

Levels Of Emotional Intelligence Among College Librarians – A Study With Reference To Chennai

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Abstract

Emotional Intelligence is popular idea in organizational psychology and the field is gaining a momentum in management, education and in modern research. Library Science is of no exception, as the concept is becoming novel and interesting. Due to advancement in information technology and availability of digital platform library as a profession is facing demanding assignments from the ever growing library clients. The needs and behavior of library users is also multitude and challenging. Hence, this circumstances post a professional challenge for the librarian to handle the situation effectively by using his emotional intelligence skills. This study is an effort to explore into the level of emotional intelligence among librarians and conducted with special reference to librarians working in selected arts & Science colleges and engineering colleges in and around Chennai, Tamil Nadu State, India. The objective of the present study is to know the level of emotional intelligence among college librarians. The researcher has chosen a descriptive research design, as the research has a specific objective to be accomplished. A five point rating scale questionnaire was constructed based on the major emotional intelligence factors like self awareness, self regulation, self motivation, social awareness and social skills. The questionnaire was validated to test its reliability. The data was analyzed by employing chi-square technique. The study revealed that the age and experience of the respondent have significant association with the level of emotional intelligence. The study also suggests suitable faculty development programme for young aspirants to enhance their skills.

Keywords: Emotional intelligence, Librarians', Self Awareness, Self Regulations, Self Motivation, Social Awareness, Social Skills

1. Introduction:

Ever since the origin of library and information centres, the libraries are considered as a 'store house of information' and librarians are considered as the 'custodian of books'. As the evolution turn round and technological developments pose extra responsibilities in the role played by librarians in satisfying the varied information requirements of their user. As the English quote clearly state "**you can only win when your mind stronger than your emotions**", It is the question of how librarians professionally handle their emotions and that of others in the modern age of technological innovations and in digital platform. This paper intends to study the level of emotional intelligence among the librarians of selected colleges in and around Chennai.

2. Background of the Study:

The Present study focuses on how emotional intelligence of librarians boosts their morale and establishes a strong relationship which helps in accomplishment of desired goals and objectives of the institutions. With the increase in automation and advent of modern technologies the physical work is getting more easier but at the same time mental work pressure is increasing every day, as everyone is having a task to be accomplished where they are preoccupied with some thoughts or the other. In the process some of them loose their temperament and become more emotionally instable and vent their frustrations and tensions on people around them. They fail to connect with their true feelings and true intentions and fail in their task due to their own actions. Librarian's role in today's institution is more like acting as shock absorbers. They receive the shocks of their visitors say students, faculties and the management, in the process they may fail to recognize their own emotions and have an negative impact on their own thoughts and behavior and are more vulnerable to anxiety and depressions and can make one feel very lonely and isolated. Only a person who is able to understand his emotions and feelings can understand other's feeling. Hence developing and maintaining a good relationship requires sound emotional intelligence, clear communications to inspire and influence others positively this will help the librarians to manage conflicts arising in their day today work efficiently.

3. Statement of the Problem:

Emotional intelligence though a relatively a new concept has gained significant importance in today's context. While the corporate worlds expectations on their employees is more demanding and adding to this owes the mechanical way of life of the people and their modern life style has made such that even 24 hours a day is not enough. The physical and emotional health of the people is tested to the core. There is some kind of vacuum in every individual's life. Emotions are the main source of human energy, their ambition and drive which stimulates their feelings and values in life. The job of a librarian is actually thankful as they help in disseminating the required information on any topic or subject for reference and research but unfortunately in the present situation it is getting more complex and thankless job. A librarian has to give special importance to their emotions and they should have the ability to look at situations without getting influenced by their personal feelings and at the same time understand other person's emotions at work place. Unfortunately librarians are not a psychologist, they are very much a common man with all feelings

and emotions, who are expected to have a high degree of job involvement, as it is believed by the institutions that only a person with high level of emotional intelligence can be more involved in their job. To prove this context the librarians tend to dedicate all their time and effort for the accomplishment of the goals of the organization. In the process they fail to examine the outcome of their emotions at work place and its impact on their personal life. In the race against becoming successful in professional life, they lose their personal life. Hence in this context conducting a research on emotional intelligence of librarians' gains significant importance.

4. Objectives of the Study:

The objective of the study is to find out the levels of emotional intelligence among the college librarians.

5. Hypothesis:

The present study has designed its own research framework relating five factors of emotional intelligence (Self Awareness, Self Regulation, Self Motivation, Social Awareness & Social Skills). The hypothesis of this study is to test the significant association between demographic variables and levels of emotional intelligence. The following hypothesis are formulated;

H1: There is no significant association between demographic variables and level of self awareness

H2: There is no significant association between demographic variables and level of self regulation

H3: There is no significant association between demographic variables and level of self motivation

H4: There is no significant association between demographic variables and level of social awareness

H5: There is no significant association between demographic variables and level of social skills

6.Scope of the Study

The scope and coverage of the present study is limited to librarians of selected arts & science and engineering colleges situated in and around Chennai, Tamil Nadu state. The study uniformly resided primarily on the five factors of emotional intelligence i.e., Self Awareness, Self Regulation, Self Motivation, Social Awareness and Social Skills.

7. Review of Literature

The review of literature is devoted to concepts related to the present study.

Emotional Intelligence is a popular idea in psychological studies that has captured the attention of layman, researchers, management and academics. Emotional Intelligence is defined as the capability of recognizing, normalizing and discriminating own and other emotions and reactions regarding any situations or in the use of information. (Zeidner, Mathews & Roberts 2004).

Kannaiah & Shanthi (2015) in their study titled "A Study on Emotional Intelligence at Work Place" asserts that handling emotions is an important requirement for a HR for himself and among the employees as well. This will help to increase organizational commitment, improve

productivity, efficiency, retain best talent and motivate the employees to give their best. The study confirms that both emotional intelligence and work life balance together create organizational success and develop competitive advantage for organizations.

Khan & Ullah (2014) explained that the service orientation, as an indicator of social awareness is essential of librarianship as there is always librarian-user interaction for intellectual benefits

Aboyade (2013) noted that if emotional intelligence (EI) is lacking in university library workers, university librarians will find it difficult to deal with their workforce in that good and friendly working relationships may be lacking, thus culminating in bitterness and acrimony.

Abdullah Sani et. al. (2013) in their work titled "Assessing the Emotional Intelligence Profile of Public Librarians in Malaysia" revealed the level of emotional intelligence among Malaysian public librarians has proven to be reasonably high. However, several aspects of the emotional intelligence still require improvements, which suggest that the authorities concerned should provide appropriate training to the librarians to improve the overall emotional intelligence level.

Hendrix (2013) opined that academic libraries are in a period of rapid organizational change, which can be engaging and stimulating and can also arouse strong emotions as a result of perceived losses and conflicting values; librarians are experiencing a range of emotions including optimism, cynicism, anxiety and apathy. He adds that on university campuses libraries have traditionally been highly valued, but the changes occurring in academic libraries now may question the role of libraries. Unmanaged emotions can be contagious to others and detrimental to the change process and to the individual, hence the need for emotional intelligence among employee in academic libraries.

Masrek, Sani & Jamaludi (2012) suggested that all dimension and sub-dimensions of the emotional intelligence model by Goleman are applicable among public library librarians working in Malasiya. Their study further strengthened the Goleman's model and provides avenue for validating the model.

Mousavi et. al. (2012) studied the relationship between emotional intelligence and its five components and job satisfaction where he found there is a significant positive relationship between the components of social skills, empathy and motivation and job satisfaction.

Joy (2011) examined such as self-awareness, self-confidence, self-control, commitment and integrity, ability to communicate and influence, and ability to initiate and accept change are at a premium in today's market in every field (including education).

Bar-On's (1997) described model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process oriented rather than outcome-oriented. Mayer and Salovey's model (1997) includes emotional self awareness, self control, self expression and empathy.

Goleman(1995) & Harmon (2000) is of opinion that, library services must be able to recognize and combine potential interpersonal, intrapersonal (emotional intelligence skills) and technical skills in order to make better or right decisions.

Goleman (1996) & Cooper & Sawaf (1998) research findings of them shows that people with high levels of emotional intelligence experience more career success, build stronger personal

relationships lead more effectively and enjoy better health than those with low emotional intelligence, the following reason attest to this: More emotionally intelligent individuals presumably succeed at communicating their ideas, goals and intentions in interesting and assertive ways, thus making others feel better suited to the occupational environment.

8. Methodology

Descriptive research design is adopted for the present study, as the study is resolute for some explicit purpose. As it determines who, what, when, where and how of the topic and the research is concerned about describing the characteristics. For instance to know the level of emotional intelligence among college librarians who hold a certain views and opinions on the topic of research. There are around 140 colleges (Arts & Science and Engineering) in and around Chennai. From which 80 college librarians were selected for the study. The researcher has made use of the WhatsApp group of library professional in which the researcher is also an administrator. This helped the researcher to select the samples randomly from the name list available in the group. The data for this study has been collected from the respondents through a questionnaire which was administered personally through Google form. The response options in the research instrument were based on Likert five-point scale. The data was collected during the period of December 2019. Chi-Square method has been used to test the hypothesis.

The Demographic Profile:

Table: 1 Demographic Factors

Demographic Factors		No. of Respondents	Percentage %
Gender	Male	51	64.0
	Female	29	36.0
Age (yrs.)	21 – 30	16	20.0
	31 – 40	31	39.0
	41 – 50	22	27.0
	51 – 60	11	14.0
Educational Qualification	Graduate	29	36.0
	Post Graduate	40	50.0
	M.Phil/Ph.D.,	11	14.0
Marital Status	Un married	29	36.0
	Married	51	64.0
Experience	Up to 5 years	4	5.0
	6 – 10 years	13	16.0
	11 – 15 years	24	30.0
	16 – 20 years	31	39.0
	Above 20 years	8	10.0
Monthly Income (rs.)	Below 20,000	19	24.0
	20,001 – 40,000	41	51.0
	40,001 – 60,000	10	12.5
	Above 60,000	10	12.5

Source: Primary Data

The demographic profile of respondents shows that majority of the respondents were male (64%) and female librarians constitutes 36% in the sample. The age of majority of the respondents 31 (39%) ranges between 31 – 40 and only 11 librarians (14%) were in the age group of 51 – 60. This means that lower middle age population of librarians dominates in the present study. The educational qualifications of the respondents showed that most of the respondents were 40 (50%) post graduates and 29 (36%) were graduates and 11 (14%) librarians holding research degree. The marital status of librarians showed that 51 (64%) are married and 29 (36%) are un-married. The professional experience of the respondents have shown that 31 (39%) are having 16 – 20 years of experience and 24 respondents (30%) are having 11 – 15 years of experience. The monthly income profile of librarians have shown that 41 (51%) respondents have been paid the monthly salary of Rs. 20,001 to 40,000/- and 19 (24%) are getting monthly income of below Rs.20,000 and only 10 respondents (12.5%) in the population have been paid the monthly income of Rs. 40,001 to 60,000 and above Rs 60,000/- respectively.

Hypothesis 1: There is no significant association between demographic variables and level of self-awareness

Table: 2 Associations between Demographic Variables and Self Awareness

Demographic Profile	EI Factors			Total	Statistical Inference	Result
Gender	Self Awareness Level					
	Low	Moderate	High			
Male	1	41	9	51	x^2 Value = 1.290 df = 2 p value = 0.525	Not Significant
Female	5	14	10	29		
Age					x^2 Value = 5.606 df = 6 p value = 0.469	Not Significant
21 – 30	1	13	2	16		
31 – 40	1	9	1	11		
41 – 50	0	19	3	22		
51 – 60	0	24	7	31		
Educational Qualification					x^2 Value = 0.930 df = 4 p value = 0.920	Not Significant
Graduate	1	23	5	29		
Post-Graduate	1	32	7	40		
M.Phil/Ph.D.	0	10	1	11		
Marital Status					x^2 Value = 1.290 df = 2 p value = 0.525	Not Significant
Un-Married	1	26	2	29		
Married	1	39	11	51		
Experience					x^2 Value = 23.676 df = 8 p value = 0.003	Significant
Up to 5 Years	0	1	3	4		
6-10 Years	2	9	2	13		
11-15 Years	0	22	2	24		
16-20 Years	0	25	6	31		
Above 20 Years	0	8	0	8		
Monthly Income (Rs.)					x^2 Value = 8.895 df = 6 p value = 0.180	Not Significant
Below 20000	1	17	1	19		
20001 – 40000	0	35	6	41		
40001 – 60000	1	3	6	10		
Above 60000	0	10	0	10		

Source: Primary Data

It is inferred from table 2 that the association between the level of self awareness factor and demographic variables of respondents like gender, age, educational qualifications, marital status and monthly income are not associated. Since p value is more than 0.05 level, the null hypothesis is accepted for the above demographic variables. Further p value for experience of respondents is less than 0.05 and it is statistically significant and in that case null hypothesis is rejected.

Hypothesis 2: There is no significant association between demographic variables and level of self regulation

Table: 3 Association between Demographic Variables and Self Regulation

Demographic Profile	EI Factors			Total	Statistical Inference	Result
Gender	Self Regulation Level					
	Low	Moderate	High			
Male	5	37	9	51	x ² Value = 1.417 df = 2 p value = 0.492	Not Significant
Female	1	23	5	29		
Age					x ² Value = 2.904 df = 6 p value = 0.821	Not Significant
21 – 30	1	12	3	16		
31 – 40	0	8	3	11		
41 – 50	2	18	2	22		
51 – 60	3	22	6	31		
Educational Qualification					x ² Value = 14.889 df = 4 p value = 0.0229	Significant
Graduate	2	22	5	29		
Post-Graduate	4	27	9	40		
M.Phil/Ph.D.	0	11	0	11		
Marital Status					x ² Value = 0.352 df = 2 p value = 0.839	Not Significant
Un-Married	1	24	4	29		
Married	5	36	10	51		
Experience					x ² Value = 4.653 df = 8 p value = 0.794	Not Significant
Up to 5 Years	0	3	1	4		
6-10 Years	1	8	4	13		
11-15 Years	2	20	2	24		
16-20 Years	3	22	6	31		
Above 20 Years	0	7	1	8		
Monthly Income (Rs.)						
Below 20000	1	15	3	19	x ² Value = 2.878 df = 6 p value = 0.824	Not Significant
20001 – 40000	3	33	5	41		
40001 – 60000	2	3	5	10		
Above 60000	0	9	1	10		

Source: Primary Data

It is understood from table 3 that the association between self regulation factor and all demographic profiles of respondents like gender, age, marital status, experience and monthly income are not associated. Since p value is more than 0.05 level, the null hypothesis is accepted for the above demographic variables. Since p value is less than 0.05 level for educational qualification, it is statistically significant and the null hypothesis is rejected for the educational qualification variable.

Hypothesis 3: There is no significant association between demographic variables and level of self motivation

Table: 4 Associations between Demographic Variables and Self Motivation

Demographic Profile	EI Factors			Total	Statistical Inference	Result
Gender	Self Motivation Level					
	Low	Moderate	High			
Male	7	42	2	51	χ^2 Value = 7.131 df = 2 p value = 0.28	Not Significant
Female	5	21	3	29		
Age					χ^2 Value = 13.181 df = 6 p value = 0.040	Significant
21 – 30	3	12	1	16		
31 – 40	0	11	0	11		
41 – 50	0	21	1	22		
51 – 60	9	19	3	31		
Educational Qualification					χ^2 Value = 7.36 df = 4 p value = 0.117	Not Significant
Graduate	2	24	3	29		
Post-Graduate	6	33	1	40		
M.Phil/Ph.D.	4	6	1	11		
Marital Status					χ^2 Value = 2.254 df = 2 p value = 0.324	Not Significant
Un-Married	2	25	2	29		
Married	10	36	5	51		
Experience					χ^2 Value = 12.933 df = 8 p value = 0.0114	Significant
Up to 5 Years	0	3	1	4		
6-10 Years	4	9	0	13		
11-15 Years	1	22	1	24		
16-20 Years	7	21	3	31		
Above 20 Years	0	8	0	8		
Monthly Income (Rs.)					χ^2 Value = 7.936 df = 6 p value = 0.243	Not Significant
Below 20000	3	13	3	19		
20001 – 40000	7	33	1	41		
40001 – 60000	2	7	1	10		
Above 60000	0	10	0	10		

Source: Primary Data

It is inferred from table 4 that the association between self motivation factor and demographic variables of respondents like gender, educational qualifications, marital status and

monthly income of the respondents are not associated. Since p value is more than 0.05 level, the null hypothesis is accepted for the above demographic variables. It is incidental that the age and experience of respondents are statistically significant and null hypothesis is rejected.

Hypothesis 4: There is no significant association between demographic variables and level of social awareness

Table: 5 Associations between Demographic Variables and Social Awareness

Demographic Profile	EI Factors			Total	Statistical Inference	Result
Gender	Social Awareness Level					
	Low	Moderate	High			
Male	11	34	6	51	x^2 Value = 0.526 df = 2 p value = 0.769	Not Significant
Female	3	23	3	29		
Age					x^2 Value = 13.349 df = 6 p value = 0.038	Significant
21 – 30	6	10	0	16		
31 – 40	1	9	1	11		
41 – 50	3	13	6	22		
51 – 60	4	25	2	31		
Educational Qualification					x^2 Value = 2.138 df = 4 p value = 0.710	Not Significant
Graduate	7	18	4	29		
Post-Graduate	5	31	4	40		
M.Phil/Ph.D.	2	8	1	11		
Marital Status					x^2 Value = 1.043 df = 2 p value = 0.594	Not Significant
Un-Married	6	20	3	29		
Married	11	32	8	51		
Experience					x^2 Value = 13.431 df = 8 p value = 0.04	Significant
Up to 5 Years	0	2	2	4		
6-10 Years	5	8	0	13		
11-15 Years	4	16	4	24		
16-20 Years	4	25	2	31		
Above 20 Years	1	6	1	8		
Monthly Income (Rs.)					x^2 Value = 3.187 df = 6 p value = 0.785	Not Significant
Below 20000	5	11	3	19		
20001 – 40000	4	33	4	41		
40001 – 60000	3	6	1	10		
Above 60000	2	7	1	10		

Source: Primary Data

It is implicit from table 4 that the association between social awareness factor and demographic profiles of respondents like gender, educational qualifications, marital status, experience and monthly income of the respondents are not associated. Since p value is more than 0.05 level, the null hypothesis is accepted for the above demographic variables. It is accompanying that the age and experience of respondents are statistically significant and accordingly null hypothesis is rejected.

Hypothesis 5: There is no significant association between demographic variables and level of social skills

Table: 6 Association between Demographic Variables and Social Skills

Demographic Profile	EI Factors			Total	Statistical Inference	Result
Gender	Social Skills Level					
	Low	Moderate	High			
Male	5	41	5	51	x^2 Value = 1.040 df = 2 p value = 0.595	Not Significant
Female	1	25	3	29		
Age					x^2 Value = 13.249 df = 6 p value = 0.039	Significant
21 – 30	1	10	5	16		
31 – 40	2	8	1	11		
41 – 50	2	19	1	22		
51 – 60	1	29	1	31		
Educational Qualification					x^2 Value = 6.736 df = 4 p value = 0.151	Not Significant
Graduate	1	28	0	29		
Post-Graduate	4	30	6	40		
M.Phil/Ph.D.	1	8	2	11		
Marital Status					x^2 Value = 0.182 df = 2 p value = 0.913	Not Significant
Un-Married	1	26	2	29		
Married	5	40	6	51		
Experience					x^2 Value = 9.406 df = 8 p value = 0.0309	Significant
Up to 5 Years	0	4	0	4		
6-10 Years	1	9	3	13		
11-15 Years	2	21	1	24		
16-20 Years	1	26	4	31		
Above 20 Years	2	6	0	8		
Monthly Income (Rs.)					x^2 Value = 7.245 df = 6 p value = 0.299	Not Significant
Below 20000	0	15	4	19		
20001 – 40000	2	37	2	41		
40001 – 60000	2	7	1	20		
Above 60000	2	7	1	10		

Source: Primary Data

It is tacit from table 6 that the association between social skills factor and demographic variables of respondents like gender, educational qualifications, marital status and monthly income of the

respondents are not associated. Since p value is more than 0.05 level, the null hypothesis is accepted for the above demographic variables. It is also evident that the age and experience of respondents are statistically significant and therefore null hypothesis is rejected for the above variable.

9. Findings, Conclusion and Recommendation

It is evident from the table 2 that self-awareness level of respondents having work experience of 16-20 years is moderate. Further in table 3 the self-regulation level of the respondents is moderate among the post-graduates, and from table 4 it is understood that, the self-motivation level is moderate among the respondents in the age group of 41–50 years who are having 11 to 20 years of work experience. Correspondingly, Table 5 shows that the social awareness level is moderate among the librarians in the age group of 51 – 60 years who are having experience of 16 to 20 years. It is apparent from the table 6 that the social skills level is moderate among the librarians in the age group of 51 – 60 years who are having experience of 16 to 20 years.

In this study the researcher has made an attempt to study the level of emotional intelligence among the librarians for which major emotional intelligence factors were identified and questionnaire was constructed accordingly.

Human behavior is unpredictable in nature, to be happy or not is the choice of the individuals thought and depends on their behavior, for instance an individual can be active in his work but may not be happy with his work. In other instance an individual may be happy in his work but may not be very active. It's all the mind set of individuals that triggers positive or negative emotions in them. Most of the time an individual fails to recognizes the reasons for his thoughts because he may lack self-awareness of his own emotions and this may not allow him to use the emotion intelligently. With the present COVID pandemic circumstances one may be anxious and make one-self feel lonely and these factors are likely to create imbalances in his or her behavior and librarians are no exception to it.

The findings of the study revealed that the age and experience of the respondents play a significant role in determining the level of emotional intelligence. Hence the management of arts and science and engineering colleges should consider encouraging the younger generation librarians to participate in various faculty development programs to improve their social skills and help them in overcoming irrational thoughts occurring if any due to the change in circumstances and situations.

The researcher would like to conclude that the key object to overcome the negative emotional thoughts is to invest the thoughts in rational, constructive and productive ways and fine tune their behavior into action mode and keep oneself engaged in some activities or the other.

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