



A STUDY ON EMOTIONAL INTELLIGENCE OF ACADEMIC STAFF WITH SPECIAL REFERENCE TO ARTS AND SCIENCE COLLEGES AT THANJAVUR DT.

L.Kalai Bharathi* Dr.V.Nagajothi**

*Research Scholar, Department of Business Administration, Rajah Serfoji Govt. College (Autonomous), Thanjavur, India.

**Research Advisor & HEAD, Department of Business Administration, Rajah Serfoji Govt. College (Autonomous), Thanjavur, India.

INTRODUCTION

The destiny of the country is being shaped in the classrooms. The academic staff has an important role to play for national development and social change. The first and foremost responsibility of the academic staff is towards the welfare of the society and his students in particular. The academic staff has to treat each individual student as an end in himself and to give him the opportunity to develop his skills and abilities and potentialities to the full. The present study is concerned with the emotional intelligence skills of the academic staffs serving in arts and science colleges in Thanjavur district.

EMOTIONAL INTELLIGENCE

Emotional intelligence represents an ability to validly reason with emotions and to use emotions to enhance thought. Emotional intelligence as the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.

Emotion refers to a feeling state (including physiological responses and cognitions) that conveys information about relationships. For example, happiness is a feeling state that also conveys information about relationships -- typically, that one would like to join with others. Similarly, fear is a feeling state that corresponds to a relationship -- the urge to flee others.

Intelligence refers to the capacity to reason validly about information.

Emotional intelligence (EI) is the area of cognitive ability involving traits and social skills that facilitate interpersonal behavior. Intelligence can be broadly defined as the capacity for goal-oriented adaptive behavior; emotional intelligence focuses on the aspects of intelligence that govern self-knowledge and social adaptation.

The term first appeared in 1985, in Wayne Payne's doctoral thesis, *A study of emotion: Developing emotional intelligence*. Payne's thesis centered on the idea that society's historical repression of emotion is the source of wide-scale problems such as addiction, depression, illness, religious conflict, violence and war. Daniel Goleman, a psychologist and behavioral science journalist, later popularized the term and developed related concepts in his influential book, *Emotional Intelligence* (1995). In *Working with Emotional Intelligence* (1998), Goleman explored the function of EI on the job. According to Goleman, emotional intelligence is the largest single predictor of success in the workplace.

Goleman and others have developed the concept of a testable EQ (emotional intelligence quotient) counterpart to the IQ (intelligence quotient). In contrast to the focus on academically-oriented skills, such as mathematical ability, that are evaluated in an IQ test, an EQ test focuses more on the individual's capacity to deal effectively with others. To that end, it evaluates traits and abilities such as self-awareness and empathy, which are sometimes referred to as [soft skills](#).

Goleman describes emotional intelligence as "managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals." According to Goleman, the four major skills that make up emotional intelligence are:

1. Self-Awareness: the ability to fully understand oneself and one's impact on others and to use that information to manage oneself productively.
2. Self Management
3. Social Awareness: the ability to build genuine relationship and bonds express caring, concern and conflicts in the healthy way.
4. Relationship Management



The Four areas of EI are broken down into 18 individual competencies:

1. Self-Awareness
 - a. Emotional Self-Awareness
 - b. Accurate Self-Assessment
 - c. Self-Confidence
2. Self Management
 - a) Emotional Self-Control
 - b) Transparency
 - c) Adaptability
 - d) Initiative
 - e) Achievement
 - f) Optimism
3. Social Awareness
 - a) Empathy
 - b) Organisational Awareness
 - c) Service Orientation
4. Relationship Management
 - a) Developing Others
 - b) Inspirational Leadership
 - c) Conflict Management
 - d) Change Catalyst
 - e) Teamwork and Collaboration
 - f) Influence

STATEMENT OF THE PROBLEM

The present study is undertaken with the objective of testing the Emotional Intelligence among academic staffs of Arts and Science Colleges at Thanjavur Dt. The investigator has identified the Emotional Intelligence as the important variable, in building interpersonal relationships of academic staffs, to solve every day problems and to make decisions etc. and that there is an association of Emotional Intelligence skills with demographic variables such as age, gender, education, and teaching experience etc. Thus the study is entitled as “A Study on Emotional Intelligence of academic staffs with special reference to Arts and Science Colleges at Thanjavur Dt.”

OBJECTIVES OF THE STUDY

The present study includes primarily studying emotional intelligence among academic staffs of Arts and Science College at Thanjavur district”

1. To find out whether there is any significant difference between male and female academic staffs in their self awareness, self management, social awareness, relationship management and emotional intelligence.
2. To find out whether there is any significant difference between married and unmarried academic staffs in their self awareness, self management, social awareness, relationship management and emotional intelligence.
3. To find out whether there is any significant difference between graduate and postgraduate academic staffs in their self awareness, self management, social awareness, relationship management and emotional intelligence.
4. To find out whether there is any significant difference between rural and urban academic staffs in their self awareness, self management, social awareness, relationship management and emotional intelligence.
5. To find out whether there is any significant difference between academic staffs of below ten years and above ten years of teaching experience in their self awareness, self management, social awareness, relationship management and emotional intelligence.
6. To find out whether there is any significant difference among academic staffs of aided, government and private in their self awareness, self management, social awareness, relationship management and emotional intelligence.
7. To find out whether there is any significant association between qualifications of academic staffs and their self awareness, self management, social awareness, relationship management and emotional intelligence.

SCOPE OF THE STUDY

Emotional Intelligence (EI) has the ability to analyze emotions at work and the ability to use them appropriately. Emotional Intelligence can provide better work-place relationships. Many experts involved in research in this area of human psychology, are of the opinion that those individuals with a high level of Emotional Intelligence are likely to be more

positive, understanding, co-operative, and friendly. They are able to adjust themselves to different situations and cope with stress better. High Emotional Intelligence paves way for better work approach that is goal directed and achievement oriented.

The major significant points of the present study are as follows:

1. The information gathered by the study will help Educational institutions, Teachers, and Researchers better understand the interplay of emotional intelligence skills and teacher performance in arts.
2. As a result of this study, there may be major impacts on students' assessment, recruitment, retention and development in Institutions.
3. Information obtained from the study may contribute to the development of emotional Intelligence skills as influencing factors in personal, academic and career success.
4. The present study may bring awareness among the academic staffs with respect to emotional intelligence skills, which play a vital role in their career.

METHODOLOGY

Design of the Study

The present study is designed to study the Emotional Intelligence skills and demographic variables among 501 academic staffs of both genders working in Arts and science colleges at Thanjavur district by using Emotional Intelligence Skills instrument and well prepared demographic questionnaire. The Emotional Intelligence Skills instrument assess the four major areas like a) Interpersonal communication under stress b) personal leadership c) self management in life and career and d) interpersonal development. The demographic questionnaire provides detailed information about age, gender, qualification and location etc.,

Questionnaire Survey

The emotional intelligence (EI) scale devised by Schutte et al (1998) was administered to the academic staffs of arts and Science colleges. The scale consists of items were ranged from 1 = strongly disagree to 5 = strongly agree.

Statistical Techniques Used

As the present study is more of qualitative in nature, collected data were analyzed using both qualitative and quantitative techniques. Quantitative data were analyzed with the simple statistical techniques. The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. Analysis of SEM (**Structural Equation Model**) was used to find out the effect, if any, of the variables studied. The data were coded and prepared for analysis using the Statistical Package for Social Sciences (SPSS).

Variables in the Structural Equation Model Analysis

Variables			Estimate	S. E.	t value	P
Self-Confidence	<---	Self Awareness	1.000			
Accurate Self-Assessment	<---	Self Awareness	.992	.073	13.664	***
Emotional Self-Awareness	<---	Self Awareness	1.166	.071	16.463	***
Optimism	<---	Self Management	1.000			
Achievement	<---	Self Management	4.040	.335	12.052	***
Initiative	<---	Self Management	1.100	.210	5.225	***
Adaptability	<---	Self Management	2.776	.244	11.388	***
Transparency	<---	Self Management	1.668	.163	10.244	***
Emotional Self-Control	<---	Self Management	3.174	.266	11.943	***
Influence	<---	Relationship Management	1.000			
Teamwork and Collaboration	<---	Relationship Management	.848	.059	14.359	***
Change Catalyst	<---	Relationship Management	1.435	.068	21.074	***
Conflict Management	<---	Relationship Management	.723	.041	17.567	***

Variables			Estimate	S. E.	t value	P
Inspirational Leadership	<---	Relationship Management	.444	.027	16.292	***
Developing Others	<---	Relationship Management	.786	.057	13.900	***
Service Orientation	<---	Service Orientation	1.000			
Organisational Awareness	<---	Service Orientation	.915	.024	38.462	***
Empathy	<---	Service Orientation	1.478	.037	39.928	***
Self Assessment	<---	Self Awareness	1.580	.152	10.423	***
Self Assessment	<---	Self Management	6.693	.734	9.117	***
Self Assessment	<---	Relationship Management	1.712	.172	9.970	***
Self Assessment	<---	Service Orientation	4.642	.129	35.889	***

*** Highly significant

From the above table it is found that the variables **Accurate Self-Assessment, Emotional Self-Awareness, Achievement, Initiative, Adaptability, Transparency, Emotional Self-Control, Teamwork and Collaboration, Change Catalyst, Conflict Management, Inspirational Leadership, Developing Others, Organisational Awareness, Empathy, Self Assessment with Self Awareness, Self Management, Relationship Management, Service Orientation** are highly significant. The other variables **Self-Confidence, Optimism, Influence and Service Orientation** are insignificant.

Model Fit Summary of Structural Equation Modelling

Indices	Value	Suggested value
Chi-square value	0.000	-
P value	0.492	>0.05 (Hair et al., 1998)
GFI	0.949	>0.90 (Hu and Bentler, 1999)
AGFI	0.932	>0.90 (Hair et al. 2006)
CFI	1.000	> 0.90 (Daire et al., 2008)
RMR	0.046	< 0.08 (Hair et al. 2006)
RMSEA	0.030	< 0.08 (Hair et al. 2006)

From the above table it is found that the calculated P value is 0.492 which is greater than 0.05 which indicates perfectly fit. Here GFI (Goodness of Fit Index) value and AGFI (Adjusted Goodness of Fit Index) value is greater than 0.9 which represent it is a good fit. The calculated CFI (Comparative Fit Index) value is 1 which means that it is a perfectly fit and also it is found that RMR (Root Mean Square Residuals) and RMSEA (Root Mean Square Error of Approximation) value is 0.000 which is less than 0.10 which indicated it is perfectly fit.

CONCLUSION

The study suggests the improvement of problem areas such as Self-Confidence, Optimism, Influence and Service Orientation of academic staff of Arts and science colleges at Thanjavur Dt. The study also shows the positive impact of demographic factors on Emotional Intelligence skills of academic staff. The study is carried out with the help of structural equation modeling as a statistical tool by applying SPSS software package to determine the degree of relationship between variables with their significance.



REFERENCE

1. Antonakis, J., & Dietz, J. (2010). Emotional intelligence: On definitions, neuroscience, and marshmallows. [Comment/Reply]. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 3(2), 165-170.
2. Ashkanasy, N. M., & Daus, C. S. (2005). Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated. *Journal of Organizational Behavior*, 26(4), 441-452.
3. Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18(Suppl), 13-25.
4. Bar-On, R. (2010). Emotional intelligence: An integral part of positive psychology. *South African Journal of Psychology*, 40(1), 54-62.
5. Boyatzis, R. E. (2008). Competencies in the 21st century. [Editorial]. *Journal of Management Development*, 27(1), 5-12.
6. Ali, O. E. A., Garner, I., & Magadley, W. (2012). An exploration of the relationship between emotional intelligence and job performance in police organizations. *Journal of Police and Criminal Psychology*, 27(1), 1-8.
7. Besharat, M. A. (2007). Psychometric properties of Farsi version of the Emotional Intelligence Scale-41 (FEIS-41). *Personality and Individual Differences*, 43(5), 991-1000.
8. Camuffo, A., Gerli, F., & Gubitta, P. (2012). Competencies matter: Modeling effective entrepreneurship in Northeast of Italy small firms. *Cross Cultural Management*, 19(1), 48-66.
9. Di Fabio, A., & Palazzeschi, L. (2012). Organizational justice: Personality traits or emotional intelligence? An empirical study in an Italian hospital. *Journal of Employment Counseling*, 49(1), 31-42.
10. Elfenbein, H. A. (2006). Learning in emotion judgments: Training and the cross-cultural understanding of facial expressions. *Journal of Experimental Psychology*, 135(2), 145-155.
11. Zhang, H.-H., & Wang, H. (2011). A meta-analysis of the relationship between individual emotional intelligence and workplace performance. *Acta Psychologica Sinica*, 43(2), 188-202.
12. Zhou, J., & George, J. M. (2003). Awakening employee creativity: The role of leader emotional intelligence. *The Leadership Quarterly*, 14(4-5), 545-568.