The Effect of Emotional Intelligence on the Quality of Translation

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ABSTRACT

Studying Emotional Intelligence is a newly emerged issue in the area of language. Among other factors that might manipulate translators' mind, their EQ level might be an influential element. The present research focused on the effect of Emotional Intelligence on quality of translation. Researcher tries to investigate whether there is any significant relationship between Emotional Intelligence and quality of translation. The present study was carried among 59 translation students in Payam-Noor University (age 22-40) in Gorgan, Golestan. Researcher selected her samples with scores between 407 and 539 in TOEFL (as a 2 proficiency test) test. At last, the sample size was 3. The participants received a package of two tests: a text (some paragraphs of short story "A rose for Emily") for translating and a Bar-On (1997) Emotional Intelligence test. The results show that there is no relationship between total Emotional intelligence and quality of translation but some of the main subscales of emotional intelligence ,i.e. problem-solving, happiness, and flexibility have statistically meaningful relationship with quality of translation. They can predict translation achievement. The result also shows the combination of emotional intelligence and gender are positively correlated.

KEYWORDS: Intelligence; Emotional Intelligence; Social intelligence; Multiple intelligences; Stress Management

INTRODUCTION

When talking about quality, the first thing comes to one's mind is what quality is and how quality can be measured. There are many questions about why one translator succeeds, but the other does not. Why two people with the same age and academic background are so different in the task of translation. "Many different factors and variables can effect on translation quality. No one can deny the role of strong memory, language competence, world knowledge, experience, and practice in the success of translator" (Shangarffam & Abolsaba, 2009, pp. 104-105) "According to the evidence in the 21ˢᵗ century, the emotional intelligence level of translator is one of the important variables that play a critical role in translation study " (p. 104) . According to Goleman (1995 ,as cited in shangarffam &Abolsaba, 2009) ,emotional intelligence include "abilities such as being able to motivate oneself and persist in the face of frustration, to control impulses and delay gratification; to regulate one's moods and keep distress from swapping the ability to think; to emphasize and to hope" (p. 104). Emotional intelligence plays an increasingly important role at the highest levels of a company. When he compared star performers with average ones in senior leadership positions, nearly 90% of the difference in their profiles was attributable to emotional intelligence factors rather than cognitive abilities (p. 2).

As researcher has become convinced of the importance of emotional intelligence in well-being and successes. Then, need for research in translating becomes greater than ever. This study was an attempt to examine the effect of EQ on quality of translation of Payam-Noor translation students to consider and show how EQ can help translators choose the best equivalence. Focusing on a Bar-On model, this study followed the procedure to ensure a reliable assessment of translator's ability. In spite of researches that focus on importance of emotional intelligence, there was no satisfactory research evidence to support the belief that emotional intelligence is effective in improving the quality of translation.

REVIEW OF LITERATURE

"The term *emotion* usually is distinguished from feelings, mood, and affect: How can emotions, as defined above, be distinguished from other affective phenomena such as feelings, moods, or attitudes?" (Scherer, 2005, p. 696).

Researcher tries to explain these terms to understand emotions. Many stable personality traits and behavior tendencies have a strong affective core (e.g. nervous, anxious, irritable, reckless, morose, hostile, envious, and jealous). These dispositions describe the tendency of a person to experience certain moods more frequently or to be prone to react with certain types of emotions, even upon slight provocation. (p. 705)

According to Aiken, "In cognitive psychology and information-processing approach, the relationship of intelligence with learning, thought, problem solving, and other cognitive processes is studied" (1985, as cited in Sharifi, 2008, p. 14). Serman (1904 , as cited in Nasimi, 2009) viewed intelligence as a "mental capacity that underlines all cognitive performance and saw levels of intelligence as related to levels of cognitive performance" (p. 20). While society has traditionally placed a great deal of weight on academic intelligence, Bar-On (1997) argued that emotional and social intelligences were better predictors of success in life.

According to Marlowe (1986, as cited in Dong, 2008), "individuals who are socially intelligent appear to experience a rich, meaningful life, as opposed to truncated affective experiences" (p. 162). Furthermore, Jones et al. (1997, as cited in Dong, 2008) found "aspects of social intelligence are being associated with enhanced social problem-solving abilities, experienced leadership and positive interpersonal experience" (p. 163).

According to Lall (2009), Emotional Intelligence (EI) theory was originally developed during the 1970's and 80's by the work and writings of psychologists Gardner, Salovey, and Mayer. Later, according to Grewal and Salovey (2005, as cited in Motallebzadeh, 2009), "this notion formally became the center of interest with growing emphasis on research over the interaction of emotion and thought in the field of psychology in 1990's" (p. 40).

METHOD

Early theorists such as Thorndike and Gardner paved the way for the current experts in the field of emotional intelligence. According to Mayer (2001, as cited in Nasimi, 2009), "Each theoretical paradigm conceptualizes emotional intelligence from one of two perspectives: ability or mixed model" (p. 27). According to Mayer (1999, as cited in Stys & Brown, 2004), "Ability models regard emotional intelligence as a pure form of mental ability thus as a pure intelligence. In contrast, mixed models of emotional intelligence combine mental ability with personality characteristics such as optimism and well-being" (p. 9).

Salovey and Mayer (1990, as cited in Stys & Brown, 2004) first coined the term "emotional intelligence" 1990 and have since continued to conduct research on the significance of the construct. According to Salovey and Mayer (1990, as cited in Stys & Brown, 2004), pure theory of emotional intelligence integrates key ideas from the fields of intelligence and emotion.

Table 1. *The Ability Model of Emotional Intelligence (Caruso et al., 2002, p. 57)*

Ability	skills
Perceiving	Identify emotions in thoughts Identify emotions in other people Express emotions accurately Discriminate between accurate and inaccurate feelings
Assimilating	Priorities thinking by directing attention Generate emotions to assist judgment Mood swings change perspective Emotional states encourage problem solving
Understanding	Label and recognize relations among emotions Interpret meanings emotions convey Understanding complex feelings Recognize emotional transitions
Managing	Stay open to feelings Engage/detach from an emotion Reflectively monitor emotions

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In his model, Bar-On outlined 5 composite scales that comprise 15 subscale scores: Intrapersonal (comprising Self-Regard, Emotional Self- Awareness, Assertiveness, Independence, and Self-Actualization); Interpersonal (comprising Empathy, Social Responsibility, and Interpersonal Relationship); Stress Management (comprising Stress Tolerance and Impulse Control); Adaptability(comprising Reality-Testing, Flexibility, and Problem-Solving); and General Mood (comprising Optimism and Happiness).(Bar-On, 2006, p. 15) A brief description of these emotional-social intelligence competencies, skills, and facilitators measured by the 15 subscales is outlined in Table 2.

Table 2. *Bar-On's Model of Emotional Intelligence*

Components	Sub-Components
Intrapersonal	Self Regard
	Emotional Self-Awareness
	Assertiveness
	Independence
	Self-Actualization
Interpersonal	Empathy
	Social Responsibility
	Interpersonal Relationship
Adaptability	Reality Testing
	Flexibility
	Problem Solving
Stress Management	Stress Tolerance
	Impulse Control
General Mood Components	Optimism
	Happiness

PROCEDURE

"Scores are computer-generated. Raw scores are automatically tabulated and converted into standard scores based on a mean of 100 and standard deviation of 15. Average EQ scores suggest that the respondent is effective in emotional and social functioning" (Bar-On, 2006, pp. 4-5). On the other hand, "to be emotionally and socially intelligent is to effectively understand and express oneself, to understand and relate well with others, and to successfully cope with daily demands, challenges and pressures" (Bar-On, 2006, p. 3). Ultimately, "being emotionally and socially intelligent means to effectively manage personal, social and environmental change by realistically and flexibly coping with the immediate situation, solving problems and making decisions" (Bar-On, 2006, p. 4). "The higher the scores, the more positive prediction for effective functioning in meeting daily demands and challenges. On the other hand, low EQ scores suggest an inability to be effective and the possible existence of emotional, social, and behavioral problems" (Bar-On, 2006, pp. 4-5).

This study tried to investigate the effect of Emotional Intelligence on the quality of translation of EFL students. For this purpose, the researchers selected a sample from EFL translation students of Payam-noor University. It included 70 students who had passed their translation courses. According to Morgan's table of determining sample size, researcher selected 59 students. There were 30 females and 29 males students. The students' age range was between 22 and 40.

In order to homogenize the sample, the researcher used the TOEFL proficiency test. Based on mean (473) and the standard deviation (44), the researcher selected those students that their TOEFL tests were between 407 and 539 (1.5 standard deviation above and below the mean). At last, 33 students were selected as samples, 17 females, and 16 males. Since researcher tried to investigate the interaction effect of the combination of gender and emotional intelligence on the quality of translation, she selected 16 females and 16 males. Thus, 32 students answered the EQ – I Questionnaire and translation. The Bar-On EQ-i model was used to investigate her sample's emotional intelligence level. However, 15 of the questions are associated with scales intended to assess response validity. These scales are

the Omission Rate, Inconsistency Index, Positive Impression, and Negative Impression scales. Subjects respond on a 5-point Likert type scale continuum from "Very seldom or not true of me" to "Very often or true of me" (Bar-On, 1997).

One page of the novel *A Rose for Emily* written by William Faulkner (1930) was selected for assessing the students' translation quality. This text includes five paragraphs, which were randomly selected from the fifth page of novel. The Participants translated this text from English to Persian. They were students who passed their translation courses. The Waddington model was used as the rating scale of the translation quality.

This study aimed to investigate the effect of emotional intelligence on the quality of translation. For this purpose, a sample of 59 EFL translation students were selected. After using the Morgan's Model and homogenizing the sample, the number of the participants was reduced to 32 (16 male and 16 female students). Samples had done their translation during one hour. Also, They could use dictionary. Samples answered their EQ-I questionnaires in forty minutes.   A text was selected from an English novels "A Rose for Emily" by William Faulkner (1930). The fifth page of this novel was chosen randomly to be translated. The researcher and two other rated the students' translations based on Waddington's (2001) model of translation assessment. In order to have a reliable score, the inter-rater reliability was computed and the average of all three scores was calculated. These Two raters have BA degree in translation and have translated professionally for seven years. The students were requested to provide their personal information like name, age, educational background, and gender. They were also told that their test result is private and would be used just for research purposes the results of the EQ questionnaire and the average score of the students; translation task were put into analysis by the Excel and SPSS software.

This study is a mixed method research, this study tried to investigate the effect of the EFL students' EQ (and its subscales) on their translation ability. Researcher selects Bar-On –i test to measure her samples' Emotional Intelligence and the novel "a rose for Emily" by William Faulkner to determine the level of translators' ability according to Waddington Model of translation evaluation. Bar-on measure five major scales and 15 subscales (1) Intrapersonal: Emotional self-awareness, Assertiveness, Self-regard, Self-actualization, Independence, (2) Interpersonal: Empathy, Interpersonal-relationship, Social responsibility (3) Adaptability: Problem solving, Reality testing, Reality testing (4) Stress management: Stress tolerance, Impulse control (5) General mood: Happiness, Optimism. Waddington considered the validity of translation according to different four types of method.

RESULTS AND DISCUSSION

Scientific research needs using feasible way to collect the data through questionnaire and using correct statistical analysis is obligatory. EQ questionnaires were scored based on Bar-On EQ- i. In order to analysis the effect of emotional intelligence on quality of translation, Researcher selected her samples from students of Payam Noor University that were passed their translation courses and point score between 407 and 539 in TOEFL test and studied their translations based on Waddington ' model.

To determine the role of translators' EQ in their quality of translation, Pearson product-moment correlations were applied to the data. Maximum and minimum of scores, mean, median, standard deviation and variance of emotional intelligence and quality of translation are presented in Table 3.

Table 3. *The descriptive statistics for the translation test and EQ subscales*

Statistical index	n	Mean	median	mode	Standard deviation	variance	Minimum scores	Maximum scores
EQ	32	32.6	32.6	313	3.59	12.9	249	396
Quality of translation	32	7.94	8.1	8.4	0.5	0.25	5.5	9.5
Problem-Solving	32	22.84	23	25	3.29	10.84	17	30
Happiness	32	23.03	23	23	3.15	9.96	17	30
Independence	32	21.06	21.5	20	3.34	11.22	14	29
Stress Tolerance	32	21.09	21.5	20	3.29	10.86	13	28
Self-Actualization	32	22.56	22	22	2.98	8.89	16	30
Self-Awareness	32	22.28	22	19	3.21	10.33	15	28
Reality-Testing	32	21.03	21	21	2.7	7.32	16	25
Interpersonal Relationship	32	22.65	23	20	3.02	9.13	17	30
Optimism	32	22.09	22	22	3.18	10.15	15	29
Self-Regard	32	22.53	23	24	3.29	10.83	15	30
Impulse Control	32	19.81	19	19	3.68	13.57	13	28
Flexibility	32	20.37	20	20	3.32	11.08	13	25
Social Responsibility	32	22.68	22	22	3.34	11.19	16	29
Empathy	32	22.84	22.5	25	3.43	11.81	17	30
Assertiveness	32	20	20	22	2.9	8.45	15	25

Based on Table 3, maximum and minimum mean is related to emotional intelligence variable (32. 6) and quality of translation (7. 94).Since researcher tries to investigate the effect of combination of gender and emotional intelligence on quality of EFL translation students. The following Table presented samples' frequency based on gender.

Table 4. *Sampl's frequency based on gender*

Statistical index	frequency	percentage
Male	16	50
Female	16	50
Total	32	100

To determine the effect of emotional intelligence on quality of translation, Pearson product-moment correlation was applied. If p_v is calculated less than 0.05, H_0 will be failed. Otherwise, H_0 will be accepted. In order to investigate the null hypothesis, a correlation was carried out between the two factors of the study; EQ, and quality of translation.

Table 5. *Correlation between EQ and quality of translation*

Statistical index	N	R	Sig
EQ& quality of translation	32	0.34	0.053

According to above Table, significant relationship between EQ and quality of translation in 2-tailed test with 0. 05 alpha was calculated 0. 053 and its correlation was 0. 34. it means there isn't a significant correlation between EQ and quality of translation (p > 0.05).

Result indicated that however, emotional intelligence subscales (problem-solving, happiness, flexibility) has a positive relationship with quality of translation. There isn't any significant correlation between EQ and quality of translation (p > 0.05). the result of third hypothesis indicated that the conbmbination of emotional intelligence and gender has a positive effect on quality of translation.

The present study tried to investigate the effect of combination of emotional intelligence and gender on quality of translation. However, the result indicates that significance of gender and emotional intelligence individually has no effect on quality of translation, the combination emotional intelligence and gender has significantly effect on quality of translation. The result of this study is, to a great extent, corresponds with the findings of Ahmad et al. (2009); Naghavi and Redzuan, (2011); Rushton (1982); and Afolabi, (2013) who indicated that gender difference has a significant correlation with emotional intelligence. And combination of them has a positive effect on success.

CONCLUSION AND IMPLICATIONS

According to the discussions presented in this study, translators should have skills to mediate effectively between cultures, understand a client needs and communicate others' messages, recognize others feeling and find ways to handle these perspective absolutely (Davidson, 2012). Although the findings of this study show that emotional intelligence subscales (problem solving, happiness, flexibility) has a positive relationship with quality of translation. There is not any significant correlation between EQ and quality of translation. It is suggested that translators aware about the effect of emotional intelligence on their translation.

Since the result of study show that there are a positive relationship between quality of translation and emotional intelligence subscales (problem solving, happiness, and flexibility), researchers can do more research on these subcategories. The finding of this study indicated that the combination of emotional intelligence and gender is positively related. The combination of emotional intelligence and gender can be an important subject for researches. If researcher believes that both personality traits and emotional intelligence traits are relatively stable over time, future research could examine whether programming in emotional intelligence can improve translators' performance.

CONFLICT OF INTEREST
The authors declare no conflict of interest.

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