

## A comparative study of Emotional Intelligence and Job Performance of Teacher Trainees

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### Introduction:

The concept of Emotional Intelligence was first introduced by Abraham Maslow in the 1950s. Michael Beldoch first published a paper on Emotional Intelligence in 1964 and B. Leune in 1966. The first published use of the term 'EQ' (Emotional Quotient) is an article by Keith Beasley in 1987 in the British Mensa magazine. In 1989 Stanley Greenspan put forward a model to describe EI, followed by another by Peter Salovey and John Mayer published in the following year.

Since the publication of the bestselling book *Emotional Intelligence* by Daniel Goleman (1995), the topic of emotional intelligence has witnessed unparalleled interest. Goleman defined EI as the array of skills and characteristics that drive leadership performance. Programs seeking to increase emotional intelligence have been implemented in numerous settings, and courses on developing one's emotional intelligence have been introduced in universities and even in elementary schools throughout the United States. But what exactly is emotional intelligence? As is the case with all constructs (i.e. intelligence or personality), several schools of thought exist which aim to most accurately describe and measure the notion of emotional intelligence. At the most general level, emotional intelligence (E.I.) refers to the ability to recognize and regulate emotions in ourselves and others (Goleman, 2001). Peter Salovey and John Mayer, who originally used the term "emotional intelligence" in published writing, initially defined emotional intelligence as:

“A form of intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (Salovey & Mayer, 1990).

Later, these authors revised their definition of emotional intelligence, the current characterization now being the most widely accepted. Emotional intelligence is thus defined. “The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth” (Mayer & Salovey, 1997).

Another prominent researcher of the emotional intelligence construct is Reuven Bar-On, the originator of the term "emotion quotient". Possessing a slightly different outlook, he defines emotional intelligence as being concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands (Bar-On, 1997). Regardless of the discrepancies between definitions of emotional intelligence, it is clear that what is being referred to is distinct from standard intelligence, or I.Q.

Emotional intelligence describes the ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups. People who possess a high degree of emotional intelligence know themselves very well and are also able to sense the emotions of others. They are affable, resilient, and optimistic. Surprisingly, emotional intelligence is a relatively recent behavioral model: it was not until the publication of *Emotional Intelligence: Why It Can Matter More Than IQ* by Daniel Goleman that the term became popular. By developing their emotional intelligence individuals can become more productive and successful at what they do, and help others become more productive and successful too. The process and outcomes of emotional intelligence development also contain many elements known to reduce stress—for individuals and therefore organizations—by moderating conflict; promoting understanding and relationships; and fostering

stability, continuity, and harmony. Last but not least, it links strongly with concepts of love and spirituality.

“If your emotional abilities aren’t in hand, if you don’t have self-awareness, if you are not able to manage your distressing emotions, if you can’t have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.” — **(Daniel Goleman, 1995)**

Intelligence quotients (I.Q.’s) were developed and used during the initial part of the 20<sup>th</sup> century as measures of intelligence. French psychologist Alfred Binet pioneered the modern intelligence testing movement in developing a measure of mental age in children, a chronological age that typically corresponds to a given level of performance (Myers, 1998). More modern studies linked a person's I.Q. with their potential for success in general (Weschler, 1958) as well as with elements such as leadership success (Lord, DeVader, & Alliger, 1986). Theorists began to hypothesize that perhaps cognitive intelligence as measured by I.Q. tests did not encompass intelligence in its entirety, but that perhaps several types of intelligences could coincide within one person.

An influential psychologist in the areas of learning, education, and intelligence, E.L. Thorndike proposed that humans possess several types of intelligence, one form being called social intelligence, or the ability to understand and manage men and women, boys and girls, and to act wisely in human relations (Thorndike, 1920).

A description of the three prominent models of emotional intelligence and the measures used to assess each are outlined to facilitate a more thorough understanding of the concept. Next, a review of the research on emotional intelligence in everyday life, applied settings including Correctional Service of India will be discussed. Finally, this paper will delineate some of the criticisms of and controversies surrounding the construct of emotional intelligence. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that EI includes four types of abilities:

1. Perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions.

2. Using emotions – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem-solving.
3. Understanding emotions – the ability to comprehend emotion language and to appreciate complicated relationships among emotions.
4. Managing emotions – the ability to regulate emotions in both ourselves and in others.

The emotional balancing is very important in teaching profession. A teacher has to perform various modes of activities and be emotionally stable to manage the classroom to motivate the children in create a positive learning atmosphere. Measuring Emotional quotient was possible by Goleman model. Konstantinos V. Petrides proposed a conceptual distinction between the ability based model and a trait based model of EI. Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality. In layman's terms, trait EI refers to an individual's self-perceptions of their emotional abilities.

**Measurement of EI**

The Emotional Competence Inventory (ECI), which was created in 1999, and the Emotional and Social Competence Inventory (ESCI), a newer edition of the ECI was developed in 2007. The Emotional and Social Competence – University Edition (ESCI-U) is also available. These tools developed by Goleman and Boyatzis provide a behavioral measure of the Emotional and Social Competencies. The, which was created in 2001 and which can be taken as a self-report or 360-degree assessment.

There are many self-report measures of EI. 1. EQ-i, 2. Swinburne University Emotional Intelligence Test (SUEIT), 3. Schutte EI model. 4. The Trait Emotional Intelligence Questionnaire (TEIQue) 5. The Big Five Personality Traits theory Rosete and Ciarrochi (2005) also explored the predictive ability of EI and job performance. They concluded that higher EI was associated with higher leadership effectiveness regarding achievement of organizational goals. Their study shows EI may serve an identifying tool in understanding, which is likely to deal effectively with colleagues. Furthermore, there exists the ability to develop and

enhance leadership qualities through the advancement of one's emotional intelligence. Groves, McEnrue, and Shen (2008) found EI can be deliberately developed, specifically facilitating thinking with emotions (FT) and monitoring and regulation of emotions (RE) in the workplace.

### Objectives of the study:

1. To identify and compare Emotional intelligence of male and female Teacher trainees job performance.
2. To measure and compare Emotional intelligence of rural and urban Teacher trainees job performance.

### Research methodology

#### Sample:

160 B.A.B.Ed. students in Kolhapur city will be selected through non probability method, for selection of teacher trainees self-concept and emotional intelligence test will be given. Total size of sample 160 teacher trainees as male-female (76+84=160) within the sample urban-rural (82+78=160) is taken.

#### Tool:

##### 1. Emotional intelligence-

Developed by Dr. S.K.Mangal and Dr.Shubhra Mangal. There are one hundred statements are given in this inventory and two alternatives are given with each statement. Intra-personal awareness (own emotions), Inter-personal awareness (others emotions), Intra-personal management (own emotions) and Inter-personal management (others emotions) are the factors of this inventory. Reliability of this inventory with split-half method is 0.89 and test re-test method is 0.92 and validity of this inventory is found sound.

#### Observations:

Male teacher trainees are 76 and their calculation of mean is 71.78, standard deviation is 7.85 and also there are 84 female teacher Trainees and their Calculation of mean is 74.53, standard deviation is 7.96. With the help of above calculations t value is drawn that is 3.302.

Above table shows that total number of sample is 160 therefore degrees of freedom for this sample is 158 so there are values of 1.98 for 0.05 and value of 2.61 for 0.01 significant level.

Calculated t value is greater than table value further that the difference between two means is significant. The Urban teacher trainees are 82 and their calculation of mean is 68.83, standard deviation is 7.65 and also there are 78. Rural teacher Trainees and their Calculations of mean is 72.48, standard deviation is 7.63. With the help of above calculations t value is drawn that is 5.89. The total number of sample is 160 therefore degrees of freedom for this sample is 158 so there are values of 1.98 for 0.05 and value of 2.61 for 0.01 significant level. Calculated t value is greater than table value further that the difference between two means is significant.

### Discussion

A 2021 meta-analysis showed that emotional intelligence was positively associated with secure attachment in adults, but negatively associated with insecure attachment styles such as anxious attachment and avoidant attachment. Researchers Cote and Miners (2006)<sup>1</sup> to offer a compensatory model between EI and IQ, that posits that the association between EI and job performance becomes more positive as cognitive intelligence decreases, an idea first proposed in the context of academic performance (Petrides, Frederickson, & Furnham, 2004). The results of the former study supported the compensatory model: employees with low IQ get higher task performance and organizational citizenship behavior directed at the organization, the higher their EI. It has also been observed that there is no significant link between emotional intelligence and work attitude-behavior.

Van Rooy and Viswesvaran (2004) showed that EI correlated significantly with different domains in performance, ranging from .24 for job performance to .10 for academic performance. These findings may contribute to organizations in different ways. For instance, employees high on EI would be more aware of their own emotions and from others, which in turn, could lead companies to better profits and less unnecessary expenses. This is especially important for expatriate managers, who have to deal with mixed emotions and feelings, while adapting to a new working culture. Moreover, employees high in EI show more confidence in their roles, which allow them to face demanding tasks positively.

EI contributes to develop strong and positive relationships with co-workers and perform efficiently in work teams. This benefits performance of workers by providing emotional support and instrumental resources needed to succeed in their roles. Also, emotionally intelligent employees have better resources to cope with stressing situations and demanding tasks, which enable them to outperform in those situations. Law et al. (2004) found that EI was the best predictor of job performance beyond general cognitive ability among IT scientists in Computer Company in China.

Also, it is mentioned that the relationship between job performance and EI is not as strong as suggested. This relationship requires the presence of other constructs to raise important outcomes. For instance, previous studies found that EI is positively associated with teamwork effectiveness under job contexts of high managerial work demands, which improves job performance relationship.

### **EI and Academic performance**

A 2020 meta-analysis showed that students with higher emotional intelligence show higher academic performance at school. This was a large summary of over 1,246 effects from 158 different studies, with a sample size of 42,529. Students with higher emotional intelligence had better scores on standardized tests and achieved higher grades. The effect was significantly larger for humanities than for science/maths areas of study, and significantly larger for ability emotional intelligence (measured with objective tasks), than for rating scales of emotional intelligence.

There are three possible reasons why greater emotional intelligence might predict stronger academic performance. First, emotionally intelligent students are able to regulate their emotions at school--they are able to control their anxiety surrounding tests and assessment, and their boredom when material is not intrinsically interesting. This means their emotions do not impede their test scores or their ability to learn. Second, emotionally intelligent students are able to build better social relationships with other students and with instructors. This means that they have sources of help when needed--other students and teachers are more willing to help them when they get stuck.

Third, some of the abilities of emotional intelligence (understanding emotions, for example) overlap with academic content, particularly in the humanities. That is, analyzing universal themes in literature or the social forces underpinning historic events require knowledge of human emotions.

### **Interpretations**

The present study revealed there is a significant difference between male and female teacher trainees Emotional Intelligence. Female teacher trainee's Emotional Intelligence is greater than Male teacher trainee's Emotional Intelligence.

A more recent study suggests that EI is not necessarily a universally positive trait.

They found a negative correlation between EI and managerial work demands; while under low levels of managerial work demands, they found a negative relationship between EI and teamwork effectiveness. An explanation for this may suggest gender differences in EI, as women tend to score higher levels than men. This furthers the idea that job context plays a role in the relationships between EI, teamwork effectiveness, and job performance. Another find was discussed in a study that assessed a possible link between EI and entrepreneurial behaviors and success

### **Conclusions:**

A review published in the Annual Review of Psychology in 2008 found that higher emotional intelligence is positively correlated with formal classroom situations,

Better social relations for children. Among children and teens, emotional intelligence positively correlates with good social interactions, relationships and negatively correlates with deviance from social norms, anti-social behavior measured both in and out of school as reported by children themselves, their own family members as well as their teachers. High emotional intelligence among adults is correlated with better self-perception of social ability and more successful interpersonal relationships with less interpersonal aggression and problems. Highly emotionally intelligent individuals are perceived more positively by others – Other individuals perceive those with high EI to be more pleasant, socially skilled and empathic to be around. Better academic achievement – Emotional intelligence is

correlated with greater achievement in academics as reported by teachers but generally not higher grades once the factor of IQ is taken into account. Better social dynamics at work as well as better communication ability. In recent years the relevance and importance of emotional intelligence in contexts of business leadership, commercial negotiation and dispute resolution has been increasingly recognized, and professional qualifications and continuous professional development have incorporated aspects of understanding emotions and developing greater insight into emotional interactions

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