

## Original Research Article

# Assessment of emotional intelligence in medical university staff in Ardabil: Northwest of Iran

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### ABSTRACT

**Background:** Emotional intelligence is one of the most important factors for the job and social success of individuals that is necessary for effective performance of all employees working in different governmental and private sectors, medical centers, factories and others. The aim of this study was to investigate the Emotional Intelligence (EI) in Ardabil University staff.

**Methods:** This cross-sectional descriptive study was done on 150 staff employed in Ardabil University of Medical Sciences which selected randomly. Data collected by Goleman EI questionnaire and analysed by statistical descriptive methods in SPSS.19.

**Results:** The mean age of samples was  $7.6 \pm 40.8$  and 56% of samples were male. 93.3% of samples had university degree. The EI of most of employees with 68% were in moderate level.

**Conclusions:** Conducting appropriate and effective training courses on emotional intelligence can be very effective in promoting job success, social success, and better interaction between staff and people.

**Keywords:** Ardabil, Emotional Intelligence, Goleman questionnaire, Staff

### INTRODUCTION

Thinking, reasoning, perceiving, learning, and memory are influenced by emotional states. This indicates the need for a dynamic understanding of emotions to understand human behavior. People who are more aware of their excitement have more skills in managing emotional problems. People who can recognize a particular emotion in a stressful situation take less time to pay attention to their emotional reactions and use less cognitive resources. This allows them to examine other reactions and make them think differently about their tasks or adopt more adaptive strategies. Emotional intelligence is one of the mental abilities that helps to diagnose your feelings and perceptions and helps others

to adjust their feelings and emotions. Emotional intelligence is a kind of non-cognitive intelligence that includes a set of social and emotional skills and abilities and increases the probability of a person's success in coping with stresses and environmental conditions.<sup>1-3</sup>

Emotional intelligence is a tactical ability in person's performance while cognitive intelligence has a long-term strategic capability. Emotional intelligence allows predictability of success, because it shows how one uses his knowledge in a real time situation. Today, the success of each person in every stage of life is more than his intelligence gain depends on his emotional interest. As an expert, Goleman states, "Intelligence is at the very least 20% of life's success, 80% of success Depends on other

factors, and the fate of people in many cases depends on the skills that make emotional intelligence.” Recent studies have shown that there was a direct correlation between emotional intelligence and positive organizational outcome such as better performance, appropriate group activities, more effective interactions, better solutions to conflicts and lower levels of stress.<sup>4-5</sup>

Research conducted at the University of Queensland showed that 90% of those with excellent job performance have great emotional intelligence. A study done at Shahid Beheshti University on students from different disciplines showed that emotional intelligence was moderate among all students.<sup>6</sup> Marcus et al examined the relationship between emotional intelligence with social competence and academic success in high school students in Spain and found that students with high emotional intelligence tended to be more positive towards social behaviors.<sup>7</sup>

Parker et al stated that emotional intelligence is an important predictor of scientific success.<sup>8</sup> Clarke stated in a study that teaching social and emotional skills can both be successful in the long run and in the short run, and by integrating the concept of emotional intelligence into educational programs, students can be better off with stresses Studying.<sup>9</sup>

Daniel Goleman believes that high emotional intelligence explains why individuals with average intelligence quotient (IQ) are more successful than those who have higher IQ scores. IQ cannot well explain the different fate of people who have opportunities, academic conditions, and similar perspectives. The staff of different departments also need these skills to do their job properly and can effectively deal with clients in working environments. Lack of adequacy and emotional ability can prevent people from achieving their potential.<sup>10-11</sup>

Therefore, considering that the staff of the staff of Ardabil University of Medical Sciences faces many problems, such as anxiety and stress in life, having the abilities that help them solve their problems can make them more compatible with the environment and people.

Emotional intelligence is one of the most important factors for job and social success and for the effective performance of each individual, a society is necessary and appropriate. Between emotional intelligence and job satisfaction between men and women, there is the sense that the more emotional intelligence and job satisfaction is higher and vice versa between job satisfaction and each of the components of emotional intelligence (self-awareness, self-control, social consciousness, social skills, and self-esteem) are different in male and female employees. Whatever the job is more complex, emotional intelligence is more important.<sup>12</sup>

The aim of this study was to investigate the Emotional Intelligence (EI) of Employees Employed in Ardabil University of Medical Sciences.

## **METHODS**

This cross-sectional descriptive study was conducted in University of Medical Sciences, in Ardabil Province northwest of Iran.

### ***Inclusion criteria***

All staff employed more than one year in University and had consent to participate in the study.

### ***Exclusion criteria***

Workers with less than a year's experience and retired staff.

### ***Sample size and design***

Sample size was determined using cross-sectional survey formula, depending on  $Z$ =the value of normal curve corresponding to the level of confidence of 95% which is 1.96, desired margin of error = 5% and probability of staff with higher EQ = 0.11 in a pilot study, the resulting sample size was 150 staff.

### ***Questionnaire***

Data collected by Golman EI standard questionnaire which included 33 questions in five dimensions such as: social skills, spontaneity, self-awareness, self-regulation and sympathy. All questions included five scales such as Most often, often, occasionally, rarely and almost never each with 1 to 5 score.

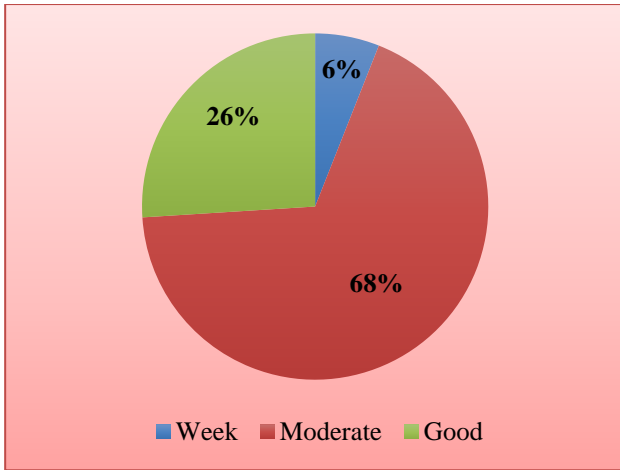
By summation total scores from all questions the total score of EI calculated and EI total score in range 57-144 which divided in three groups week (score 57-86), moderate (87-116) and good (score 117-146).

### ***Statistical analysis***

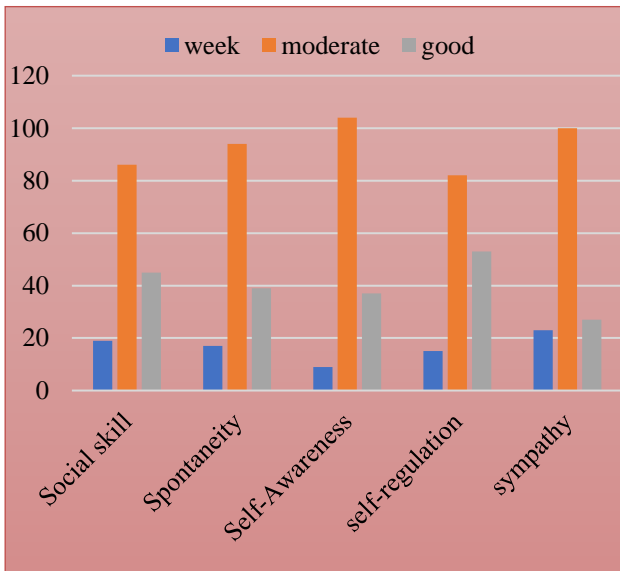
From all participations orally, consent was taken and then questionnaire completed for all participants and then collected data analyzed by descriptive statistical methods such as table and graphs in SPSS version 19. A  $p$ -value  $<0.05$  was considered statistically significant

## **RESULTS**

The mean age of samples was  $40.8 \pm 7.6$ . Of all samples 56% were male and rest of them were female. 93.3% of them had College education. There wasn't significant relation between a sex and education level with EI. Among people with moderate EI, the mean age was  $39.5 \pm 7.1$  and there was significant relation between age and EI. The mean score of EI among all people was  $108 \pm 13.7$  with a range 57-146. Most of employees in Ardabil university of medical science, with 102 (68%) had the EI in moderate level (Figure 1).



**Figure 1: The Emotional Intelligence levels among studied participants.**



**Figure 2: The levels of EI among all samples in five dimensions.**

The Level of EI among all samples in all five dimensions of EQ (Social skill, Spontaneity, Self-Awareness, self-regulation and Sympathy) was in moderate level. (Figure 2).

**DISCUSSION**

Results showed that the high score of EI was 146 and the least was 57 and the EI score among employees was in moderate level which was similar to other studies.<sup>6,12,13</sup>

In this study 56% of samples were male and rest were female and there wasn't relation between sex and EI level which was in line with Haghghatjoo and et al study which found non-significant relation between sex and EI of employoes.<sup>12</sup> The result of present study was similar to Adib and et al study which found that the total score of EI among two sexes.<sup>14</sup>

Concerning the gender difference in emotional intelligence, the results of the Samari study showed that even though there is a significant difference between male and female students in subscales (feeling of happiness and autonomy of practice) of emotional intelligence but there wasn't significant difference in overall score of emotional intelligence and we can say that boys and girls enjoyed the same level of emotional intelligence.<sup>13</sup>

The results were in line with Tehrani and et al study which believed that there was significant relation between total score of EI and demographic variables such as age, sex, Semester and academic achievement.<sup>15</sup>

In this regard, Baradaran and et al in a study showed that the rate of EI wasn't significant between girl and boy students.<sup>16</sup>

Furenham et al in a study found that women had higher scores in dimension communication skills than men but in total score of EI the difference wasn't significant.<sup>17</sup>

The results showed that the employees had EI score in week levels in dimensions such as spontaneity and sympathy. So, the university authorities should try by accurate planning and using expert counselors to promote all levels of mental dimensions, especially the spontaneity and empathy dimensions of the staff. Total score of EI among employees was about 62.4% which was in acceptable rate but, given the importance of universities for the growth and development of the community, the full efforts of the authorities are need to provide effective training to all personnel. The better interaction between the staff and the client and in the university deal to good and better results in future in society.

In this study the mean age of samples was 40.8±7.6 years and there was a significant relation between age and EI which was similar to Samari and et al study that found the positive correlation between age and EI and also this results in line with Defries and et al study results which found that most people in their life reach to high self-awareness and by rising the age the peoples could better control their excitement and behavior. Other research showed that the increasing age deal to improvement of EI in future.<sup>13,18</sup>

**CONCLUSION**

With regard to the lack of different in the emotional intelligence in different groups and its moderate level, emotional intelligence skills training at all levels should be considered. It is also necessary to conduct training courses on emotional intelligence and the provision of written materials along with applicable guidelines in the training of emotional intelligence components for employees in the future.

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