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A CORRELATIONAL STUDY OF EMOTIONAL INTELLIGENCE AND OCCUPATIONAL SUCCESS OF FARMERS

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Abstract:-The present research was conducted aiming at surveying emotional intelligence and its relation with occupational success of farmers. In order to measure emotional intelligence, situation based instrument was developed and standardized. A sample consisted of two hundred (200) male farmers from three geographical regions of Maharashtra. Initially they filled the demographic data form and then they rated themselves on EQ as well as occupational success test. In order to analyze data, Pearson's product moment correlation was employed. Pearson's correlation coefficient showed that there is a significant ($r=0.36, p<0.05$) relationship between emotional intelligence and occupational success.

Keywords:Emotional intelligence, occupational success, farmers.

INTRODUCTION

Occupational success is a complex phenomenon caused by range of biological, personal and social factors. Number of theories and approaches attempted to answer this question emphasizing certain aspects. Intelligence has always been connected to academic success. But academic success has not always guaranteed success in professional life and career. This thought triggered the search for the quest, what is it that determines success in life? Wechsler (1940) emphasized that the 'non-intellective' abilities are equally essential for predicting one's ability to succeed in life. McClelland (1973) added strength to this debate by arguing that conventional concept of IQ simply could not predict how well people would perform in the workplace. The discovery of emotional intelligence has definitely been a major event in the recent history of psychology constructs (Suar & Misra, 2004). It has captured a sense of solutions to problems we are facing in work, education and health domain. Goleman (1995) suggested that emotional intelligence determine 80 percent of life success. Emotional intelligence is conceptualized as "The ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and action (Salovey and Mayer 1990, p. 189) While Bar-On (1997, p. 14) defined it as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures". Petrides & Furnham (2003, p. 278) explained emotional intelligence as "a constellation of behavioural dispositions and self-perceptions concerning one's ability to recognize, process, and utilize emotion-laden information. It encompasses . . . empathy, impulsivity, and assertiveness as well as elements of social intelligence . . . and personal intelligence"

Different models have been theorized and tests have been constructed based on these models of emotional intelligence. The major models includes i) Ability Model proposed by Mayer and Salovey. It has four branches such as perceiving emotions, using emotions, understanding emotions and managing emotions ii) Competencies Model given by Golmen which as five constructs namely, self-awareness, self-regulation, self-motivation, empathy and social skills iii) Relational Model was proposed by Bar-on that constitute five realms such as intrapersonal, interpersonal, adaptability, stress management and general mood. Previous researches showed positive correlation between occupational success and emotional intelligence. Some studies are reviewed below.

Shinde & Patil (2011) Investigated difference between job satisfaction of college teachers in terms of emotional intelligence and personality type. For the investigation two groups were selected i.e. high EI (N = 80) and low EI (N = 80) 't' test was applied to find out the difference between variables. The result obtained through the study shows significant difference. High emotional intelligent teacher were more job satisfied than low emotionally intelligent teacher, High EI & Personality type A teachers found more job satisfied than High EI & Personality type B teachers, Low emotional intelligence & personality type

A teachers showed more job satisfaction than low emotional intelligence & personality type B teachers, High emotional intelligence & personality type A teachers were more job satisfied than low emotional intelligence & personality type A teachers.

Dulewicz and Higgs (2002) tested whether Chairmen and CEOs would have higher levels of emotional intelligence than other directors. The assessment data that were available on the personal competencies of 88 directors, CEOs and Chairmen were used. They found a significant difference on the EQ competencies and also a highly significant difference in terms of the IQ competencies. Hussain (2010) assessed relationship between EI competencies and stress among bank employ. EI was measured by the Emotional and Social competency inventory (ESCI). The stress questionnaire was generated based on literature review and the empirical study of bank employees. The Pearson correlations and stepwise regression analyses were carried out. The findings showed that majority of the branch managers are deficient in EI competencies. Therefore, they have the lack of skill to prevent stress among employees. It proved that EI competencies may reduce the occurrence of stress in the workplace because mostly branch managers themselves are unable to manage own and other emotions in the workplace.

Ghoniem et al. (2011) conducted a study to measure the effect of emotional intelligence and gender on job satisfaction in three different governmental organizations. A survey method was used to gather 48 questionnaires from employees. The results of linear regression lead that employees who are of high emotional intelligence are more satisfied with their work more than the employees who are of low emotional intelligence.

Khosravi et al (2011) investigated the accuracy of relationship among emotional intelligence score and its competencies (Awareness, emotional control, empathy, and emotional response) and effective delegation score. Results revealed that there is statistically positive and significant correlation between emotional intelligence level of bank managers and the ability to conduct effective delegation. In addition, the emotional intelligence competences (emotional awareness, emotional control, empathy, and emotional response) were also found to have positive and significant impact on effective delegation.

Quoidbach & Hansenne (2009) investigated the relationships between EI, performance, and cohesiveness in 23 nursing teams. Results showed that health care quality was positively correlated with emotion regulation. Emotion regulation was positively correlated with group cohesiveness ($r=.45$).

Enhelder (2011) investigated the impact of emotional intelligence on financial advisor sales performance. Multiple regression analysis provided sufficient evidence to conclude that overall emotional intelligence predicts financial advisor sales performance. In addition, the findings demonstrated that the emotional intelligence subscales of Assertiveness, Independence, Interpersonal Relationships, Stress Tolerance, and Optimism are positively correlated with sales performance.

Johnson (2011) studied relationship between perceptions of managerial EI and the occupational well-being of employees in a United States police department. The Bar-On Emotional Quotient-360 (EQ-360®) and the Occupational Stress Inventory-Revised (OSI-R™) were administered. Looking at the results, it is observed that employees, who perceived their managers to have significantly lower EI abilities, were at greater risk for exhibiting mid-to-high levels of occupational stress, psychological strain and maladaptive behaviours.

Hager (2011) found a weak but significant relationship between professional efficacy and the emotional intelligence factors of optimism, flexibility and reality testing. Joe-Harris (2011) showed that emotional intelligence has a significant positive relationship with job performance.

Bar-On et al. (2000) examined the concept of emotional intelligence in relation to the latitude permitted for emotional expressiveness and adaptation to occupational culture in three groups of helping professionals: police officers, child care workers, and educators in mental health care. A total of 167 individuals were administered the Emotional Quotient Inventory (EQ-i). There were no differences in the primary scales measuring various aspects of emotional intelligence between the two groups of care workers.

Gerits et al (2005) conducted a two-year longitudinal study on the emotional intelligence profiles of 380 nurses caring for clients with highly frequent and extremely severe behaviour problems. A repeated measures ANOVA was carried out. The fewest symptoms of burnout were reported by female nurses with relatively high emotional intelligence profiles and relatively low social skills. Males with higher problem-solving and stress-tolerance skills also showed less burnout. No specific cluster types with a significant relation to absenteeism due to illness or job turnover could be identified.

SIGNIFICANCE OF THE STUDY

Farming profession is very important part of Indian economy. It has been reported that farmers' suicides are increasing. Various studies showed reasons of farmers' suicides in which emotional part has not received adequate attention. It clearly suggest that this area needs more scientific studies, which must have applications not only for explaining the correlation between emotional intelligence and perceived occupational success but for prediction of farmers suicide and prevent such act.

Very few studies are available in respect of emotional intelligence of farmers. Salovey, Mayers, Goleman, Bar-On made major contribution of the study of emotional intelligence. Bar-On's theory of emotional intelligence is revisited in the present work along with perceived occupational success.

AIMS AND OBJECTIVES

1. To examine the correlation between emotional intelligence and occupational success of farmers.
2. To examine the consistency among the results derived from other occupation.
3. To see the important factors of emotional intelligence that may lead to success in farming.
4. To discuss the practical implications of this work in the context of emotional intelligence and occupational success.

HYPOTHESIS

There would be positive correlation between emotional intelligence and farmers' perceived occupational success.

METHOD

Sample

A total sample of 300 farmers has been selected through purposive no probability sampling method. The sample was drawn for three geographical region of Maharashtra i.e. Western Maharashtra (100), Marathwada (100) and Vidharbha (100). Thus the sample was fairly heterogeneous and permits generalizability across the wide range.

Inclusion criteria: The following criteria were set for sample selection.

Occupational experience of minimum 5 years
Involved in full time agricultural farming
Able to read and understand Marathi

Tools

The following tools were used in this study

1. Emotional intelligence Scale developed by Pathare and Peer – Marathi version. It has A and B part.
2. Perceived Occupational Success Scale developed by Pathare and Peer.
3. Personal data sheet- procuring demographic and occupational information were special prepared for this work.

DATA COLLECTON

The farmers were explained the objective of the research project and importance of their contribution in brief. They were informed about the approximate duration of time that would be required to answer the questionnaires. They were also assured that whatever information they give will be used for research purposes and will be kept completely confidential.

After the subjects gave their consent, they were given the Personal Information Data sheet to be filled. Then they were given the Emotional Intelligence Questionnaire. Clear-cut instructions were given as to how they were supposed to mark their answers in case of both the sections. The subjects were not allowed to discuss or copy anyone else's answers.

Next, the subjects were asked to fill up the occupational success scale. Though the instructions were written on the scale, oral instructions were also provided so that there was no confusion. If there was any doubt, it was answered.

DATA ANALYSES AND RESULTS

Before doing actual data analyses, outliers were tested through univariate and multivariate methods. Statistical analyses were carried out using SPSS. Descriptive statistics and Pearson's Product Moment Correlation was carried out to test the relationship between emotional intelligence and perceived occupational success. The results and presented in the Table 1 and 2.

Table 1. Descriptive statistics for the entire sample.

Variables	Mean	SD	Skewness	Kurtosis	Minimum	Maximum	Alpha
TOTALA	49.11	6.44	0.03	-0.49	34	66	.48
TOTALB	55.49	5.61	0.03	0.27	38	71	.50
TOTEQ	104.60	9.78	-0.07	-0.04	77	129	.60
SUCCTOT	64.02	14.58	-0.20	-0.31	21	96	.83

Note: N= 300.

Table 2. Pearson's Product Moment Correlations between all dependent variables.

	TOTALA	TOTALB	TOTEQ	SUCCTOT
TOTALA	1.00			
TOTALB	.31**	1.00		
TOTEQ	.84**	.78**	1.00	
SUCCTOT	.23**	.37**	.36**	1.00

Note: * = p < .05; ** = p < .01; n = 300

DISCUSSION

The most core aspect of this research was to understand the relationship between Emotional Intelligence and Perceived occupational Success in Farmers. The EI is measured by using two measures: a self-repost situational measure (Part A) and Likert-type scale (Part B). The addition of these to measures provided a total score on EI. These three measures of EI can be considered as interval level measures. Similarly, perceived success in farming can also be considered as interval level measure hence, the Pearson's Product-Moment Correlation were carried out to understand the linearity of the relationship. Table 2 reports the correlations among all the variables.

The correlation of EQ-A with Total EQ ($r = .84, p < .01$) and EQ-B with Total EQ ($r = .78, p < .01$) indicate high correlation. Since part A is situation based with the purpose of avoiding socially desirable responses it is more positive correlated with total EQ than Part B.

The tenth item of the Success scale is "Generally, I am a successful farmer". This item can be considered as single-item direct measure of 'Perceived Success in Farming'. The Item-remainder correlation between 10th item of the Success scale and Success scale is .527, $p < .001$. This clearly indicates that the total score of the Success scale is a measure of success and so can be considered as a evidence of validity.

The most important results are relationship between EQ measures and Success scale. The correlation between EQ-A and Success is positive ($r = .23, p < .01$). Similarly the correlation between EQ-B and Success is also positive ($r = .37, p < .01$). The correlation is in the range of moderate correlations. Cohen (1988) classically argued that, in psychological science, the correlation coefficients are less likely to be very high given the unreliability of measurement and theoretical strength constructs. It is obvious that EQ alone will not determine the perceived success in farming and hence if it is explaining around 15% of variance in perceived success in farming is a noteworthy point. It is interesting to note that the correlation between EQ-A and Success ($r = .23, p < .01$) and EQ-B and Success ($r = .37, p < .01$) are significantly different ($Z = 2.09, p = .04, n = 300$). This means that the correlation of EQ-B with success is higher than correlation of EQ-A with success. This is due to the different measurement pattern utilized. In both the cases, similar Bar-On dimensions have been measured, but a direct self-report measure show better relationship with success than indirect measure via situation responses.

Thus Table 2 indicates Product Moment Correlation between emotional intelligence and perceived success. The correlation coefficient is 0.34 which is significant at 0.01 level. Success in any field rest on number of emotional factors (Stein & Book, 2000). Farmer's success is the outcome of various factors and emotional intelligence is one important factor. Success is the ability to set and achieve our personal and professional goals. It is subjective term and hence we find individual definition of success and it changes over time. People use cues from their environment to judge what kind goals and opportunities to pursue which are likely to lead to positive outcomes (Zirkel, 2000).

Goleman (1995) claimed in his most popular book titled emotional Intelligence that people with high emotional intelligence are more socially effective than others. He suggested that up to 80 percent of a person's success in life is determined by his or her emotional intelligence. Mayer, Salovey and Caruso (2000) cited that emotional intelligence may be the best predictor of success in the life. People who are poor at dealing with emotions will have worse relationships, poor mental health and less career success (Ciarrochi et al, 2001).

Stein & Book (2000) concluded their findings of studies on relationship between EQ and work success that "EQ can account for between 15 percent and 45 percent of work success. They studied 4,888 working people in various occupations for EQ and success provided the estimates of success for different occupations like general sale, employment counsellor, senior managers, accountants, nurses, artists, school teachers, social workers, religious workers, lawyers, engineers etc. The list of five most important factors is given for each profession. Farming profession is not listed but the findings of present research will help to list out important factors of EQ for farming occupation.

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