

Self-Management Competencies for Lifelong Learning of Librarians in University Libraries

¹Abiola M. M. Omotoso (PhD), ²Abiola O. Oyewo, ³Esther O. Jatto, ⁴Abdulrahman R. Oboh, ⁵Taiwo H. Odeyemi

^{1,3}McPherson University Library, McPherson University, Seriki-Sotayo, Ogun State

² Elizade University Library, Elizade University, Ilara-Mokin, Ondo State, Nigeria

⁴ Contact Marketing Services, Lagos

⁵Lagos State University of Science and Technology, Ikorodu, Lagos

Abstract

This study focused on the influence of self-management competencies and self-awareness for lifelong learning in university libraries in southwest Nigeria. The survey research design was adopted for the study and purposive sampling procedure was used to select 38 participants to constitute the sample size for the study. Findings from the study revealed an average level of personal drive and resilience for lifelong learning among librarians in the selected universities in Nigeria. The findings from spearman's correlation test analysis showed a statistically significant relationship between self-awareness and self-development. It was recommended that librarians should continuously improve their personal drive and resilience in order to satisfy the information needs of their users. Also, librarians should rise to the momentum of keeping up with the pace of the changing narratives and the demands of their users so as to remain relevant.

Keywords: *Lifelong learning, Self- management, Self- development, Self- awareness, Librarians.*

Introduction

The need for lifelong learning is imperative for personal and professional life, social integration and active social responsibility of every individual in the society, especially for librarians because they are the gatekeepers to intellectual base of every society. With the advent of ever emerging trends in technologies and digital innovations, climate change, labour market and demographic changes, agitations for gender equality, limitation of resources and social inequalities; lifelong learning has become a crucial tool of sustainable development for every employee in all organizations. The situation now is that - what an employee knows determines his/her upward movement and survival. As a result, it has become essential for librarians to know how to navigate through the change processes in this knowledge-based economy and be able to adapt through self-management competencies of life-long learning. Self-management competence cannot be discussed without considering certain factors that leads to it. Some of them are self-awareness and self- development, work life balance, personal drive and resilience, integrity and ethical conduct of librarians are those factors that could lead to self-management of every employee especially librarians in university libraries. It is in this regard, that this paper therefore seeks to explore the influence of self-management competences on lifelong learning of librarians. The study's population focused on librarians working in selected university libraries in Nigeria.

Objectives of the study

The objectives of the study are to:

1. find out how self-awareness and self-development influence librarians' lifelong learning competencies
2. determine how librarians cope with work-life balance
3. identify the level of personal drive and resilience of librarians
4. ascertain the level integrity and ethical conduct of librarians

Research questions

1. The following research questions were answered in the study:

2. How do librarians cope with work-life balance?
3. What is the level of librarians' personal drive and resilience?
4. What is the level of integrity and ethical conduct among librarians?

Research hypotheses

The hypothesis was tested at 0.05 level of significance

There is no significant influence of self-development and self-awareness on librarians' lifelong learning competencies in University Libraries.

Literature review

Lifelong learning competencies

Lifelong learning (LL) is key in this era of knowledge-based production, management and economy. The ability of an individual to expand his knowledge horizon and be opened to innovation and continuous education is referred to as lifelong learning competencies. Lifelong learning promotes skills and competences necessary for developing general capabilities and specific performance in any situation, whether in personal or professional life. It is described as all learning that spans across an entire lifetime, in order to improve knowledge, skills and ability from personal, civic, social and organizational perspective. Lifelong learning competencies influence equality of life, quality of work, and better performance by creating opportunities to learn more about new development in the scope of work. Level of educational attainment could also be a determinant to a librarian's lifelong learning and self-management competencies.

Learning is the acquisition of knowledge, skills and provision of lifelong learning. It is a primary means of social mobility, national cohesion and socio-economic development. Its aim is to produce individuals who are intellectually, emotionally and physically balanced, instilling values such as patriotism, equality, honesty, humility, mutual respect, and high moral standards Scott-Villiers, Wilson, Kabala, Kullu, Ndungu and Scott-Villiers, 2015. It is the bedrock on which all superstructures like economy, health, tourism, industries, aviation, energy, politics, in the society were built upon. It is the awakening of the human mind to the realities of life, the challenges it brings, and the opportunities that can be exploited. It engenders a form of freedom that enables an individual to appreciate his or her own uniqueness and the ability to accommodate others with divergent views or thought without hampering their freedom. Education is pertinent in the development and growth that fosters progress in every society. Education, whether formal or informal, has great impact on self-management for personal or organizational development and it is critical for lifelong learning that cuts across a lifetime.

Factors such as cognitive development, character development, knowledge, critical thinking and problem solving are outcome of educational attainment depending on the level of formal education acquired; which in turn influence the lifelong long learning of librarians in university libraries Zimmerman and Woolf (2014). Education exposes the recipients to better lifestyle outcome in all spheres of life. For emphasis, level of formal education received by every librarian determines their yearnings for acquisition of more knowledge that can facilitate effective service delivery in their respective university libraries. One of the generic competences of librarians in university libraries is the compulsory acquisition of Masters in Library and Information Science. However, learning or acquisition of knowledge should not end there for a librarian who went through rigorous theoretical, empirical and internship during their postgraduate study. There will always be a gap to be filled to remain relevant in the scheme of university education and the only way to bridge that gap is through lifelong learning, either formal or informal.

Lifelong learning is summarily described as the skills, knowledge, and attributes possessed by successful employee in an organisation. It entails the push that an individual needs to achieve greatness, and just like tacit knowledge, the push is from within and even though some external

factors can contribute to it, the push is first internalised. The two main reasons for lifelong learning are for personal and professional development. The need for personal and professional development stems from various issues arising in the society due to globalisation, ever emerging technologies, global pandemic and other factors. As a result of these, it became highly imperative for employees especially librarians to rise to the momentum in order to keep up with the pace of the changing narratives and the demands of their users so as to remain relevant.

Self -Management of work-life balance

Self-management is the attribute of employees to bridge the gaps in their lives and within an organisation where they are engaged Alsemgeest et al. (2017). The implication of this is that, the individuals concerned must be able to identify that they are unable to execute some operations within the organization where they are engaged to be productive. The gap may not even be within the organisations where they are engaged, the lack may be as a result of generic competencies required on a global level. Certain factors such as dynamic elements of the office environment, interaction and distraction, are perceived as having the greatest positive and negative influences on self-assessed productivity; can bring to fore the gap in individual employee especially Librarian Brunia, DeBeen, and Van der Voordt, 2016; Candido, Zhang, Kim, De Dear, Thomas, Strapasson, and Joko, 2016; De Been, Van der Voordt and Haynes, 2017). For instance, a librarian in Nigeria may feel less incapable to work in other climate as a result of lack of exposure to certain technologies (library software) due to emerging trends in world of work, or the librarian may realize that library software used in another academic libraries is totally different from the one adopted for their own university library. So, Self-management is also a skill called personal management which is the ability to truthfully evaluate one's own knowledge, skills and abilities; to set well-defined and realistic personal goals, to monitor progress towards the attainment of goals, and to motivate one to achieving goals.

In another instance, Kadiyono and Hafiar (2017) defined self-management as the competence or ability to work toward achieving certain goals and the resilience in the face of challenges. It is worthy to note that, goals and resilience are both critical to self-management of work life balance of employees especially librarians in most organisations. Self-management have characteristics like the following; ability to take new decision for career development; awareness of lacks in the process of individual development ;ability for self-assessment in learning process; ability to work cooperatively with colleagues; group leadership in activities in career field; self-motivation in career development; constant self-motivation in learning a new subject; taking responsibility individually in team work; actively participating all activities in any field; Presenting creative ideas upon encountering problems at work; easy adjustment to new opinions in career; ability to conduct projects on career development ; regular studying of new subjects that one is learning.

Botha and Musengi (2012) suggest that before people can become managers for businesses, they should know who they themselves are. Therefore, self-knowledge depends on your capacity for self-management (Schermerhorn, 2013). Self-management involves intentionally undertaking activities that complement personal attributes such as honesty, trustworthiness and reliability (Botha and Musengi 2012). Employees who have self-management skills don't do things randomly, they are able to prioritize and complete tasks effectively and efficiently. Resilience of librarians engenders quick recovery from adversity, challenges, and shocks. It is resilience that leads to their ability to initiate and sustain momentum without external stimulation, called self-starting. Within the business context, Daft et al. (2015) describe that self-management embraces individuals' efforts to manage their personal activities and decision-making by assessing complications and formulating detailed goals and tactics in order to address those problems.

Symington (2012) adds that career self-management includes formulating one's own goals and opportunities as well as being able to search for new resources to enable easier adaption to the

work environment as earlier stated. There is possibility that those who have self-management skills could lead an organization to succeed because it is one of the attributes of a leader. Meanwhile, librarian's cadre in university libraries is equivalent to managerial roles in corporate organisations. Therefore, it is necessary for library managers to be adept at leading themselves to be competent towards leading others. Leadership entails that one takes responsibility for and should have control over one's personal actions (Ross 2014).

Work-life balance is a concept having proper prioritizing between work (career) and "lifestyle (Health, Pleasure, Leisure, Family and Spiritual (Pathak, Dubey and Deepak (2019). The benefits of work-life can improve both the life quality of employees and the effectiveness of the organization. Hence, there appears to be countless delineations regarding work-life balance, but all appear to be in agreement that work encompasses a group of formal tasks completed by an individual while occupying a given job. Life comprises a group of activities not associated with work such as household chores, care of elderlies and care of children (Anwar et al., 2013).

In an empirical study that exposed the impact of Work-life balance and Happiness at work (employee engagement, job satisfaction, and affective organisational commitment) on employee performance among Med Pharma company. The results are demonstrated that Work-life balance has a positive significant impact on employee performance, and this finding was also reported in an earlier work of Helmle et al. (2014). Particularly, Helmle et al. (2014) reported the impact of employee feeling comfortable (both physical and mental) on organizational success and its importance. As highlighted in the practical findings, employees with good feeling and only small degree of stress at work and at home show more likelihood to experience satisfaction with their work. The results are also showing that individuals who feel that there is interference of work roles with family roles show less likelihood to feel that they possess work-life balance. This finding is in line with the deduction made in Soomro et al. (2018) that work-life balance positively and significantly impacts employee performance.

Personal drive and resilience of librarians

Personal drive is the motivation of employees in organisations to meeting a set target necessary for task and job performance Ismail (2015:689). In fact, personal drive is needed for the post COVID '19 pandemic because a lot has changed in the way organisations are being managed. UNESCO (2011) describe resilience as the ability to anticipate, withstand and bounce back from external pressures and shocks – whether physical, emotional, economic, or related to disaster or conflict – in ways that avoid a fundamental loss of identity and maintain core functions. Three factors are fundamental to resilience in UNESCO description, which are to withstand (ability to face challenges without wavering. In this situation, problems or challenges are seen as opportunity to provide solutions to impending issues. Librarians concerned could deal issues or challenges squarely to recover and to grow in their field to remain relevant in the academic environment.

Integrity and ethical conduct

The issues of integrity and ethical conduct arose from what ends librarians are engaging in life-long learning. Emmanuel Kant's practical philosophy claims that to act ethically, one should always treat every human being, both oneself and others, as the goal of actions and not as a means required for reaching the goal (Kant, 1984). In order to act wisely one has to be able to employ both, the ethical and Praxiology perspectives. Praxiology is defined as the study of human actions, based on the notion that humans engage in purposeful behaviour as opposed to reflective behaviour, and other unintentional behaviours. In order to put the two perspectives into account, one must understand human actions and plan them sensibly. It should be noted that the ethical perspective is related to that what should be and may not be what is, therefore, it may go beyond that what is.

Ethics appeals to the universal values and should not give in to pressure of some concrete practice systems. Ethics is relevant everyday lifestyle and work as at some point ones professional or personal life. One has to deal with ethical questions or problems, like what is your level of responsibility towards protecting another person from threat, or whether or not you should tell the truth in a particular situation? This takes us back to intentionality. Any employee in any form of organization should be intentional about LL instead of seeing it as a do or die affairs. This sort of attitude will engender the learner to have a target and a focus.

Self-awareness and Self-development

Self-awareness is a conscious effort of an individual to know and understand their emotional, Psychological, mental, interpersonal relationship and physical nature (Duvall and Wicklund, 1972; Degrazia, 2009; and Northoff, 2011). Self-awareness as a subject is both psychological and philosophical in nature. Self-awareness represents the capacity of becoming the object of one's own attention. It emphasizes the reciprocal influences cognitive development; metacognitive activities, human mediation, and self-awareness have on each other (Bryce et al., 2015; Poitras and Lajoie, 2013). The study of the self has a long-standing place in psychology and philosophy and is a central experiential aspect of people's lives, it remains difficult to define (Klein, 2012) 'If I do not have experience with myself, I do not know who I am. Philosophy then becomes in demand in the sense that I would not want to think, but have to, because there is nothing else left, because I already have to deal with a situation that I cannot change' Borisov, (2017, 2019). Philosophically, Knowledge of ignorance is the only knowledge in which one can be absolutely sure, therefore, it can serve as a guiding principle that guides and makes a person open to being Amir (2016), which leads to a philosophical saying 'I think, therefore, I am.' Descartes (1637, 2008).

Self-awareness is what leads to self-development in individual especially, librarians. Librarians who have self-awareness know what is missing within and such employee set goals on how to achieve self-development for learning processes. This can be supported by empirical research to confirm the role of academic self-management in improving students' academic achievement. The results revealed that 78% of the subjects possessed high academic self-management, meaning that the majority of students used academic self-management to control factors which influence the learning process Kadiyono and Hafiar (2017).

The implication of the result of study is that every serious learner set clear personal goals and pursue their career goals in a balanced way. The students used motivational strategy, behavioral strategy, and learning and study strategies to control the factors that affect their learning process. Librarians who are self-aware of themselves can also adopt the strategies of the student used in that study. In order to say that a librarian has a sense of Self-awareness and self-development, librarians concerned have to realize those areas where there are professional gaps, develop plans to fill the gaps and seek opportunities for personal long-term growth and be able analyze and learn from work and life experiences.

Descriptive survey research method was adopted for this study. A purposive sampling technique specifically aimed at stakeholders relevant to the study was used. A total of thirty-eight (38) professional and para-professional staff in the selected academic libraries were the respondents in the study. Questionnaire was the instrument used to elicit responses from the respondents. The data collected were tabulated and analyzed using mean scores and Pearson Product Moment Correlation (PPMC) showing the relationship between self-development and self-awareness, and Librarians' -lifelong learning competencies. The data was analyzed using descriptive statistics and inferential statistics. Descriptive statistics tools involve percentage frequency count and this was used to describe the demographic characteristics of respondents which were presented in tables. After this, the research questions 1-3 were analyzed using mean and frequency counts while Pearson Correlation were used to test hypothesis at $\alpha=0.05$ level of significance in order to determine the relationship between the variables concerned.

Interpretation of results and discussions

The following section will partly present and discuss the research results of the study conducted at the University Libraries under study. The research was aimed at understanding the lifelong learning competences of librarians and to establish the ways in which the academic librarians could add value to their services by engaging with self- development.

Demographical information of the 38 respondents had been summarized in Table 1

Variable	Labels	Frequency	Percentage
Institution	FUNAAB	24	63.1
	TASUED	8	21.1
	BABCOCK	8	21.1
	Total	38	100.0
Gender	Male	14	36.8
	Female	24	63.2
	Total	38	100.0
Educational qualification	ND	1	2.6
	HND	2	5.2
	BA	2	5.2
	B.Sc.	9	23.7
	BLIS	1	2.6
	MLIS	14	37.0
	PhD	9	23.7
	Total	38	100.0
Length of service	1-5 yeas	4	10.5
	6-10 years	12	31.6
	11-15 years	18	47.4
	16-20 years	3	7.9
	21-30 years	1	2.6
	Total	38	100.0

Table 1: Summary of respondents’ demographic profile

Key: FUNAAB= Federal University of Agriculture Abeokuta; TASUED= Tai Solarin University of Education; BABCOCK=

Brief profile of respondents

The respondents work across various sections of the university library with the major ones from FUNAAB (63.1%), TASUED (21.1%) and BABCOCK (15.8%). A large majority of the respondents were female (63.2%) and this is an indication that women largely dominate the profession. The results further indicated that a large majority of respondents have 11-15 years of working experience in academic libraries. In terms of educational background, most of the respondents have a postgraduate degree in library and information science (see Table One) and this show the demands of the profession.

Research Questions

Research Question One: How do Librarians cope with work-life balance?

Table 2: Work life balance of Librarians

s/n	Statements	SD	D	A	SA	\bar{x}	S.D
1	I make time to exercise	2 5.3%	5 13.2%	15 39.5%	16 45.1%	3.18	0.865
2	I strike a reasonable balance between work and other life activities	5 13.2%	1 2.6%	16 42.1%	16 42.1%	3.13	0.991
3	I take good care of myself mentally and emotionally	6 15.8%	2 5.3%	17 44.7%	13 34.2%	2.97	1.026
4	I use constructive outlets to vent frustration and reduce tension	1 2.6%	6 15.8%	26 68.4%	5 13.2%	2.92	0.632
5	I eat properly every day	8 21.1%	3 7.9%	15 39.5%	12 31.6%	2.82	1.111
Weighted Mean = 3.00				Decision Rule = 2.50			

Key: SD= Strongly Disagree, D=Disagree, A=Agree, SA= Strongly Agree
 How librarians cope with work-life balance is discussed in table 2. The analysis of the mean scores of the items shows that ‘I make time to exercise’ (\bar{x} =3.18) was ranked highest by the mean score rating as the major way Librarians cope with work-life balance, and was followed by ‘I strike a reasonable balance between work and other life activities’ (\bar{x} =3.13), ‘I take good care of myself mentally and emotionally’ (\bar{x} =2.97), ‘I use constructive outlets to vent frustration and reduce tension’ (\bar{x} =2.92), and lastly by ‘I eat properly every day’ (\bar{x} =2.82) respectively
 Hence, making time exercise, striking balance between work and other life activities, caring for one’s mentally and emotionally life are major ways Librarians cope with work-life balance.

Research Question two: What is the level of librarians’ personal drive and resilience?

Table 3a: Level of Librarians’ personal drive and resilience

s/n	Statements	SD	D	A	SA	\bar{x}	S.D
1	I am ambitious and motivated to achieve goals	7 18.4%	6 15.8%	17 44.7%	8 21.1%	2.68	1.016
2	I take on more responsibility than my position require.	10 26.3%	2 5.3%	18 47.4%	8 21.1%	2.63	1.101
3	I am willing to innovate and take personal risks	11 28.9%	1 2.6%	18 47.4%	8 21.1%	2.61	1.128
4	I show perseverance in the face of obstacles	6 15.8%	7 18.4%	21 55.3%	4 10.5%	2.61	0.887
5	I work hard to get things done	12 31.6%	1 2.6%	17 44.7%	8 21.1%	2.55	1.155
Weighted Mean = 2.62				Decision Rule = 2.50			

Key: SD= Strongly Disagree, D=Disagree, A=Agree, SA= Strongly Agree

The Librarians’ personal drive and resilience is discussed in Table 3a. ‘I am ambitious and motivated to achieve goals’ (Agree = 25(65.8%), Disagree= 13(34.2%), \bar{x} =2.68), ‘I take on more responsibility than my position require’ (Agree = 26(68.5%), Disagree= 12(31.6%), \bar{x} =2.63), ‘I am willing to innovate and take personal risks (Agree = 26(68.5%), Disagree= 12(31.6%), \bar{x} =2.61), ‘I show perseverance in the face of obstacles’ (Agree = 25(65.8%), Disagree= 13(34.2%), \bar{x} =2.61), and ‘I work hard to get things done’ (Agree = 26(68.5%), Disagree= 12(31.6%), \bar{x} =2.55) respectively.

Table 3b Test of norm showing the level of librarians’ personal drive and resilience

Interval	Mean index	Level of personal drive and resilience	Frequency	Percentage
1-10		Low	13	34.2
11-20	13.07	High	25	65.8

On the percentage level of librarians ‘personal drive and resilience, 34.2% (n=13) had low level of personal drive and resilience, and 65.8% (n=25) had a high level of personal drive and resilience. Therefore, there is a high level of librarians’ personal drive and resilience for lifelong learning in the study.

Question three: What is the level of integrity and ethical conduct?

Table 4a: Self-management competence (Integrity and Ethical conduct)

s/n	Statements	SD	D	A	SA	\bar{x}	S.D
1	I maintain personal ethical standards under pressure	4 10.5%	4 10.5%	17 44.7%	13 34.2%	3.03	0.944
2	I have clear personal standards that serve as a foundation for maintaining a sense of integrity and ethical conduct	10 26.3%	3 7.9%	17 44.7%	8 21.1%	2.61	1.104
3	Constant self-motivation in learning a new subject	15 39.5%	2 5.3%	4 10.5%	17 44.7%	2.61	1.405
4	I accept responsibility for my actions	11 28.9%	6 15.8%	8 21.1%	13 34.2%	2.61	1.242
5	I am sincere and do not only tell people what they want to hear	8 21.1%	9 23.7%	21 55.3%	-	2.34	0.815
Weighted Mean = 2.64						Decision Rule = 2.50	

Key: SD= Strongly Disagree, D=Disagree, A=Agree, SA= Strongly Agree

Above table shows the measures of self-management competence (integrity and ethical conduct) among Librarians for lifelong learning in the study. Table 4a shows that out of the five items, only four of them were very high as indicated by the staff respondents to have constituted level of integrity and ethical conduct by the academic libraries. Those items as contained in the table includes: personal ethical standard under pressure, maintaining sense of integrity and ethical conduct, self-motivation in learning new subjects and taking responsibility for my actions. The fifth item is less than 2.5 and did not meet up with the acceptable threshold set for this result.

Table 4b Test of norm showing the level of integrity and ethical conduct

Interval	Mean index	level of integrity and ethical conduct	Frequency	Percentage
1-10		Low	17	44.7
11-20	13.18	High	21	55.3

The percentage level of integrity and ethical conduct is hereby discussed. 44.7% (n=17) had low level of integrity and ethical conduct, and 55.3% (n=21) had a high level of integrity and ethical conduct. Therefore, there is a high level of librarians’ integrity and ethical conduct for lifelong learning in the study.

Testing of Hypotheses: There is no significant influence of self- development and self-awareness on librarians’ lifelong learning competencies in University Libraries.

Zimmerman and Woolf (2014) and Kadiyono and Hafiar (2017) who states that cognitive development, character development, knowledge, critical thinking and problem solving are outcome of educational attainment depending on the level of formal education acquired; which in turn influence the lifelong long learning of librarians. It is evident from the findings that self-development and self-awareness of librarians in the selected universities in Nigeria contained majority of the skills that could serve as leverage of lifelong learning. This is an affirmation of the position of Botha and Musengi (2012) that before people can become managers for businesses; they should know who they themselves are. The result affirms the assertion by Northoff, (2011) that Self-awareness is a conscious effort of an individual to know and understand their emotional. Self-awareness is what leads to self-development in individual especially, librarians. Librarians who have self-awareness know what is missing within and such employee set goals on how to achieve self-development for learning processes.

It has been revealed through the test of hypothesis that self-development and self-awareness has significant influence on Librarians' lifelong learning competencies. This relates to what Zimmerman and Woolf (2014) discovered in a study that established that self-development and self-awareness has significant influence on Librarians' lifelong learning competencies. Character development, knowledge, critical thinking and problem solving are outcome of educational attainment depending on the level of formal education acquired; which in turn influence the lifelong long learning of librarians in university libraries. In order to say that a librarian has a sense of Self-awareness and self-development, librarians concerned have to realize those areas where there are professional gaps, develop plans to fill the gaps and seek opportunities for personal long-term growth and be able analyze and learn from work and life experiences.

Summary and Conclusion

Librarians should realize that they must continuously improve their competences to enhance information service delivery in order to satisfy the information needs of their users and also compete with other information providers. It is also very imperative for Librarians to navigate through the change processes in this knowledge-based economy and be able to adapt through self-management competency of life-long learning. Self-management competence will enable librarians to externalize their strength and challenges, thereby leading to self-examination that leads to fulfillment in life and career to continuously meet the demands of their profession.

Recommendations

Based on the findings of this study, the following recommendations are hereby proffered:

1. Work-life can improve both the life quality of employees and the effectiveness of the organization, if the librarians can be deliberate about their activities.
2. Effort should be made by librarians to continuously improve their personal drive and resilience in order to satisfy the information needs of their users. This can be achieved by having certain level of emotional intelligence. Also, librarians to rise to the momentum to keep up with the pace of the changing narratives and the demands of their users so as to remain relevant.
3. Librarians should be intentional about integrity and ethical conduct in order to help users to remain focus.
4. Workshop seminars and other skill enhancement should be periodically organized for training librarians which will boost lifelong learning competencies.

References

- Alsemgeest, L., Booyesen, K., Bosch, A., Boshoff, S., Botha, S., Cunningham, P. et al., (2017). *Introduction to Business Management: Fresh perspective*, Cape Town: Pearson.
- Amir, L. (2016). Shaftesbury as a Popperian: Critical Rationalism Before Its Time?: *Part I, Analiza i Egzystencja*; 35.

- Anwar, J., Hansu, S. A. F., and Janjua, S. Y. (2013). Work-life balance: What Organizations Should Do to Create Balance? *World Applied Sciences Journal*; 24(10), 1348-1354
- Borisov, S. (2019). Philosophy as a Project: Descriptors of Self-Knowledge. Web of Conferences, <https://doi.org/10.1051/shsconf/20197204006APPSCONF>.
- Borisov, S. (2017). Practicing Philosophy in Daily Life: *SENTENTIA. European Journal of Humanities and Social Sciences*.
- Botha, S. and Musengi, S., (2012). Introduction to Business Management: Fresh Perspectives, Cape Town: Pearson.
- Brunia, S., De Been, I. and Van der Voordt, D. J. M. (2016), Accommodating New Ways of Working: Lessons from Best Practices and Worst Cases: *Journal of Corporate Real Estate*; 18(1), 30-47.
- Bryce D, Whitebread D. and Szucs D. (2015). The Relationships Among Executive Functions, Metacognitive Skills and Educational Achievement in 5 And 7 Year-Old Children: *Metacognition and Learning* 10(2): 181–198.
- Candido, C., Zhang, J., Kim, J., De Dear, R., Thomas, L., Strapasson, P. and Joko, C. (2016), Impact of Workspace Layout on Occupant Satisfaction, Perceived Health and Productivity in 9th Windsor Conference: Making Comfort Relevant: *Proceedings of the International Conference in Cumberland Lodge*; Windsor, UK, 2016.
- Daft, R.L. and Marcic, D., (2014). Building Management Skills: An Action-First Approach, South-Western Cengage, Mason, OH.
- De Been, I., van der Voordt, T. and Haynes, B. (2017), “Productivity” in Jensen, P.A. and Van der Voordt, T. (Eds.) (2016). Facilities Management and Corporate Real Estate Management as Value Drivers: How to Manage and Measure Adding Value, Oxon/New York, NY: Routledge, 140-154.
- Helmle, J. R., Botero, I. C., and Seibold, D. R. (2014). Factors That Influence Perceptions of Work-Life Balance in Owners of Copreneurial Firms: *Journal of Family Business Management*; 4(2), 110-132. <https://doi.org/10.1108/JFBM-06-2014-0013>
- Ismail, H. (2015). Gender Differences in Personal Values: A Business Perspective: *International Journal of Commerce and Management*; 25(4), 687–698. <https://doi.org/10.1108/IJCoMA-10-2013-0104>.
- Kadiyono, A.L. and Hafiar, H. (2017). The Role of Academic Self-Management in Improving Students’ Academic Achievement. Ideas for 21st Century Education – Abdullah et al. (Eds) London: Taylor & Francis Group.
- Klein, S. C. (2012). The Self and Its Brain: *Social Cognition*; 30, 474-518.
- Macedo T, Wilhelm L, Gonçalves R, Coutinho ES, Vilete L, Figueira I, Ventura P. (2014). Building Resilience for Future Adversity: A Systematic Review of Interventions in Non-Clinical Samples of Adults: *BMC Psychiatry*; 14(1):227.
- Pathak, A. K., Dubey, P., Deepak Singh (2019). Work Life Balance & Job Satisfaction: A Literature Review: *International Journal of Computer Sciences and Engineering*; Vol.7(3).
- Poitras E.G. and Lajoie S.P. (2013). A Domain-Specific Account of Self-Regulation Learning: The Cognitive and Metacognitive Activities Involved in Learning Through Historical Inquiry: *Metacognition and Learning*; 8(3): 213–234.
- Ross, S., (2014). A Conceptual Model for Understanding the Process of Self-Leadership Development and Action-Steps to Promote Personal Leadership Development: *Journal of Management Development*; 33(4), 299–323. <https://doi.org/10.1108/JMD-11-2012-0147/>
- Soomro, A. A., Breiteneker, R. J., and Shah, S. A. M. (2018). Relation of Work-Life Balance, Work-Family Conflict, and Family-Work Conflict with the Employee Performance-Moderating Role of Job Satisfaction: *South Asian Journal of Business Studies*; 7(1), 129-146. <https://doi.org/10.1108/SAJBS-02-2017-0018>.
- Symington, N. (2012); Investigating Graduate Employability and Psychological Career Resources: MCom Dissertation, University of Pretoria.

- Scott-Villiers, P., Wilsons., Kabala, N., Kullu,M., Ndung’u, M., and Scott-Villiers, A. (2015). A Study of Education and Resilience in Kenya’s Arid and Semi-Arid Lands. UNICEF Eastern and Southern Africa Regional Office (ESARO) Final Report UNICEF Eastern and Southern Africa Regional Office (ESARO).
- Zimmerman, E., and S. H. Woolf. 2014. Understanding The Relationship Between Education and Health. Discussion Paper, Institute of Medicine, Washington, DC.<http://nam.edu/wpcontent/uploads/2015/06//understandingtherelationship>.