

# EMOTIONAL INTELLIGENCE AMONG PROFESSORS OF GRANTED AND NON-GRANTED COLLAGES: A COMPARATIVE STUDY

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## ABSTRACT:

The aim of present study was to investigate emotional intelligence among professors of granted and non-granted collages. The Random sampling method was used in this study. The total sample consisted 60 professors among this 30 of granted and 30 non-granted collages . Along with the respective personal data sheet and emotional intelligence scale developed by Hayd, Path and Dhar (2001) and it is also translated in Gujarati by Rathod used from data collaction. Data was analyzed by 't' test verify the hypothesis. The result shows that 't' value is 4.13 that is significant at 0.01 level. So, the hypothesis is not accepted. it means professor of granted and non-granted was very far difference between emotional intelligence.

**KEY WORD:** Emotional Intelligence.

## INTRODUCTION:

Emotions exert an incredibly powerful force on human behavior. Strong emotions can cause you to take actions you might not normally perform, or avoid situations that you generally enjoy. Why exactly do we have emotions? What causes us to have these feelings? Researchers, philosophers, and psychologists have proposed a number of different theories to explain the how and why behind human emotions.

In psychology, emotion is often defined as a complex state of feeling that results in physical and psychological changes that influence thought and behavior. Emotionality is associated with a range of psychological phenomena including temperament, personality, mood and motivation. According to author David G. Meyers, human emotion involves "...physiological arousal, expressive behaviors, and conscious experience."

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The word "**emotion**" is comes from, dates back to 1579, when it was adapted from the French word *émouvoir*, which means "**to stir up**".

In psychology there is three main reasons to study emotions

1. To know emotions & to understand it.
2. To understand expression of emotions.
3. To use methods of control emotion.

In world today, to know and to measure Intelligence Quotient

(IQ) is very famous. Likewise, after study of Emotional Quotient (EQ) by Daniel Goldman, EQ is also becomes famous .Az

In 1983, Howard Gardner's Frames of Mind: The Theory of Multiple Intelligences' Introduced the idea that traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. He introduced the idea of multiple intelligences which included both interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations).

The first use of the term "emotional intelligence" is usually attributed to Wayne Payne's doctoral thesis, A Study of Emotion Developing Emotional Intelligence from 1985. The first published use of 'EQ' (Emotional Quotient) seems to be by Keith Beasley in 1987 in an article in the British Mensa magazine. However, prior to this, the term "emotional intelligence" had appeared in Beldoch (1964), Leuner (1966). Stanley Greenspan (1989) also put forward an EI model, followed by Peter Salovey and John Mayer (1989).The distinction between trait emotional intelligence and ability emotional intelligence was introduced in 2000.

However, the term became widely-known with the publication of Goleman's Emotional Intelligence - Why it can matter more than IQ (1995). It is to this book's best-selling status that the term can attribute its popularity. Goleman has followed up with several further popular publications of a similar theme that reinforce use of the term. Goleman's publications are self help books that are non-academic in nature

### **Definition of emotional Intelligence:**

*“Emotional intelligence is the ability to monitor one’s own and others feelings and emotions, to discriminate among them and to use this information to quire ones thinking and action”*

-Salovey &Mayer

*“The ability to sense, understand, value and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity and influence”*

- Daniel Goleman

### **Models of emotional Intelligence:**

Substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalizations. Currently, there are three main models of EI:

1. Ability model
2. Mixed model (usually subsumed under trait EI)
3. Trait model

Different models of EI have led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, most researchers agree that they tap different constructs.

#### **1. Ability model:-**

Salovey and Mayer's conception of EI strives to define EI within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of EI was revised to **"The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth."**

The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors.

The model claims that EI includes four types of abilities:

1. Perceiving emotions.
2. Using emotions.
3. Understanding emotions.
4. Managing emotions.

#### **2. Mixed model:-**

The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines two main EI constructs.

1. Personal competence &
2. Social competence

**1. Personal competence:** it has three sub categories as below

**1). Self-awareness:** – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.

**2). Self-regulation:**– involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.

**3). Motivation:** - being driven to achieve for the sake of achievement

**2. Social competence:** it has two sub categories as below

**1).Social skill:-** managing relationships to move people in the desired direction

**2).Empathy** - considering other people's feelings especially when making decisions

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Goleman's model of EI has been criticized in the research literature as mere pop psychology" (Mayer, Roberts, & Barsade, 2008).

**3 Trait model:-**

Soviet-born British psychologist Konstantin Vasily Petrides ("K. V. Petrides") proposed a conceptual distinction between the ability based model and a trait based model of EI and has been developing the latter over many years in numerous scientific publications. Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality." In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions and self perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

## METHODOLOGY:

- **OBJECTIVE:-**

To comparative study of emotional intelligence among professors of granted and non-granted collages.

- **HYPOTHESIS:-**

There is no significant difference on emotional intelligence among professors of granted and non-granted collages.

- **VARIABLE:-**

**(1) Independent variable:-**

A. colleges professor at two levels.

A1- granted collages professor

A2- non-granted collages professor

**(2)Depended variable:-**

To get score on Emotional intelligence among professors of granted and non-granted collages.

- **SAMPLE:-**

The sample consisted of 60 professors.(30 professors of granted and 30 professors of non-granted collages), the sample was selected by random method from the professors of Bhavnagar university.

- **TOOLS :-**

In this research Emotional intelligence, Questionnaire where used from data collection. It was constructed and developed by the Hyde, Path & Dhar (2001). They have made English version scale but investigator has used Gujarati version scale made by Rathod (2009) & the reliability is 0.81, & validity is 0.42 .

## RESEARCH DESIGN:-

A. colleges professor at two levels.

A1 - granted collages professor

A2- non-granted collages professor

## STATISTICAL TECHNIQUE:-

Hear in this study “t” test was used for date interpretation.

**RESULT TABLE**

variable	Sample (N)	Mean	S.D	SED	't' value	Level of significance
Professors of granted collage	30	106.97	11.59	2.52	4.13	0.01
Professors of non granted collage	30	117.37	7.58			

Significance = 0.01 = 2.66

**RESULT DISCUSSION:-**

The main objective of present study was a study of emotional intelligence among professors of granted and non granted collages. In it statistical 't' method was used. A result discussion of present is as below.

The professors non granted collages received higher mean score 117.37 in compared to the professors of granted collages, there has mean score was 106.97 and mean difference is 10.40 . And the standard deviation score of professors of non granted collages 7.58 and the professors of granted collages is 11.59

From this we can say professors of non granted collages is having higher emotional quotient than professors of granted collages. The 't' value of emotional quotient is 4.13

According to the 't' test the numeric value of the emotional quotient is 4.13 which is significant at 0.01 level. Therefore the hypothesis is that there is no significant difference on emotional intelligence among professors of granted and non-granted collages is not acceptable . It means there is significant difference on emotional intelligence among professors of granted and non-granted collages .

So, this study examined

**CONCLUSION:**

There is significant difference on emotional intelligence among professors of granted and non-granted collages.

(t = 4.13)

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