

The Emotional Intelligence and Proficiency in Journalistic English

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Abstract: Emotional intelligence is a collection of non-cognitive abilities, skills and competencies which influence one's ability to succeed in life. People need emotional intelligence to make use of the full potential of their talents. Journalese is a misused language that appears in newspapers but not in real life. The purpose of the study was to estimate the relationship between emotional intelligence and the proficiency in journalistic English of the students of journalism and mass communication degree course. To a stratified sample of 60 students of journalism, a standardized scale in emotional intelligence was given to measure their level of emotional intelligence. They were also tested for their proficiency in journalistic English. The results proved that there was no significant positive relationship between emotional intelligence and journalistic English. Most of the boys and girls of the journalism course in Srm University, Chennai have high level of emotional intelligence and their proficiency in journalese is also high.

Keywords: Cognitive Intelligence, Emotional Intelligence, Journalese, Emotional Quotient, Intelligence Quotient, Cliché.

1. INTRODUCTION

Emotional Intelligence

Emotional Intelligence is a collection of non-cognitive abilities, skills and competencies such as self-esteem and self-actualisation that influence one's ability to succeed in life. Reuven Bar-on identified five 'realms' which made up Emotional Intelligence and these five realms can be subdivided into fifteen specific skills.

One's Intelligence Quotient is theoretically fixed but one's Emotional Quotient can be improved and developed. Cognitive Intelligence is indicated by the ability to perform. Performance on certain types of tasks is considered to be a sign of intelligent behaviour. Most of the journalists shine in their proficiency in journalistic English after sixty. The future of a journalist depends on how rich his vocabulary is. A journalist should use new words and phrases repeatedly from ten to fifteen times, for making the words and phrases a part of one's vocabulary.

Cognitive Intelligence peaks at age 17 and stays constant throughout most of life until it declines in old age but EI can be improved at any age in life. Research has found that IQ accounts for 4 to 15% of work performance but EQ for 27 to 60%. One's high level of Emotional Intelligence can augment one's journalistic skills.

Daniel Goleman explains the nature and characteristics of EI in five domains such as Self-Awareness, Self Regulation, Motivation, Empathy and Social Skills. Empathy means reading other's feelings, needs and concerns. The five domains consist of 25 components or skills [1].

EQ-i (Emotional Quotient Inventory) is the tool (test) by which one's EQ is measured. EQ-i is constructed by writing positive and negative sentences describing situations based on the components/skills.. Several studies have been made measuring EI of the Samples with respect to Variables like Gender, Religion, Medium of Learning, Locality, Parental Occupation, Status, Family etc., In this study EI of a Sample with respect to gender alone is measured and it is verified if the level of their EI has any impact on their proficiency in Journalistic English of the students of Journalism and Mass Communication in SRM University, Chennai.

Journalistic English

There are many words which are typical of journalism or newspapers. For example, they use 'blast' for 'explosion', 'pull out' for 'withdrawal', 'tot' for a 'child', 'pact' for 'agreement' and so on. Newspapers have their own grammar and vocabulary. The non-countable noun 'data' is used with a Singular Verb. The phrases, 'ad hoc', 'Alma matter', 'angst', 'impasse' and 'viva voce' are used frequently by the journalists.

The journalists who do the threefold work of reporting, feature writing and editing in newspapers, need to brush up with current language skills. The journalists must consult dictionaries, Usage Handbooks, Alphabetical Lists of Difficult Words, Anthologies of Cliches, Rhyming Slangs, Modern Slangs, Insulting Quotations, Euphemisms, and Language Myths etc to acquire a high level of written proficiency.

A learner of English can't rely on real life communication alone to be proficient in using grammatically correct English. Learning English grammar from books, audio and video aids is equally important to accelerate the mastery of the language. In the Proficiency in the Use of English Scale, the words, phrases, idioms and proverbs used in newspapers and television were collected in a week and used in questions/statements of the tool on Journalese.

For example, the word, 'junket-mongers' was used in ND TV Channel. That word was used in the questionnaire. More than two thirds of English vocabulary can be traced back to foreign loan words. These loan words have been 'naturalised' in English. The word, 'anger' in English is a loan word from 'strangle' in Greek.

Most eloquent writers and speakers maintain a readymade list of proverbs. The element of language that best encapsulates a society's values and beliefs is its proverbs. Idioms add beauty to expression. We see often the idiom, 'take to one's heels' or 'cool the heels in jail' in newspapers.

Both American and British spellings are used by the journalists in words. The 'byelaw' in British English is 'bylaw' in American. The main drawbacks to English as a global language are its wild spelling practices and its immense vocabulary. Words are the vehicles of ideas and thoughts. A number of questions have been allotted to test the understanding of meaning of the words and phrases in the tool. "Read, Read, Read" is the maxim for learning new words and to enlarge one's vocabulary. Special care must be taken to understand the meaning of homophones, homographs etc.

Need and Significance of the Research

The balance between head and heart is a god-given boon to the human being. Those who have this EI and mental balance become great writers and eloquent speakers. Emotional Intelligence is said to be sharpening their skills. Those who master the journalistic English dominate over in conferences, seminars and any meetings. The political leaders prefer to have the journalists as friends. Unfortunately, the investigative journalists are the people who are kidnapped by the terrorists and put to death by cruel methods. The Department of Journalism and Mass Communication in SRM University, Chennai conducts degree and Postgraduate degree courses in journalism. Students from different countries are studying journalism. The researcher carries out studies related to English language, Psychology and Education. The researcher prepares his own tools in English language, conducts tests and frames hypotheses and verifies them by applying statistical tests. To test out the proficiency of the students of Journalism Course in Journalistic English, the researcher prepared the tool on journalese and conducted the study. Most of the words and phrases used in this tool were collected from the current newspapers and telecasts. It has to be found out if the girls outperform the boys, as they do in other studies or lagging behind the boys.

2. REVIEW OF RELATED LITERATURE

Rao (2001) developed and implemented an in-service training programme for teachers of Navodaya Vidhyalayas in enhancing their ability in meeting students' emotional needs. The major objectives of the study were to identify the emotional need of students; to develop an in-service programme for teachers in meeting student's emotional needs and to implement and study the effectiveness of the developed programme for Navodaya Vidhyalayas. The training consisted of Counselling Skills, Rational Emotive Therapy and Transactional Analysis. These training inputs helped teachers to look at their own behaviour and the impact that they were making on students. This helped them to be more sensitive and caring towards their students [2].

Haskett (2003) conducted a study on the “Emotional intelligence and teaching success in higher education” at the Indiana University, USA. He studied the underlying emotions that differentiate the most effective faculty and others at institutions of higher education, by using a theoretical model that predicted a relationship between EQ and effective teaching [2].

Mohanasundaram (2004) conducted a study on emotional intelligence and achievement of teacher trainees at primary level at Government College of Education, Thanjavur. The study revealed that men and women teacher trainees did not differ in their EI. There was significant but low positive correlation between emotional intelligence and overall academic achievement of teacher trainees. The teacher trainees of co-educational institutions were at a higher level, than that of other types in their EI. There was significant but low positive correlation between EI and achievement in educational science subjects[2].

Pathan (2004) conducted a study on Emotional intelligence of secondary teachers at D.Ed. College, Navapur, and Maharashtra. This study examined the level of emotional intelligence (EI) of secondary school teachers in relation to gender and age. The results indicated that nearly all the teachers under study were under ‘low’ category of emotional intelligence. There was no significant difference between the emotional intelligence of males and females, and the age was independent of EI [2].

Sreeja (2005) has conducted a study on “Spirituality, emotional maturity, and quality of life among university students” at the Department of Psychology - University of Kerala. Spirituality scale and emotional maturity scale were administered to 100 University students for collecting the data. The results showed that there was significant difference between boys and girls in spirituality; but no significant difference between boys and girls in emotional maturity and quality of life. It was found that spirituality and emotional maturity are independent of religion, but significant correlation was found between spirituality and emotional maturity [3].

A study was conducted on “The relationship between emotional intelligence and communication styles in middle school teachers” by Rosales (2005) at the St. Mary's University, Texas, USA. In this study for examining the relationship, 40 school teachers employed at a South Central Texas Middle School were selected. An Instrument for measuring EI (Bar-On EQ-i) and another for measuring communicator styles (Norton's Communicator Styles Measure) were used. The null hypothesis that there was no relationship between EI and communicator styles in the sampled group of middle school teachers, was rejected. The findings indicated a negative significant correlation between the composite score of EI and the dramatic communicator style. The results of supplemental analysis supported the rejection of the null hypothesis; further additional analyses were also carried out and as such no significant relationships were found. Conclusion of the study indicates that the sampled middle school teachers having high EI were not, as such, good communicators [3].

Shah (2006) conducted a study on Emotional Intelligence of Upper Primary Students of Gujarat State in Relation to Certain Variables”. From this study it was found that there was no significant difference in the mean scores on E I with regard to sex, area, socio-economic status and IQ [3].

A study on The relationship between emotional intelligence and student teacher performance” was conducted at The University of Nebraska Lincoln, USA by Drew (2007).The objective of the study was to determine whether Student Teacher Performance (STP), (as measured by a behaviour-base performance evaluation process), was associated with Emotional Intelligence (EI), (as measured by a personality assessment instrument). The sample consisted of 40 student-teachers. The study revealed that EI, as assessed by the Bar on EQ-i, and College Supervisors' assessments of STP were related [3].

A study was conducted by Liang (2007) on “The relationship between personality type and emotional intelligence in a sample of college and university faculty in Taiwan” at the Texas A & M University – Kingsville, USA. Data analyses revealed a significant relationship function between faculty’s personality type & EI skills and their age & EI skills; but not between gender and EI skills [3].

Graeme Whitfield (2008), the Digital Editor of the Journal in New Castle (Editor’s Weblog) attempted to write a dictionary of ‘English-journalese’ has stated that it is a misused language that appears in newspapers but not in real life. The dictionary began with “tot” meaning child (“What a nice tot you have”; “How old is your tot now?” would not be used in real life) or “slam” instead of criticize (Would you tell a friend: “That’s a terrible decision. I slam it”), but now includes words such as “pact” for political deals and “snarled” when referring to traffic [3].

Chaudhari, Pramod K (2012), a Senior Journalist has stated in his book that there are many words which are typical of journalism or newspapers. Newspapers have their own grammar and vocabulary. In order to save space, the editors use special words. They use blast (for explosion), breakthrough (for an advance or success), pull out (for withdrawal) and toll (for a number of persons killed) and strong man (for a political despot). Students of journalism require a reasonably high level of written proficiency. Besides the dictionaries, usage handbooks and alphabetical lists of difficult words, a journalist should consult anthologies of such things as clichés, rhyming slangs, modern slangs, insulting quotations, euphemisms, language myths etc to improve his writing ability [4].

Thirunirai Selvi, D (2013) has stated that emotional intelligence refers to an assortment of non-cognitive skills, capabilities and competencies that influence a person's ability to succeed in coping with environmental demands and pressures [5].

Srinivasan, K(2013) has expressed that people need emotional intelligence to make use of the full potential of their talents. The success lies in striking a balance between the mind and heart, or more technically between cognition (Intelligence Quotient) and emotion (Emotional Intelligence Quotient) [1].

It has been stated in a website,(www.catalystcoaching.info) that Emotional Intelligence addresses the emotional, personal, social and survival dimensions of intelligence. These dimensions of intelligence are more important for daily functioning than the cognitive aspects of intelligence. Emotional Intelligence is to measure one's common sense and ability to get on in the world. One's EQ (Emotional Intelligence Quotient) can be improved and developed but one's IQ (Intelligence Quotient) is theoretically fixed. Emotional Intelligence is tactical or immediate functioning but Cognitive Intelligence is strategic or long term capacity [3].

3. STATEMENT OF THE PROBLEM

To acquire proficiency in the use of journalistic English is not easy as there are so many loan words in English. But to those who have high level of EI, it must be easy because the components of EI are Self-Confidence, Innovation, Achievement Drive, Commitment, Initiative, Optimism, Leadership, Communication etc to quote a few important of them. So the investigator selected this topic and the problem is stated as follows:

“The relationship between Emotional Intelligence and Proficiency in Journalistic English of the students in Journalism and Mass Communication Degree Course”.

Objectives of the Study

1. To study the relationship between Emotional Intelligence and the proficiency in journalistic English of the boys studying Journalism
2. To study the relationship between Emotional Intelligence and the proficiency in journalistic English of the girls studying Journalism
3. To verify if the boys have better Emotional Intelligence than the girls studying Journalism
4. To find out if the boys perform better in Journalistic English than the girls studying journalism
5. To find out the level of emotional intelligence of the boys studying Journalism.
6. To find out the level of emotional intelligence of the girls studying Journalism.
7. To estimate the performance of the boys in Journalistic English.
8. To assess the performance of the girls in Journalistic English.

Hypotheses of the Study

H₁: There is no significant relationship between Emotional Intelligence of the boys studying Journalism and their Proficiency in Journalistic English.

H₂: There is no significant relationship between Emotional Intelligence of the girls studying Journalism and their Proficiency in Journalistic English.

H₃: The boys do not have emotional intelligence better than the girls studying Journalism.

H₄: The performance of the boys in Journalistic English is not better than that of the girls studying Journalism.

H₅: The emotional intelligence of most of the boys will be average in nature.

H₆: The emotional intelligence of most of the girls will be average in nature.

H₇: The proficiency of most of the boys in Journalistic English will be excellent.

H₈: The proficiency of most of the girls in Journalistic English will be excellent.

4. MATERIALS AND METHODS

Population: Students of Journalism and Mass Communication (JMC) in the Universities in India.

Sample: 36 girls and 24 boys among the Second Year and Third Year students of the JMC Course in SRM University, Chennai (Kattankulathur Campus), Tamil Nadu in India.

The Disproportionate Stratified Sampling Technique was used to collect a Sample of 18 girls and 12 boys each from the Second Year and Third Year Students, who had studied English Language and Literature as the major subject in the Degree Course by conducting a Simple test in the Use of Verbs in Tenses in English.

Tools Used

1. A Simple achievement test with 25 items in the use of verbs in sentences. The tool was prepared by the researcher and it was standardised by using it to B.Ed teacher trainees.

2. A Standardised Emotional Intelligence Scale of the Department of Education, SRM University with 35 items with five responses for each statement.

3. An Objective test on Journalistic English with 35 items with three responses to each item. This tool was prepared and improved by the researcher in consultation with experts in Journalism Department

Reliability of the tool = 0.99. Validity = 0.99. Mean of the Try-out test = 74. Mean of the Retest = 73. $r = 0.99$

Method of Research:

A simple Achievement test in Use of Verbs in Tenses was conducted to students of both sex in Second Year and Third Year of Journalism and Mass Communication Course in SRM University, Kattankulathur, Chennai, Tamil Nadu in India.

The boys (24) and girls (36) who secured above 50 marks out of 100 in the Achievement test were selected for the study. A standardised Emotional Intelligence Scale with 35 items with five responses was given to all the 60 students to estimate their level of having emotional intelligence. All the 60 students were tested for their proficiency in Journalistic English. These tests were conducted in August 2014. In the last week of September, 2014, they appeared for the test in Journalistic English. The co-efficient of correlation between the two tests of the JE was worked out. It was 0.99, the reliability of the test. The square root of the reliability gave the value of Validity of the Scale on JE. After collecting data, the hypotheses were verified.

Verification of Hypotheses

H₁: Table 1: Estimation of relationship between the scores in EI and JE of the boys

Gender	N	$\sum xy$	$\sum x^2$	$\sum y^2$	r	Kind of relationship
Boys	24	-172	609	4662	-0.102	Negligible -ve correlation

$r = -0.102$. There is negligible negative relationship. The H₁ is accepted.

H₂: Table 2: Estimation of relationship between the scores in EI and JE of the girls.

Gender	N	$\sum xy$	$\sum x^2$	$\sum y^2$	r	Kind of relationship
Girls	36	575	1576	3802	0.235	Slight +ve correlation

$r = 0.235$. There is a little positive correlation. H₂ is rejected.

H₃: Table 3: Mean Scores in Emotional Intelligence of the boys and girls

S.No	Gender	N	Mean	Combined S.D	t	Table Value at 0.01
1.	Boys	24	70	6	0.625	2.66
2.	Girls	36	71			

df = 58

H₃ is accepted. The difference in EI between the boys and girls is not significant.**H₄: Table 4: Mean Scores in Journalese of the boys and girls.**

S.No.	Gender	N	Mean	S.D	t	Table 't' at 0.01 level
1.	Boys	24	73	8.5	0.9	2.66
2.	Girls	24	75			

H₄ is accepted. Girls perform slightly better. There is no significant difference in the performance in Journalistic English between the boys.**H₅: Table 5: Level of EI of the boys**

Gender	Low	Average	High
Frequency of boys	0	6	18
% of boys	0	25%	75%

H₅ is rejected. Most of the boys have high Emotional Intelligence**H₆: Table 6: Level of EI of the girls.**

Gender	Low	Average	High
Frequency of Girls	0	11	25
% of Girls	0	31	69

H₆ is rejected. Most of the girls have high Emotional Intelligence.**H₇: Table 7: The proficiency of the boys in Journalistic English**

Gender	Fair (35-54)	Good (55-74)	Excellent(75-94)
Frequency	3	9	12
% of Boys	12.5	37.5	50

H₈: Table 8: Performance of the Girls in Journalistic English

Gender	Fair (35-54)	Good(55-74)	Excellent(75-94)
Frequency	1	8	27
% of Girls	2.8%	22.2%	75%

5. DISCUSSION

Thirunirai Selvi (2013) has stated that EI (Emotional Intelligence) refers to an assortment of non-cognitive skills. The first hypothesis was tested and found that there was no positive correlation between EI and JE (journalistic English). There is negligible negative correlation. So achievement in JE could be relied on general intelligence or Linguistic Intelligence if it has to be specifically said. In the second hypothesis too, there is only slight positive correlation. It can be concluded that the proficiency of boys and girls in JE has no relationship to their level having EI.

Chaudhari Pramodic (2012) has found that newspapers have their own grammar and vocabulary. The mean of the girls in JE is slightly better than that of the boys. It is not significantly better. The hypotheses three and four are accepted. Both boys and girls in JMC (Journalism and Mass Communication) in SRM University do better in JE. Their proficiency in understanding the jargons of journalism, clichés, idioms and phrasal verbs is excellent. As Graeme Whitfield (2008) has stated, English journalese is a misused language confined to newspapers and the spoken language of some experienced journalists. The acquisition of the journalistic vocabulary is useful to insult or eulogise the politicians and those in power. The journalists in regional languages blackmail the corrupt officers in government and get some favours for avoiding damaging reports. The editors give surprising and shocking headlines in newspapers to attract the common readers.

Srinivasan (2013) found that a balance struck between head and heart that is between cognition and emotion helps one to make use of full potential of one's talents. This kind of balance will strengthen personal, social and interpersonal skills but those who have better Cognitive skills are sure to perform better in Journalistic English.

Haskett (2003) found that EI correlates positively with effective teaching. This may be true in the case of teaching arts-subjects. But to teach and learn Science, Maths and Technology IQ (Intelligence Quotient) will have more effect than EQ (Emotional Quotient). This fact has already been brought to light by Mohanasundaram's study (2003). He has found that there was low positive correlation between EI and achievement in Science subjects.

From the verification of the hypotheses H₅ and H₆, it is found that most of the boys and girls have high level of EI. This has been proved earlier by the study of Mohanasundaram (2004) who found that men and women teacher trainees did not differ in their EI. Pathan's study (2004) and Sreeja's studies (2005) also prove this fact.

From the verification of the hypotheses H₇ and H₈, it is clear that only 50% of the boys are in excellent category in their proficiency in JE. But 75% of the girls have excellent performance in JE. Cognitive Intelligence is indicated by the ability to perform. Performance is a sign of intelligent behaviour.

Most of the journalists attain very good proficiency after sixty. Repeated use of new words and idioms makes it a part of a journalist's vocabulary. EQ may account for 27% to 60% in the performance of the people in business, marketing, insurance, banking and sectors. But in attaining the proficiency in JE, it has no significant role to play. The journalists need to possess current language skills. Eloquent speakers, writers and journalists maintain a readymade list of proverbs. "Read, Read, Read" is the maxim for learning new words and to enlarge one's vocabulary.

6. CONCLUSION

There is no significant positive relationship between EI and JE of the students of Journalism Course. The linguistic intelligence of the students might have positive impact on journalistic English. EI of the students of Journalism is high and the proficiency in Journalistic English of the students is also high.

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