The Relationship between Emotional Intelligence and Information Behavior of Academics in Hacettepe University

Hacettepe Üniversitesi'ndeki Akademisyenlerin Duygusal Zekâları ile Bilgi Davranışları Arasındaki İlişki

Bülent YILMAZ
Prof. Dr., Hacettepe University, Faculty of Letters, Department of Information Management, *byilmaz@hacettepe.edu.tr*

Sevim ÖZTİMURLENK
Dr., SUNY College at Old Westbury, School of Business, Department of Management, Marketing & Finance, *oztimurlenks@oldwestbury.edu.tr*

Abstract

Emotions are an integral part of teaching and learning processes as it involves continuous human interaction. Academics can add value to education practices they provide and enhance the quality of education through emotional intelligence (EI). This is an exploratory study on information behavior of academics. The data is collected via a questionnaire survey from 103 academics in Hacettepe University. This exploratory study intends to examine if emotional intelligence is a factor affecting information behavior of academics. More specifically, it investigates if there is a relationship between academics' emotional intelligent levels and their information behavior in terms of how they accumulate, use, and share information. The results show that EI is a factor affecting information behavior of academics in terms of only information share dimension. This research puts an emphasis on the correlation between academics with high emotional intelligence and the vision of sharing information in the right way and at the right time. As a practical implication, educational institutions may consider different ways to increase their faculties' EI levels as offering more EI training programs or hiring emotionally intelligent academics to have well-organized information flow.

Öz

Duygular, sürekli insan etkileşimi içerdiğinden öğretme ve öğrenmede çok önemli bir rol oynar. Akademisyenler, duygusal zekâ (EI-Emotional Intelligence) ile sağladıkları eğitim uygulamalarına değer katabilir ve eğitim kalitesini yükseltebilirler. Bu çalışma akademisyenlerin bilgi davranışları üzerine keşfedici bir çalışmadır. Bu kullanıcı çalışması Hacettepe Üniversitesi'ndeki 103 akademisyenden anket formu ile toplanan ampirik verilere dayanmaktadır. Bu keşif çalışmasının amacı, duygusal zekânın akademisyenlerin bilgi davranışını etkileyen bir faktör olup olmadığını araştırmaktır. Daha ayrıntılı olarak, akademisyenlerin duygusal zekâ düzeyleri ile bilgi davranışları arasında bilgiyi elde etme, kullanma ve paylaşma açısından bir ilişki olup olmadığını incelemektedir. Çalışmanın sonuçları, EI'nin akademisyenlerin bilgi davranışını sadece bilgi paylaşım boyutu açısından etkileyen bir faktör olduğunu göstermiştir. Bu araştırma, yüksek duygusal zekâya sahip akademisyenler ile etkin ve doğru zamanda bilgi paylaşımı vizyonu arasındaki korelasyona vurgu yapmaktadır. Pratik bir uygulama olarak, etkin bir bilgi akışı sağlamak amacıyla, eğitim kurumları akademisyenlere daha fazla duygusal zekâ eğitim programları sunmak veya yüksek duygusal zekâ düzeyine sahip akademisyenleri işe almak gibi farklı yollar düşünebilirler.

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1. Introduction

Mankind has needed and closely interested in information since the ancient times and has acquired information, which stands vital for survival, either consciously or unconsciously and in different ways from a variety of sources and shared it. Chandler and Cortada (2003) emphasize on the importance of the complex and dynamic interrelationship among information, information infrastructure and interaction to shape a country's business, culture, and society.

Webster (1995) states that how people transformed information to their lives and how they conduct themselves to these days are more important than quantity of information that people are surrounded with. According to him, information society in which people work and live increases the importance of the information need and behavior of today's workforce.

As world moves into the knowledge work because of the new trends that information society brought such as globalization and social networks (user generated content), the importance of knowledge workers increase. Knowledge workers are generally thought of as individuals who work with information or with their brain rather than their brawn. While all workers gather, use, and reflect knowledge, the definition is gravitating more toward those who rely on gathering, using, and sharing information as their primary activity, like a professor or consultant (Chandler and Cortada, 2003). The pressures to compete with emerging trends have forced educational institutions to change their entire education system. Especially, higher education institutions (universities) play a more critical role since they help to shaping future of the society. Research suggest that a country's economic strength depends on its well-educated human resources as well as its material wealth (Skaggs, 2014).

In today's world, it is also the scientists (academics) that determine the technological, economic, and political structure and perspective of any country and society, in addition to the leaders in those countries and societies. As it had been in the past, today as well, the capability of scientists to produce, compile, arrange and the capability to share the information that is produced or obtained, are among the factors that have impact on the development of societies.

Information behavior is a broad concept which includes human related information activities such as seeking, using, and sharing information. It was coined in the late 1990s, but it traces its roots to the concept of information needs and uses which arose in 1960s (Wilson, 1999, p.255-256). Information behavior studies are considered vital for understanding user needs and expectations (Hepworth, 2007, p.34). They have been illuminated a broad range of information-related phenomena across different disciplines (Koh et al., 2015) Therefore, user studies on information behavior continue to be a major area of research.

On the other side, emotional intelligence has become an extremely important concept for the last two decades. In fact, Plato's argument that "All learning has an emotional base." dates emotional intelligence 2000 years back in history. In this respect, the studies on how emotions influence social and business life indicated that IQ is not the only criterion that determines success, and as of 19th century, emotional intelligence has rapidly become an area of interest (Adilogullari, 2011:14). Mayer and Salovey (1990) define the emotional intelligence as one's ability to understand, process own emotions as well as that of others and use that information in thinking and behavior. It has become another vital requirement to adapt to today's highly competitive, global environment since 1990s.

Although there are numerous works that study information behavior and emotional intelligence individually, there are only a few that study the relationship between the two and the academic dimension thereof. Considering that such a research should be conducted in universities where the most fundamental and significant knowledge on social life is offered, and with the principal assumption that the higher an academician's emotional intelligence is the more efficient they would be in using and sharing information, this research on a sample from Hacettepe University will contribute to the literature.

This study focuses on academics from Hacettepe University to determine if emotional intelligence is a factor affecting their information behavior in terms of how they accumulate, use, and share information. Thus, it aims to answer these three research questions:

1. Does emotional intelligence have an impact on the information accumulated by academics?

2. Does emotional intelligence have an impact on the information used by academics?

3. Does emotional intelligence have an impact on the information shared by academics?

Even though there are some previous studies on information behavior of academics in Hacettepe University (e.g., Uçak, 1999 and Uçak and Kurbanoğlu, 1998), this study differentiate itself by focusing on different information behavior dimensions (i.e., information accumulation, use and share) and linking EI with information behavior.

2. Literature Review

A significant body of literature exists on the information behavior of different user groups across disciplines as well as on Emotional Intelligence (EI) in the workplace. This review focuses primarily on EI, information behavior of academics and factors affecting their information behavior.

2.1. Emotional Intelligence (EI)

The concept of Emotional intelligence (EI) emerged in the 1990s as a significant psychological construct, separate from general Intelligence (O'Connor et al., 2019). Early influential work on EI was led by Salovey and Mayer (1990), who defined EI as the "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990, p.189).

According to Goleman (1998, p. 287), "From the perspective of work, feelings matter to the extent that they facilitate or interfere with the shared goal." In an organizational setting, EI is associated with influence (Goleman, 1998). The degree to which a leader can influence employees in the organization correlates positively with how sensitive and attuned the leader is to employees' feelings, and the degree of tact manifested in redirecting those feelings towards achieving the group's shared goals. Numerous researchers have argued that EI is just as important as the intelligence quotient (IQ), but maintain that, unlike the IQ which is mostly determined by inherited characteristics, EI is a learned skill (Gilar-Corbi, Pozo-Rico, Sanchez, & Castejon, 2018; Holt & Jones, 2005; Goleman, 1995).

Yate (1997) has listed various jobs (i.e., teachers, managers, salespeople, nurses, and doctors that require to have a certain level of EI. Prasad (2006, p.189) stated that jobs such as teacher, social worker or psychiatrists should be filled by people with high degree of emotional intelligence as they involve high human interaction. Studies by Pool (1997) and Ediger (1997) also supports to this idea. Pool (1997, p.14) stated that emotional well-being is a predictor of success in academic achievement and job success, especially for the jobs which involve interacting with people. Ediger (1997, p.4) stated that the emotions, feelings, and values are vital for persons' well-being and achievement in life.

EI is not only a source of emotional connection, but also the way people recognize the value of themselves and others. It is through their feelings that they learn to affirm who they are and what others truly mean to them. The strengths and talents of individuals with a high EQ-preference in business contexts relate to having empathy, compassion, and concern for the well-being of others. They are often quick to sense what clients or colleagues feel and need. They may also be skilled in responding to those needs and feelings quite spontaneously (Cooper, 1997, p.210).

Supporters of EI believe that supervisors and managers who score high in the area of emotional intelligence are more successful at negotiation and resolving conflicts (Payne & Cooper, 2001, p.101). Goleman (1998) argued that the most distinguishing feature among managers with MBAs was not their IQ but rather their level of EI. Lopes, Salovey, Côté & Beers (2005, p.116) suggested that EI may have a positive impact on work performance by helping people regulate their emotions and cope effectively with stress. EI, as an important behavioral construct, has been a major contributor to performance (Goleman, 1995, p.21). The beneficial role of EI in the work environment has been explained due to the moderating role of EI in buffering the effect of job-related stressors (Guy & Lee, 2015, p. 275).

Based on the research on EI in the workplace, it is worth noting that although there are many studies which link EI to positive work behaviors, organizational performance, effective leadership, decision making, ,stress, conflict management, there is a limited number of studies that explores links between

emotions and information seeking behavior (Arapakis, Jose & Gray, 2008; Orlu, Ilo, & Tochukwu, 2017).

2.2. Studies on Academics' Information Behavior

Many of the scholars in library and information science (LIS) focus on information-seeking activities, but information behavior in its widest sense also includes retrieval and dissemination of information. Thus, Ingwersen and Jarvelin (2005, p.67) define information behavior as "generation, acquisition, management, use and communication of information, and information seeking".

Majid and Kassim (2000) indicate that academics in law faculty of the International Islamic University Malaysia (IIUM) usually use informal communication channels to communicate information and books for teaching and research purposes. Al-Suqri (2007, p.153) and Sheeja, (2010, p.526) reports that academics in social sciences prefer formal information sources and channels over informal ones. Although Borrego and Anglada (2016, p.183) states that journal articles are the most valued information sources by academics for research purposes in all scientific disciplines, the results of Sethi's (1990) study shows that mostly social science faculty members prefer journals, books, government documents and reference services more than indexing and abstracting sources, book reviews, conference proceedings, dissertations and theses. Also, the findings of another study done by Zencir (2017, p.915) reports that books and journals are the most consulted information sources by academics in social sciences. According to Uçak and Kurbanoğlu (1998) academics in engineering and science faculties prefer to satisfy their information needs through periodicals, read the original article and use electronic retrieval system more often while social scientists and humanities scholars rely on mostly books, read the Turkish version of the article and utilize library catalogues. Uçak (1999, p.126) states although scientific information is considerable of importance to all scholars, the type of information source, information characteristics and the approaches and channels used to seek information differs based on faculties academics' work. Al-Shanabri and Meadows (1995) attributes the reasons why scholars usually prefer informal sources in developing countries to poor quality of library collections and services such as lack of well-trained library staff or insufficient information infrastructure.

Najjari (2010, p.406) investigated information seeking behavior of academics in Tabriz and concluded that academic libraries play an important role for satisfying their information needs and information and communication technologies has changed their information behavior. Villar (2014) also argued that technology and the tools it offers affected information behavior of academics in terms of how they accumulate, use, and share information. According to Çolaklar and Altay (2018, p.32), information technologies and digital media on the internet are deeply affecting the information seeking behaviors of academics. Therefore, university libraries should constantly develop and renovate their information technologies infrastructure. In addition, they should keep track of developments in the digital media and increase the number of services they provide in networking environment.

Moreover, Çetinkaya (2014, p.28) suggests that academics in engineering and science faculties are better at using electronic information sources than academics in social sciences. Van der Voort, Swenne, van der Hoorn-van Velthoven and Belt (2012, p.86) notes that information seeking behavior of academic physicians have shifted from library- oriented information searching to Internet–based information searching. A shift from library- oriented information searching to Internet–based information searching has been emphasized in information seeking behavior of academics in health-related faculties by Pash (2014, p.73) as well. Hak, Rachmawati, Rusmana and Muhtadi (2018, p.27) found that the high level of information behavior of academics in electronic media is motivated by the e-literacy maturity level as basic human knowledge (mental function) which is part of self-efficacy and self-regulation.

2.3. Studies on Factors Affecting Information Behavior

Information behavior may vary depending on personal characteristics, environmental factors as well as the access to sources of information and information (Ucak, 1997a, p. 320-321).These factors that may affect information behavior can be divided into three different groups: 1) demographic factors such as gender or age, 2) personal factors such as education level and personality, 3) work/job related factors such as work experience, position, department and company worked in.

According to Choo (2001, p.354), higher level managers tended to seek richer information to reduce the impact of environmental uncertainty on them. The level and amount of knowledge and information, the managers can access may also be an important factor influencing their information seeking behaviors (Choo, 2001). Furthermore, Daft et al. (1988, p.135) indicated that executives showed more frequent, intense, and deeper information seeking behaviors when they perceived environmental changes or when exterior uncertainty rose. That is, upper-level managers seem to scan and seek more information than lower-level managers (Choo, 2001). From another viewpoint, Sligo (1995) reported different results regarding positions and information seeking behaviors. Supervisors who lead a group of subordinates are more likely to perceive deficiencies in information compared to other lower-level managers or non-supervising staff (Sligo, 1995, p.72). That is, managers' information seeking behaviors may be influenced primarily by their preferences of information seeking rather than their position levels even though some scholars have found a significant relationship between employees' positions and the information that they get. For example, Lin and Yoo (2013, p.27) indicated that the managers at higher position levels use more 'indirect' and 'static' information seeking methods to obtain information rather than 'direct' and 'interactive' information seeking behaviors. For instance, compared with basic level managers, middle level managers are more likely to observe other colleagues for seeking information. Furthermore, compared with middle and basic level managers, high level managers are more likely to gain information from reading memos, annual reports, or other written documents.

Barnard (1991, p.323) examined whether some demographic variables such as experience, age and gender influence the information behavior of managers in service sector and reported that they use business mail more frequently than their counterparts in manufacturing industry; younger managers (under the age of 40) use social activities as information sources more often and they communicate subordinates and peers more than older managers do; male manager prefer to use subordinates as information sources more frequently than female managers do. Two years later, Goodman (1993, pp.20-23) emphasized that age, experience, and department that managers work are some of the factors which should take into consideration regarding information behavior of managers. She has argued that managers in distinct types of departments and organizations may require different information seeking activities to be effective.

Almutairi (2011a, p.490) surveyed Kuwaiti public managers to understand the impact of personal and professional factors on their information behavior. The results showed that only age, education, information system use is found to be significant factors on the three information dimensions investigated (i.e., information characteristics, information types, information sources). In addition, the findings of another study done by Almutairi (2011b, p.656) indicated that gender and management level have an impact on information behavior of managers.

Gralewska-Vickery (1976, p.279) explored a range of factors affecting information behavior of engineers and indicated that information needs of engineers and the sources of information used vary according to work experience. Another study on information behavior of engineers done by Court (1997, p.133) suggested that there is no significant relationship between the company size and information accessing path.

On the other side, researchers (e.g., Holland & Powell,1995; Kwasitsu, 2003) investigated the relationship between education and information-seeking behavior of engineers. The findings indicated that engineers with high level of education rely on libraries as sources of information more than the engineers with low level of education. Stinson and Mueller (1980, p.143) concluded that age, specialty, type of practice, location of practice and the size of the hospital that physicians work in are the factors which have an impact on information sources used by physicians. These findings were confirmed in later studies by Gruppen et al. (1987) and Woolf and Benson (1989). Callen et al.'s (2008, p.256) also conducted a study on information sources used by doctors in Mongolia and reported that doctors' use of information sources vary depending on their ages. Moreover, McDonald et. al. (2015, p.389) suggested that common responsibilities are more likely to shape librarians' information behavior (e.g. using desktop computers or smartphones) than demographic factors such as work experience, job titles, or organizational culture.

3. Methodology

This study gathered data by using a questionnaire survey. In research on professionals' information behavior, questionnaire is one of the most commonly used methods.(e.g., Callen's et. al., 2008; Gruppen et.al., 1987; McDonald et. al., 2015). The questionnaire survey in this study consists of three sections. The first section, containing Wong and Law Emotional Intelligent Scale (WLEIS) which uses a 7-point Likert Scale from strongly disagree to strongly agree and generated by Wong and Law in 2002 is for measuring EI levels of academics. This 16-item scale assesses EI within four constructs of EI (a) self-emotion appraisal; (b) others' emotion appraisal; (c) use of emotion; and (d) regulation of emotion. Four items in the scale measure each of the four constructs (Wong and Law 2002). This study utilized the WLEIS because it offered the shortest administration time, was one with a clearer construct structure of emotional intelligence and used in other studies with similar purposes in Turkey (e.g., Bakan & Güler, 2017 and İşler & Atilla, 2013).

The second section contains seventeen questions to gather data about academics' information accumulation, use and share. The 7-point Likert scale questions in this section was developed by Mackenzie (2003) and adapted in this study.. The following variables were measured by scoring the items within the second section of the survey:

a. *Importance of staying close to information*

Questionnaire item numbers: 1, 7

b. *Information need precede behavior to engage new information*

Questionnaire item numbers: 8, 9, 10, 13, 14

c. *Behavior of searching for new information*

Questionnaire item numbers: 11, 15, 16

d. *Use of accumulated information*

Questionnaire item numbers: 12, 15, 16, 17

e. *Importance of interacting with others*

Questionnaire item numbers: 2, 3, 4, 5, 6

The variables measured that define information accumulation are a and b. The variables measured that define information use are c and d and the variable measured that define information share is e. The last section consists of four questions to collect demographic information. Data collection instrument is available upon request.

Reliability is measured using correlation coefficients to determine the degree of relationship between two sets of scores and is considered strong when the coefficient is $r = .70$-1.0, moderate from $r = .30$ - .69 and weak from $r = .00$ - .29 (Jackson, 2009). In this study, the reliability coefficient has been calculated for the 16 questions of the WLEIS scale (α=0.740 According to the reliability coefficients of each EI dimension, it can be said that the research portrays a reliable structure (See Table 1).

WLEIS Dimensions	*Cronbach Alpha(α)*
Self-emotion Appraisal	0.882
Regulation of Emotion	0.894
Use of Emotion	0.844
Emotion Appraisal of Others	0.862

Table 1. Reliability of the WLEIS dimensions

The survey was distributed to all (843) academics (Prof. Dr., Assoc. Prof. Dr., and Assist. Prof. Dr.) in nine faculties (Faculty of Letters, Faculty of Education, Faculty of Communication, Faculty of Science, Faculty of Engineering, Faculty of Law, Faculty of Management, Faculty of Fine Arts and Faculty of Sports Sciences) in Hacettepe University via e-mail in the fall semester of 2018. A total of 103 survey responses were received after two follow-ups with a response rate of 12%. According to Çıngı (1990, p. 262), a universe of 1000 people can be sampled with 103 people based on 0.95 trust level and 0.04 tolerance level. Thus, our sampling statistically represents the universe. In order to make statistical analyses in the study, nine faculties are combined into three main groups (i.e., Faculty of Letters and Social Sciences, Faculty of Arts and Sports, Faculty of Sciences and Engineering).

The data gathered was analyzed using Microsoft Excel and SPSS. First, descriptive statistics, including frequencies, percentages, means, and standard deviations were obtained. Second, to decide the appropriate method the normality tests were ran. Then, correlation analysis (Pearsons' r or Spearman's rho) were conducted to determine if EI has an impact on information behavior dimensions. The variables that are normally distributed were analyzed through Pearsons' r; the variables which are not normally distributed were analyzed through Spearman's rho. Information behavior in this study refers to: information accumulation, use, and share. Specifically, information accumulation is measured by staying close to information and information need precedes behavior variables; information use is measured by use of accumulated information and behavior of searching for new information variables; and information share is measured by importance of interacting with others variable.

Ethics Committee approval for this study was obtained with the letter of Hacettepe University Ethics Committee dated 19 July 2017 and numbered 431-2511.

4. Results and Discussion

4.1. The Profile of Study Participants

This section presents the demographics of the survey participants as shown in Table 2. The demographic profile of study participants, to a certain degree reflects the characteristics of the academic population in Hacettepe University.

Demographic Factors		Frequency(%)
Gender	Female	56 (54.3)
	Male	47 (45.7)
Age	21-40	29 (28.2)
	41-50	37 (35.9)
	51+	37 (35.9)
Faculty	Faculty of Letters and Social Sciences	53 (51.5)
	Faculty of Arts and Sports	10 (9.7)
	Faculty of Sciences and Engineering	40 (38.8)
Academic Title	Assistant Professor	37 (35.9)
	Associate Professor	25 (24.3)
	Professor	41(39.8)

Table 2. The Demographics of study participants

The majority (54.3%) of the academics who participated in this study are females while 45.7% of them are males. Over 60% of academics are under the age of 51 and 35.9% of them are over the age of 51. The faculty of letters and social sciences group is the largest, representing 51.5% of respondents,

followed by 38.8% of respondents who belonged to the faculty of sciences and engineering. On the other hand, only 9.7% of respondents fall in the faculty of arts and sports.

Among all the academics surveyed in this study, the majority of the research participants (39.8%) were full professors while 35.9% were assistant professors and 24.3% were associate professors (See Table 2).

4.2. Overview of Academic's Emotional Intelligence Levels

Table 3 presents measures of central tendency and variability according to four WLEIS dimensions and total EI score. The highest score of the participants was 116 (7*16) while the lowest score was 65. Since the distribution of EI scores is skewed, we took the median value (87.00) as a cut-off point to determine the exact percentage of academics with high EI. According to this study's findings, 50% of the academics participated in this study have high emotional intelligence levels (scored more than 87.00) while 50% percent of them have low emotional intelligence levels (scored less than 87.00).

WLEIS Dimensions	*Mean*	*Median*	*Standard Deviation*	*Minimum*	*Maximum*
Self-Emotions Appraisal	23.28	24.00	0.36	9	28
Regulation of Emotion	19.46	20.00	0.45	8	28
Use of Emotion	22.97	23.00	0.72	4	84
Others 'Emotions Appraisal	20.58	21.00	0.39	8	28
Total Score	**86.29**	**87.00**	**1.37**	**45**	**155**

Table 3. Summary Statistics of Participants' EI Scores

The highest mean value (24.00) belongs to Self-Emotions Appraisal dimension while Regulation of Emotion has the lowest mean value (20.00). This implies the study participants' ability to understand and accept their own emotions is better than their ability to control them. A possible reason for this might be Turkish culture. In Turkey, nepotism is quite common. Although globalization has changed management dynamics, the business culture is still very personal in most organizations and educational institutions.

Information Behavior	*Total WLEIS Score*	
	r	p
Information Accumulation	0.055	0.582
Information Use	0.105	0.290
Information Share	0.454	0.000*

* p<0.01, significant relationship

Table 4. Correlation of EI Scores with information behavior dimensions

The study finds out that EI has an impact on only information share variable of information behavior of academics. As shown in Table 4, the p value of information share (p=0.000) is less than 0.01 but the strength of the relationship between information sharing and information behavior (r=0.454) is moderate since it is only one of the possible factors that would have an impact on information behavior of academics.

4.3. Emotional Intelligence vs Information Share

The study suggests that academics with high EI share more information in the workplace than those with low EI. Communication is fundamental to the existence and survival of humans as well as to all jobs that involve human interactions. It can be defined as a process of creating, using, and sharing ideas, information, views, facts, and feelings, etc. among people to reach a common understanding.

Academics communicate in many ways such as talking, writing letters, making telephone calls, and using the internet and social media in universities. Without communication, they would not know what their students and colleagues need and could not perform their responsibilities efficiently. Since feelings play a role in communication process, the act of knowing, understanding, and responding to emotions have a big, positive impact on this process on information sharing.

Learning more about how to manage our emotions is a highly effective way of improving our social skills as well. Emotional awareness, or the ability to understand feelings help academics succeed when communicating with their colleagues or students. If they are emotionally aware, they notice the emotions of other people, and how the way they are feeling influences the way they communicate. As a result, they share information in a more effective way than their colleagues who are not emotionally intelligent. An emotionally intelligent academic can make his or her students and colleagues feel safe, heard, seen, and valued by sharing the right information with them in the right way and at the right time regardless of the type of communication.

Information sharing is, at the same time, a process of societal quality and with an emotional aspect. Process of sharing means thinking that others need the information we created, presenting it to others and communicating with others. Therefore, sharing is an emotional event. That is why, it can be said that the significant relation between information sharing and emotional intelligence is based on this reason.

4.4. Emotional Intelligence vs Information Accumulation and Use

The study results also show that there is no relationship between emotional intelligence and information accumulation and use of academics. A possible reason can be that the information accumulation and use are personal/individual and more technical processes for academics. During these processes, no one is included in the process and communication has not started yet. Therefore, information accumulation and use, which are personal and technical processes, are not affected by emotional intelligence.

5. Conclusion and Future Research

This research contributes to enhancing academics' information behavior by examining their emotional intelligence as a factor. It demonstrates that EI is a factor that affects academics' information behavior in terms of only information share dimension. This would help academics benefit by increasing their awareness of how emotion and information tightly aligned when teaching and fulfilling their faculty duties.

Educators play a vital role in shaping students' future because they have a responsibility to teach and educate them by sharing the right information, in the right way and at the right time. To cope with the changes that information society brought, they should use different ways and have new competencies to add value to the education practices they provide. All the tasks they face involve information use and share. This research puts an emphasis on the correlation between academics with high emotional intelligence and the vision of sharing information effectively in universities.

Universities that prepare young individuals for life also stand prominent as organizations, where emotional intelligence should be benefited. Thus, educational institutions need to recognize that creating effective and efficient academics play a key role in the success of a university and its students. They may consider different ways to increase their academics' EI levels or to hire emotionally intelligent academics to have well-organized information flow. For example, more EI training programs should be offered, or an emotional intelligence test should be used to measure their EI levels in the selection process. Moreover, prior research has never investigated EI as a factor affecting information behavior, future research on information behavior should take into consideration of this factor.

Since the study had some constraints such as time, the following limitations will be addressed in future research. First, this study focused on only academics in Hacettepe University and three information behavior dimensions (i.e., information accumulation, use, and share). Different universities and dimensions such as information source and characteristics can be considered in future research. Second, a larger and random sample is needed to enhance possibilities of generalization.

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