



EMOTIONAL QUOTIENT PROFILE OF ACADEMICIANS IN HIGHER EDUCATION

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Abstract

As knowledge is the foundation for the growth of economic activities, income and employment opportunities for the development, application and adaptation of new advancements to enhance quality of life. The effect of Emotional Intelligence in education needs to be examined. In higher education, emotional intelligence (EI) plays a vital role which effects the career of faculty as well as students. As such, it is very essential to understand the Emotional Intelligence and its role in learning process in the higher education sector. This study presents a very elaborate research investigations and suggestions to implement the EI related practices in a very effective and efficient manner. For the purpose of data collection structured questionnaire has been used. An Exploratory research design with judgment sampling used and sample size was 200.



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1.1 Introduction

"Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way—that is not easy".

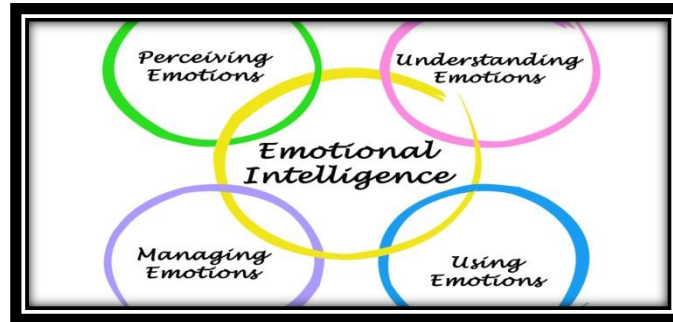
(Aristotle Nichomachean Ethics.)

Emotional intelligence (EI) is the ability to assess access and control our emotions, and those of others. Basically, if we have emotional intelligence, we have the ability to perceive, understand, use, and manage emotions. There are lots of arguments about whether this is “real” intelligence, but most of us know people who are good at this and can see that there is something to it. Again, EI is considered a requisite for success in leadership.

➤ Emotional Quotient

According to **Oppiya's (2014) "Emotional Intelligence (measured by the Emotional Quotient or “EQ”)** is our ability to recognize, understand and manage our emotions, as well

as those of others. A high EQ helps us to be socially aware, make good decisions and achieve success in life. According to **Daniel Goleman**, author and psychologist, EQ is a more powerful predictor of success than IQ”.



Source:- <http://oppiya.com/education-blog/emotional-intelligence/>

It consists of:

- 1. Intrapersonal Skills (Managing Self) :-**Monitoring and recognizing our moods, building self-esteem, expressing our emotions, adapting to situations, managing stress, controlling impulses, maintaining optimism and developing perseverance.
- 2. Interpersonal Skills (Working with others):-** Recognizing the moods and motivations of others, interpreting situations, employing empathy and social judgment, building relationships and creating win-win outcomes.

Oppiya’s (2014) “emotional intelligence worksheets have been developed to help you nurture your child’s EQ over the years”. Here are a few topics we cover:

- 1. “Confidence and Manners.** In these worksheets, we help children practice important social skills such as meeting people, carrying on a conversation, developing optimism and saying “no”.
- 2. “Facial Expression Recognition.** These visual exercises allow children to identify facial expressions and moods by looking for clues in the pictures – such as the forehead, eyebrows, eyes, nose and mouth. Facial recognition is important in order to understand the emotions of the people we deal with and develop empathy”.
- 3. “Interpreting Situations.** These visual worksheets help children interpret situations and the emotions that the characters may be feeling. Situation interpretation is critical in helping us deal with daily circumstances and regulate our emotions”.
- 4. Making Choices and Using the Right Words.** These situational exercises teach students to make choices in difficult situations and find healthy ways of expressing themselves. Making wise choices is critical to building self-esteem and using the right words is important in building win-win outcomes.

“Building emotional intelligence in your child can boost their confidence and give them a powerful edge in life. Try out our emotional intelligence worksheets and let us know what you think!” **Oppiya’s (2014)**.

1.2 Review Of Literature

According to the website of **helpguide.org (2015)**, Emotional Intelligence (EI) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others.

If you have high emotional intelligence you are able to recognize your own emotional state and the emotional states of others, and engage with people in a way that draws them to you. You can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work, and lead a more fulfilling life.

Emotional intelligence consists of four attributes:

- **Self-awareness** – You recognize your own emotions and how they affect your thoughts and behavior, know your strengths and weaknesses, and have self-confidence.
- **Self-management** – You’re able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Social awareness** – You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- **Relationship management** – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

According to **Hein (2005)**, in a 1997 publication **Mayer and Salovey** listed below four branches as follows and offered a detailed chart reflecting their thoughts. In his article he explored that the branches in the chart are "arranged from more basic psychological processes to higher, more psychologically integrated processes. For example, “the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion." They add that abilities that emerge relatively early in development are to the left of a given branch; later developing abilities are to the right." And they also say that, "people high in emotional

intelligence are expected to progress more quickly through the abilities designated and to master more of them.

The Four branches of Emotional Intelligence are:

- A. Perception Appraisal and Expression of Emotion
- B. Emotional Facilitation of Thinking
- C. Understanding and Analyzing Emotions; Employing Emotional Knowledge
- D. Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth

A. Perception, Appraisal and Expression of Emotion

Ability to identify emotion in one's physical states, feelings, and thoughts.	Ability to identify emotions in other people, designs, artwork, etc. through language, sound, appearance, and behaviour.	Ability to express emotions accurately and to express needs related to those feelings.	Ability to discriminate between accurate and inaccurate, or honest vs. dishonest expressions of feeling
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B. Emotional Facilitation of Thinking

Emotions prioritize thinking by directing attention to important information.	Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings.	Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view.	Emotional states differentially encourage specific problem-solving approaches such as when happiness facilitates inductive reasoning and creativity.
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C. Understanding and Analyzing Emotions; Employing Emotional Knowledge

Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving.	Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss.	Ability to understand complex feelings: simultaneous feelings of love and hate or blends such as awe as a combination of fear and surprise.	Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction or from anger to shame.
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D. Reflective Regulation of Emotion to Promote Emotional and Intellectual Growth

Ability to stay open to feelings, both those that are pleasant and those that are unpleasant.	Ability to reflectively engage or detach from an emotion depending upon its judged in formativeness or	Ability to reflectively monitor emotions in relation to oneself and others, such as	Ability to manage emotion in oneself and others by moderating negative emotions and
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	utility.	recognizing how clear, typical, influential or reasonable they are.	enhancing pleasant ones, without repressing or exaggerating information they may convey.
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Source: - <http://eqi.org/history.htm>

1.3 Research Design

The research design to be followed shall be exploratory to begin with and once the research Hypothesis has been established, than the Causal research design shall be followed. Exploratory research design is most appropriate to be used when there are no previous studies conducted in this research area. In Causal research design the effect of various independent variables on the dependent variables are studied.

- **Sampling Procedure**

This reserach conducted on the emotional intelligence among professors (employees) of the educational institutions in Siliguri area. The details of educational institutes selected are as follow:

1. Siliguri Institute of Technology Siliguri
2. Acharya Prafulla Chandra Roy Government College Matigara Siliguri
3. Siliguri College Siliguri (Government Institute)
4. Siliguri College of Commerce Siliguri
5. University of North Bengal Bagdogra Siliguri (State University)
6. Kalipada Ghosh Tarai Mahavidyalaya Bagdogra Siliguri
7. University of North Bengal Law College Bagdogra Siliguri
8. Siliguri B. Ed. College Kadamtala Bagdogra Siliguri

For collecting data from respondents' judgment sampling procedure is followed. Under this procedure it is taken care of that responses are collected from only those respondents who are able to understand the necessity of the research, and can interpret that any of the fruitful outcomes will definitely benefited them by more supervised advertisement content without misleading and fraud type of information dissemination. One of the major issues was under consideration while selecting the respondents was that the respondents should be aware about the emotional quotient profile of them.

- **Sample Size**

For the purpose to analyze emotional quotient profile of selected academicians' total of 200 questionnaires were distributed to the respondents from the various higher educational

institutes of Siliguri Region of West Bangal. Amongst these 200 questionnaires, 151 questionnaires received back, which have been further used for the purpose of analysis and remaining 49 not used because of incomplete details.

1.4 Analysis Of Eq For Academicians

“I became an academic to make a difference not build a career”, says **Alex Hope**. Academics is a highly creative and adventurous/challenging profession, where academicians with a passion for teaching are those, who are committed, enthusiastic, and intellectually and emotionally energetic in their work with students, as well as with their colleagues, parents and the members of the society at large.

This passion is crucial for achieving superior quality education in higher academic institutions. As such academicians are the torch bearers in creating and enhancing social cohesion, national integration, global understanding and a well educated and learned society. Even the best of a social / educational system is bound to fail unless, good academicians are available; even some serious defects of the system can be largely overcome, once we have good academicians. In reality the academicians in education are the sine qua non of all educational improvements. The main aim of higher educational institutes’ is to produce effective and efficient students, in order to improve the quality of education.

This research will help to recognize the respondent’s EQ score for the listed 24 statements covering several parameters and dimensions of Emotional Quotient profile. All the 24 Statements are asked to assign a particular rank from the five points of Likert Scale. To analyze these statements or parameters principal component analysis method is applied; the results are presented in following **Table 1**

Table 1: Descriptive Statistics of Respondent’s EQ score

Descriptive Statistics	Mean	Std. Deviation	Analysis N
(B1) On the whole I’m highly motivated person.	2.97	.725	147
(B2) I tend to change my mind frequently.	2.36	1.098	147
(B3) Expressing my emotions with words is not a problem for me.	2.38	1.172	147
(B4) I often find it difficult to see things from other person’s viewpoint.	1.69	1.312	147
(B5) I find it difficult to bond well even with those close to me.	2.89	1.200	147
(B6) PI usually think before I act.	3.03	1.020	147
(B7) I often find it difficult to stand up for my rights.	2.06	1.234	147

(B8) I consider how others will be affected by my words and action.	3.10	.946	147
(B9) I often pause and think about my feelings.	2.75	1.134	147
(B10) I usually find it difficult to regulate my emotions.	1.71	1.218	147
(B11) I am normally able to “get into someone’s shoes” and experience their emotions.	2.31	1.232	147
(B12) Those close to me often complain that I don’t treat them right.	2.54	1.201	147
(B13) I generally don’t find life enjoyable.	2.86	1.141	147
(B14) Before making in a decision, I consider what is likely to happen if I do one thing or another.	2.93	1.111	147
(B15) People often do not know what I am feeling.	1.39	.926	147
(B16) No matter how busy I am, I will make time for a friend in need.	3.11	.829	147
(B17) I am able to fit into any situation.	2.89	.937	147
(B18) I often find it difficult to adjust my life according to the circumstances.	2.52	1.143	147
(B19) I can deal effectively with people.	2.56	.760	147
(B20) I don’t think it is important to socialize with others.	3.03	1.167	147
(B21) I would not be able to tell someone what my strongest personality characteristics and traits are.	2.12	1.230	147
(B22) I tend to get involved in things I later wish I could get out of.	1.96	.883	147
(B23) No matter how upset or nervous I am, I tend to keep a calm exterior.	1.87	1.229	147
(B24) I would describe myself as an efficient negotiator.	2.23	1.111	147

Source: - Authors compilation (Primary Data)

Above table represents the mean, standard deviation and analysis of the academicians’ respondents for their EQ score. Higher standard deviation shows that wider scope of the

study and the column of analysis showing the given response (in number) by the academicians.

KMO and Bartlett's Test

KMO measure of sampling adequacy is used to compare the magnitudes of observed correlation coefficients in relation to the magnitudes of partial correlation coefficients. If KMO value is below than 0.5 then researcher should not do a factor analysis. Bartlett's Test of Sphericity is used to test the hypothesis that the correlation matrix is an identity matrix (all the diagonal terms are one and off diagonal terms would be zero). The significant value less than .05 shows significant variable relations. All the items are perfectly correlated with themselves and have some level of correlation with other items. If they are not correlated with other items then they cannot be the part of the same factor. The related table is presented below:

Table 2: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.426
Bartlett's Test of Sphericity	Approx. Chi-Square	2267.144
	df	276
	Sig.	.000

Source: Author's Compilation

From above **Table 2**, it could interpret that Kaiser-Meyer-Olkin measure value is greater than 0.5 so factor analysis could be applied on the sample. Bartlett's Test of Sphericity value of significance is less than .05 which shows significance of the negative factor statements means all the negative factors are very significant and must be taken under observation.

To analyze these statements or parameters principal component analysis method is applied; the results are presented in following **3**.

Table 3:- Communalities Variance Factors which affects the Respondents for High EQ score

Communalities indicate the amount of variance in each variable that it is accounted for.

Communalities	Initial	Extraction
(B1) On the whole I'm highly motivated person.	1.000	.684
(B2) I tend to change my mind frequently.	1.000	.269
(B3) Expressing my emotions with words is not a problem for me.	1.000	.697
(B4) I often find it difficult to see things from other person's viewpoint.	1.000	.369
(B5) I find it difficult to bond well even with those close to me.	1.000	.430
(B6) PI usually think before I act.	1.000	.535
(B7) I often find it difficult to stand up for my rights.	1.000	.325

(B8) I consider how others will be affected by my words and action.	1.000	.567
(B9) I often pause and think about my feelings.	1.000	.584
(B10) I usually find it difficult to regulate my emotions.	1.000	.577
(B11) I am normally able to “get into someone’s shoes” and experience their emotions.	1.000	.348
(B12) Those close to me often complain that I don’t treat them right.	1.000	.330
(B13) I generally don’t find life enjoyable.	1.000	.723
(B14) Before making in a decision, I consider what is likely to happen if I do one thing or another.	1.000	.358
(B15) People often do not know what I am feeling.	1.000	.500
(B16) No matter how busy I am, I will make time for a friend in need.	1.000	.566
(B17) I am able to fit into any situation.	1.000	.592
(B18) I often find it difficult to adjust my life according to the circumstances.	1.000	.304
(B19) I can deal effectively with people.	1.000	.640
(B20) I don’t think it is important to socialize with others.	1.000	.460
(B21) I would not be able to tell someone what my strongest personality characteristics and traits are.	1.000	.668
(B22) I tend to get involved in things I later wish I could get out of.	1.000	.671
(B23) No matter how upset or nervous I am, I tend to keep a calm exterior.	1.000	.700
(B24) I would describe myself as an efficient negotiator.	1.000	.732
Extraction Method: Principal Component Analysis.		

Source: - Authors compilation (Primary Data)

Initial communalities are estimates of the variance in each variable accounted for by all components or factors. Extraction communalities are estimates of the variance in each variable accounted for by the factors (or components) in the factor solution.

Table 4: Total Variance for the Negative Factors which Affects the Respondents EQ Score

Total Variance Explained						
Compo nent	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulat ive %	Total	% of Variance	Cumulati ve %
1	4.700	19.584	19.584	4.700	19.584	19.584
2	3.289	13.704	33.288	3.289	13.704	33.288
3	2.589	10.789	44.077	2.589	10.789	44.077
4	2.050	8.542	52.619	2.050	8.542	52.619
5	1.641	6.836	59.455			
6	1.464	6.098	65.554			
7	1.27	5.304	70.857			

	3		
8	1.03	4.326	75.183
	8		
9	.988	4.119	79.301
10	.874	3.641	82.943
11	.811	3.379	86.322
12	.554	2.310	88.632
13	.551	2.296	90.928
14	.433	1.805	92.733
15	.411	1.713	94.446
16	.324	1.348	95.794
17	.220	.916	96.710
18	.192	.800	97.511
19	.154	.641	98.152
20	.134	.558	98.709
21	.114	.475	99.184
22	.093	.387	99.571
23	.072	.298	99.869
24	.031	.131	100.000

Extraction Method: Principal Component Analysis.

Source: - Authors compilation (Primary Data)

From the **Table 5** it could be clearly understood that **97.350 %** variance of total variance is concluded only till four components, means from the factor analysis for the negative factors from the responses of the respondents it could be observed that their opinion could better be clubbed under found different groups.

The scree plot graph plots the eigenvalue against the factor number. We can see these values in the first two columns of the table immediately above. From the third factor on, you can see that the line is almost flat, showing the each successive factor is accounting for smaller and smaller amounts of the total variance.

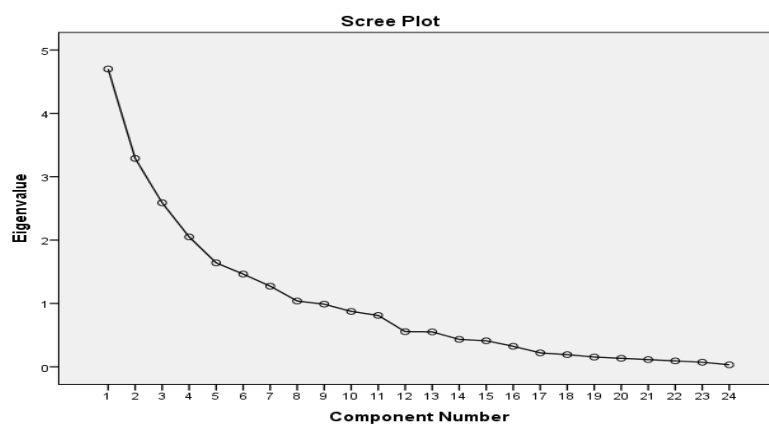


Table 6:- Component Matrix

Component Matrix^a	Component			
	1	2	3	4
(B1) On the whole I'm highly motivated person.	.599	-.130	.487	.266
(B2) I tend to change my mind frequently.	-.062	-.007	.348	-.379
(B3) Expressing my emotions with words is not a problem for me.	.307	-.568	.419	-.324
(B4) I often find it difficult to see things from other person's viewpoint.	-.316	.502	.127	-.030
(B5) I find it difficult to bond well even with those close to me.	.296	.308	-.390	-.310
(B6) PI usually think before I act.	.697	.157	.031	-.155
(B7) I often find it difficult to stand up for my rights.	.446	.251	.249	-.033
(B8) I consider how others will be affected by my words and action.	.555	.238	-.423	-.153
(B9) I often pause and think about my feelings.	.292	-.424	-.223	.520
(B10) I usually find it difficult to regulate my emotions.	.198	.642	.283	-.214
(B11) I am normally able to "get into someone's shoes" and experience their emotions.	.282	-.198	.054	.476
(B12) Those close to me often complain that I don't treat them right.	.390	.061	-.402	-.112
(B13) I generally don't find life enjoyable.	.612	.320	.401	.291
(B14) Before making in a decision, I consider what is likely to happen if I do one thing or another.	.517	-.021	-.299	.018
(B15) People often do not know what I am feeling.	.308	-.034	.234	-.591
(B16) No matter how busy I am, I will make time for a friend in need.	.497	.148	-.530	.125
(B17) I am able to fit into any situation.	.568	-.374	-.358	-.028
(B18) I often find it difficult to adjust my life according to the circumstances.	.203	-.319	.076	-.394
(B19) I can deal effectively	.784	.061	.072	.128

with people.				
(B20) I don't think it is important to socialize with others.	.610	.002	-.280	-.094
(B21) I would not be able to tell someone what my strongest personality characteristics and traits are.	.263	.621	.319	.334
(B22) I tend to get involved in things I later wish I could get out of.	-.238	-.730	-.254	.129
(B23) No matter how upset or nervous I am, I tend to keep a calm exterior.	-.384	.569	-.230	.420
(B24) I would describe myself as an efficient negotiator.	.314	-.459	.573	.306

Extraction Method: Principal Component Analysis.
a. 4 components extracted.

Source: Primary Data [Analysis made by IBM SPSS 20.0]

Extraction Method: Principal Component Analysis [4 Components extracted]

From the analysis, four factors are extracted which are associated with the respondents opinion about the EQ score and related variables at higher educational institutions. By analyzing the twenty four different parameters the IBM SPSS 20.0 extracted four factors which are as follows:

Factor 1: These parameters are associated with some selected parameters of respondents which are related to motivation bonding, feelings, enjoy, traits etc. which are define in variables form like: - On the whole I'm highly motivated person, I find it difficult to bond well even with those, I often pause and think about my feelings, I generally don't find life enjoyable, I am able to fit into any situation, I would not be able to tell someone what my strongest personality characteristics and traits are. In over all words it could be sum up as that this particular factor is covering **SELF AWARENESS** of academicians at higher education institutes.

Factor 2: These parameters are discussing about the different variables like, I tend to change my mind frequently, I usually think before I act, I usually find it difficult to regulate my emotions, Before making in a decision, I consider what is likely to happen if I do one thing or another, I often find it difficult to adjust my life according to the circumstances, I tend to get involved in things I later wish I could get out of. In over all words we can sum it up as this particular factor is covering **SELF REGULATIONS** under the sub heads of Emotional Quotient profile of Academicians.

Factor 3: This factor covers the variables like: - Expressing my emotions with words is not a problem for me, I often find it difficult to stand up for my rights, I am normally able to “get into someone’s shoes” and experience their emotions, I can deal effectively with people, No matter how upset or nervous I am, I tend to keep a calm exterior, People often do not know what I am feeling. In over all words we can say that this particular factor is covering **EMOTIONAL EXPRESSION REGULATIONS** under the sub heads of Emotional Quotient profile of Academicians.

Factor 4: This factor covers the variables like: - I often find it difficult to see things from other person’s viewpoint. I consider how others will be affected by my words and action, Those close to me often complain that I don’t treat them right, No matter how busy I am, I will make time for a friend in need, I don’t think it is important to socialize with others, I would describe myself as an efficient negotiator. Overall this factor is mainly focusing on the **Social Skills** under the sub heads of Emotional Quotient profile of Academicians

Conclusions

Now on the basis of above research and findings we can say that higher Education is an extremely important field which is an essential part of life for people who wants to be successful in life, Higher Education helps in having a good jobs, good personality, and above all a good EQ, A good understanding of EQ enables the person to take right decision in any adverse situation. Hence, It has taken role of prime importance for a professor to understand the need of high emotional intelligence as a great responsibility; So that they can impart fullest of their knowledge and help to the future building blocks of the society i.e. students using EQ and its various factors.

Suggestions

The development of the country is in the hands of the future building blocks of the society i.e. students and education as a field has experienced a major process of transformation in terms of its expansion, technological content, and quality structure in the preceding decade through globalization. The impulsion of these changes is expected to continue, and at a much faster pace.

The study aimed at analyzing that with the increase in the ever demanding nature of educational institutes in higher level education the professors and academicians will strive very hard to meet the demands of the era. For this they should focus on enhancing and implementing their Emotional Intelligence skills. This Emotional Intelligence has been found to be significantly related with all the demographic variables of the professors chosen for the

study. Education institutes being torch bearers for the future of students should focus on Emotional Intelligence building.

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