INTERRELATION OF EMOTIONAL INTELLIGENCE AND GENERAL INTELLIGENCE AMONG STAFF AND STUDENTS OF UAS, DHARWAD

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ABSTRACT

A study on "Interrelation of Emotional Intelligence and General Intelligence among staff and students of UAS, Dharwad" was conducted in the year 2013-14. The general intelligence and emotional intelligence of 90 staff and 300 students of UAS, Dharwad from Sirsi, Bijapur and Dharwad was assessed. Raven's Advanced Progressive Matrices to test General Intelligence was employed. Baron et.al's emotional intelligence and Aggarwal et.al's (2005) Socio-Economic Status scales were administered. The results revealed that majority of the students were in average (46.3%) and below average (43.3%) category while only 2 percent were in above average category and 8.3 per cent were in intellectually impaired category. Majority of the students fell in average EQ category (44.7%), 24.3 per cent in Low EQ, 10.7 per cent in very low EQ, 11 per cent in markedly low EQ. There was significant relation of general intelligence with age of students indicating that younger students have lower IQ than older students. Majority of staff were in the average category (62.2%), 16.7 per cent in low, 3.3 per cent in very low and 1.1 per cent in markedly low Emotional quotient category whereas 12.2 per cent and 4.4 per cent were in the high and very high EQ category respectively. Majority of staff were in intellectually average (73.3%) and very few in below average (6.7%) category. About 20 per cent were in above average category. There was significant difference between genders on general intelligence where in male teachers had higher scores than female teachers. There was positive correlation between EQ and IQ of staff but negative correlation between EQ and IQ of students, though not statistically significant.

KEYWORDS: Interrelation of Emotional Intelligence and General Intelligence among Staff and Students of UAS

INTRODUCTION

"It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change "– Charles Darwin

Intelligence is considered to be one of the most desirable personality qualities in today's society**.** Apparent in many aspects of human interaction is the notion of "Survival of the fittest". In business, government, Science and even personal relationships, the competition for that which is scarce drives humans to find an "edge" over their adversaries. A good indicator of success in the past has been the level of one's intelligence. It was assumed that the relationship between one's IQ and one's success would be positively correlated.

It is said that IQ will get you through school, but EQ gets through your life. Everyone differs in their ability to understand complex ideas, to adapt to the environment, to learn from experience, and to engage in various forms of reasoning. A person's intellectual performance can vary on depending on the occasions, environment, or criteria used to judge it. Emotional Quotient or EQ is one of the ways to measure a person's ability to be successful in life. The phrase was first developed in the 1980s and asserts that emotional quotient or emotional intelligence is as valuable as intellectual quotient (IQ).

According to theories of brain function, a high emotional quotient means someone is self-confident, self-aware, and able to navigate through trying emotional times. EQ is often tied directly to the degree of success one may have in the workplace and in personal relationships. Some companies offer services to test the emotional quotient of employees.

Emotional Intelligence explains why in-spite of equal intellectual capacity, educational background, training or experience some people excel while others of same calibre and high educational degree lag behind. Emotional Intelligence is the dimension of intelligence responsible for our ability to manage ourselves and our relationship with others. t Studies conducted by Mathur, Dube & Malhotra (2003), Ghosh and Gill(2003), Parker(2004), Zeidner et al (2005) show that academic success is strongly associated with several components of emotional intelligence. The research also reveals that teachers having high emotional intelligence score high on teaching efficiency (Chhabada etal, 2008. In view of this, the present study was conducted with the following objectives.

OBJECTIVES

- To assess the general intelligence and emotional intelligence of staff and students of UAS, Dharwad

- To show the interrelation between EQ and IQ

MATERIALS AND METHODS

Sample

University of Agricultural Sciences, Dharwad (Sirsi, Bijapur and Dharwad) served as locale of the study. 30 teachers and 100 students from each campus in the year 2013-14 were taken as sample for study**.** The total sample included   90 Staff & 300 students.

Tools Used for data Collection

Raven's Advanced Progressive Matrices to test the General Intelligence(2001), Emotional intelligence scale developed by Reuven Bar-on and James D.A. parker in 1997 was used to assess the emotional intelligence and Scale for Socio-Economic Status developed by Aggarwal et. al (2005) was employed to assess the SES of the respondents (Staff & Students).

Research Design

The data collected was analysed using suitable statistical methods like correlation and chi –square. A co relational design to know the relation between EQ and IQ was used.

RESULTS

Table 1: Students and Staff IQ Range

Grade	Range	Students		Staff	
		Frequency	**Percent**	**Frequency**	**Percent**
I	Intellectually superior	0	0	0	0
II	Above Average	6	2.00	18	20.0
III	Intellectually Average	139	46.30	66	73.3
IV	Below average	130	43.30	6	6.7
V	Intellectually Impaired	25	8.30	0	0
Total		**300**	**100.0**	**90**	**100.0**

Table 1 shows that majority of the students were in average (46.3%) and below average (43.3%) category. Only 2% were in above average category and 8.3% were in the intellectually impaired category. The results also show that majority of the staff were in intellectually average (73.3%) category. Only 6.7% were in below average category and 20% were in above average category.

Table 2: Association between Age and General Intelligence

Age	General Intelligence			Total	Chi Square
	Below average	**Average**	**Above Average**		
Upto 20	108 (53.47)	90 (44.55)	4 (1.98)	202 (100.00)	
21-40	52 (37.95)	80 (58.39)	5 (3.64)	137 (100.00)	89.422***
40-60	1 (1.96)	34 (66.66)	16 (31.37)	51 (100.00)	
Total	161 (41.28)	204 (52.30)	25 (6.41)	390 (100.00)	

**Figure in Parenthesis indicates percentage

The table 2 shows significant association between age and general intelligence which means with increase in age, intelligence increases.

Table 3: Association between Gender and General Intelligence among Staff

Gender	General Intelligence			Total	Chi square
	Below average	**Average**	**Above Average**		
Male	3 (5.17)	38 (65.51)	17 (29.31)	58 (100.00)	
Female	3 (9.37)	27 (84.37)	2 (6.26)	32 (100.00)	6.756*
Total	**6 (6.66)**	**65 (72.22)**	**19 (21.11)**	**90 (100.00)**	

Table 4: Association between Gender and General Intelligence among Students

Gender	General Intelligence			Total	Chi Square
	Below Average	**Average**	**Above Average**		
Male	110 (52.38)	98 (46.66)	2 (0.95)	210	
Female	45 (50.00)	41 (45.55)	4 (4.44)	90	3.927NS
Total	**155 (51.66)**	**139 (46.34)**	**6 (2.00)**	**300**	

Association between Gender and General Intelligence

Table 3 shows significant association between gender and general intelligence among staff. Male staffs were better in intelligence compared to female staff. The association between gender and general intelligence among students was non- significant (table 4).

Table 5: Students and Staff   EQ Range

Sl. No	Range	Student		Staff	
		Frequency	Percent	Frequency	Percent
1	High	28	9.30	15	16.7
2	Average	134	44.70	56	62.2
3	Low	138	46.0	19	21.1
Total		300	100.0	90	100.0

Majority of the students fell in the category of average EQ range(44.7%) , 24.3% in Low EQ range , 10.7 % in very low EQ range, 11% in markedly low EQ range. Majority of staff were in the average category (62.2%), 16.7% in low, 3.3% in very low and 1.1% in markedly low EQ category. 12.2% and 4.4% were in the high and very high category respectively.

Table 6: Correlation between EQ and IQ

	Correlation Value	Cal-t	Critical Value	Interpretation
Staff	0.14	1.32	1.98	Cal-t < critical value. Hence there is no significance.
Students	-0.006	0.10	1.96	Cal-t < critical value. Hence there is no significance.

The results reveal that there is no significant relation between EQ & IQ

Table 7: Association between Age and Emotional Intelligence

Age	Emotional Intelligence			Total	Chi Square
	Low	Average	High		
Upto 20	92 (45.50)	90 (44.50)	20 (10.00)	202 (100.00)	
21-40	54 (39.41)	69 (50.46)	14 (10.23)	137 (100.00)	10.51**
40-60	11 (21.56)	31 (60.80)	9 (17.64)	51 (100.00)	
Total	157 (40.25)	190 (48.71)	43(11.04)	390 (100.00)	

Association between Age and EQ: There was significant association between age and emotional intelligence indicating emotional intelligence increases with age. This is in confirmation with salovey and Mayer (1990), Srivatsava and Bharamanaikar (2004) and Van Rooy et.al, (2005).

Table 8: Association between Gender and Emotional Intelligence among Students

Gender	Emotional Intelligence			Total	Chi Square
	Low	Average	High		
Male	104 (49.52)	90 (42.85)	16 (7.61)	210 (100.00)	4.086NS
Female	35 (38.88)	43 (47.77)	12 (13.33)	90 (100.00)	
Total	139 (46.33)	133 (44.33)	28 (9.34)	300 (100.00)	

Association between gender and emotional intelligence among students: There was no significant association between gender and emotional intelligence among students

Table 9: Association between Gender and Emotional Intelligence among Staff

Gender	Emotional Intelligence			Total	Chi square
	Low	Average	High		
Male	11(18.96)	37 (63.80)	10 (17.24)	58(100.00)	
Female	8 (25.00)	19 (60.00)	5 (15.00)	32 (100.00)	0.543NS
Total	19 (21.11)	56 (62.22)	15 (16.67)	90 (100.00)	

Association between gender and emotional intelligence among staff: There was no significant association between gender and emotional intelligence among staff. Male showed better adjustment compared to women staff. The same results are obtained Uma Devi and Rayal (2004) and Mishra et al (2008). But several studies conducted bu Schutte etal (1998), Jadhav etal (2009), tatwadi (2009) and Mohanty etal(2010) show contradictory result .

Table 10: Association between Socio Economic Status and Emotional Intelligence

SES	Emotional Intelligence			Total	Chi Square
	Low	Average	High		
Low	7 (41.17)	9 (52.94)	1 (5.88)	17(100.00)	
Middle	145 (40.27)	174 (48.33)	41 (11.40)	360 (100.00)	0.739NS
High	5 (38.46)	7 (53.84)	1 (7.69)	13 (100.00)	
Total	**157 (40.25)**	**190 (48.71)**	**43 (11.02)**	**390 (100.00)**	

Association between Socio economic status and Emotional Intelligence: There was no significant association between SES and emotional intelligence. The same results are revealed by Gowdhman and Murugan (2009). However, many studies have revealed contradictory results.

CONCLUSIONS

The results revealed that majority of the students were in average (46.3%) and below average (43.3%) category while only 2 percent were in above average category and 8.3 per cent were in intellectually impaired category. Majority of the students fell in average EQ category (44.7%), 24.3 per cent in Low EQ, 10.7 per cent in very low EQ, 11 per cent in markedly low EQ. 53.7% belonged to lower middle SES range and 39% were in the upper middle category. Only 4.3% were in poor category whereas 3 % in high category. The association between gender and General Intelligence among students was non significant. A negative correlation between EQ and IQ of students was found which was not significant.

Majority of staff were in the average category (62.2%), 16.7 per cent in low, 3.3 per cent in very low and 1.1 per cent in markedly low EQ category whereas 12.2 per cent and 4.4 per cent were in the high and very high EQ category respectively. Majority of staff were in intellectually average (73.3%) and very few in below average (6.7%) category. About 20 per cent were in above average category. Majority of staff belonged to upper middle (50%), high (41.1%) category and 4.4% in upper high and 4.4% in lower middle category.

There was significant difference between genders on general intelligence where in male teachers had higher scores than female teachers

The result showed significant difference among students and staff in all aspects like SES, EQ and IQ. Thus the results indicate staff have better SES , IQ and EQ compared to students and are emotionally well adjusted compared to students

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