management is a sub-discipline of institutional management which explains Bliss (2020), is the process of laying out plans and organizing available production resources to run a successful organization which can also be called strategic financial management and which steps in generally include identifying the current situation, identifying the desired situation and determining the steps necessary to get there, focuses on specific issues faced by libraries and library management professionals. Library management they added encompasses normal managerial tasks, as well as intellectual freedom and fundraising responsibilities and issues faced frequently overlap with those faced in managing non-profit organizations. The basic functions of library management include, but are not limited to: planning and negotiating the acquisition of materials, Interlibrary Loan (ILL) requests, stacks maintenance, overseeing fee collection, event planning, fundraising, and human resources. (McClure, 1980). The implication is that efficient administration requires planning, forecasting in relation to the objectives. Sensible organizations and group appropriate activities, calculate materials and personnel requirement. Harrod (1977) writes that the library organization is the set or process that is creating a systematic union of individuals in a body where official agents, members work together for a common end. Library as an organization creates machines and management runs them. He went ahead to describes the organization as the framework of management because it is set out discussion and distribution of the total responsibility into relevant relations or grouping for effective performance

As argued by Job Description and Resume Examples (2020), If you are looking to running a great library where your patrons are fully satisfied with your delivery, you would certainly need to have some library management knowledge and skills as running a library may seem like an easy task, however, performing the day to day librarian duties of making books available to readers may not be as easy as we see it to be as managing a library is an enormous task that has now required that librarians know how to plan, organize, collect and disseminate information. It reveals that library management involves a lot of stuff like planning, making decisions concerning the library's goals, organizing; assembling, and if need be coordinating human and other resources required to actualize the library's goals; controlling; monitoring the various performances of the library, and even leading by way of putting efforts to stimulate high performance. To this end, library as an institution which accumulates the knowledge and

transmits the same to the public and succeeding generations and exploration of new knowledge and as the backbone of education requires efficient organization to serve their users in dissemination of knowledge. (Singh, 2005). Therefore, library resources has strategies for its effective management which are planning, organizing, directing, staffing controlling and co0ordinating not only that it involves taking care and preserving them against damages of any kind, checking the human (i.e.) the library users so that they will not miss-manage them.

### **2.1.5. The effectiveness of library's service**

As a result of cultural, technological and organizational changes, which are taking place globally, the needed transformations which libraries ought to undergo can be perceived. The transformation is notably necessary in the tasks and the aims of functioning. For instance, in the early part of the 21<sup>st</sup> century, the library was perceived as non-profit service organizations, whose main task is to provide services of high quality for the environment, which are the library users. The possibility of their functioning then most often depends on the role they play in their environment and on demonstrating the positive effects of their actions. All these assertions have changed as there is now a paradigm shift in which the level of the society's education has become the main factor that decides about the development of countries. The integral elements of the educational system are the libraries and the knowledge transmitted by them is the most valuable and the most wanted raw. This is why increasing of the effectiveness of libraries can be significant as far as the creation of the environment in which they function is concerned. What is more, it allows the improvement of effectiveness of their actions and better realization of aims, tasks and social functions.

As explained by Kazemi (2002), in the library literature there is no single common definition of the effectiveness of functioning of a library, rather, libraries' action is more often considered from the point of view of its effectiveness and marked on the basis of the adopted factors.

According to Oxford Advanced Learner's Dictionary (2010), effective means producing the result that is wanted or intended; producing a successful result. In the view of Gardner (1983), effectiveness, positively marked compliance of the result with the aim whereas Ashkanasy, Ashton-James and Jordan (2004), posit *that* effective indicates ones which lead to the aim as the intended event. The definition is more widely described in the Encyclopedia of Organization and Management (1982), which describes the term **effectiveness** as one of the kinds of ability of

acting marked on the basis of approaching the aim, which had been intended and is the base of the mark. According to Alagheband, (2003), acting is effective if the subject has reached the aim fully or at least made it easier to reach in future. When a subject has not approached the aim, the acting is not effective (neutral), and when reaching the aim was more difficult or impossible it assumed that the whole effort is in-effective. In some cases he stated, the aim can be reached only in total; then the effectiveness is not graduated. When the aim can be divided into elements, the effectiveness is graduated. Anti-effectiveness is graduated because the difficulties caused by the action can have different scales he added. While Bachman, Stein, Campbell and Sitarenios, (2000) opine that effectiveness is similarity between organizational behavior and organizational expectations ineffectiveness does not graduate.. Furthermore, according to Howorka (1981), the measure of the effectiveness is a degree of reaching the aim. Consequently declares Carmeli (2003).determining the degree of the effectiveness of a library's functioning and approaching its increase requires defining the aims of its action, which are in agreement with the users' and the library's surrounding expectations. He explains that the aims which the library will undergo marking the effectiveness, can be short, medium or long-term. The effectiveness of the long-term aims of a library is influenced by the degree of realization of the short- and medium-term aims. The effectiveness of library work can be also considered with the view on the division into organizational units, so branches, department and positions or functions, which a library fulfils; for example, the mark of effectiveness of the information function of a library, the cultural function etc. Whatever the chosen form of marking the effectiveness is, it has to have a particular direction of actions, according to which marking will be done. While determining the effectiveness of library functions the element of the task realization cost is omitted. What is significant is the degree in which a library is closer to the intended aim (Bachman, Stein, Campbell, & Sitarenios, 2000)

Hall. Schnkider, da Nygren, (1970) asserted that categories of efficiency, quality, optimality, ability and rationality are connected with the effectiveness. In the library field, they are characterized with a variety in definitions. It is often the case that effectiveness is identified with efficiency. According to Bailey (2003), providing information services includes the term information effectiveness, which is determined as providing information effectiveness with the smallest use of time and effort possible; time and effort are essential to getting to know it and use it by efficiency of the information system oriented to shorten the cycle of its elaborating, sending and

passing; fullness and choice of the information sources, and as a consequence a set of information materials; the degree of concentration of information elaboration; information quality” (eliminating the inaccurate information); the way of elaborating information, adapted to the needs and individuality of a user, providing the best perception in minimal time According to the same definition the effectiveness of information systems is described with the help of factors: accuracy, information noise, information effectiveness and searching information. Going by the above definition, effectiveness is influenced by efficiency, which is considered to be the measure of effectiveness. Goleman, (1998). analyzing the differences in defining the term effectiveness of library work in the world’s literature, specified seven main currents in perceiving and development of this category thus:

- ❖ Effectiveness as the degree of aims’ realization (efficiency),
- ❖ Effectiveness as the degree of satisfying users’ needs,
- ❖ Effectiveness as the quality of services,
- ❖ Effectiveness as possibilities of realization of users’ needs and the library owner’s expectation,
- ❖ Effectiveness as the library’s possibilities of gaining the needed resources,
- ❖ Effectiveness as the ability to achieve balance and stability and
- ❖ Effectiveness as the degree in which the clients, the decision makers and the system administrators are satisfied with the service system.

Effectiveness understood as the degree of aims’ realization (also the library efficiency) is sometimes identified with effectiveness, perceived as the degree of satisfying the users’ needs, because the precedent aims of a library should be the realization of its surrounding’s needs.

However, such an understanding of this category excludes a situation when the library’s aims are not directly convergent with the users’ aims and are connected with the requirements or needs of its administrators. To this end, Day and Carroll. (2008) state that effectiveness is most often described as proportion of the reached benefits (the effects, the results) to the outlays, and an effective system or an organization is the one which gives effects and is characterized by productivity and efficiency. They then suggested that since the aim of library work is to satisfy the users’ needs, then the need to use the following formula to describe effectiveness:

$$E = P/N$$

where:

E – the effectiveness of library work

P – the users' needs, satisfied in the test time

N – the expenditures essential to realize the users' needs (material and non-material resources)

Penc (1999) indicates that effectiveness is also the ability to current and strategic adopting to changes in the environment and productive frugal use of the resources for the realization of the adopted structure of aims. Eby; Freeman, Rush, and Lance (1999) reveal that in the norm *ISO 11620: Information and documentation*, the factors of a library functioning, presented are more than twenty factors of work quality for different types of libraries, including recommendations to measure systematically and mark the effectiveness of functioning of libraries, which can cause a more effective realization of their mission and strategic aims. This norm states Grubb & McDaniel (2007), defines effectiveness as the measure of the degree in which particular aims are realized placing it as a more significant element than the term effectiveness. According to Cherniss (2001), it is a mistaken and inaccurate identification of library's aims that causes a decrease in efficiency and effectiveness of its work. Majchrzak (2002) writes that the measurement of work effectiveness, which is based on determining and marking the work effectiveness and on informing about the results of the employees' work, is a significant instrument of managing with the changes, which influence the shape of attitudes and behaviors of workers. To Delaney and Huselid (1996), effectiveness is a positive feature of action giving a positively make result, no matter if it was intended (effective and efficient action) or not (effective action). In the opinion of Gardner (1983), libraries' actions, as a result of favorable conditions, can be effective, although the forms and methods of its functioning are not precisely planned. He also observed that, there may be a situation, when the inside and outside factors influencing the library change their character for a negative one and then library's functioning can be marked as ineffective. Approaching effective library functioning includes more conscious and aimful elements, which are not passive to the environment but they have a dynamic and creative character he added.

Dunham, Grube and Castenada (1994), distinguished effectiveness in technical and organizational sense and economical effectiveness. In their words, economical effectiveness is seen as maximization of profits, which is possible due to production and to the market of goods and services. While technical and organizational effectiveness is more identified with efficiency and is understood as achieving the best technical and organizational results with the available

resources. As far as manufacturing organizations are concerned, producing a merchandise of high technical parameters (which is one characterized with high technical effectiveness) does not have to be related to economical effectiveness. The price of a product, as a result of too expensive components including technical effectiveness, can cause lack of market on the product and a decrease in the economical effectiveness. As far as libraries are concerned, both organizational and economical effectiveness have one aim; providing users' satisfaction with the offered services. The organizational and technical effectiveness of a library means creating an efficient library system providing the satisfying of users' needs, and the economical effectiveness is nothing else but maximization of library profits by satisfying the users and the environment.

### **2.1.3. Staff Performance**

Kazemi (2002) defines performance as an individual's success criteria in their work which is usually calculated as a personal output rate (e.g., sales or production) or evaluated as the success rate compared to expectations of the organization. While Bailey (2003) sees human performance as the result of the actions set to achieve pre-specified goals based on a specific standard. This may include actions or behaviour of all non-observable mental processing for instance, problem solving, decision-making, program planning and reasoning. Performance has also been defined as an effective effort performed for reaching a goal, or a success of fulfilling a job effectively, of execution and completion. Performance is a quantitative and qualitative expression, where the person, group or business doing the work can reach for intended destination related to this work revealed Baş and Artar (1990). Whereas to Yıldız et al (2008), performance is a concept describing how a person can use its own potential or real knowledge, skills and abilities in order to able to reach its own goals or expectations. It is the percentage of using the capacity of people in order to complete a work successfully in a certain period of time. Consequently, Job performance is one of the most important dependent variable. Borman and Motowidlo (1993) identified two types of employee behavior that are necessary for organizational effectiveness as task performance and contextual performance. Contextually, they defined performance as individual efforts that are not directly related to their main task functions. According to Werner (2000), these behaviors are important because they shape the organizational, social, and psychological contexts serving as the critical catalyst for task activities and processes. He

explains that Job performance depends upon various factors which include: Job Attitude, Job Satisfaction, Job Involvement, leadership and organisational commitment. All these factors influence vital role in performance of employees in an organisation.

## **2.2. Theoretical and empirical framework**

Lwehabura and Matovelo (2000), stressing the importance of effective management for a successful and productive organisation noted that library and information services managers have a centre stage role for leading their subordinates in the process of bringing an effective management and good work output for their organisations. They emphasized on the importance of librarians and their subordinates working together through managerial roles and sharing a strategy for an effective management process thus revealed that self-management, understanding individual's behaviour, assertiveness, delegation, empowerment and good relationships are some aspects that could help to harness an effective management process to improve and strengthen productivity.

Inasmuch as librarians are seen first and foremost as communicators, it will be rather very absurd to conclude that that is the only job they do. In fact, there is no such thing as a 'typical day', for librarians as most days "usually involve meetings, either to discuss projects, ideas, or challenges, or to pass on information, instruction, or training. As confirmed by Houghton (2018), most days start with checking in on urgent email, social media communication, and voicemails. Bergquist and Pawlak, (2008) posit that effective managerial culture, influences the ways librarians approach their work as they also seek to protect the life of the mind and defend knowledge for knowledge's sake. At the same time, strive to create effective and efficient operations that are responsive to the needs of users. According to Houghton (2018), librarians need to be able to promote themselves, the profession, and their services. Librarians often have to advocate hard for their library, especially during times of political upheaval. Part of advocating for the library successfully is resource management - learning to operate efficiently with fewer resources is crucial to success. The implication she stated is that for effective service delivery, an effective librarian has to have good networking skills and demonstrating and tracking success as part of advocacy which includes monitoring library statistics in addition to supervising the work of the staff.

The workplace represents a distinct social community, separate from our personal lives, in which there is growing appreciation that higher EI allows a person to understand themselves and others

better, communicate more effectively, and cope with challenging situations. Utilizing and developing emotional intelligence in the workplace can significantly improve the personal and social capabilities of individuals within that workplace (Houston, 2020). He explains that EI is about managing emotions in order to improve job performance and, in turn, helping people stay calm and to think logically in order to establish good relationships and achieve goals. As observed by Gunu and Oladepo (2014), the ability to recognize our feelings and those of others and manage emotions well in ourselves is the major contributing factor to employees' performance and organizational commitment. Emotional intelligence is relevant for predicting organizational commitment and employees' work performance because most jobs require the ability to manage emotions they opine. They further stated that EI has been found to be an important predictor of various enviable organizational outcomes, such as job performance, job satisfaction, organizational citizenship behaviour, and organizational commitment. Emotional intelligence involves managing feelings so that they are expressed appropriately, therefore enabling people to work together towards common goals in a constructive and transparent environment. According to Jordan, Ashkanasy and Hartel (2002), the earlier claim by management researchers in the past decade that emotional intelligence has an influence on performance and productivity is not only true but also that high emotional intelligence affects all aspects of management.

Furthermore, Ahmed, Sabir, Rehman, Khosa and Khan (2016) reveal that in the employment field, work pressure, anxiety, employee's stress, agitation, depression or irritability all are related to the various factors of emotional intelligence. All these emotional intelligence symptoms they stated could harm employee's performance. It can direct either a higher or lower level of morale, which will ultimately impact employee's performance in a positive or negative way. Wall (2008), states that in addition to their technical skills, employees should focus on improving their emotional intelligence. This he reveals will lead to an improvement of the interaction amongst employees and consequently lead to better performance overall. Keeping this in mind, an organization should focus on developing better emotional intelligence of its employees. In his contribution, Goleman, (1998), posits that a person becomes more pliant and hopeful through emotional intelligence. While Brackett; Rivers; Shiffman, Lerner and Salovey, (2005), State that leaders have been found to have high emotional intelligence. Furthermore, emotional intelligence helps a person avoid unproductive activities that are the by-product of an unhealthy

lifestyle and a depressive disposition. Researches have also shown that emotional intelligence affects the quality of work in a positive way as well as the relationship an employee has with the employer, consequently it improves a person's as well as organization's performance (Goleman et. al., 1997 & Ali, 2013). George (2000) also affirms to the above assertion as he declares that multiple studies have confirmed the importance of emotional intelligence in modern-day workplace. In the opinion of LaParo and Pianta (2003), emotional intelligence skills could be said to enable employees reduce negative stress in workforce, build healthy relationships and communicate effectively with customers and also enable them to be more productive and skillful in using their emotional expression to promote enthusiasm and to guide and manage customers behaviours towards creating an optimal working environment characterized by low level of conflict. In this vein, Dincer (2007) agreed that educators with high level of emotional intelligence can mould individuals from different age groups to lead a whole life.

On the contrary, researches have also revealed that emotionally exhausted employees are at risk of becoming cynical and callous and may eventually feel they have little to offer or gain from continuing and so drop out of workforce (Jennings and Greenberg, 2009). They further maintained that aside dropping out of the workforce they may tend to stay unhappily-coping by maintaining a rigid working climate enforced by hostile and sometimes harsh measures and bitterly working at a sub-optimal level of performance. Osher, et al (2007), in their study noted that under this condition, such employees may resort to reactive and excessively punitive responses to students which do not teach self-regulation and may contribute to a self-sustaining cycle of disruption and poor management

Goleman (2008) states that there are no perceptible gender difference in emotional intelligence. However, some variation between men and women could be observed in certain aspects of emotional intelligence. In their study, Mayer and Geher (1996), Martin, Yia and Hayley (2006), show that the women respondents were emotionally more intelligent than their male counterparts. Akomolafe (2011), on the other hand, found no significant difference between male and female teachers emotional intelligence. Sreekala (2010), also carried out a study on emotional intelligence of educators and found out that the 't' value between male and female educators on the basis of gender is not significant.

Statistics shows that, in the near future, those managers who are able to communicate and work with their staffs on good terms will definitely prevail over those who do not possess this quality. In this light (Goleman, 2000).declared: ‘obviously, emotional intelligence is an undeniable element in achieving a suitable level of communication with staffs’. Quite a number of researchers assert that a high level of emotional intelligence is linked with better performance in self-adjustment, self-expression, independence, compassion with others, self-control, optimism and self-functionality (Early and Ang, 2003 & Killgore et al 2008). Emotional intelligence is defined as a set of factors that lead an individual towards a better and healthier relationship with others (McMullen, 2003).

Accordingly, write Ghodsi, Ahmadi & Ardestani (2013), organizations are seeking talented managers who attain social capabilities and communicative skills. Managers who are good listeners, assertive speakers, considerate of others’ feelings and good at conveying their own thoughts; briefly put, they are required to provide a lively atmosphere in work place in which everyone improves. Excitement capabilities are of high importance for skillful remedying and problem solving procedures. In fact, emotional intelligence determines the success of a person who has lower IQ compared with the failure of a manager with higher IQ. Meaning, managers with mediocre IQ and high emotional intelligence are more likely to succeed compared with ones with higher IQ and lower emotional intelligence (Abarnard, 2002).

Ghodsi, Ahmadi and Ardestani (2013), in a study on the relationship between Managers’ Emotional Intelligence and Organizational Effectiveness: A Case Study in Farhangian University, conclude that emotional intelligence has proved to be incredibly effective on the success rate of managers. Those who acquire high emotional intelligence are more able to resist and deal with stress prone situations, can pave the way for more improvement in their work environment, and are not easily affected by ups and downs along the way to growth they added. As noted by Goleman (2013), a good leader must be inspiring, motivating and can create commitment among his subjects; besides, he ought to try to improve his emotional intelligence abilities day by day and alter his management strategy to adapt the organization’s requirements. Babaie-Zakili (2006) infers that successful managers are excellent motivators and put an extra

stress on the promotion of emotional intelligence capabilities. Mardanluu (2005) on his own part, examined the impact of emotional intelligence on 100 most prosperous Iranian companies selected by the Ministry of Mining and Industry. The findings of this research proved the fact that there is a dramatic relation between success and EQ. Findings of a research conducted by McColan (2000) suggest that at an international food company, units whose staff acquired relatively higher emotional intelligence gained unexpected annual revenue( up to 15 to 29% growth), whereas other units recorded lower than expected. Writing on the importance of Emotional intelligence, Houston (2020), explains that it can lead us on the path to a fulfilled and happy life by providing a framework through which to apply standards of intelligence to emotional responses and understand that these responses may be logically consistent or inconsistent with particular beliefs about emotion. Revealing that as the workplace evolves, so too does the body of research supporting that individuals (from interns to managers) with higher EI are better equipped to work cohesively within teams, deal with change more effectively, and manage stress – thus enabling them to more efficiently pursue business objectives.

Other Theoretical development research include: Torabi (2003), Mardanlu (2005), Raiesi Nasir Pouri, Karami (2005), Abdoli et al (2010) reported that there is significance in emotional intelligence variables and managers' performance. Findings of Rays (2004) Mayer and Salovey (1997) and Lyons and Schneider (2005) also point at the same direction..

### **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. The librarians numbering 370 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 370 made up of 208 female and 162 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 certified librarians) This number was selected among librarians in Nigeria with the aid of 2019 Librarians registration Council of Nigeria 2019 list of Certified Librarians in Nigeria. All the 370 respondents who were selected and agreed to participate in the study returned their questionnaires thus the sampled population for this study.

### **3.3 Instrument for data collection**

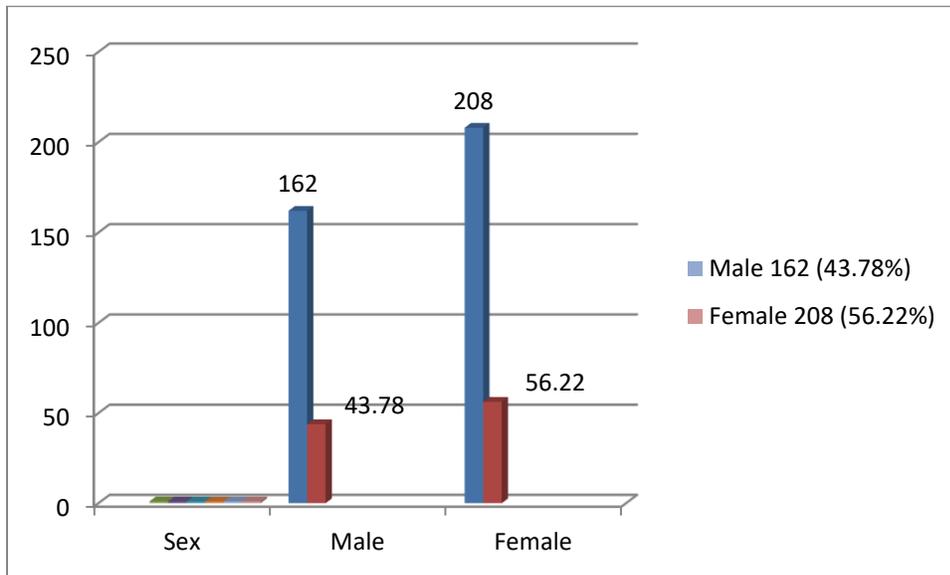
The principal instrument used in collecting data for this study, is the questionnaire. The 370 who form the respondents completed Librarians Emotional Intelligence Scale (LEIS) adopted from Adimora, Akaneme and Umeano (2013), and Librarians Library Management Scale (LLMS) adopted from Turanlis (1999) The LEIS 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 LLMS a 11-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 the effectiveness of the library management and Employees Performance Scale (EPS) adopted from Gürkanlar (2010). The employee performance questionnaire was made up 12 items prepared also in Likert 5-point scale. This instrument has direct and reverse scoring pattern, thus there is no right or wrong answers.

### **3.4 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 connection between emotional intelligence, effective library management and librarians’ performance. 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, effective library management and librarians’

performance. The statistical level of significance set at  $p \leq 0.05$ . To establish the reliability of the instruments used, Cronbach Alpha was used and the reliability indices stood at 0.74, 0.94 and 0.93 for LEIS, LLMS and Employees Performance Scale respectively Prior to the use of the instrument, LEIS was subjected to face validation while LLMS was face validated by three experts: two from Psychology and the other from Educational Measurement and Evaluation. Their suggestions were effected. It is pertinent to mention that it took the respondents a month to return their completed questionnaires through e-mail.

#### 4.0. Data presentation and analysis



**Figure: 1 Sex**

According to figure 1 above, 208(56.22%) of the respondents were females while 162(43.78%) were males

**Table 1: Demographic representation of the 370 respondents**

Variable	Frequency	Percentage
<b>Age</b>		
≤42	304	82.16
≥42	66	17.84
Mean age= 37.70		
<b>Marital status</b>		
Married	315	85.14
Single	55	14.86

The data in table 1 revealed that the 307 respondents, were within the age range of the 25 to 60 years and a mean (X) age of 37.70) years with majority 302 (82.16%) within 42 years or below whereas, 85.14% or 315 respondents were married, 14.86% representing 55 respondents were single.

**Table 2: Summary Pearson–Product Moment Correlation Coefficient (r) and ANOVA analysis on the relationship between librarians’ emotional intelligence and effective management of library**

Variables	Respondents	Pearson Correlation Coefficient (r)	F-cal	Sig level	Decision
EI (constant)	370				
		0.65	0.002	0.05	Reject
Effective library management	370				

The data as shown in table 2 above reveal that Correlation Coefficient (r) of 0.65 indicates that there is positive and high relationship between librarians’ emotional intelligence and effective library management. This implies that librarians with high and positive emotional intelligence are better pre-disposed to effectively manage the library as they have the social skills, are more stable in maintaining long term relations and suitable ability to solve both colleagues and library users problem. The data also show that the t-calculated (0.002) was less than level of significance (0.05), hence the null hypothesis that ‘There is no statistical relationship between librarians’ emotional intelligence and effective library management’ rejected and the alternative upheld. The implication is that librarians’ emotional intelligence has significant relationship effective library management.

**Table 3: Summary Pearson-Product Moment Correlation Coefficient (r) and ANOVA analysis on relationship between Librarians’ emotional intelligence and their gender**

Gender	Respondents	Pearson Correlation Coefficient (r)	F-cal	Sig. level	Decision
Male	162				
		0.03	0.68	0.05	Accepted
Female	208				

Table 3 shows that there is a very low or no positive relationship exist between librarians' emotional intelligence and their gender with Correlation Coefficient (r) at (0.03). This indicates that gender has little or no influence on librarians' emotional intelligence. A look at the data displayed on the table reveal that the significance ANOVA (0.68) is quite greater than level of significance (0.05) thus following the decision rule, when the ANOVA sig is greater than level of significance null hypothesis is accepted. To this end, one can deduce that there is no significance relationship between librarians' emotional intelligence and their gender thereby giving rise to the acceptance of the null hypothesis

**Table 4: Summary Correlation coefficients table on relationship between Emotional Intelligence (EI) and librarians' performance.**

Variables	N	(R)	f-cal	Sig-level	Decision
EI(Constant)	370	0.68	0.003	0.05	Reject
Librarians' performance	370				

**Key:** N=Respondents, (R)=Pearson Correlation Coefficient

As shown in table 4, the Pearson Correlation Coefficient (r)-0.68 is evident that there is a very high positive relationship between librarians' emotional intelligence and their performance. The data show that the significance f-calculated-0.003, was less than level of significance-0.05 and by the rule, the decision is that the null hypothesis is rejected which implies that there is direct and significantly statistical relationship between librarians emotional intelligence and their job performance.

## 5.0. Discussion

The outcome of this study as summarized in table 2 shows that there is a positive connection between librarians' emotional intelligence and the effective management of the library. In other words, there is a positive correlation between the two variables which paved way for the rejection of the null hypothesis that states that there is no statistical relationship between librarians' emotional intelligence and effective library management. The finding of this study is consistent with that of Singh (2003), Soleiman, Aida, Samsilah and Sharifah (2011) who maintain that there is significant relationship between emotional intelligence and effective management. The argument is that emotional intelligence level of librarians is very important in improving services provided in the library just as declared by Wall (2008) and Ali, 2013), that in

addition to their technical skills, employees should focus on improving their emotional intelligence as this will lead to an improvement of the interaction amongst employees and consequently lead to better performance overall. The result is further in conformity with that of Gunu and Oladepo (2014), who also observed that the ability to recognize our feelings and those of others and manage emotions well in ourselves is the major contributing factor to employees' performance and organizational commitment thus revealed that emotional intelligence is relevant for predicting organizational commitment and employees' work performance because most jobs require the ability to manage emotions. On the other hand, Coleman (2008), believe that emotional intelligence has no relations to effective management. He argued that most intelligent people may lose or deviate from their way noting that though good performance in emotional intelligence can predict success in management, emotional intelligence cannot be the only scale for evaluating effective management. All the same, in a study by Vela (2003) and LaParo and Pianta (2003) on relationship between teachers' emotional intelligence and classroom management, results show a significant relationship between teacher's emotional intelligence and their classroom management. They asserted that when teachers' emotional intelligence are developed, strengthened and enhanced, students demonstrate increase levels of personal, academic and career achievement. This no doubt is an indication that librarians emotional intelligence definitely enhances effective management of the library which end products will be; effective and efficient service provision to users, proper management of resources and cordial relations with colleagues.

The outcome of this study as further expressed in table 3 shows that the test of comparing emotional intelligence of male and female librarians indicated very weak influence of gender on emotional intelligence of librarians in as much as one can say that relationship exist. It is in view of the result that the second hypothesis of this study which is there is no significance relationship between librarians' emotional intelligence and their gender was upheld. The outcome of this study, is in tandem with that of Goleman (1995), Mayer and Geher (1996) and Martin, Yin and Hayley (2006), which stated that there is no perceptible gender difference in emotional intelligence of male and female teachers. Following this negligible relationship discovered, it can be inferred states Janaabadi (2013), that female librarians replace emotion reaction with hand to hand combat than their male counterparts whereas the male do not show their feelings and are

not away from emotions themselves He concludes that there is no significant relationship between teachers' emotional intelligence and gender. From the analysis, the conclusion drawn is that male and female librarians do not differ in their emotional intelligence therefore emotional intelligence is developed and sustained by individual irrespective of their gender.

On the relationship between emotional intelligence of librarians and their performance, the data analyzed as shown in table 4 reveal that there is significant relationship between librarians' emotional intelligence and their performance. The result therefore shows that the null hypothesis 3-there is no statistical significant relationship between employees' emotional intelligence and performance be rejected. The result conforms to that of Ganu and Oladepo (2014) who carried out a study on Impact of Emotional Intelligence on Employees' Performance and Organisational Commitment: Case Study of Dangote Flour Mills Workers and was also able to establish that there is a relationship between employees' emotional intelligence and employees' performance. Employees' performance can be achieved through their intelligence, and also through empowerment of the employee he concluded. Other Literature further shows that valid connections exist between employee emotional intelligence and performance (Altındağ & Köseadağı, 2015; Goleman & Cherniss, 2001)

The outcome of Ahmed, Sabir, Rehman, Khosa and, Khan (2016) research on the Impact of Emotional Intelligence on Employee's Performance in Public and Private Higher Educational Institutions of Pakistan further corroborated the finding of this study. Shehu and Mohammed (2017) study on the effect of emotional intelligence on employees performance finding also concur with this finding as they assert that the findings from this study concludes that, the use of emotional intelligence, more than anything else, put more drive into any accomplishment including corporate performance than any monetary reward or status. In other word, emotional intelligence on relations creates confidence and motivation more than monetary rewards.

Erkut and Köseadağı (2015) study on the Relationship Between Emotional Intelligence of Managers, Innovative Corporate Culture and Employee Performance further confirm the finding of this study as they declare that through the result, it has been determined that there is a meaningful relationship among emotional intelligence, innovative institution culture and the performance of the employees. Thus, it can be stated that it is necessary for a company to create

an innovative institution culture and to have managers who have high level of emotional intelligence in order to increase the employees' performance at work. The outcome of Ghodsi, Ahmadi and Ardestani (2013) study on the relationship between managers' emotional intelligence and organizational effectiveness (OE) Study also concurs the finding of this study as results of the study indicated that emotional intelligence and OE are inextricably linked and have direct effect on each other. In other words, with a slight increase in each of the subscales in emotional intelligence elements, the overall organizational effectiveness (OE) rises too. Also, among the subscales, self-awareness, self-motivation, compassion and social skills have a relatively stronger effect on OE. Findings here are completely in line the research done by Torabi (2003), Mardanlu (2005), Shahzad, Sarmad, Abbas & Khan (2010). Ghaseri, et al (2011), and foreign researchers such as Rays (2004), Mayer and Salovey (2004), Lyons and Schneider (2005), Thomas et al (2006), Marjani and Soheili Pour (2012). In conclusion, they posit that emotional intelligence has proved to be incredibly effective on the success rate of managers. An indication that those who acquire high emotional intelligence are more able to resist and deal with stress prone situations, can pave the way for more improvement in their work environment, and are not easily affected by ups and downs along the way to growth.

## **5.1. Conclusion and recommendations**

The glaring truth is that having high emotional intelligence gives an added advantage to individuals either in educational pursuit or career development. This is because it has been clearly established that emotional intelligence is one of the most important determinants of successful workforce and it is what makes people versatile employees (Adimora, Akaname & Umeano, 2013). As Houston (2020) argues whether it is connecting with others and improving interpersonal communication, achieving success in the workplace or social relationships, dealing with stress and improving motivation or refining decision-making skills; emotional intelligence plays a central role in realizing success in both personal and professional life.

This assertion holds firm and more prevalent in a profession like librarianship that requires its members to acquire high emotional intelligence as to be sound enough to performing her social responsibility of providing information services to the general public. In view of this, one can deduce in the context of this study and the finding thereof, that emotional intelligence is a

correlate to effective library management, a Siamese twin that cannot be separated from librarianship. As rightly pointed out by Mandell and Pherwani, (2003), it is only emotional intelligence skills and capabilities that can affect our overall disposition in responding to needs and environmental pressures a situation that is common in libraries and a necessity for effective management. It has also been established that emotional intelligence is a panacea to high performance thus a must need for librarians as to enhancing their productivity and performance and that there is no disparity in gender when it comes to emotional intelligence as male or female factor has little or no effect or influence on librarians' emotional intelligence skills and capabilities. It is after due consideration of the above findings that the following recommendations are deemed necessary:

- Librarians should work towards acquiring the ability to understand and manage their emotions since it is the first step in realizing one's true potential. To this end, they should be mindful of their emotional intelligence as has been explained in this study, that of library users and their colleagues in the cause of discharging their assigned responsibilities as so doing will create a conducive working climate, enhances effective library management as well as increases productivity and performance.
- Emotional intelligence is undoubtedly a valuable tool to utilize in the face of adversity; it has the potential to enhance not only leadership abilities and teamwork effectiveness but also personal resilience. Focusing on the impact of EI on one's resilience, that is, one's ability to cope with stressful conditions, research suggests that those who display higher levels of emotional intelligence are less likely to succumb to the negative impacts of stressors (Schneider, Lyons & Khazon, 2013). The suggestion therefore is that librarians should tow this part as the only way to success is to follow the footsteps of those who have been there.
- Library management should plan and come up with training programmes that from time-to-time some trainings/studies may be performed within the library for librarians for the development of their emotional intelligence. Training programmes, social events may be arranged within the library. In addition, awareness can be revealed relating to the level of emotional intelligence by getting training from personal development consulting firms offering services related to this area. From the perspective of librarians, the library must

apply to new strategic trends and must seamlessly make them appropriate for the library in order to adapt to global and technological developments.

- The fact about life is that one does not see the sunset by looking at the east neither does a team wins a match by focusing on the score board. The emphasis is that right thing must be done first for a better result. This implies that library management should brace-up and focus on developing those emotional intelligence skills that are drivers to high performance than concentrating on performance alone.
- There is need to build a complete balance between emotions and minds of librarians irrespective of whether the librarian is a male or a female. The case in which a librarian is engaged or assigned responsibility on the condition of gender should be discouraged as earlier identified in this study, male and female librarians do not differ in their emotional intelligence which implies that emotional intelligence is developed and sustained by individuals irrespective of their gender.

Finally, the outcome of this study has shown that there is a positive correlation between emotional intelligence, effective library management and librarians' performance while gender has little or nothing to do with levels of emotional intelligence skills and capabilities acquired. To this end, the view is that librarians and libraries should have it at the back of their mind as stated by Freedman (2010) that "emotional intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily actions. Research suggests it is responsible for as much as 80 percent of the success in our lives thus be guided by it in our actions and operations.

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