

THE ROLE OF EMOTIONAL INTELLIGENCE ON ADMINISTRATORS IN SOCIAL INSTITUTIONS

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ABSTRACT

Emotional intelligence is defined to guide behavior, thoughts, effectively communicating with family and within organizations. EI is an exhilarating area of research and it should prove valuable to entrepreneurs and business people of all kinds. EI was found to be associated specifically with dynamic leadership and success in the workplace by increasing performance and productivity in the workplace (Thi Lam & Kirby, 2002). An administrator is a leader. The effective leader is one who works with the maximum quantity and quality, excellent performance and consent and commitment of staff. Their management takes control of induced character rooted in their emotional intelligence. Administrators play a mediator role in social institutions between the management and employees. The present study aims to investigate the role of EI in administrators in social institutions.

KEYWORDS: *Emotional Intelligence, Administrators, Social Institutions*

INTRODUCTION

The term, administrator, is perfumed with the passion, energy, and creativity ascribed to the men and women who play a vital role in social institutions by discovering, generating, and stimulating opportunity. Research indicates that positive emotions may enhance entrepreneurial creativity, including opportunity recognition. Modern nations are based on democratic principles and ideologies of public welfare. Recent research on emerging businesses indicates that the ability to effectively manage the human side of the business plays a critical role in the success of a new venture (Barber, Wesson, Roberson, & Taylor, 1999; Chandler & McEvoy, 2000; Graham, Murray, & Amuso, 2002).

We need integration in intelligent areas, emotional areas, and effective maturity or life will be an enterprise of commodity and secularism. In this digital world, studies have focused on personal characteristics such as motivation (Baum & Locke, 2004; Shaver & Scott, 1991), personality (Zhao & Seibert, 2006; Zhao, Seibert, & Lumpkin, 2010), and previous entrepreneurial experiences (Lamont, 1972). Hence endorsing EI is very important in the life and profession of rural entrepreneurs, to respond to the demands and to face the challenging society. The book was written by Goleman (1995) titled "Emotional Intelligence" states that *emotional* intelligence as a set of skills that allows individuals to "know and manage their own feelings" as well as "read and deal effectively with other people's feelings". Individuals have two

minds according to Goleman (2005), one rational that thinks and one emotional that feels where one rational that thinks and one emotional that feels (p.12). Administrators play a predominant role in any organizations or institutions. Administrators are crucial to effective and efficient day-to-day operations of any company. They coordinate the employees in an organization and help them come up in life. Administrators basically read and deal effectively with other people's feelings. Hence there is a great need of promoting EI in the life and profession of administrators in social institutions. This study aims to understand the nature of EI and its vital presence in the life of administrators in social institutions.

Definition and Meaning of Emotional Intelligence

EI is a concept that can be traced back to the work of Darwin on the importance of emotional expression for survival and adaptation (Bar-On, 2006). EI does not mean acting out feelings but managing feelings so that they are expressed appropriately and effectively. According to Goleman (1998), EI is "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. EI describes abilities distinct from but complementary to academic intelligence. The two different types of intelligence intellectual and emotional express the activity of different parts of the brain. The intellect is based on the working of the neocortex, at the top of the brain. The emotional centers are lower in the brain in the more ancient subcortex: EI involves these emotional centers at work together with the intellectual centers.

EI often measured as an Emotional Intelligence Quotient (EQ), describes an ability, capacity, or skill to perceive, assess, and manage the emotions of one's self, of others, and of groups. (Wikipedia/Emotional Intelligent). Peter Salovey and John D. Mayer defined EQ as "The ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." (Salovey & Mayer, 1990). One thing we must note here is that the definition of EQ is not stable but constantly changing. Emotion is a felt tendency toward anything (animate and inanimate) that is intuitively (automatically without reflection) appraised as good and therefore beneficial or a felt tendency toward anything that is intuitively appraised as bad and therefore harmful (Mathias, 2008). According to Goleman (1998), Emotional intelligence includes both internal and external elements. Internal elements the include level of self-awareness, self-image, sense of independence and capacity of self-actualization and decisiveness. External elements include interpersonal relationships, ease of empathy and sense of responsibility.

In terms of total EI, there are no sex differences. Our level of EI not fixed genetically nor develops only in early childhood. It continues to develop as we grow and learn from our experiences. As Aristotle had said, "Anyone can become angry-that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right waythis is not easy" The problem is not with emotionality, but with the appropriateness of emotion and its expression (Goleman, 1995).

The Need for Emotional Intelligence

Goleman states that (1998), emotional intelligence plays an important role in the workplace which is more obvious in favorable performance compared with other cognitive abilities such as intelligence or technical skills. The primary process is the emotional responding, in the process of *sense judgement* which is colored by sensation without any reflection and then follows emotional attitudes which are colored by emotions then proceeds emotional habits. This is the first process. We cannot stop this; we have to go beyond this process and initiate another which is called *rational and spiritual responding*. In this second process first comes reflective and faith judgement which is followed by

intellectual and spiritual attitudes, dispositions which are results of reflection and prayers. Here, one has to oneself one's birth, reasoning, vocation, and life. By doing this one develops one's intellectual and spiritual habit and here, there is freedom and liberation from bondage (Mathias, 2008). Here, in this process, if we notice, the integration of intellectual, emotional and affective maturity can be seen. Hence, effective maturity incorporates intellectual and emotional maturity as well. We cannot leave out intellectual and emotional maturities; rather, we ought to combine these three in the life and profession of administrators.

According to Goleman (2006) "Person with lack of emotional intelligence, even the best training in the world cannot see prominent and successful, practitioners with high emotionally intelligent leadership work in insurance services, (life insurance, accidents therapy, etc.) and with comparison of their peers who are less emotional intelligence level was twice the average gain absorbs nearly twice customer". EI assists in the identification, definition, and processing of emotions (Salovey & Mayer, 1989). The beauty of EI is that the skills and abilities that comprise the model are not trait based but rather are developable.

ADMINISTRATORS

The word "administer" is derived from the Latin word "ad" and "ministrant." This means to "to administrate to", "to serve" or "to manage." The dictionary meaning of administration is the management not only deals with the management affairs but also has universal application in nature in all the organizational discipline.

The effective leader is one who works with the maximum quantity and quality, excellent performance and consent and commitment of staff. Their management takes control of induced character rooted in their emotional intelligence (Khaef Elahi & Doustar, 2003). An administrator is a leader. An administrator is a person who administers especially business, school, or governmental affairs. He can also be a priest appointed to administer a diocese or parish temporarily. The role of administrator involves a great deal of multitasking and he works with teams, oversee the operations within the company, manage groups and coordinate with management. He also does the work of managing clerical or other administrative staff. Herbert Simon (1957) asserts that decision-making "pervades" leadership and that a "general theory of administration must include principles...that will ensure correct decision-making, just as it must include principles that will ensure effective action."

The ability to understand and manage emotions are being involved in EI. This type of intelligence plays an important role in success, and some have suggested that EI might even be more important than IQ. In any case, research has suggested that EI is linked to everything from decision-making to academic achievement. The five elements of EI self-awareness, self-regulation, social skills, and empathy and motivation are pivotal for any entrepreneur.

The critical part of EI is self-awareness or the ability to recognize and understand one's own emotions. According to Vesper (1984), someone who leads the others must have full consciousness and Self-management is the first step to *self-awareness*. It is being aware of the effect of your own actions, moods, and emotions on other people. Self-aware individuals also recognize the relationships between the things they feel and how they behave. These individuals are also capable of recognizing their own strengths and limitations, are open to new information and experiences, and learn from their interactions with others. Here the administrator plays a vital role in rural entrepreneurs to be aware of them. People who possess this self-awareness have a good sense of humor, are confident in themselves and their abilities, and are aware of how other people perceive them states Goleman (1998).

This self-awareness in employment leads to self-actualization. It provides a platform to satisfy the self-actualization needs of an individual. (Thavaraj, 2014).

Self-regulation is all about expressing your emotions appropriately. It means waiting for the right time, place, and avenue to express our emotions. Those who are skilled in self-regulation tend to be flexible and adapt well to change. Goleman (1998) also suggests that those with strong self-regulation skills are high in conscientiousness. They are thoughtful of how they influence others and take responsibility for their own actions. This skill can be very well cultivated in rural entrepreneurs by administrators though helping them express their emotions appropriately. Another important aspect of EI is to interact well with others. In professional settings, administrators benefit by being able to build relationships and connections with employees, while workers can benefit by being able to develop a strong rapport with leaders and co-workers.

Social skills can be cultivated in rural entrepreneurs by administrators though helping them be active in listening, verbal communication skills, nonverbal communication skills, leadership, and persuasiveness.

Empathy is another component of EI which involves the ability to understand how others are feeling. Being empathetic allows people to understand the power dynamics that often influence social relationships, especially in any institutions. EI is using emotions to facilitate thought (Mayer & Salovey, 1997). Administrators who are competent in this area are able to sense who possess power in different relationships, understand how these forces influence feelings and behaviours and accurately interpret different situations that hinge on such power dynamics.

Motivation also plays a key role in EI. People who are emotionally intelligent are motivated by things beyond mere external rewards like fame, money, recognition, and acclaim. Instead, they have a passion to fulfill their own inner needs and goals. Administrators who are competent in this area tend to be action oriented. They set goals, have a high need for achievement, and are always looking for ways to do better. They also tend to be very committed and are good at taking the initiative when a task is put forth before them.

FINDINGS

Reliability

Reliability test is done by using the Cronbach alpha coefficient through an assessment of the consistency between multiple measurements of variables (Nunnally, 1978). Reliability estimates for EI are 0.872. The Alpha coefficients were above the required level of 0.7. The results of the reliability test showed that the items measured are reliable.

Factor Analysis

The factor analysis shows the factor score of 60 variables and its association with the 5 factors. By the factor scores, the selected 60 variables are associated with 5 factors. The factor with its associated variables is presented in table

Factor 1

The name of the variables and the factor scores of the variables in factor 1 is presented in table 2

Table 1

Variable No	Variable	Score	Communality
E02	I am not a prisoner of my feelings	.820	.857
E13	I seek out creative challenges, love to learn and take immense pride as an administrator	.818	.737
E41	I am equipped with an ability to assess myself realistically	.788	.589
E33	I am eager to explore new approaches as an administrator	.771	.720
E36	My job decisions mesh with my values and I often find work to be energizing	.746	.370
E32	I think of the reasons for the change and am confident of improvement	.692	.719
E07	I control my mood and emotional impulses and channelize in useful ways	.668	.524
E40	Sometimes I chat with colleagues and joke around for building relationships	.626	.461
E11	I recognize how my feelings affect others, my job performance and me	.578	.729
E21	I am able to turn my anger into something constructive	.560	.323
E23	I feel restless with the status quo	.554	.655
E03	I am driven to achieve beyond my own and other's expectations	.550	.306
E56	I know my limitations and have a thirst for constructive criticism	.489	.812
E19	I am able to sense and understand the viewpoints of everyone in a team	.465	.529
E59	I understand, how to give feedback and when to push and when to hold back	.438	.692
E27	When a new change program is announced, I don't panic	.436	.530
E14	I keep people informed and treat them fairly	.399	.332
E54	I develop and retain good people because of my coaching and mentoring capabilities	.356	.852
E49	I deeply understand the existence and importance of cultural and ethnic differences	.349	.512
E57	I am comfortable with ambiguity and change	.335	.751
E47	I am able to say no to my impulse urges	.295	.576
E53	I feel committed to the institution as an administrator	.283	.446
E46	I speak accurately about my emotions and the impact they have on my work	.263	.691
E51	I am frank in admitting my failures and often tell my tales with a smile	.260	.736
E50	I am able to lead change effectively	.237	.812

The table 2 shows that the variables namely, I am not a prisoner of my feelings, I seek out creative challenges, love to learn and take immense pride as an administrator, I am equipped with an ability to assess myself realistically, I am eager to explore new approaches as an administrator, My job decisions mesh with my values and I often find work to be

energizing, I think of the reasons for the change and am confident of improvement, I control my mood and emotional impulses and channelise in useful ways, Sometimes I chat with colleagues and joke around for building relationships, I recognize how my feelings affect others, my job performance and me, I am able to turn my anger into something constructive, I feel restless with the status quo, I am driven to achieve beyond my own and other's expectations, I know my limitations and have a thirst for constructive criticism, I am able to sense and understand the viewpoints of everyone in a team, I understand, how to give feedback and when to push and when to hold back, When a new change program is announced, I don't panic, I keep people informed and treat them fairly, I develop and retain good people because of my coaching and mentoring capabilities, I deeply understand the existence and importance of cultural and ethnic differences, I am comfortable with ambiguity and change, I am able to say no to my impulse urges, I feel committed to the institution as an administrator, I speak accurately about my emotions and the impact they have on my work, I am frank in admitting my failures and often tell my tales with a smile, I am able to lead change effectively, are having higher factor scores of 0.820, 0.818, 0.788, 0.771, 0.746, 0.692, 0.668, 0.626, 0.578, 0.560, 0.554, 0.550, 0.489, 0.465, 0.438, 0.436, 0.399, 0.356, 0.349, 0.335, 0.295, 0.283, 0.263, 0.260 and 0.237 respectively with the factor 1 than the other factors. As above variables are related with the external **motivation aspects**, it is denoted as **external motivation factor**.

Factor 2:

The name of the variables and the factor scores of the variables in factor 2 in presented in table 3

Table 2

Variable No	Variable	Score	Communality
E24	I can effectively lead a troubled team and bring the members together	.830	.704
E18	I display persistent energy to do things better	.762	.411
E16	I plan my time carefully and get my work done well in advance	.658	.530
E20	I have the ability to manage relationships and build networks	.601	.685
E25	I am skilled in managing teams	.597	.558
E30	I am an expert persuader	.574	.554
E35	I know when to make an emotional plea and when an appeal will work better	.560	.590
E09	I use my knowledge about people to improve institutional performance	.537	.769
E15	I have a knack of finding common interest with people and build rapport	.536	.738
E26	I understand my values and goals and have a firm grasp on my capabilities	.528	.597
E39	I understand team's emotional makeup for increased institution performance	-.475	.681
E60	I work with the assumption that nothing important can get done alone	.398	.852
E48	I am optimistic when the score is against me and look for an opportunity to lead	.224	.844

The table 3 shows that the variables namely, I can effectively lead a troubled team and bring the members together, I display persistent energy to do things better, I plan my time carefully and get my work done well in advance, I have the ability to manage relationships and build networks, I am skilled in managing teams, I am an expert persuader, I know when to make an emotional plea and when an appeal will work better, I use my knowledge about people to improve institutional performance, I have a knack of finding common interest with people and build rapport, I understand my values and goals and have a firm grasp on my capabilities, I understand team's emotional makeup for increased institution performance, I work with the assumption that nothing important can get done alone, I am optimistic when the score is against me and look for an opportunity to lead, are having higher factor scores of 0.830, 0.762, 0.658, 0.601, 0.597, 0.574, 0.560, 0.537, 0.536, 0.528, -.475, 0.398, and 0.224 respectively with the factor 2 than the other factors. As the above variables are related with the external **motivation aspects**, it is denoted as an **external motivation factor**.

Factor 3:

The name of the variables and the factor scores of the variables in factor 3 in presented in table 4

Table 3

Variable No	Variable	Score	Communality
E45	I can move the people in the direction I desire	.816	.544
E37	I have achieved a good reputation for my honest approach and integrity	.762	.629
E01	I am neither overly critical nor unrealistically hopeful	.753	.720
E29	I listen to everyone in a team meeting and encourage people to speak openly	.720	.687
E44	I understand body language and can get beneath the words being spoken	.693	.726
E04	I take into consideration people's feelings while making decisions	.685	.682
E43	I look for a measure for tracking my own, my team's and institution's progress	.612	.854
E06	I am honest with myself as well as with others	.519	.100
E17	I control my mood and emotional impulses and channelize in useful ways	.373	.121

The table 4 shows that the variables namely, I can move the people in the direction I desire, I have achieved a good reputation for my honest approach and integrity, I am neither overly critical nor unrealistically hopeful, I listen to everyone in a team meeting and encourage people to speak openly, I understand body language and can get beneath the words being spoken, I take into consideration people's feelings while making decisions, I look for a measure for tracking my own, my team's an institution's progress, I am honest with myself as well as with others, I control my mood and emotional impulses and channelize in useful ways, are having higher factor scores of 0.816, 0.762, 0.753, 0.720, 0.693, 0.685, 0.612, 0.519 and 0.373 respectively with the factor 3 than the other factors. As the above variables are related with the external **motivation aspects**, it is denoted as an **external motivation factor**.

Factor 4

The name of the variables and the factor scores of the variables in factor 4 in presented in table 5

Table 4

Variable No	Variable	Score	Communality
E38	I always raise the performance bar and strive to keep score	.732	.140
E28	I am persistent with my approach as to why things are done	.548	.180
E34	I help people raise their constructive differences during team meetings	.543	.114
E05	I can move the people in the direction I desire	-.532	.129
E08	I am motivated by a deep desire to achieve, rather than external rewards	.490	.102
E12	Because of my reasonable nature I am able to create an environment to trust	-.323	.090
E55	I am an expert in building and leading teams	.308	.229

The table 5 shows that the variables namely I always raise the performance bar and strive to keep score, I am persistent with my approach as to why things are done, I help people raise their constructive differences during team meetings, I can move the people in the direction I desire, I am motivated by a deep desire to achieve, rather than external rewards, Because of my reasonable nature I am able to create an environment to trust, I am an expert in building and leading teams are having higher factor scores of 0.732, 0.548, 0.543, -.532, 0.490, -.323 and 0.308 respectively with the factor 4 than the other factors. As the above variables are related with the external **motivation aspects**, it is denoted as an **external motivation factor**.

Factor 5:

The name of the variables and the factor scores of the variables in factor 5 in presented in table 6

Table 5

Variable No	Variable	Score	Communality
E31	I turn down a job offer, which is tempting financially but does not fit my goals	.566	.214
E22	I am open to change as I have mastered my emotions	-.533	.269
E42	I strongly regulate my emotions and build healthy relationships with people	.505	.228
E10	I tend to have a wide circle of acquaintances	.426	.283
E58	I set high performance goals for others and myself to surpass the goals	.397	.471
E52	I have a tendency for reflection and thoughtfulness	.283	.220

The table 6 shows that the variables namely I turn down a job offer, which is tempting financially but does not fit my goals, I am open to change as I have mastered my emotions, I strongly regulate my emotions and build healthy relationships with people, I tend to have a wide circle of acquaintances, I set high-performance goals for others and myself to surpass the goals, I have a tendency for reflection and thoughtfulness are having higher factor scores of 0.566, -.533, 0.505, 0.426, 0.397 and 0.283 respectively with the factor 5 than the other factors. As the above variables are related with the external **motivation aspects**, it is denoted as an **external motivation factor**.

Eigen Value

The Eigenvalue represent the degree of influence of the factor on all variable all together related to the qualities required to be having a high level of attitude. The higher Eigen Value shows the significance of the factor. The Eigen Value of the factors are arranged in the table

Table 6

Factor No	Name of the Factors	Eigen Value
1	Self-awareness	17.166
2	Self-regulation	11.076
3	Self-Motivation	9.707
4	Social Awareness	7.396
5	Social Skills	7.165

The most influencing factor of all variable all together is **Self-awareness factor, Self-regulation factor, Self-Motivation factor, Social Awareness factor and Social Skills factor**. Since its Eigen Values are **17.166, 11.076, 9.707, 7.396 and 7.165** with respectively. The most influencing factor that is considered as required qualities of attitude by the respondents is **Self-awareness**.

DISCUSSIONS AND CONCLUSIONS

EI is an inevitable force which cannot be or should not be separated from administrators. In my opinion, the components of EI are very vital in the administrator's life. All the five components of EI play their role in administrators. Whether all the five components are equally accumulated in the administrator's life is a question to be pondered. Among the five components, one or two may be predominant than other components. It depends upon the personality type of a person. All these five components can be developed.

This study enhances the role of EI in administrators in social institutions. This study could be a catalyst as there were no researches conducted to compare these variables. The findings revealed that the role of EI on administrators in social institutions is indomitable. Among the five variables that are analyzed self-awareness factor plays a predominant role in administrators while Self-regulation factor, Self-Motivation factor, Social Awareness factor and Social Skills factors comes next level with respectively. EI is strappingly being recognized in the life and ministry of administrators in social institutions.

This study is well aware of a few limitations. Firstly a larger number of respondents could have given different results. Secondly, this study has not focused much on administrators in rural areas. Therefore the results were more of urban administrators than rural administrators.

Emotional intelligence is an exhilarating area of research that should prove beneficial to administrators and business people of all kinds. EI was found to be associated specifically with dynamic leadership and success in the workplace by increasing performance and productivity in the workplace (Thi Lam & Kirby, 2002). Awareness of who we are and how we are is the launch pad for a deeper understanding of your emotions. The beauty of emotional intelligence is that the skills and abilities are developable.

We are aware that there is stagnation or decline in the life and profession of rural entrepreneurs. We are promoting our own well-being, our own good feelings about ourselves" (Antony, 2004). Sometimes we do see

setbacks in administrators. It may be due to the growing pressure of consumerist and materialistic values, and the kind of training we received, lack of proper self-motivation and personal interest, the crisis in profession, self-sufficiency complex, value conflicts and lack of family spirit. This awareness is well and good and the remedy is to integrate intellectual, emotional and affective maturity in the life and profession of administrators. By doing this integration, we would be successful in our lives and profession as administrators. At this juncture, EI plays an essential role on administrators. This study also identified the need to investigate further the relationships between administrators and the need for EI in their profession.

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QUESTIONNAIRE

Below are 60 statements on your emotional intelligence as it actually occurs in work situations. Read each statement and as an Administrator, you have to indicate your opinion about your attitude on a 5-point scale. You have to decide how much a particular statement is true of you, as it applies to you. Your task is very simple. Put ONLY ONE TICK for each statement on the appropriate box. There is no time limit. However, try to give your first reaction to each statement. Your personal viewpoint will be kept strictly confidential. Please don't leave any statement blank.

Select any one of these Answers which is Suitable for Each Statement According to you

Table 7

S No	Statements	1	2	3	4	5
E1	I am neither overly critical nor unrealistically hopeful.					
E2	I am not a prisoner of my feelings.					
E3	I am driven to achieve beyond my own and other's expectations.					
E4	I take into consideration people's feelings while making decisions.					
E5	I can move the people in the direction I desire.					
E6	I am honest with myself as well as with others.					
E7	I control my mood and emotional impulses and channelise in useful ways.					
E8	I am motivated by a deep desire to achieve, rather than external rewards.					
E9	I use my knowledge about people to improve institutional performance.					
E10	I tend to have a wide circle of acquaintances.					
E11	I recognize how my feelings affect others, my job performance and me.					
E12	Because of my reasonable nature I am able to create an environment to trust.					
E13	I seek out creative challenges, love to learn and take immense pride as an administrator.					
E14	I keep people informed and treat them fairly.					
E15	I have a knack of finding common interest with people and build rapport.					
E16	I plan my time carefully and get my work done well in advance.					
E17	I am known for my calm approach and think before acting.					
E18	I display persistent energy to do things better.					
E19	I am able to sense and understand the viewpoints of everyone in a team.					
E20	I have ability to manage relationships and build networks.					
E21	I am able to turn my anger into something constructive.					
E22	I am open to change as I have mastered my emotions.					
E23	I feel restless with the status quo.					
E24	I can effectively lead a trouble team and bring the members together.					
E25	I am skilled in managing teams.					
E26	I understand my values and goals and have a firm grasp on my capabilities.					

S No	Statements	1	2	3	4	5
E27	When a new change program is announced, I don't panic.					
E28	I am persistent with my approach as to why things are done.					
E29	I listen to everyone in a team meeting and encourage people to speak openly.					
E30	I am an expert persuader.					
E31	I turn down a job offer, which is tempting financially but does not fit my goals.					
E32	I think of the reasons for the change and am confident of improvement.					
E33	I am eager to explore new approaches as an administrator.					
E34	I help people raise their constructive differences during team meetings.					
E35	I know when to make an emotional plea and when an appeal will work better					
E36	My job decisions mesh with my values and I often find work to be energizing.					
E37	I have achieved a good reputation for my honest approach and integrity.					
E38	I always raise the performance bar and strive to keep score.					
E39	I understand team's emotional makeup for increased institution performance.					
E40	Sometimes I chat with colleagues and joke around for building relationships.					
E41	I am equipped with an ability to assess myself realistically.					
E42	I strongly regulate my emotions and build healthy relationships with people.					
E43	I look for a measure for tracking my own, my team's and institution's progress.					
E44	I understand body language and can get beneath the words being spoken.					
E45	I build bonds because I know that, I may need help from them some day.					
E46	I speak accurately about my emotions and the impact they have on my work.					
E47	I am able to say no to my impulse urges.					
E48	I am optimistic when the score is against me and look for an opportunity to lead.					
E49	I deeply understand the existence and importance of cultural and ethnic differences.					
E50	I am able to lead change effectively.					
E51	I am frank in admitting my failures and often tell my tales with a smile.					
E52	I have a tendency for reflection and thoughtfulness.					

Table 7 Contd.,						
S No	Statements	1	2	3	4	5
E53	I feel committed to the institution as an administrator.					
E54	I develop and retain good people because of my coaching and mentoring capabilities.					
E55	I am an expert in building and leading teams.					
E56	I know my limitations and have a thirst for constructive criticism.					
E57	I am comfortable with ambiguity and change.					
E58	I set high performance goals for others and myself to surpass the goals.					
E59	I understand, how to give feedback and when to push and when to hold back.					
E60	I work with the assumption that nothing important can get done alone.					