Research Article

A Study on Emotional Intelligence of Academicians in Saudi Universities

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Abstract

Emotional Intelligence recognize feelings and those of others for motivating ourselves and managing the emotions and relationships. In contemporary era our education system at higher level are ample and the quality has taken a rain check. Building positive character, healthy and prosperous society etc lies on the shoulder of academicians who are knowledge builders of the society. Researches reveal that academicians with high emotional intelligence tend to be more caring and they recognize the need and they respond to the students accordingly. It is need for the time that academicians create environment of continuous learning, interactive sessions, brain storming etc. The success of individual development leads to the development of educational institutions. Academicians must have more EI than any other professionals hence the researcher intend to do a research about the awareness of interpersonal skill, drivers of EI, Managing EI, and factors influencing EI. Study and analysis about Self-analysis, Self-regulation and Self-motivation give better insights in this research. 250 samples are considered from different public and private universities and structured questionnaire will be used for data collection. These structured questionnaire were used in Interview schedule. Factor analysis, Cluster analysis, Discriminant analysis along with Regression will be used. The researcher conducted Interview schedule with both public and private university academician and faculty members.

Keywords:*Continuous learning, Emotional intelligence, Interpersonal skill , Self-analysis, Self-regulation , Self-motivation*

Acknowledgement

Introduction

Emotional Intelligence in academicians

Emotional Intelligence, the term was created in 1990 by Jack Mayer and peter Salovey. EI means to acknowledge and handle emotions in one and others. Developing EI in academicians help in developing and managing individuals personal and social relations

especially students around them. Students have to be taught to handle their emotions and others. Now the responsibility lies on academicians who are the knowledge builders. Gibbs(1995)   reported in his longitudinal experiment that people succeed EI along with cognitive intelligence and he say that EI is not against social intelligence. There are two types of EI models Ability model and mixed model. Ability model focus on mental abilities and mixed model define EI as mixture of ability personality and characteristics. Healthy academic environment depend on the creation of culture that allow students to develop EI competencies. EI competencies are developed from the ability to be aware of ones own emotions and pattern of behavior (Self knowledge) to manage negative or destructive emotions (Self management) effectively and to share positive relationship and experience with others in a way that enhance learning and life satisfaction (Relationship management). Hwang (2006) in his research depicts those academicians who have superior competencies, comfort, empathy, leadership, and self esteem tend to perform better in teaching effectiveness. Academicians who perform better in overall EI skills tended to achieve high teaching effectiveness.

Need for the study

In this era it is essential for academicians to create an environment for continuous learning , interactive sessions, brainstorming sessions etc. , through various learning aids , but the application involve the use of EI. Any academicians should be able to satisfy and platter all types of student with the facility provided by the institution. The study provides a foundation in exploring the impact of EI of academicians in personal, academic, and career success which will further help the institutions to create best ideas an draw plans to increase the level of EI of academicians. Hence the researcher has undertaken a research on EI in Saudi universities.

Research Questions and Statement of problem

Emotional Intelligence of academicians plays an important role in interpersonal and intrapersonal relationship which in turn influences their success and creativity in their profession and personal life. The success of individual development leads to the success of university.   Hence it is important for academicians with high EI to manage students in university . The following questions are to be answered.
1. Demographic profile of academicians in Saudi university
2. The level of awareness about interpersonal and intrapersonal skills
3. Identify the drivers for the improvement of EI of university academicians
4. Factors influencing the EI of academicians

Objectives of the study

The primary objective of this research I to identify and study about Emotional intelligence of academicians in Saudi universities
Other objectives are
1. To study the demographic profile
2. Agreeability of academicians towards dimensions of EI such as self awareness self management , social awareness and social skills

3. Identify the drivers of EI
4. Identify the factors influencing EI of academicians

Hypothesis of the study

➢ Hypothesis in this research states that there is no significant difference among the demographic profile and dimensions of EI.

➢ The second hypothesis is there is no significant difference among demographic profile and drivers of EI

➢ The third hypothesis there si no significant difference in demographic profile and factors influencing EI

➢ The influencing factors of EI and drivers of EI have significant influence over the dimensions of Emotional intelligence

Review of literature

Review of literature suggests that emotional intelligence and related nontraditional measures of intelligence and human performance are more predictive of success than traditional IQ tests and other standardized measures of academic ability and achievement (Nelson & low 1976-2003), Gardener 1983,1993,1997, Sternberg,1985,1995,Goleman,1995,1998. Researcher suggests that emotional intelligence and emotional skills are related to achievement, career success and personal well being (Low 2000). Nelson and Low (2003) state that Emotional Intelligence is the single most important influencing variable in personal achievement , career success , leadership and life satisfaction . Sreekala Edannur (2010) reviewed on Emotional intelligence of Teacher Educators "According to this study character development is to be the foundation of a society wherein, selfishness, violence and out of control emotions tear apart the goodness of day to day life of people. Research how that academically successful people had higher levels of emotional competencies. Salovey and Mayer (1990) developed a model of Emotional intelligence which consists of five domains, such as self awareness, managing emotions, motivating self, empathy and handling relationship. The researcher believes that emotional intelligence derives from four basic elements. The four basic elements are the ability to accurately perceive, appraise, express emotion and ability to access or generate feelings, ability to understand emotions, ability to regulate emotions. Paul and Mondal (2012) reveals that few factors have significantly positive impact on enhancing the level of teachers emotional intelligence while some are non significant on EI. Amit kauts and Ms Richa Saroj (2010) found that teachers with high emotional intelligence were having less occupational stress and more effectiveness, where teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness.

Research Gap

Emotional intelligence constitutes the important component of every individual, when it comes to academicians it is even more important and crucial, as they nurture the young minds and future generations. The self analysis (self awareness, self regulation and self motivation) will give better insights of practicing emotions in an intelligent way. Employees with high EI are more much elf aware. From the reviews the researcher could understood that many research have been conducted to analyze the EI of academicians. But there is a dearth in the review of literature concentrating the EI of universities.

Research Methodology

This research focus on casual analysis of relationship among EI related variables of Academicians . It is descriptive in nature. The research is based on primary data using a well structured questionnaire and mostly Interview schedule was conducted. Content validity and construct validity were done. The content validity was confirmed based on the opinion and suggestion by subject experts. Construct validity includes composite reliability , convergent validity , unidimentionality and discriminant validity. From the calculation , it is observed that all composite reliability values are greater then 0.819. the primary data was collected from 250 academicians in both public and private Institutions. The researcher use Simple Mean, ANOVA, Factor analysis , Regression analysis and discriminant analysis.

Analysis & Discussion

Demographic Profile of respondents

The analysis reveals that 53.2 % are female and 46.8% are male academicians. 14.4% age range between 20-25 years ,28.4% academicians range from 25-30 years, 22.8% between 30-35 years, 21.6% between 35-40 years,12.8% above 40 years The study reveals that 40.8% respondents are married , 22.8 were unmarried and 15.6% donot want to reply about marital status. 13.2% have less than 5 years of experience , 29% have 5 to 10 years of experience, 21.2% have 10-15 years of experience, 20.8% have 15-20 years of experience.

Factor analysis

Totally 73 factors were considered for measuring five point scale. Varimax rotation is presented in the table

Kaiser Meyer Olkin Measure of Sampling Adequacy		.627
Bartletts Test of sphericity	Approx Chi square	11485.443
	df	2628
	Sig	.000

In Bartlett tests of sphericity and Kaiser Meyer Olkin measures of sample adequacy were used to test the appropriateness of the factor model. Bartletts test was used to test the null hypothesis that the variables of this study are not correlated. The approximate chi square satisfaction is 11485.443 which is significant at 1 percent level, the test leads to the rejection of the null hypothesis. The value of KMO statistics (0.627) was also large and it revealed that factor analysis might be considered as an appropriate technique for analyzing the correlation matrix.

Ranking drivers of dimensions of EI factors

Using factor analysis 73 dimensions of EI are grouped into for factors namely self awareness, Self management, Social awareness and Social skills Mean values assigned to each of four dimensions of EI are portrayed as below.

Dimensions	Mean	Rank
Self awareness	3.3171	I
Self Management	2.9930	III
Social awareness	3.0540	II
Social skills	2.9626	IV

Segmentation of Dimension of Emotional Intelligence Factors

Cluster analysis is used for segmentation based on the degree of dimensions of Emotional Intelligence possessed by them. The four factors of dimensions include self awareness, self management, Social awareness and Social skills.

The respondents were segmented into three groups. First segment as highly influential group, second termed as Less influenced group, Third as Moderately influenced group

ANOVA

Dimensions of EI	Cluster		Error		F	Sig
	Mean Square	Df	Mean Square	Df		
Self awareness	29.924	2	.241	247	124.335	.000
Self Management	10.290	2	.165	247	62.515	.000
Social awareness	20.606	2	.220	247	93.476	.000
Social skills	5.857	2	.142	247	41.233	.000

The above table depicts that all four factors are playing strong role in bifurcating academicians in these three groups.

Testing suitability of Dimensions of EI using discriminant analysis

The three identified clusters are mentioned and out of which 38% are highly influenced, 22 % are less influenced and 40% are moderately influenced The important issue is to asses if segmentation is valid and each of the cluster vary among each other and whether the four dimensions of EI play an important role in segregating academicians into three clusters. Hence sample stability and cluster classification reliability has to be verified by discriminant analysis.

Dimensions of EI	Wilks Lambda	F	df1	df2	sig
Self awareness	.631	72.32	2	247	.000
Self Management	.441	156.708	2	247	.000
Social awareness	.678	58.566	2	247	.000
Social skills	.483	132.417	2	247	.000

Wilk's lambda is very small in self management which implies the strong group influence among three cluster grouped on the basis of dimensions of EI factor. Mean were significantly different among the three segments. Wilk's lambda for social skill is high and it reveals that there is no significant difference among the first second and third. The values of Wilk's lambda in self awareness and social awareness are high and reveals that there is no significant difference among second and fourth segment. The value of F ratio in accordance with degree of freedom is highly significant. Low significant value indicates that significant difference prevail among the groups regarding dimensions of EI. The above justify the accuracy of segmentation of dimensions of EI among academicians as significant group difference exists among these four clusters. The eigen values and canonical correlation coefficient values are displayed

Eigen values

Function	Eigen value	% of variance	Cumulative %	Canoncial correlation
1	3.247 a	99.3	99.3	.874
2	.024 a	.7	100.0	.153
a. First canonical discriminant functions were used in the analysis				

Eigen value in first discriminant function is very high compared to the second function. For the three clusters , two canonical correlations are formed along with two discriminant functions. The canonical correlation gives the measures of association between discriminant functions and the four dimensions of emotional intelligence factors. The canonical correlation among the first function and four dimension of EI factors is very high (0.874) but canonical correlation for the second function is only 0.153. The canonical correlations are significant.

Factor analysis : Twenty five factors are considered for measuring five point scale. Bartletts tests of sphericity and Kaiser Meyer Olkin measures of sample adequacy were used to test the appropriateness of the factor model. Bartletts test was used to test the null hypothesis that the variables of this study are not correlated. The chi square satisfaction is 2719.352 which is significant at 1 percent level. The value of KMO statistics (0.816) was also large and it revealed that factor analysis might be considered as an appropriate technique for analyzing the correlation matrix.

Structural equation modeling : In Structural equation modeling analysis the variance is reported in terms of squared multiple correlations associated to dependent variables. It is equivalent to R2 value in regression analysis. The squared multiple correlations of the dependent variables of the study were found. The dimensions of EI are tested with the factors of EI and drivers of EI factors .

Summary of findings

➢ First Hypothesis in this research states that there is no significant difference among the demographic profile and dimensions of EI. This was tested with ANOVA and it is found

that there is no significant difference among the age , gender , marital status , working experience and dimensions of EI. Hence first hypothesis was accepted

➢ The second hypothesis is there is no significant difference among demographic profile and drivers of EI is tested with ANOVA. It is found that there is no significant difference among the age , gender , marital status , working experience and drivers of EI. Hence the second hypothesis was accepted.

➢ The third hypothesis there is no significant difference in demographic profile and factors influencing EI. This is tested using ANOVA. It is found that there is significant difference among the age , gender , marital status , working experience and factors of EI . Hence third hypothesis was rejected.

➢ The influencing factors of EI and drivers of EI have significant influence over the dimensions of Emotional intelligence. It is tested with Structural equation modeling. It is found that the factors of EI has significant influence on dimensions of EI and drivers of EI have significant influence on dimensions of EI

Using factor analysis, the dimensions of EI was grouped under self awareness, Self management, Social awareness and Social skills . The ranking analysis depicts that the mean value in self awareness is highest and it is the dominant factor among dimensions of EI. The discriminant analyses are grouped under clusters based on the level of influence through dimensions of EI Drivers _ Be perfect, Please others, Try hard, Be strong and Hurry up. While analyzing the factors of drivers of EI the variables are grouped under five factors. These group of drivers were analysed using ranking analysis. The discriminant analysis proved that academicians are grouped into three clusters based on the level of influence through drivers of EI factors. While analyzing the factors computed through ranking analysis it was revealed that the mean value in respect of Get rid position is the highest and it is the dominant factor. The cluster analysis segment academicians into three groups. The mean value was highest with the third group hence it could be noted that academicians have high behavior in controlling emotions. From regression analysis we got the result that relationship of defensive position with demographic profile was 64.18% and get rid position was 57.68%. The relationship of get on with position was 68.40 and Get away was 53.59%.

Implications

Among four dimensions Self awareness , self management, Social awareness and Social skills they have significant impact on EI. When the factors were analyzed academicians were grouped under four category such as defensive position, Get rid position, Get on with position and Get away position. Major part of academicians fall under Get rid of position which means that they were not able to solve problems which arises and they need training and counseling. Drivers of EI was grouped under six categories such as Being perfect, please others , trying hard, being strong, hurryup. Majority of academicians fall under trying hard which means that academicians are trying to overcome the psychological problems by framing adaptive strategies to overcome. Development of healthy and effective functioning is necessary in educational institutions. The well being of academicians is important and crucial. Educational policies should include the quality of work life in work place, efficiency of academicians, well being and EI. Infusing emotional literacy is important among academicians.

Conclusion

The research emphasis that there is a vital need to possess EI skill among academicians . Continuous faculty development programmes are necessary to impart the EI skills in order to achieve 100% class room management, These can be achieved by encouraging academicians to practice perceiving , understanding and regulating the emotions. Academicians with high level of EI will be able to challenge and educate young generations to adapt the demanding and have successful work environment. This research helps academicians to identify the negative emotions and to help them to overcome those through few coping strategies. In future the research based on self efficacy self confidence, competency can be considered as other dimensions in EI.

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