

EMOTIONAL INTELLIGENCE AND ITS INFLUENCE ON MANAGERIAL MANAGERMENTS OF THE UNIVERSITIES OF SAN MARTÍN PROVINCE

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ABSTRACT

The study was conducted in order to determine the influence of emotional intelligence on the managements of the universities of San Martín province. The approach was quantitative, applied research, explanatory level, with pre-experimental design and the study was longitudinal as it was applied in two stages. The population and sample consisted of 18 managers and the sampling was not probabilistic. A questionnaire for management was applied with a pre- and posttest with a single experimental group, applying fifteen workshops in order to reinforce emotional intelligence. For the analysis of the data, the Wilcoxon test was used; a nonparametric test to determine the influence between both variables. Results have shown that there was a significant difference ($p=0.005<0.01$) between the scores before and after the workshop, concluding that the emotional intelligence influences the managements of the universities of San Martín province with a bilateral significance level of 0.010. Emotional intelligence influences the institutional management dimension of managements with a bilateral significance level of 0.010; however it does not influence the leadership and teamwork dimensions of those, given that the bilateral significance level was 0.326. It also does not affect the cognitive dimensions of managements, since the bilateral significance level was 0.061 but it influences the attitudinal valuation dimension of managements with a bilateral significance level of 0.016.

Keywords: Emotional Intelligence, Management, Leadership and Teamwork.

INTRODUCTION

Social changes and scientific and technological developments demand changes in the profile of each professional, in order for them to be able to be, do, know, create, analyze, criticize, investigate and innovate constantly. Moreover, they need to know themselves so that they can be in control of their emotions and actions, consolidating their identity, self-esteem, leadership, group management and their adequate and critical integration into society. Additionally, to know their capacity, skills and limitations in order to face the incessant challenges that arise and the challenges that society and knowledge demand.

With regards to university management, currently it focuses on educational, socio-economic, political, technological and other changes; while it demands problem-solving skills that require professionals to be more efficient, effective and leaders above all management capacity. Many authors have investigated about these two variables. Cifuentes (2017) found that the relationship between emotional intelligence (EI) and mathematical performance has not been fully demonstrated. However, during the TIEFBA and the pretest positive statistically significant correlations have been found in the sample between some of the evaluated dimensions (Total EI, Strategic EI and Management EI) and mathematical performance. Also, Naranjo López (2016)

came to the conclusion that it is necessary to promote an academic human talent management model in which people are valued. Urbano (2016) determined that social skills and emotional intelligence positively affect the institutional management of educational institutions of Huarochirí 2015, with 53.7%, with a significance of change=0.000. Infanson & Estrella (2016) demonstrated that there is a direct and significant relationship between emotional intelligence and work performance of medical technologists at the Hospital San Juan de Lurigancho 2016. Salvador (2010) concluded that there is a positive significant relationship between emotional intelligence and leadership of the directors, in the educational institutions of the Canto Grande area, UGEL No. 5 of the district of San Juan de Lurigancho. Cejudo & López-Delgado (2017) concluded that emotional intelligence is a factor that protects against the appearance of burnout and that it is associated with higher levels of enthusiasm for work. Likewise, Duque-Ceballos et al. (2017) verified that emotional intelligence represented in emotional and social skills, positively influences labor competences. Emotional intelligence is the capacity of one to recognize their feelings and those of others with the aim to control their emotions when it comes to interpersonal relationships. In this regard, the Federation of Teaching CC.OO (2011) conceptualizes it as the ability to recognize our feelings and those of others, to motivate ourselves and to manage emotions, also in interpersonal relationships. In addition, Goleman (2010), ability a person has to recognize and manage their feelings, emotions, self-motivate and control interpersonal relationships. Moreover, they have abilities, such as self-awareness and, self-expression, self-regulation, impulse control, anxiety control; defer gratification, mood control, motivation, optimism before frustration, empathy, trusting others, social arts, among others. Components of the emotional intelligence are: Intrapersonal, brings together the ability of being conscious, to understand and relate to others, this includes: self-understanding, assertiveness, self-concept, self-realization and independence. Interpersonal, implies the ability to manage strong emotions and control their impulses, this is sub-divided into: empathy, interpersonal relations and social responsibility. Stress management, involves the ability to have a positive and optimistic vision, this is sub-divided into: stress tolerance and impulse control. State of mind, is constituted by the ability to adapt to changes and solve problems of personal and social nature, this is sub-divided into: happiness and optimism. Adaptability, ability to adapt to the circumstances and contexts, this is sub-divided into: problem solving, proof of reality and flexibility. In terms of management, it can be said that it is the process of achieving educational and institutional goals. In this regard, Arana (1998) defines it as the clear set of actions that leads an educational institution to reach its goals contemplated in the project of the educational institution. Collao Perez (2001) also states that it is the set of operations, activities and criteria that must be followed during the institutional educational process.

Luque (1996) indicated that it is the set of knowledge, techniques and skills that needs to be offered by those of administration and/or management with the goal to fulfill their objectives. Management has its dimensions and areas. Bonnefoy et al. (2004) consider four: Institutional management, factor that establishes the purpose and the directive of an institution. Leadership and teamwork, leadership is the management ability or directive a person has to lead people with the goal of achieving common objectives. Teamwork is the ability to achieve that a group of people works in a coordinated manner in order to achieve common goals or objectives. The cognitive, is the fundamental factor of a university institution which is related to the teaching-learning process. The attitudinal valuation consists of the stimulation of personnel in order to promote change and enhancement of greater effort, aspect that is in charge of the values, norms and fundamental principles of an institution. Therefore, the answer was sought to the question:

how does emotional intelligence influence management, in the dimensions of: institutional management, leadership and teamwork, cognitive and attitudinal valuation of managements of San Martín province? This allows determining the influence of emotional intelligence on management, on the dimensions of: institutional management, leadership and teamwork, on the cognitive and on the attitudinal valuation of managements of San Martin province.

MATERIAL AND METHOS

The focus of the research was quantitative; a deductive method was applied because of the beginning the hypotheses were established in order to be proven during the research process and in the end to demonstrate through the expected results. An applied research was carried out because it sought to generate knowledge by addressing the problems identified, of pre-experimental design; with a single experiment group, the cut was longitudinal; the instrument was applied at the beginning of the investigation and at the end of the application of the sessions. The population and sample consisted of 18 executives from three universities in the province of San Martín: César Vallejo University, Scientific University of Peru and Alas Peruanas University. A non-probabilistic sampling was used; the applied technique was the survey. For the directive management variable, the questionnaire of the authors Bonnefoy et al. (2004) was used, which was validated by experts who are directors of universities, as well as, it was demonstrated that it had a high reliability of 0.976 through the crombach alpha; the instrument measured the university directive management, in two moments, pre and post. In the beginning, the questionnaire was applied as a pretest to measure the management of the managers; then, based on these results, 15 sessions were developed in order to strengthen emotional intelligence, 30 theoretical hours and 600 practical hours, making a total of 630; later, the posttest was applied.

RESULTS

Since the statistical significance is minor to 0.05 both in the pre-test and post-test, this indicates that the data does not have a tendency or “normal” distribution presented in Table 1. Therefore, the test applied was not the T Student test, but the Wilcoxon test (nonparametric test) shown in Table 2.

Table 1						
NORMALITY TESTS						
	KOLMOGOROV-SMIRNOV^a (N>50)			SHAPIRO-WILK (N<50)		
	Statistical	gl	Sig.	Statistical	gl	Sig.
Management before	0.192	18	0.080	0.839	18	0.006
Management after	0.184	18	0.107	0.842	18	0.006

Note: a -Correction of significance of Lilliefors

Table 2	
EMOTIONAL INTELLIGENCE INFLUENCES MANAGERMENTS OF THE UNIVERSITIES OF SAN MARTÍN PROVINCE	
Test statistics ^a	
	Before & After Management
Z	-2.801 ^b
Sig. asymptotic (bilateral)	0.005

Note: a- Wilcoxon test of the signed ranks

b- It is based on negative ranges

The p-value is 0.005;

If $p < 0.05$ then we reject the null hypothesis

If $p > 0.05$ then we accept the null hypothesis

Therefore, the H_0 is rejected because: If p- value < 0.005 , then the hypothesis H_0 is rejected. That is, emotional intelligence influences the management of the directors of universities in the province of San Martín. Given that the statistical significance is minor to 0.05 in almost all cases, the data does not have a “normal” distribution shown in Table 3. Meaning, nonparametric, and therefore the nonparametric Wilcoxon test was used to compare means.

	KOLMOGOROV-SMIRNOV ^a			SHAPIRO-WILK < 50 Data		
	Statistical	gl	Sig.	Statistical	gl	Sig.
D1 pre-test	0.187	18	0.095	0.876	18	0.022
D2 pre-test	0.196	18	0.065	0.853	18	0.010
D3 pre-test	0.184	18	0.108	0.856	18	0.010
D4 pre-test	0.151	18	0.200*	0.860	18	0.012
D1 post-test	0.211	18	0.033	0.893	18	0.043
D2 post-test	0.237	18	0.008	0.843	18	0.007
D3 post-test	0.192	18	0.077	0.901	18	0.059
D4 post-test	0.146	18	0.200*	0.875	18	0.022

Note: * -This is a lower limit of true significance.

a- Correction of significance of Lilliefors

Since the significance (p-value < 0.010) is less than 0.05, the H_0 is rejected. That is, emotional intelligence influences the institutional management dimension of the directors of the universities of the province of San Martín depicted in Table 4.

Test statistics ^a				
	D1posttest - D1pretest	D2posttest - D2pretest	D3posttest - D3pretest	D4posttest - D4pretest
Z	-2.565 ^b	-0.981 ^b	-1.875 ^b	-2.412 ^b
Sig. asymptotic (bilateral)	0.010	0.326	0.061	0.016

Note: a- Wilcoxon signed rank test

b- It is based on negative ranges.

Test statistics ^a				
	D1posttest - D1pretest	D2posttest - D2pretest	D3posttest - D3pretest	D4posttest - D4pretest
Z	-2.565 ^b	-0.981 ^b	-1.875 ^b	-2.412 ^b
Sig. asymptotic (bilateral)	0.01	0.326	0.061	0.016

Note: a-Wilcoxon signed rank test

b- It is based on negative ranges.

Since the significance ($p\text{-value} > 0.0326$) is greater than 0.05, the H_0 is accepted. That is, emotional intelligence does not influence the leadership and teamwork dimension of the directors of the universities of the province of San Martín shown in Table 5.

Table 6				
EMOTIONAL INTELLIGENCE INFLUENCES THE COGNITIVE DIMENSION OF MANagements OF THE UNIVERSITIES OF SAN MARTÍN PROVINCE				
Test statistics^a				
	D1postest - D1pretest	D2postest - D2pretest	D3postest - D3pretest	D4postest - D4pretest
Z	-2.565 ^b	-0.981 ^b	-1.875 ^b	-2.412 ^b
Sig. asymptotic (bilateral)	0.01	0.326	0.061	0.016

Note: a-Wilcoxon signed rank test

b- It is based on negative ranges.

Since the significance ($p\text{-value} > 0.061$) is greater than 0.05, the H_0 is accepted. That is to say, the emotional intelligence does not influence the cognitive dimension of the directors of the universities of the province of San Martín seen in Table 6.

Table 7				
EMOTIONAL INTELLIGENCE INFLUENCES THE ATTITUDINAL VALUATION DIMENSION OF MANagements OF THE UNIVERSITIES OF SAN MARTÍN PROVINCE				
Test statistics^a				
	D1postest - D1pretest	D2postest - D2pretest	D3postest - D3pretest	D4postest - D4pretest
Z	-2.565 ^b	-0.981 ^b	-1.875 ^b	-2.412 ^b
Sig. asymptotic (bilateral)	0.01	0.326	0.061	0.016

Note: a-Wilcoxon signed rank test

b- It is based on negative ranges.

Since the significance ($p\text{-value} < 0.016$) is less than 0.05, the H_0 is rejected. That is to say, the emotional intelligence influences the assessment-attitude dimension of the directors of the universities of the province of San Martín in Table 7.

DISCUSSION AND CONCLUSIONS

Emotional intelligence influences managements of the universities of San Martín province with a significance level of 0.005. Results similar to those of Urbano (2016), concluded that social skills and emotional intelligence positively influence the institutional management of the educational institutions of Huarochirí 2015 with 53.7%, and a significance of change=0.000. Likewise, Infanson & Estrella (2016) concluded that there is a direct and significant relationship between emotional intelligence and the work performance of medical technologists at Hospital San Juan de Lurigancho 2016, with a bilateral significance =0.000 <0.01; $Rho = 0.565^{**}$.

With regards to the influence of emotional intelligence in the institutional management dimension of directors, it is observed that there is a significant difference between the means of pretest and posttest (bilateral significance of 0.010), concluding that emotional intelligence influences the institutional management dimension of managements. These results are a bit similar to those of Cifuentes (2017) who concluded that: in the TIEFBA and in the pretest, statistically significant positive correlations were found in the total EI and mathematical performance.

With regards to the emotional intelligence and its influence on the dimension of leadership and teamwork in management, it is observed that there is no significant difference between the means of pretest and posttest (bilateral significance of 0.326). Therefore, emotional intelligence does not influence the leadership and teamwork dimension of managements of the universities of San Martín province, which means that managers still find it hard to lead a group towards defined objectives and aims, to design control mechanisms, to monitor performance and productivity of their personnel, and to evaluate forms of improvement based on the obtained results. In this regard, Salvador (2010) concluded that there is a positive significant relationship between emotional intelligence and the leadership of management at the educational institutions of the Canto Grande area, UGEL No. 5 in the district of San Juan de Lurigancho, with a correlation ratio of 0.434 and there is an average level of leadership with a level of significance $p=0.045$.

Regarding emotional intelligence and its influence on the cognitive dimension of managements, it is observed that there is no significant difference between the means of pretest and posttest (bilateral significance of 0.061); therefore, emotional intelligence does not influence the cognitive dimension of managements.

Regarding emotional intelligence and its influence on the attitudinal valuation dimension of managements, it is observed that there is a significant difference between the means of pretest and posttest (bilateral significance of 0.016); therefore, emotional intelligence influences the attitudinal valuation dimension of managements. In this regard, Naranjo López (2016) came to the conclusion that it is important to promote a management model of academic human talent in which people are valued.

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