RESEARCH ARTICLE

A Study on Emotional Intelligence in Educational Institutions

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Manuscript Info	Abstract
	Emotional intelligence is essential factor responsible for determining success in personal and professional life. Psychological wellbeing seems to play an important role in shaping the behavior & performance of individual's work-life environment. This study is undertaken to understand the performance level of students in educational institutions in Mysore, the study focuses on understanding emotional intelligence of students, its connectivity to their performance. This paper examines the impact of four significant aspects of Emotional Intelligence that is self-awareness, Emotional Resilience, Motivation, Interpersonal sensitivity, Influence, Intuitiveness, Conscientiousness. Data for this study was collected through questionnaire and the respondents were the college students. The study used statistical tools like ANOVA, Regression analysis. The findings reveal that Self-awareness, Influence, Conscientiousness has positive influence on Emotional Intelligence.

INTRODUCTION

The concept of Emotional Intelligence has emerged as an important but still relatively understudied element of competence (Ashkanasy and Daus, 2005; Giardini and Frese, 2006). Emotional Intelligence (EI) refers to abilities concerning recognition and regulation of emotions in self and others, and to use this information to guide one's thinking and actions
(Giardini and Frese, 2008; Mayer, Salovey and Caruso, 2008). Emotional intelligence is
conceptually relevant for predicting employees" work performance because organizations require interpersonal interactions to accomplish goals, and because most jobs require the ability to manage emotions. Thus, it is perhaps not surprising that empirical research has established a relationship between emotional intelligence and work performance (Cote and Miners, 2006; Goleman, 1995; Lam and Kirby, 2002; Semadar, Robins and Ferris, 2006).According to John Mayer and Peter Salovey (1993) emotional intelligence is the ability to accurately identify and understand one's own emotional reactions and those of others. It also involves the ability to regulate one's emotions to use them to make good decisions and to act effectively. Further, Reuven Bar-On (2000) defined emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Daniel Goleman (1995) defined emotional intelligence as a capacity for recognizing our own and others feeling for motivating our self and for managing our emotions, both within ourselves and in our relationship. (Neal M. Ashkanasy et al, 2000).

Simply possessing Emotional Intelligence does not lead to higher performance unless it affects how people use their

emotions at work setting. Apparently, employees can handle their emotions accurately and use certain behaviors in the workplace that allow them to gather better information, grip others" behavior or make better decisions about their activities, that result in better performance on the job (Kim, Cable, Kim and Wang, 2009). Thus, the objective of this study is to explore the underlying mechanism that links EI and employees performance at work place. As this study is related to Academic institutions, this study helps in understanding the link between the teachers/lectures emotional intelligence and their performance at the work place.

Academic articles exploring the concept of emotional intelligence began to appear in the early 1990s. Little was known about the concept in the general public or academia until it was popularized in 1995 by Daniel Goleman's book, *Emotional Intelligence: Why it can matter more the IQ*. The book captured the attention of the general public, media, and researchers by claiming that emotional intelligence can be "as powerful, and at times more powerful, than IQ" in predicting how successful one is in life (Goleman, 1995, p. 34).

Goleman (1998) asserts that emotional intelligence, not IQ, predicts workplace success and who transpires as a leader. In a study of Harvard graduates in the fields of law, medicine, teaching, and business, scores on entrance exams had zero or negative correlation with their eventual career success (Goleman, 1998). In *Working with Emotional Intelligence,* Goleman quoted Lyle Spencer Jr., president of Spencer Research & Technology and co-founder of Competency International, as saying:

What you learned in school distinguishes superior performers in only a handful of the five or six hundred jobs for which we've done competence studies. It's just a threshold competence; you need it to get in the field, but it does not make you a star. It's the emotional intelligence abilities that matter more for superior performance (1998, p. 19).

Greenstein (2001) conducted a study that looked at the successes and failures of eleven American presidents. They were assessed on six qualities: organization, communication, vision, political skill, cognitive style, and emotional intelligence. The results showed that emotional intelligence was the key quality that distinguished the successful (e.g., Roosevelt) from the unsuccessful (e.g., Carter). In a study by Elfenbein and Ambady (2002), the ability to perceive emotions in others' facial expressions and pick up subtle signals about people's emotions predicted peer ratings of how valuable these people were to their organization. Lastly, a meta-analysis of 59 studies by Van Rooy and Viswesvaran (2004) found that emotional intelligence correlated moderately with job performance.

In addition, research suggests that emotional intelligence abilities lead to superior performance even in the most intellectual careers. In a study begun in the 1950s at the University of California at Berkeley, eighty Ph.D. students in science completed a series of IQ tests, personality tests, and extensive interviews with psychologists who assessed them on such qualities as emotional balance and maturity, integrity, and interpersonal effectiveness (Goleman, 1998). Forty years later, a follow-up study was conducted using the same former students. Each person's career success was evaluated by resumes, evaluations by experts in their respective field, and sources such as *American Men and Women of Science.* "The result: Emotional intelligence abilities were four times more important than IQ in determining professional success and prestige—even for these scientists" (Goleman, 1998, p. 45).

Critics of emotional intelligence claim that it is too vague a concept, it cannot be measured, and the validity of it is suspect (Robbins & Judge, 2009). Some researchers argue that the concept of EI is unclear and achieving a definition of it is very difficult because different researchers focus on different skills. One researcher may focus on self-control, while another may study empathy. Some critics question whether EI can be properly measured. They argue that if EI is in fact a form of intelligence, then EI tests must have right and wrong answers. Although there are EI tests that have right and wrong answers, critics still question the validity of these tests. Finally, some researchers contest the validity of emotional intelligence on a basis of it being so closely related to intelligence and personality (Robbins & Judge, 2009).

Literature Review

Performance is the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. Performance refers to the results or impact of activities of an individual over a given period of time. Assessing an employee's competency and measuring his productivity is essential in the overall plan of the organization. Employees' performance is directly related to organizational productivity and its success. Better performance of each employee creates immense outcomes which mainly include congruence among employees, quality output and commitment at work place. Employee's performance is mainly measured by in the form of

performance appraisal, may it MBO, or 360 degree etc.
Hence the people engaged in managing employee performance would be colleagues, superiors, clients or customers and even the self. Employee performance management is needed to ensure meeting organizational goals. While the efforts are put to manage employee performance it is also significant to attain & maintain outstanding performance emotional competence which is a "learned capability based on emotional intelligence" (Golemen,1998). This shows that apart from having technical skills and abilities employees need to have strong interpersonal and intrapersonal competences to become a star performer. Goleman's definition of emotional intelligence proposes four broad domains. They are Self-Awareness, Emotional Resilience, Motivation, Interpersonal sensitivity, Influence, Intuitiveness, and Conscientiousness.

Petrides and Furnham (2001) claimed that there is a fundamental difference in the measurement of EI constructs. Consequently, the authors proposed a differentiation between *ability EI* and *trait EI*. Ability EI involves actual abilities and should be measured with "maximum-performance" tests, and is directly applicable to cognitive ability (Petrides & Furnham, 2001, p. 426). Trait EI is comprised of "behavioral dispositions and self-perceived abilities" and should be measured through self-report questionnaires, and is related to the study of personality (Petrides & Furnham, 2001, p. 426). From the distinction between ability EI and trait EI, the theory of trait intelligence surfaced. According to Petrides and Furnham (2001), trait emotional intelligence is a constellation of emotion-related dispositions and self-perceptions situated at the lower levels of personality hierarchies. For our study, we will be using Petrides and Furnham's (2001) trait EI definition.

Simply possessing Emotional Intelligence does not lead to higher performance unless it affects how people use their emotions at work setting. Apparently, employees can handle their emotions accurately and use certain behaviors in the workplace that allow them to gather better information, grip others" behavior or make better decisions about their activities, that result in better performance on the job (Kim, Cable, Kim and Wang, 2009). Thus, the objective of this study is to explore the underlying mechanism that links EI and employees performance at work place. As this study is related to Academic institutions, this study helps in understanding the link between the teachers/lectures emotional intelligence and their performance at the work place.

OBJECTIVES:
1. To identify the factors related to Emotional Intelligence
2. To analyze how the various factors influence on Emotional Intelligence.

RESEARCH METHODOLOGY:

This is mainly descriptive type of research taken up with 150 students from various colleges. This present study is confined in understanding the link between the emotional intelligence of teachers/lecturers and their productivity/performance. The components of emotional competencies are considered under the captions self-awareness, Emotional resilience, Motivation, Interpersonal sensitivity Intuitiveness and Conscientiousness. The data was collected from the college students from different colleges and how various factors impact on emotional intelligence. Adaptive scale was used to collect the responses.

Research Design
It is a Descriptive Research design:
Primary data: Personal Interaction and Questionnaire survey
Secondary Data: Journals, Magazines and Web Search
Research Type:
Convenience Sampling
Sample Size:
The sample size is 150 students from various colleges from Mysore
Sampling Technique:
Convenience and judgmental type of sampling. Probability methods could not be used because it would be practically impossible to define a complete sampling frame.

Limitations:
1.   This study is confined to only those students of various academic institutions available in the Mysore.
2.   As the study is carried out under time constraints the views of selected samples may vary from population at large.
3.   Sampling errors & research bias can't be ruled out.

Analysis and Interpretation:
Table 1 Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801[a]	.642	.624	.58527

The table 1 shows that it can be inferred that the independent variables such as self-awareness, Emotional resilience, Motivation ,Interpersonal sensitivity Intuitiveness and Conscientiousness can explain the variation in dependent variable Emotional Intelligence to the extent of 64.2% (R Square value is .642).

Table 2: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	87.199	7	12.457	36.366	.000[a]
	Residual	48.641	142	.343		
	Total	135.840	149			

The significance value of the model is 0.00 which is less than 0.05, this indicate that the independent variables are statistically significant in explaining the variation in dependent variable i.e. EI.

Table 3: Regression

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.119	.464		4.566	.000
	Self-awareness	.178	.079	.173	2.264	.025
	Emotional resilience	-.068	.045	-.104	-1.528	.129
	Motivation	.083	.060	.115	1.391	.166
	Interpersonal sensitivity	.120	.046	.183	2.630	.009
	Influence	.093	.044	.141	2.109	.037
	Intuitiveness	-.060	.052	-.088	-1.151	.251
	Conscientiousness	.394	.051	.511	7.746	.000

From the above table the Regression Model is derived as follows:
   EI =0.178(SA)-0.068(ER)+0,083(MOT)+0.120(IS)+0.093(INF)+0.394(CON)+2.119

If co-efficient varies by one unit then EI increases by 0.394 of conscientiousness, if co-efficient varies by one unit then EI decreases by -0.060 of Intuitiveness, if co-efficient varies by one unit then EI increases by 0.093 of Influence, if co-efficient varies by one unit then EI increases by 0.120 of Interpersonal sensitivity, if co-efficient varies by one unit then EI increases by 0.083 of Motivation, if co-efficient varies by one unit then EI decreases by -0.068 of Emotional resilience, if co-efficient varies by one unit then EI increases by Self Awareness.
From table.3 significance value for SA is 0.025 which is less than 0.05 it indicate that Self Awareness is statistically significant towards Emotionally Intelligence, significance value for INF is 0.037 which is less than 0.05 it indicate that Influence is statistically significant towards Emotionally Intelligence, significance value for CON is 0.000 which is less than 0.05 it indicate that Conscientiousness is statistically significant towards Emotionally Intelligence, significance value for IS is 0.009 which is less than 0.05 it indicate that Interpersonal Sensivity is statistically

significant towards Emotionally Intelligence for the this study. Only SA, INF, CON are having relationship with the EI the other factors don't have much influence on EI in this study of analysis.

Table 4: Descriptive Statistics:

	N	Minimum	Maximum	Mean	Std. Deviation
Self-awareness	150	5.00	10.00	8.0133	.92676
Emotional resilience	150	4.00	10.00	7.1133	1.44954
Motivation	150	4.00	10.00	8.1133	1.31352
Interpersonal sensitivity	150	4.00	10.00	7.8200	1.45201
Influence	150	4.00	10.00	7.4733	1.44099
Intuitiveness	150	3.00	10.00	7.6800	1.39664
Conscientiousness	150	5.00	10.00	8.1467	1.23911
Emotional Intelligence	150	6.00	10.00	8.1200	.95482
Valid N (list wise)	150				
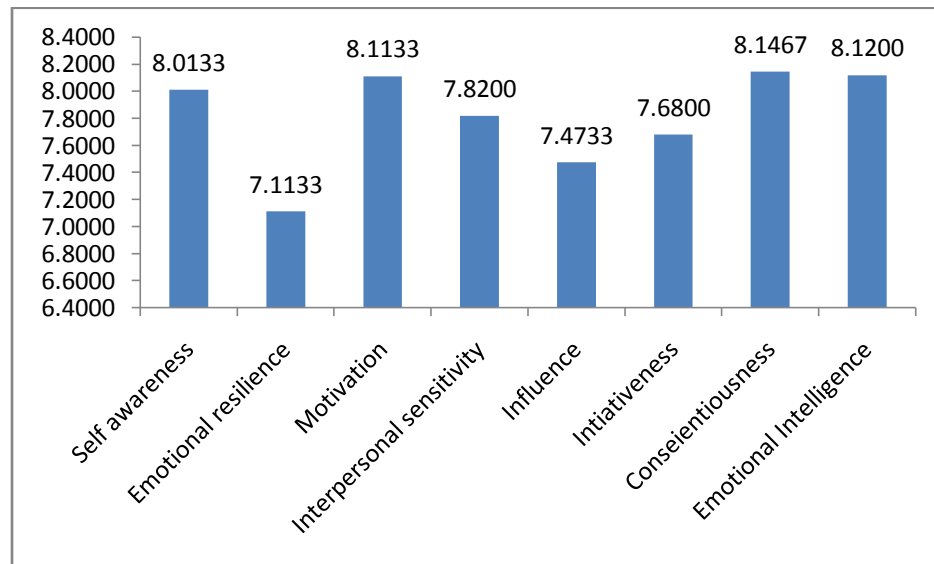
All the variables are measured on 10 point scale ranging from 1 to 10, 1 is minimum and 10 is maximum from the above table the minimum value5.00 of response for Self-Awareness is 8.013 which is above average This could indicate that, while generally aware of your feelings and emotions in work situations, there are some situations in which this is not so. In order to develop this element further, you might find it helpful to reflect on specific situations in which you have felt in control of your feelings and emotions. In thinking about these situations you may be able to identify specific actions which were helpful. You could then apply these in a broader situation which arouses strong feelings or emotions. In reflecting on your development of self-awareness, you might consider the following strengths indicated by your self-assessment: functioning effectively when experiencing changing moods; understanding the reasons why you feel overwhelmed; understanding the reasons for your emotional reactions, and then dealing with them. A development plan which builds on these strengths may be an effective way of enhancing your capability in self-awareness by students

The minimum value is 4.00 of Emotional Resilience is 7.113 which is above average. On this scale if your self-assessment indicates that you are within the average range. Such a score on this element could indicate that you, like most people, tend to find some situations more difficult to handle than others. It might also indicate that you can on occasions become frustrated by challenge or criticism, and therefore find it difficult to continue to perform effectively in these circumstances. A helpful way of dealing with your resilience is to attempt to depersonalize criticism and challenge, and view it as a challenge to the ideas, proposals and so on associated with the task rather than a personal attack. It can be useful to engage others in discussion to review the problem and task from different perspectives to find a successful way forward. In this case to certain extent it possible to take challenges by students.

The minimum value is 4.00 for Motivation is 8.113. If your self-assessment on this element produces a result which is within the average range. Such a score could indicate that your ability to maintain your focus on achieving a significant goal or result appears to vary from one situation to another. In some situations you may tend to focus on short-term goals and actions at the expense of clear long-term goals or aspirations. In order to develop this element you might find it helpful to identify the motives which enable you to sustain long-term performance and build a strategy to apply this understanding to a wider range of situations by students.

The minimum value 4.00 for Interpersonal sensivity is 7.820. Your score on this element, based on your self-assessment, is within the average range. This could indicate that, while you sometimes take account of the views and feelings of others, there are situations in which you have a tendency to impose your own solutions on those you work with. You may on occasions feel frustrated that you do not consistently achieve the support you would like and sometimes encounter difficulties in dealing with other people. In order to develop this element you might find it helpful to reflect on the situations in which you feel you have been successful and identify the behaviours you adopted. You could then try to apply these behaviours more generally in working with others by students

The minimum value is 4.00 for Influence is 7.4733. On this scale your self-assessment indicates that you are within the average range. Such a result on this element could indicate that you may find that, in some situations, it is not always easy for you to win others over to your point of view. You may sometimes feel frustrated by your inability to persuade others to change their viewpoint or opinion on an important issue. A helpful way of developing capability in this area is to reflect on those situations in which you have been successful in influencing others. In doing this, try to identify the behaviours or strategies which worked and then try to apply them to all situations in which you need to influence others.

The minimum value is 3.00 for Intuitiveness is 7.680. Your self-assessment on this element produces a result which is within the below average range. Such a score could indicate that you are uncomfortable making decisions unless you have full and unambiguous data available. It may be that you either lack the confidence to use your own experience to close any gaps in information, or believe such intuitive behaviour would lead to an incorrect or bad decision. One useful way of developing capabilities in this area is to reflect on past business
decisions you have made. In doing so, try to identify the differences in the type of decision in which you felt it essential to have the full data, and then reflect on the extent to which the additional data changed the 'intuitive' decision. You may find, from this, that your own experience led to intuitive decisions which were close to the final ones. Try applying the insight from these reflections to your future decisions.

The minimum value is 5.00 for Conscientiousness is 8.1467. On this scale your self-assessment indicates that you are within the average range. Your self-assessment on this scale indicates that you may find that others occasionally perceive inconsistency between your words and your actions in practice. Developing consistency in behaviour may be helped by reflecting before acting and testing whether or not your proposed action is in line with what you have said to others about a task, situation or problem. In reflecting on your development of conscientiousness, you might consider the following strengths indicated by your self-assessment: making every effort to adhere to the standards of personal conduct expected in your organisation. A development plan which builds on these strengths may be an effective way of enhancing your capability in conscientiousness.

The minimum value is 6.00 for Emotional Intelligence is 8.120. Your overall result, based on your self-assessment, indicates that you are within the average range. In order to identify how you might begin to develop your effectiveness in a work context, review the profile of your results on the seven elements. If almost all results fall within the average range (around five or six) then some limited action across a broad range of elements would seem to be called for. However, it is important, in maintaining commitment to development, to secure some 'quick wins' by students. Therefore, your priorities for action could well be in relation to those elements where clear strengths are indicated which you would build on to secure a relatively rapid improvement in your performance. If, however, your average overall result is because of a mixture of high and low element it makes sense to focus your efforts on development actions designed to address improvements on the low elements.

SUMMARY
        The possible importance of EI to student's development, this study attempts to explore empirically the relationships of EI with student's life satisfaction, feeling of powerlessness in life, and performance in moral, social,

and intellectual developments. Results obtained from the local 150 students provide empirical evidence showing the favorable relationships between EI and student's life satisfaction and attitude, and attainment of various education goals. Thus, it appears to be worthwhile for education researchers to further explore the relationships between EI and students' development and effective ways of EI training.

Before discussing other implications of this study, two limitations of the present study must be noted. First, we employed a self-report measure for EI. Although most of the past studies conducted in Western countries also based on self-report EI measures (Davies et al., 1998), it is very possible that we are capturing a perceived competency rather than an intelligence construct. However, even if we have only demonstrated the relationship between perceived EI competency on students' life attitudes and attainment of educational goals.

Second, as an exploratory effort, we are interested in the overall effect of EI on students' attitudes towards their lives and attainment of education goals. Since we are exploring the relationships between overall EI and other constructs, it is out of the scope of this study to discuss effects of individual EI dimensions. Future research may further examine the relationships between individual EI dimensions and other educational constructs.

Finally, although we found significant relationship between EI and attainment of the three education goals, the coefficients are not very large. One possible reason for these relatively small coefficients is that we asked them to evaluate the overall performance of their students' moral and social development by single item. It is thus suggested that the development of a more comprehensive evaluation scheme for individual education goals will be beneficial not only for researchers but also for improving our education practices.

CONCLUSION

This study reveals that students with emotional intelligence can perform better and they can be more productive. They would be aware of their feelings, emotions and at the same time they will be empathetic towards others feelings & emotions. They would be trustworthy as they work towards goals. They would be flexible in adapting any given situations/ or any given set of students. It can lead a more systematic & structured life, which would impact the work life in a positive way. Hence they can also maintain a healthy and good relationship with they come across. In my study the Self Awareness, Influence, and Conscientiousness are variables that have highly positive influence on Emotional Intelligence.

Emotional intelligence, as an important area of human behavior needs a lot of research in developing countries, especially where teaching is considered as the change agent for development of the nation. There is also need to carry out research regarding intrinsic and extrinsic factors which have impact on the student's behavior and emotional intelligence. Further study can be performed in this area to understand the level of emotional intelligence that the students possess. It is essential for every student to practice emotional intelligence as there is strong bond between emotional intelligence and student performance.

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