Perception of Emotional Intelligence (EI) of the Private University Faculty Members of Bangladesh

Taslima Khatun   Mahajabin Tabassum Sujana*   Mohammad Abul Khayer
Faculty of Business Administration, Feni University, Trunk Road Feni 3900, Bangladesh

Abstract
The human world is changing and becoming more complex day by day. So work pressure, fear, anxiety, stress, depression is a common cognitive issues that every employee faces in the workplace which affect their productivity, performance, morale and so on. This paper attempts to find out the perception level of private university faculties in Bangladesh upon emotional intelligence. The scope of the study has been done about private universities faculties, where sample size is (N=250).The collected data has-been analyzed using mean, standard deviation and regression analysis. Overall this research contributes a meaningful implication about emotional intelligence and how private university faculties perceive them.
Keywords: Emotional Intelligence, Self-awareness, Self-management, Self-Motivation, Social Skill and Private University.
DOI: 10.7176/EJBM/11-18-21
Publication date:June 30th 2019

1. Introduction
Now a days, the concept of Emotional Intelligence (EI) has gained popularity in the public and private sector employees because it affects the workplace performance. The perception varies from person to person. EI is an indispensible factor for determining employee's creative abilities and how these abilities shape their behavior. According to Khokhar and Kush (2009), "Employees who are skilled at valuing their own emotions are better in communicating their needs and they would be able to be more concern towards their own feelings in order for them to accomplish their goals resulting better performance". A General assumption is that people with strong EI have greater control upon himself (George, 2000; Day & Carroll, 2004).

Emotional Intelligence is an ability to be self-aware of emotions and to express oneself correctly. When a person is aware of his emotions, he goes on the next level-emotional assimilation, which is to differentiate between the different emotions he or she is undergoing and also mark out those emotions that affect his or her thought process. This ability leads him to the emotional understanding; an ability to understand difficult emotions and also to identify the transfer from one emotion to another. By then he or she becomes learned in dealing with his or her emotions and thus he or she is able to conduct his emotions by connecting to or disconnecting from any emotion at any given condition. This gives him complete control over his inspiration and thus able to think, explore and act rationally in any situation. (Gayathri & Meenakshi, 2013).

1.1 Rationale of the Study:
Faculties who have control over their emotions more carefully rather than reacting to the situation, they have more manageable capabilities to their self and social awareness along with their self-motivation capabilities. These types of people are more successful than the others. In this study, the data has been obtained from different private university faculties to know their perception about self-emotional balance.

1.2 Objectives of the Study:
- To examine the dimensions of Emotional Intelligence.
- To find out the perception of Emotional Intelligence of the private university faculties of Bangladesh.
- To empirically test the emotionally balanced employees.

2. Research Methodology:
The research is descriptive in nature based on a survey. Sample Unit for this research study consists of university teachers of private sector who has been taught in different departments and progress in respective fields. Convenient sampling technique has been adopted 834 questionnaire (Appendix A) were floated to the faculty members of private universities in Bangladesh. Within **834** questionnaires **250** were received.

Data collection method has been used in this research in order to relate the literatures. Primary data has been collected and attempted to assess the Perception of EI. The survey has been administered by using a questionnaire (Appendix) consisting close questions. Four dimension has been used as prime parameters in the form of independent variables to find dependent variable i,e. perception of EI.SPSS 16.00 has been used to analyze the findings.

The primary data was collected by floating **834** questionnaires among different university teachers out of **250**

were raised.

3. Literature Review:

Emotional intelligence is a blend of capabilities that incorporates the possibility to discern feelings in the self and in other individuals, utilize feelings to improve execution, comprehend feelings and enthusiastic information and direct feelings in the self and in other individuals (Mayer and Salovey, 1997) . Ekmen (1992) states that emotions are part of what makes us all human and their influence cannot be denied. Moreover, these effect issues related with the workplace between individuals and groups (Fisher& Ashkanasy, 2000). High EI in employees lead to greater performance whereas a lack of EI will cause a decrease in performance (Ali, 2013). Employees who show greater EI better than those who mask and repress their feelings (Grandey, 2003; Grandey et al, 2005 as cited in Tahir , Saba & Rabbia , 2013).

Bob Wall (2008) as cited in (Ali, 2003), states that in addition to their technical skill, employees should focus on improving their emotional intelligence. Arguably the most essential outcome of EI is that it helps workers better understand and respond to emotion in the workplace (Salvery & Mayer, 1990).

Organizations are fields where individuals are organized to work. In such places, emotions such as excitement, anger and fear are inevitable. Employees who are emotionally intelligent are very proficient and operative in their interaction with the work environment and with their co-workers. So far various studies have been conducted on emotional intelligence of teachers (Akomolafe, 2011). The role of emotions and emotional intelligence as a means to improve balanced employees in education (Arnold , 2005 , Jennings and Greenberg , 2009 ; Rohana ,Kamaruzaman and Zanariah , 2009 ; Sotton , 2004 ; Najmuddin , Noriah and Mohamad , 2011).Researchers had theorized that emotional intelligence influences job performance of employees (Carmeli & Josman, 2006 ; Shih & Susanto , 2010).

Interestingly, Corcoran and Tormey (2012) found that emotional intelligence contributes positively towards the teaching role. Specifically, researcher asserts that employees emotional intelligence can predict work related outcomes such as emotionally balanced employees. (Bachman, et al.) Many research works have identified emotional intelligence as a critical factor in the behavior and performance of individual workers in organization (Ciarrochi, Chan, & Caputi 2000; Ciarrochi, Deane & Anderson 2000, Cherniss, 2001; Goleman, 1996; Mayer & Salovely, 1990).Teachers who are able to manipulate their emotions seem to be more understanding and caring to the needs of students and better in monitoring their negative emotions to facilitate a positive classroom environment (Kremenitzer & Miller, 2008).

Emotional Intelligence is influenced by self-awareness, self-management, social skill and self-motivation, So in this paper Emotional Intelligence has been taken as a dependent variable. Moreover, the paper is presented emotionally balanced employees. The variables which has been used in the questionnaire, its implication are too represents balanced employees characteristics. As, an emotionally balanced employees are considered as an asset in an organization whereas his or her productivity, performance, job satisfaction, job commitment, job loyalty increase; on the other hand turnover, absenteeism decrease in a great extent. That is why an organization badly needed strong emotionally balanced employee. This paper just identifies strong Emotional intelligence faculties among the private universities or how the faculties perceive emotional intelligence in their workplace.

3.1 Research Questions

Self-awareness: Does self-awareness have any impact or influence on Emotional Intelligence?

Self-management: Does self-management have positive connection with the private university faculties?

Social skill: Does social skill help to increase maintain relationship with others?

Self-Motivation: Does self-motivation increase the skills of employee?

4. Dimensions and Hypothesis of Emotional Intelligence

4.1 Self-Awareness

Self-awareness is the most crucial factor associated with workplace emotional intelligence. Grayson (2013) defined self-awareness as the ability to recognize one's feelings, to differentiate between to know what one is feeling and why and to know what caused the feelings. Goleman (1998) defined emotional self-awareness as a way to identifying a person's emotions and how it could effect. Yeung (2009) stated that the first step of becoming an emotionally intelligent is to become as self –aware as possible. He also argues that if emotional intelligence were a journey, then, self-awareness would be the skill of map reading.

In the questionnaire, with this dimension people know about private universities faculties strength and weaknesses which is affect their performance, success , making rational decision and overall their inner potentiality which leads them to conduct their job properly. So it is expected that the hypothesis is-

H1: Self-awareness has significant impact or influence on Emotional Intelligence.

4.2 Self-Management

Self –management refers to one's ability to control and mitigate one's emotional response to others. This includes the choice of appropriate emotional reaction and the intensity of that reaction. This is associated with the behavior and emotional cues of others (Georgiana, 2014).

The second dimension is self-regulation or self-management which leads those people who can control their emotions, manage their feelings, and maintain transparency and ethical standard –these types of people also love to take challenging goals and tasks. So the hypothesis is-

H2: Self-management has positive impact on inter personal skills.

4.3 Social Skill

Social skills refer to a person's talent in managing relationship with others and building systems also called people skills. The set of social skills includes respect for others, mutual regard, commitment, openness, tolerance, empathy, negotiation, communication etc. (Schuetz, 2011). It involves the ability of meeting each other's needs relating to each other's over time and exchanging information about one's feelings, thoughts and ideas. Social skills are effective in leading change, persuading others, building and leading teams (Goleman 1998). Social interaction also results in many advantages. It gives confidence and social acceptance. It can help managers in many ways. It can help do many things which cannot be completed alone; Such as, getting support from a team or completing a project (Pettry, 2006).

Social skill dimension represents maintaining close relationship with supervisors, colleagues, and peer group, subordinate, seeking mutual cooperation and resolve employee conflict .So the estimated hypothesis is-

H3: Social skill helps to increase managing relationship with others.

4.4 Self- motivation

Self – motivation refers to the skill of managing one's time properly. People who are motivated tend to be happier and feel more self –assured. In simple terms motivation is what propels to achieve their goals (Peter & John). It also includes – maintain stress and anxious, motivate oneself etc. which increase a person's productivity. So the expected hypothesis is-

H4: Self-motivation overcomes the personal difficulties.

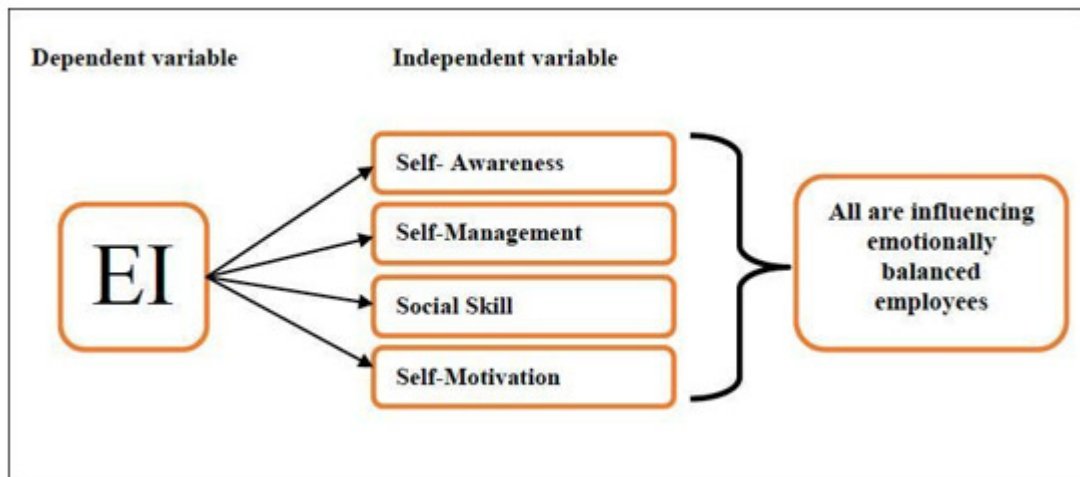### 5. Conceptual model and Hypothesis

Figure 1: Conceptual EI Model
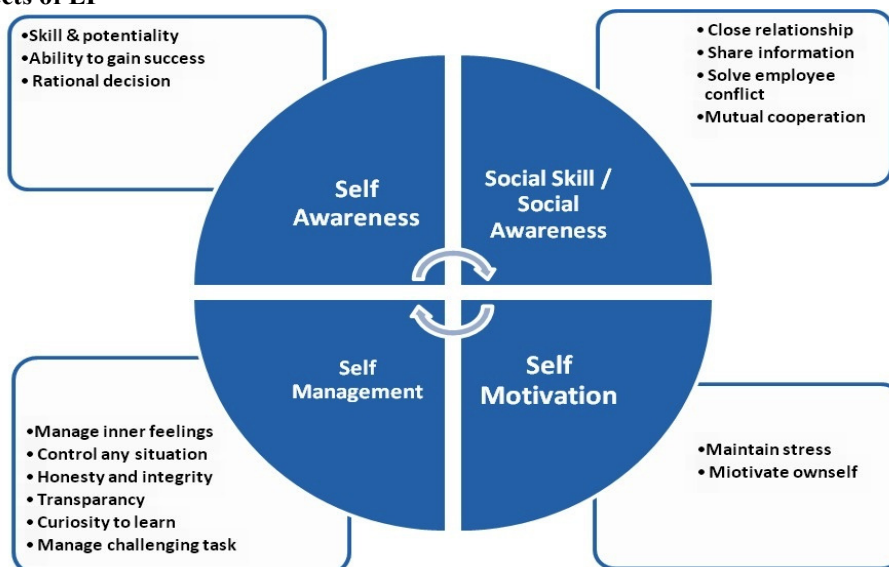
5.1 Four aspects of EI

Figure 2: Four aspects of EI

6. Analysis and Findings

Table-1 Demographic profile of respondents

Variable	Frequency	Percentage
Designation		
Teaching Assistant	34	13.6
Lecturer	36	14.4
Senior Lecturer	62	24.8
Assistant Professor	76	30.4
Associate Professor	42	16.8
Total	250	100.0
Age		
25-30	42	16.8
30-35	138	55.2
35-40	36	14.4
40-Above	34	13.6
Total	250	100.0
Job Experience		
0-2 years	42	16.8
2-4years	76	30.4
4-6years	98	39.2
6-above years	34	13.6
Total	250	100.0
Number of Job		
2 No.Job	118	47.2
3 No.Job	98	39.2
5 No. Job	34	13.6
Total	250	100.0
Income Range		
below 40000	42	16.8
below 50000	76	30.4
above 60000	132	52.8
Total	250	100.0
Marital Status		
Married	208	83.2
Single	42	16.8
Total	250	100.0

Table1: represents the descriptive investigation on the demographic profile of faculties. It appears that faculties are mostly in the age categories 30-35 years old (55.2%). The second highest of respondents are in the age categories is 25-30 years that is (16.8%). First categories age belongs to the Senior Lecturer, Assistant Professor and most of the cases Associate professor. In case of designation these variable in the table shows that Assistant professor and senior Lecturer faculties are more responsive. On the other hand we did not get any response from professor level faculties. In above table, it presents that the majority percent respondents are in 4-6 years job experience (39.2%) whereas 2-4 years faculties job experience is (30.4%).With regards to the income level the majority respondents are above 60000 that is (52.8%) which this paper represents them Assistant professor and Associate professor faculties. Finally this table also shows that most of the respondents are married which gives a positive message that private universities faculties are more stable in their psychological issues.

Table-2 Descriptive Statistics Analysis

Descriptive Statistics			
Factors of Dimensions	**N**	**Mean**	**Std. Deviation**
Self-Awareness			
My feelings affects my performance	250	3.9960	.91176
My skills and potentiality	250	4.4040	.49168
Know the formal and informal rules	250	4.6400	.76992
Know how to use my ability	250	4.4760	.66573
Take my own decision	250	3.8640	.74816
Conduct my job properly	250	4.5200	.60254
Know what organization want from me	250	4.2120	.72744
Self-Management			
Manage my inner feelings	250	4.1240	.77914
Control myself in any situation	250	4.3640	.60744
Ensure transparency in my work	250	4.1880	.94882
Always try to improve myself	250	4.3960	.81599
Manage challenging task	250	3.9000	.68401
Working with honesty & integrity	250	4.4640	.61499
Social Skill			
Maintain positive relationship with faculties	250	4.2480	.70176
Curious to share information	250	4.2880	.84374
Try to solve inner conflict	250	4.4320	.80496
Seek mutual cooperation with my worker	250	4.2800	.72367
Self-Motivation			
Capable to find my difficulties	250	4.6400	.76992
Know the issue that motivate me	250	4.4760	.66573
Try to remain optimist	250	3.8640	.74816
Monitor my success	250	4.5200	.60254
Listen my superior instruction attentively	250	4.2120	.72744

Table 2 revels that the major 4 dimensions (Independent variable) affect emotional intelligence (dependent variable) in private university faculties in Bangladesh. Here in the above table, dimension highest rank and present a men score s 4.64 or more, which lies in the self-awareness that denotes more faculties are known about their organizations formal and informal rules correctly. On the other hand, a good SD is also found (.49%) in the self-awareness dimension which presents that faculties are more aware about their own self-skill and potentialities. Employees are capable enough to find their difficulties, here mean score is (4.64%).So this paper find out that faculties are more capable to find difficulties are considerably affected emotional intelligence. Most of the

respondent try to solve their inner conflict by themselves, mean score is (4.43%).Thus solving inner conflict with other faculties affected over Emotional Intelligence. Therefore, faculties from respected universities in their working place, work with honesty and integrity, mean score is (4.46%).So honesty and integrity considerably affected emotional perception from private universities faculties.

6.1 The Results of regression analysis
Table-3 Predict the relationship confirm the model fitness

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.333	.111	.096	.70687	1.992

ANOVA[b]					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	15.219	4	3.805	7.614	.000[a]
Residual	122.417	245	.500		
Total	137.636	249			

6.1.1 Predict the relationship between factors and emotional intelligence of faculties
Above table represents the value of correlation coefficient, R=0.333 suggest that there is moderate positive correlation between emotional intelligence and self-awareness, self-motivation, self-management, social skills. However, only 1.11% (R-square values of .111) variation in emotional intelligence as self-awareness, self-motivation, self-management, social skill and other factors.

Confirm the relationship model fitness- Above tables reveals that multiple analysis is preferred to examine the relationship between self-awareness, self-motivation, self-management, social skill factors with emotional intelligence on faculties. Four hypothesis are proposed and results are given in above table. The F-statics produced (F=7.614) is significant at 1 percent level (Sig.F<0.01) with 4 and 245 degree of freedom, consequently confirming the fitness for the model. The adjusted R^2 is .096, told that the four factors can correctly account for 09.6% variance in EI for faculty members.

Table-4 Factors affecting EI on Faculties

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.894	1.200		4.910	.000
	Self-Awareness	.932	.256	.307	3.636	.000
	Self-Management	.080	.181	.027	.443	.658
	Social Skill	-.429	.130	-.199	-3.294	.001
	Self-Motivation	-.985	.223	-.375	-4.422	.000

6.1.2 Factors affecting EI on Faculties (Table -4)
The results of multiple regression for H1 as present in above table as present that self-awareness is a vital factor and significantly affect perception of EI on faculties ($\beta 1$=0.307;t value=3.636;p<0.05). Here, H1 is supported. So we can say that self-awareness have significant impact or influence upon. Self-Management is an important factor and significantly affect perception of EI on faculties, ($\beta 1$=0.027; t value = .443; p>0.05). Here, H2 is not supported. So self-management have negative impact on inter personal skills. Next, social skill is a vital factors, which negatively and notably affected emotional intelligence for faculties (β= -.199: t value= -3.294: p<0.05). H3 is supported. So faculties can be able to increase managing relationship with others. Self-motivation is another essential factor and motivated the faculties. Here, ($\beta 1$=0.-375; t value = -4.422; p<0.05) and significance level is zero. Here, H4 is also supported. So it can be said that Self-motivation helps to overcome difficulties.

7. Limitations & Further Research
EI is a very emerging issue in the era of human behavior, as EI is directly or indirectly affected employees/faculties

in the work place. To conduct this study, various limitations has been found and the further research can be-
- To find out the perception of faculties upon EI, 834 questionnaires has been send, but only 250 respondents are found.
- Unwillingness of respondents poses a great problem to complete this paper.
- Lack of understanding of questionnaire is another constraint.
- Further research study can be conducted upon the public and private institutions, banks, public universities, health organizations, NGOs, public or private school level that on how EI is impact on the behavior of employees on that workplace.
- Further research also can be conducted on-impact or relationship between the EI and Job satisfaction, employee morale, employee training, and employee performance and so on.
- Research can also be carried out sector wise to check emotional intelligence and its impact on others dimension.

8. Conclusion

In conclusion, this research highlights the perception level of faculties upon EI and how employees behave in their workplace. It also shows that the four dimensions (Self-awareness, Self-management, Social Skill and Self-motivation) has direct or indirect influence on EI .The results of the present research study revealed out that there is a great impact or positive relationship exist between Emotional intelligence and self-awareness, self-motivation and social skill. This prove that faculties are known about their self-regulation meter, making own decision rationally, maintaining social relationship and knowing their own emotional make up (overcome the difficulties). On the other hand, this study also shows that faculties are less aware about their self-managing skill. Therefore, it is recommended that if training programs are imparting to improving emotional competencies as mostly self-management skill then it would give better results in the workplace. As the world is changing and employees or faculties must be able to predict how to respond in different situations, changes, events and perfectly handle these reaction.

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Appendix A

Questionnaire for the research on Perception of Emotional Intelligence (EI) of the Private University Faculty Members of Bangladesh

Dear respondents,

We are going to conduct a research on –**Perception of Emotional Intelligence of the Faculty Members of Private Universities in Bangladesh.** This questionnaire consist of statements that provide you with a opportunity to describe yourself by indicating the degree to which each statement is true of the way u feel , think or act most of the time. There are five possible responses to each sentence make your choice on the answer sheet by putting tick($\sqrt{}$) mark for each sentence. Your valuable, honest and unbiased decision is required for the research.

Institution   : …………………………………………………………..
Designation   : …………………………………………………………..
Age   : …………………………………………………………..
Total experience   : …………………………………………………………..
This is my ……………….. (n^{th}) job.
Income range   :
                        □ Below 30000   □ Below 40000   □ Below 50000   □ Above 60000
Marital Status   : □ Married   □ Single   □ Others

A.   Self-Awareness

Sl no.	Personal traits	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	I recognize my feelings which affect my performance.					
2	I know my skill and potentiality.					
3	I know the formal and informal rules.					
4	I know how to use my ability and potentiality for my success.					
5	I can take my own decision rationally.					
6	I believe I can conduct my job properly.					
7	I try to find out what my organization want from me					

B.   Self-Management

Sl no	Personal traits	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	I can manage my inner feelings and emotion well.					
2	I can control myself in any situations.					
3	I work with honesty and integrity.					
4	I ensure transparency and fairness in delivering services.					
5	I am curious to learn in order to improve my performances.					
6	I can manage challenging goals and task.					

C.   Social Skill (Relationship Management)

Sl no.	Personal traits	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	I maintain a close relationship with my supervisor and other faculty members.					
2	I am curious to share information and resources.					
4	I try to solve inter employee conflict.					
5	I listen to and seek mutual cooperation from my co-worker.					

D.   Self-Motivation

Sl no.	Personal traits	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	I can find the reason behind my stress, anxious and difficulties.					
2	I know the issues that motivate me.					
3	I am optimist.					
4	I monitor my success after getting motivation.					
5	I try to listen to my superior's instruction attentively.					

E. Emotional Intelligence

Sl no.	Personal traits	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	I am highly fit to maintain the psychological and cognitive issues.					

First Author Taslima Khatun is a senior Lecturer of HRM in Feni University, Bangladesh. After completing her BBA and MBA from Cumilla University she joined as a lecturer in 2014 in the Feni University. Along with this she has been working as an Assistant Coordinator (programs) as an additional responsibility of Feni University. Her research interest includes HRIS (Human Resource Information System), Women Entrepreneurship, Selection & Training, Performance management and Emotional Intelligence.

Second Author Mahajabin Tabassum Sujana is a Lecturer of Marketing in Feni University, Bangladesh. After obtaining the BBA and MBA from Cumilla University, she joined the university in 2017 as a lecturer. She has the capability to do creative research. His research interest lies in Word of Mouth Marketing, Buzz Marketing, and Niche Marketing.

Third Author Mohammad Abul Khayer is an Assistant Professor of Marketing in Feni University, Bangladesh. After obtaining the MBA from Anglia Ruskin University, UK, he joined the university in 2013 as a Lecturer. Besides, he has been serving the university as the Student Adviser as an additional responsibility of the university. He is a disciple of creative work and research. His research interest includes services marketing, word of mouth marketing, niche marketing, entertainment marketing, academic integrity, wastes management etc. He has contributed as the Managing Editor and Assistant Editor of *Feni University Journal Vol. 02* and *Vol. 01* respectively. Before joining the Feni University, he served as the Duty Manager of Gamesmaster, a leisure software retailer in London, UK. Khayer esteems social responsibility highly; that is why, he has been involved in socio-cultural activities for about 25 years. He has established and led a few socio-cultural organizations.