

EMOTIONAL INTELLIGENCE AND PERFORMANCE EVALUATION  
OF ASSUMPTION UNIVERSITY LECTURERS

SUNITI KUKREJA

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The purpose of this research was to determine the emotional intelligence and its relationship with performance evaluation of Assumption University lecturers. The related demographic variables were gender, marital status, teaching experience and faculty categories.

The respondents were all male and female lecturers from the ten undergraduate faculties of Assumption University in the first term of academic year 2002. A total of 237 valid questionnaires were obtained. The EQ Map by Robert and Cooper was used to obtain data on the emotional intelligence. Performance evaluation was obtained from the human resource department and the faculties as secondary data.

Z-scores were used to standardize the performance evaluation scores. The data were analyzed using *t*-test, Pearson *r* Correlation Coefficient, the one way analysis of variance and the Scheffe Comparison method.

The major findings are:

1. Assumption University lecturers had optimal performance in Integrity. They had proficient performance in Intentionality, Creativity, Resilience and Outlook. And they had vulnerable performance in Interpersonal Connections, Constructive Discontent, Compassion, Trust Radius, and Personal Power.
2. There was a significant relationship at the 0.05 level between performance evaluation by deans or chairpersons in Creativity, Constructive Discontent, Outlook and Personal Power.
3. There was a significant difference at the 0.05 level between male and female lecturers, with male lecturers scoring significantly higher in Creativity and female lecturers scoring significantly higher in Interpersonal Connections.

4. There was a significant difference at the 0.05 level between those who are single, married and those are divorced, separated or widowed, with those who are divorced, separated and widowed scoring higher in Resilience, Constructive Discontent, and Integrity and those were married scoring significantly higher in Outlook and Integrity.



APPROVED:

Dolores de Leon, Ph.D.  
Chairperson

Chancha Suvannathat, Ed.D.  
Representing the MUA

Archanya Ratana-Ubol, Ed.D.  
Advisor

Jean Barry, S.J., Ph.D.

Salvacion Villavicencio, Ed.D.