

A Study on the Level of Emotional Intelligence among Academicians in Chennai

Ms. Lydia Arockia Mary.A

Assistant Professor, Stella Maris College Chennai, Tamil Nadu, India

Email- lydia.augustin.la@gmail.com

Abstract- Emotional Intelligence or Emotional Quotient is a concept which is giving its importance in the recent days. It refers to the capability of an individual to understand, express and control his own emotions and to handle interpersonal relationship in a positive manner. This paper is aimed at studying the Emotional intelligence of academicians and their impact on the wellbeing of the students. The sample size is 100. Data has been collected from both the Gender. Academicians with various years of experience has been considered for this study. The researcher has collected data using a standard questionnaire which was constructed and developed by Wong et al., (Wong and Law Emotional Intelligence scale WLEIS). Data has been analyzed with different statistical tools and the results are interpreted.

Keywords – Emotional Quotient, Interpersonal, Capability, Wellbeing

I. INTRODUCTION

Emotional Intelligence or Emotional Quotient refers to the capacity of an Individual person to understand his own emotions and also other person's emotions in a positive manner to overcome various challenges and conflicts. This term was devised by Peter Salovey and John D. Mayor (1990) but it was disseminated by Daniel Golman. Today Emotional Quotient of an individual is considered to be more important than the Intelligent Quotient. People who are intelligent are not able to handle their emotional situations and thereby end up their situation in a negative way. This concept of Emotional Intelligence helps us to build stronger relationships with colleagues and others, succeed in work and life and also helps us to achieve our personal goals. It helps us to connect with our feelings, turn all our intentions into actions and also helps us to make informed decisions about what matters important to us. Emotional Intelligence is important as it provides the path to a fulfilled and a happy life. Today all smartest people are not able to succeed in life as they lack in their Emotional Quotient and are not able to overcome any kind of emotional situation. With respect to happiness and success in one's life Emotional Intelligence plays a significant role than Intellectual ability. IQ can help an individual to get into a job with higher post and salary but it is the EQ that will help him to manage the stress and emotions when facing different kinds of issues at workplace.

Daniel Golman explains that Emotional Intelligence consists of four fundamental attributes. They are

1. **Self Awareness** – It ensures awareness about one's own individuality and character. It helps an individual to identify his strength and weakness and ensures self confidence.
2. **Self Management** – This involves managing and controlling one's own impulsive feelings and behavior in a healthy way by taking new initiatives, adapting to new changes and following up our commitments.
3. **Social Awareness** – This includes the awareness of the emotions of the other individual next to us. Emotions and concerns of other people has to be understood to create a safe and comfortable environment.
4. **Relationship Management** – This ensures establishing a good relationship with others to foster team work and to manage conflict.

1.1 Traits of an Emotionally Intelligent Person

1. **Empathy** – It is the capacity to understand the feelings from others point of view. It is cultured and learned through experiences.
2. **Self-Awareness** – It is the art of understanding oneself, recognizing our strengths and weaknesses and then preparing to manage ourselves both in favorable and adverse situation.
3. **Inquisitiveness** – when an individual is curious to learn and improve he becomes passionate and that passion drives him to be best in whatever he does.

4. **Analytical Mind-** Most emotionally intelligent people are deep thinkers where they analyze and process all new things. They find various means and ways to improve themselves.
5. **Credence** – Major Cause for maintaining emotional stability is the power of faith in oneself both in present and future. Faith with actions helps an individual to become emotionally efficient in all things.
6. **Needs and Wants** – A person with high level of EQ is able to distinguish between their needs and desire in an appropriate manner and are able to control their emotions accordingly.
7. **Passionate-** Emotionally stronger person use their zeal and enthusiasm in such a way that drives them to achieve what they want to do. Passion brings positive energy and inspires us to keep going.
8. **Optimistic-** A person with high EQ will be optimistic in their approach. They try to live each day by being positive.
9. **Adaptability-** Emotionally Intelligent people are open minded and are ready to accept all new elements of changes that are on their way.
10. **Desire for Others Success-** Person with high level of Emotional Intelligence is interested not only in the overall success and achievement of themselves but also for their peers and colleagues.

1.2 Emotional Intelligence of Academicians

Academicians are bestowed with the responsibility of conferring knowledge and education, counselling the students and also enriching them to undertake research in their respective fields of study. They need to have free mind and should be emotionally stable to concentrate on the teacher learner process. Their level of EQ will have an impact on their performance and on the wellbeing of the students. Their impact on the students can either be positive or negative. An emotionally intelligent teacher's behavior is characterized by ways of thinking, identifying, managing and expressing feelings.

1.3 Need for the Study

Academicians are responsible for the overall development of each and every student. Their overall development and achievement is determined by the emotional intelligence of the teachers. When teachers are dissatisfied and disturbed the entire place becomes an uninviting one to work. They have to feel good about themselves and their abilities and always work for success before they start to empower their students. Their optimistic approach in handling their emotions helps their students to succeed in their life. A teacher with nervousness, feeling of failure and negativity and also fear in their relationship are found to have low EQ and will have negative impact on their career and on the students. This has called the need to analyze the Emotional Intelligence of Academicians and the impact on their performance and on the wellbeing of the students.

1.4 Objectives for the Study

- To determine the Emotional Intelligence level of the Academicians working in Chennai.
- To study whether any difference exist in the Emotional Intelligence level of Male and Female Academicians.
- To analyze whether Emotional Intelligence level of the Academicians differs on the basis of Age.
- To study whether the Independent variables (Gender, Type of family, Marital Status) has an impact on the dependent variable (Emotional Intelligence)

1.5 Hypothesis

Ho1: There is no significant difference in the Emotional Intelligence level of Male and Female Academicians

Ho2: There is no significant difference between Emotional Intelligence level and age of Academicians

Ho3: There is no significant impact of the Independent variables (Age, Gender, Marital Status, family type) on the dependent variable (EI)

1.6 Limitations

- The study was restricted only to the Academicians.

- Due to time constraints the sample size was restricted to 100.

II. REVIEW OF LITERATURE

2.1 Watermark embedding algorithm –

In case of two-dimensional image, after a DWT transform, the image is divided into four corners, upper left corner of the original image, lower left corner of the vertical details, upper right corner of the horizontal details, lower right corner of the component of the original image detail (high frequency). You can then continue to the low frequency components of the same upper left corner of the 2nd, 3rd inferior wavelet transform.

M.Surya Kumar & Dr.N.Shani, Emotional Intelligence among college Teachers – An empirical Analysis, International Journal of Management Vol. 6, Issue 3, March (2015), Pg No. 126-131. The researcher has made an attempt to study the Emotional intelligence of college students in terms of burnout. Sample size of 500 college teachers from Coimbatore Municipal Corporation was taken for the study. Stratified random technique was adopted for the study. Theoretical model has been used to analyze the emotional index of teachers in terms of burnout. The study has resulted that Postgraduate teachers has high level of mean emotional index.

A. Uma Devi & P.Chitti Babu, A study on Emotional Intelligence among faculty members of selected Engineering colleges at Kadappa district, International Journal of Current Research and Academic Review, Vol.3, No. 8 (August 2015) Pg No.256- The researcher has undertaken his research to analyze the Emotional Intelligence of faculty members working in Engineering colleges in Kadappa region. A total of 240 faculty members were taken as sample for this study. Convenience sampling technique has been used .Data has been analyzed using Descriptive Statistics. The study revealed that faculty members possess a high level of Emotional Intelligence. This study has also revealed that Emotional Intelligence is considered to be one of the important factor in managing stress and emotions at workplace.

D.Ponmozhi, & T.Ezhilbharathy, Emotional Intelligence of School Teachers, IOSR Journal of Research and Method in Education, Vol.7, Issue 3, (May- June 2017), Pg No. 39-42. This study has been undertaken to analyze the levels of Emotional Intelligence of school teachers in Cuddalore district and also whether there is any difference between the selected pairs of the subsamples. Simple random sampling technique has been to collect the data. 150 samples were selected for the study. Regression analysis has been used to find out the factors contributing to the emotional intelligence of teachers. This study revealed that majority of the teachers have high emotional intelligence level.

III. RESEARCH METHODOLOGY

The present study is conducted by collecting information from the faculty members of Colleges in Chennai. A convenience sampling technique has been adopted for the present study. The sample size for the study is taken as 100 of which equal proportion of male and female faculty are selected. A standard questionnaire constructed and developed by Wong et al., (Wong and Law Emotional Intelligence scale WLEIS) has been used for the study. 7 point likert’s scale has been used in collection of data.

IV. ANALYSIS AND INTERPRETATION

The first part of the analysis deals with the Demographic Profile of the Respondents

Item	Category	Frequency
Gender	Male	50
	Female	50
Age (In Years)	20-30	40
	30-40	30
	40-50	24
	50-60	6
Marital Status	Married	64
	Single	36

Family Type	Joint Family	40
	Nuclear Family	60
Qualification	PG	08
	PG with NET	22
	M.Phil with NET	43
	Ph.D	27

The second part of the analysis deals with the objectives of the study

4.1 Objective 1 aims to study the Emotional Intelligence Level of the Academicians

EI Determinants	Weighted Mean
Self-Emotional Appraisal	5.59
Others Emotional Appraisal	5.36
Use of Emotions	5.51
Regulation of Emotions	5.04
Overall Weighted Mean	5.375

Source: Primary data

From the above table it is found that the overall weighted mean is 5.375 which shows that the Emotional Quotient of the faculty is found to be high on a mean score of 7. Self Emotional Appraisal shows a high mean score of 5.59 when compared to the other determinants. This shows that the Emotional Intelligence level of the faculty is high.

4.2 Objective 2 aims to study whether any difference exist in the Emotional Intelligence level of male and female faculty

Group Statistics										
	Gender	N	Mean	Std. Deviation	Std. Error Mean					
EI	1	50	91.66	7.721	1.092					
	2	50	80.20	21.892	3.096					
Independent Sample Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
EI	Equal variances assumed	17.959	.000	3.491	98	.001	11.460	3.283	4.945	17.975
	Equal variances not assumed			3.491	61.005	.001	11.460	3.283	4.895	18.025

Source: 95% sig level

Primary

Data

From the above table it is found that the p value 0.001 is less than the significance value 0.05 and hence the null hypothesis is rejected at 95% significance level. This shows that there is a significant difference in the Emotional Level of male and female faculty. The mean score of the male faculty are found to be high than the female faculty which shows that Emotional Intelligence level of Male are higher than the female and so there exist a difference in their Emotional level.

4.3 Objective 3 aims to study whether Emotional Intelligence level of the faculty differs on the basis of Age

Descriptive								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	40	85.05	18.312	2.895	79.19	90.91	20	106
2	30	84.00	22.249	4.062	75.69	92.31	17	104
3	24	88.04	8.164	1.666	84.59	91.49	64	96
4	6	93.00	5.865	2.394	86.84	99.16	87	100
Total	100	85.93	17.317	1.732	82.49	89.37	17	106
ANOVA								
		Sum of Squares	Df	Mean Square	F	Sig.		
Between Groups		549.652	3	183.217	.604	.614		
Within Groups		29138.858	96	303.530				
Total		29688.510	99					

Source: Primary Data
95% sig level

From the above table it is found that the p value is 0.614 which is greater than the significance value 0.05 and hence the null hypothesis is accepted at 95% level. This shows that there is no significant difference in the Emotional Intelligence level of different age groups. This shows that Emotional level of the Academicians does not differ on the basis of Age.

4.4 Objective 4 aims to study the impact of the Independent variables (Gender, Marital Status, type of family) on the dependent variable (EI)

Multiple Regression

General details	Predictors	Unstandardized coefficients		Standardized coefficients	t value	Sig value
		B	Std. error	Beta		
R =0.402, R square=0.162, Adjusted R square= 0.127, SE =16.185, F = 4.585	(constant)	92.301	11.053		8.351	p<0.01
	Age	4.798	2.262	0.261	2.122	p<0.05
	Gender	-10.491	3.452	-0.304	-3.039	p<0.01
	Marital Status	5.793	4.485	0.161	1.292	p>0.05

	Family type	-4.949	3.527	-0.141	-1.403	p>0.05

Source: *Primary* *Data*
 95% sig level

From the above table it is found that R square value is 0.162 which means 16.2% of the total variance in the emotional intelligence is contributed by these independent variables. The F value is 4.585 and is found to be significant at 1% level of significance. This reveals that the hypothesis is rejected at 1% level of significance and therefore it is found that the above independent variables has an impact on the dependent variable (Emotional Intelligence). It is also found that the independent variables Gender (t =-3.039) and age (t=2.122) has a significant impact on emotional intelligence when compared to marital status (t=1.292) and family type (t=-1.403). From the beta values it is found that Gender has a major impact on emotional intelligence than all the other independent variables. The negative sign implies that they have a negative impact on emotional intelligence.

V. FINDINGS

- The overall weighted mean of the determinants of emotional intelligence is 5.375 which reveals that Academicians possess a high level of Emotional Intelligence.
- There is a significant difference in the emotional intelligence level of the academicians with respect to gender.
- There is no significant difference in the emotional intelligence level of the academicians with respect to age.
- Predictors has an impact on the emotional intelligence level of the Academicians out of which gender is found to have a major and negative impact on emotional intelligence.

VI. SUGGESTIONS & CONCLUSION

The four determinants shows that faculty on the whole possess a high level of EQ which reveals that this will have a positive impact on their performance and on the wellbeing of the students. The study also reveals that Male faculty possess a high level of EQ when compared to Female. This shows that male faculty are able to assess their emotions and also able to manage their emotions in a level higher than the female. Academicians has to be provided with various types of skill development programmes and refresher training programmes for enhancing their emotional intelligence level. The social and interpersonal relationships among the academicians has to be strengthened. All these will create a positive vibe to improve their emotional intelligence level.

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