



An Assessment of Emotional Intelligence on the Performance of Management Faculties among various private colleges of Lucknow

KEYWORDS

Emotional intelligence, Well-being, Self- Control, Sociability.

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ABSTRACT *The core idea of this study is to assess the impact of emotional intelligence on the performance of management faculties among various colleges in Lucknow city. It is important for the faculty to have high level of morale with emotional intelligence in their work. EI not only monitoring one's own ability and behavior but also help in understanding others feeling and emotions. For the smooth conduction of study data were collected from various private management colleges with the help of structured questionnaire. Hypotheses were proved with the help of chi-square and Karl Pearson's coefficient of correlation. The present study is conducted with a view to assess the EI of faculties through EI components like well being, emotionality, self control and sociability. The study also having an aim to analyze any gender differentiation, work experience or age factor of respondents makes any significant difference in their level of EI.*

Introduction

Emotional intelligence is a key factor or one of the important factors in human intelligence. A person having high intelligence quotient (IQ) is always judges and presume more compatible and knowledgeable from other. But EI is a one step ahead of IQ because a person with high EI not only monitor one's own emotional, personal and social feelings but also they have the ability to monitor or understand and control others feelings. Faculty emotional intelligence means that persons must have a self awareness that enables to recognize feelings and manage student's emotions. Being a faculty EI is very important and it provides a new way to understand and assess student behavior, their attitude and potential. If the faculties monitor students feeling and emotions then they can easily inculcate the subject knowledge among them. Importance of EI for faculties not only restrict to controlling and monitoring students performance but also it recognize as interpersonal relationship with other faculty, staff members and management. Help other faculty in lecturer preparation, manage leave for other faculties, build rapport and maintained personal relationship with others, friendly and open behavior, well organized study material, skill to motivate and inspire students for betterment are few examples of emotional intelligence.

The faculty with high EI pays more attention to student's needs which resultant into less misconduct by students. It shows that faculty EI shapes the students attitude & perception also. Effective EI of the faculty improved the emotional competence which is necessary both in general well-being to their own and also its leads to qualitative teaching practices which not only help students to deals with classroom problems but also focusing on socio-emotional development of students.

Literature Review

Hwang (2006) found that faculty perform better in overall situations if they had superior competencies, comfort, empathy, leadership and self esteems. Emotional intelligence increase the productivity and performance of employees (Lam,Kirby:2002).

Emotional intelligence has become increasingly acknowl-

edged as a suitable construct for the measurement of emotions (Cherniss, 2000). Emotional intelligence not only affects the productivity and performance of employee it affects variety of work behavior, like job satisfaction, employee commitment, teamwork and leadership (Carmel, 2003).

According to Goleman (1995), emotional intelligence is a quality possessed by every normal individual and proposed a spectrum of personal difference in which people are ranked along an emotional scale. Emotional intelligence of teachers is necessary, both for their own well-being and for quality teaching in a classroom and of course for the socio-emotional development of students (Sutton & Wheatly, 2003).

Teachers are leaders for their students. Kaur (2006) suggested that leaders, who are able to establish mutual trust, respect and a certain warmth and rapport with members of their groups will be more effective. Ranganathananda (2007) states that teacher has to generate that energy in oneself and handle it in one's work of educating the students that resort to help them in problem solving. A teacher has to not only instruct but also inspire and motivate the students.

In higher education teachers conventionally adopted two component of teaching one is subject knowledge and another component is teacher's pedagogy (method of teaching). But emotional intelligence is the unrecognized third component of what a teacher has to offer to learners (Mortiboys, 2005)

Methodology:

Objective of the study-

- To determine the major impact of EI dimension on the performance of faculty.
- To assess the difference of EI according to gender, age & work experience.
- To find out correlation among various dimensions of EI.

Hypotheses of the study-

- There is a significant difference of EI among male and female faculty.
- There is significant difference of EI among below &

above the age of 30.

- There is a difference between emotional intelligence & work experience of management faculty.
- There is correlation exists among the various dimensions of EI.

The present study is descriptive in nature. The majority of data were collected through structured questionnaire (five point Likert scale) having 24 items. Convenient sampling was adopted data were collected from 100 respondents (faculties) of different management colleges exclusively in Lucknow city, out of this 84 were duly completed and revert back, giving 84% return rate. The collected data were analyzed and hypotheses were tested with the help of chi-square test and Karl Pearson's coefficient of correlation.

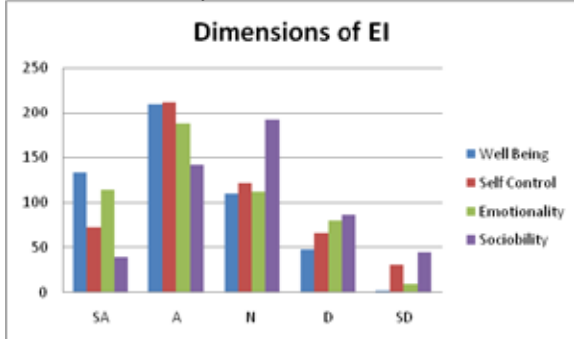
Result & Discussion:

From the demographic characteristics of respondent the total number of respondents 46% (n=39) are male and 54% (n=45) are female. It also shows that female is more interested and selected teaching profession for their career. Most faculty members' lies below 30 years of age i.e. 65% as compared to above than 30 years (35%). Here I would like to mention that the concern data were collected from the private institution and it will definitely influence the age of faculty. Younger faculties are more conveniently join private institution as compared to elder ones. The work experience of respondent were categorize under three level as less than 5 years (49%), in between 5 and 10 years of experience (44%) and more than 10 years (7%).

The impact of EI on the performance of management faculties can be analyzed from the table 1 & graph1 it was concluded that among all the dimensions of EI well-being of faculties is more contributing dimension in EI on their performance. Apart from that emotionality comes at second place and self-control at third. Sociability considered being least contributing dimension in EI.

	SA	A	N	D	SD
Well Being	134	210	110	48	2
Self Control	73	212	122	66	31
Emotionality	114	187	112	81	10
Sociability	39	142	192	87	44

Table 1: Dimensions of EI



Graph 1: Dimensions of EI

For testing the hypotheses (1, 2 & 3) chi-square test has been introduced. As table 2 depict the results of chi-square analysis. Form the table no1 it is now clear that emotional intelligence of male and female are different from each other. Female faculties (54%) were holding more

emotional intelligence as compared to male (46%). Age is one of the important factors which help in the development of emotional intelligence. As individual grows their EI also increase and it was proved by the chi-square test that there is there is a difference of EI among below and above the age of 30. As concerned about work experience and EI again the null hypothesis is rejected and found that there is a difference of EI as the work experience is more.

Association Between	Calculated Chi-square Value	Tabulated Chi-square Value	Degree of Freedom	Result	Inference
Gender & EI	25.4	15.807	8	H ₀ Rejected	Association Exist
Age & EI	67.13	9.488	4	H ₀ Rejected	Association Exist
Experience & EI	45.3	9.488	4	H ₀ Rejected	Association Exist

Table 2: Chi-square Table

For testing hypothesis (correlation among various dimensions of EI) Karl Person's Correlation coefficient were used and results are shown in the table 3. As table shows that there is positive correlation exists between the well-being & emotionality; emotionality & sociability. Its means well being & emotionality were contributing at same pace while building EI or when well-being increase emotionality will also increases. Same case also applied for emotionality & sociability. But when well-being & sociability were computed, it provides no relation. Its mean both were go on different direction and sociability and well-being are act differently in the building of EI. Same thing happened with self control and emotionality. There is one more interesting fact comes out from this analysis that in between well-being & self control and emotionality & sociability negative correlation exists which means both were developed in different ways among the management faculties.

Correlation between various dimension of EI	Result	Interpretation
Correlation between Well being & Self Control	-0.3	Negative Correlation
Correlation between Well being & Emotionality	0.677	Positive Correlation
Correlation between Well being & Sociability	0.09	No Correlation
Correlation between Self Control & Emotionality	0.016	No Correlation
Correlation between Emotionality & Sociability	-0.13	Negative Correlation
Correlation between Self Control & Sociability	0.14	Positive Correlation

Table 3: Correlation of EI Dimensions

Conclusion:

With respect to all the dimensions well-being of management faculties is most important dimension. They found their personal & professional life adequate. Sociability is one of the important dimension of EI it help faculties to understand situation and connect them with the students and peer group. Emotional intelligence of female is evaluated more than male. One of reason for that is female is more emotional and deals with different situation in very personalized way. It can also prove by the interception of various dimensions emotionality, well-being, sociability & self control counts more than male. As age grows up EI also change. Elders have more EI than younger ones. Definitely it comes from various experiences from life. As individual experience different situation effectively their EI enhance more. Work experience also influence emotional intelligence, as work experience increase EI increase it means if faculties had more work experience than they more effectively deal with their emotion. Management faculties were more concern about their well-being and least about sociability. Faculties should need to develop sociability at greater extent for effective dealing with their emotions. No correlation found between self control and emotion, shows two different aspects that when they emotionally involved in some issues they don't have self control over them or when faculties were control themselves in some situation than they not get emotionally involved.

From the study it was clear that EI should be a major criterion when it comes to dealing with students & peer groups. Therefore, EI should be given high priority when it comes to recruitment of faculties, so that we inculcate EI among students also not just for student's career development but for the development & prosperity of country's economy as a whole.

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