

Personal Effectiveness among Academic and Non-Academic Staff Members

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Abstract

The concept of self is a combination of various factors which include physical, mental, emotional and social factors, etc. As the matter of factor, an individual needs adaptive skills in day to day life for successful survival otherwise things differ. Today context, intelligence comes next to the emotional intelligence of a person as Daniel Goleman proposes a combination of emotional aspects and its merits, obviously, every one of us to enhance it. As part of the study, adaptive skills were tested in an education institution among staff which was the main aim of the investigation under the theoretical frame work of emotional intelligence. The study promotes individual employ self-improvement regarding personal effectiveness.

Keywords: Adaptive Behavior, Emotional Quotient (EQ), Academic & Nonacademic staff

Introduction

Intelligence the word represents the ‘ability’ of a human being in a given situation how he/she reacts quickly. Many psychologists developed intelligence tests for various purposes including for education and occupations selections. The significant contributions made in the field of Psychology especially in theories of intelligence by Spearman (1923), G.H.Thompson (1939) and Guilford (1967). In the recent past, Howard Gardner (1983) proposed the Theory of Multiple Intelligences in which, he emphasizes eight factors which are very crucial in determining personal effectiveness among individuals. In the changing scenario and contrast to intelligence and its importance, there is now a total focus on emotional intelligence and its advantages on a human being for personality development in entrusting personal effectiveness.

Daniel Goleman (1995) proposed a framework of personal competencies that play a constructive role in achievement made by all individual human being. There are five domains which include **self-awareness, self-regulation, motivation, empathy and social skills**. He defines emotional competence as a learned capability based on emotional intelligence that results in outstanding performance at work. The study is aimed at findings the personal effectiveness underlines principles of emotional intelligence among working groups and comparison in gender, age and academic and nonacademic employees.

Statement of the Problem

Personal Effectiveness of Academic and Non-Academic Staff Members

Need for the Study

The success of a person in his or her various walks of life could be some influential factors like a congenial environment, personality traits, intelligence, motivation, proper planning and goals, etc. However, why intelligent people sometimes withdrawal from the contest or attain into mental health problems or other psycho social deviations. The positive emotional drives are determinant for building strong personality to a human being in a given environment, so he or she is bound to conquer in the field of a workplace. So this study aims at providing the empirical truth of emotional intelligence is too important in adaptive behavior.

Variables

Level of emotional intelligence or personal effectiveness is considered as dependent variable and age, gender and position are taken as an independent variable.

Objectives of the Study

1. To find out personal effectiveness among the male and female staff members
2. To compare personal effectiveness level among the academic and nonacademic staff members
3. To determine the age factor and its impact on the personal effectiveness

Hypothesis

The following hypotheses were formulated after reviewing the available data from previous studies.

1. There will be a significant difference between male and female staff about their effectiveness.
2. There will be significantly different between academic and nonacademic employees about their effectiveness
3. There will be a significant difference in different age groups about their effectiveness

Method

The data thus collected was analyzed by using both descriptive statistical analysis such as Mean, Standard deviation, range and inferential techniques such as t-test and analysis of variance (novaANOVA)

A sample of the Study

Table 1

Academic staff	Administrative staff	others
32	10	08
N: 50		

For data collection, there were fifty samples included in this study, as detail is given in Table No.2. The total numbers of academic staff were 32 members, total numbers of non- academic staff were 10 members and total numbers of students were 08 members.

Table 2 Gender Ratio

Male	Female	Total
24	26	50

As details are given in the above table (Table No. 2), there were twenty-four male participants and 26 female participants.

Table 3 Age Range

Group A	Group B	Group C	N
Age:14-33	Age: 36-45	Age: 46 -58	
16	16	16	48

To study the impact of age on personal effectiveness participants were divided age wise into three age groups as given in Table No. 3.

Tools used in the Study

Personal profile Survey (PPS) tool was administered for collecting the required data amongst fifty respondents keeping the objective under study. This is one of the HRD instrument developed by Udai Pareek with reliability of alpha coefficient for a sample of 72 students was found to be 0.42. The PPS contains 48 items which are distributed into six domains, each domain consists of 8 items, and these domains are labeled as self-awareness, self-management, internality, motivation, empathy and social skills. Twenty-eight items are stated in the positive and in the negative (asterisk*) form which has been evenly distributed in the instrument.

Data Analysis

Comparison of Emotional Intelligence level among the Academic and Non-academic staff members. To understand the emotional competences

in working employees at Government and Private sector, a total of forty-two respondents were identified and administered the PPS tool. Generally, believe that teaching community has an edge of nonpressure atmosphere in working place while the day to day work amounts more on the part of the administrative staff in their working place.

Table 4 Comparison of academic and nonacademic

Staff	N	Mean	SD	t-value
academic	10	73.6	9.07	1.22
administrative	10	68	11.26	

Comparison of Emotional Intelligence: academic and nonacademic shows that there is no **significance difference** between academic and nonacademic much in t-value.

Comparison of Emotional Intelligence level among the male and female

Table 5 Comparison of Emotional Intelligence on Male and Female

Gender	N	Mean	SD	t-value
Male	24	69.20	8.17	-3.6
Female	24	76.08	6.32	

Table.5. Shows that female secured mean of 76.08 with SD of 6.32 and male secured mean of 69.20 with SD of 8.17, comparing this gender the obtained t-value is -3.6 it is considered to be significantly different, as it implies that women have upper hand in Emotional intelligence than the Men employees so, the hypothesis is accepted.

Impact of Age on Emotional Intelligence

Table 6 Mean and SD of Different age groups

Age	N	Mean	SD
Gr. A	16	70.4	7.7
Gr. B	16	75.9	5.5
Gr. C	16	70.4	11.2

Table 7 ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	322.6667	2	161.3333	2.082131	0.136511	3.204317
Groups	486.813	45	77.48472			
Total	3809.479	47				

F (calculated) value is 3.20. F (tabulated) value for 2. 45 d.f. at 5% level of significance which means F (calculated) value is lesser than the tabulated value so, there is no significant difference regarding emotional intelligence among the different age groups. We reject the hypothesis.

Results and Discussions

To find out the personal effectiveness among the employees, keeping the variables of gender, age, occupation especially academics and nonacademics strata, the following findings have been observed and recorded by using qualitative statistical analysis. In general, self-awareness which is one of the aspects of personal effectiveness was shown significantly high level among the group members with an average of 78.96% while it was observed lowest in Empathy with 60.62%. The result certainly reflects that People with the ability to aware of their strengths and weaknesses, reflective, learning from experience,

open to candidate feedback, new perspectives, continuous learning, and self-development.

Among the academic and administrative staff members, the statistical data reveals that both the categories showed significant competence in Self Awareness with 82.55% by teaching staff and 72.97 % by nonteaching staff while both are lowest in the aspect of Empathy respectively with 63.76 % and 5 3.79%. As a result, it is understood that People with this competence present themselves with self-assurance have “presence” can voice views that are unpopular and go out on a limb for what is right are decisive, able to make sound decisions despite uncertainties and pressures.

Another interesting finding of this study was that personal effectiveness among Male and female members, there is no doubt about the role of women in our society, the data of this research project also gives a message that female are more competent than men. Female employees more competence in all six

aspects of emotional intelligence when compared to the male members. Many research studies have been conducted and the growing organization's philosophy towards gender equality has come in the form that today women are expected to 'look like a lady and act like a man.' Moreover, the organizations of the day are now emphasizing on the women leadership. EQ of majority female executives has been found high and average; whereas the male counterparts are low in the EQ level which leads us to conclude that women are more capable of handling the people and recognizing their needs as compared to men.

One of the important factors to determine the personal effectiveness is 'Age' factor; the present study also reveals that how age factor influences in the leadership qualities. In the present study also tried with age variable among the participants who were categorized into three groups (Table No.6). The result on the emotional competencies was excellent among the age group of 36 to 45 years old while early age and later age group members had shown low EQ. So, a person's leadership style change with age but statistically not found a significant difference.

Another important observation was made in this study was the academic people had shown high personal effectiveness level when compared to their counter part of nonacademic staff members. It shows that individuals who occupy job positions also make the things best or worst, however no generalization about it, because of this study involved a small group of samples.

Conclusion

The study attempted to share a small amount of concrete evidence on personal competence regarding emotional intelligence or personal effectiveness which is a more reliable indicator to an individual to perform a given task. The intelligence levels of staff at the work place how much important is a matter of factor. Similarly, personal effectiveness also relies on emotional components for adaptive behavior as mentioned by Daniel Goleman. So the study recommends emotional intelligence to include in the curriculum at educational institutions and also to be part of the assessment and training programme at an entry level of staff recruitment.

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