

A STUDY OF EMOTIONAL INTELLIGENCE OF COLLEGE TEACHERS

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ABSTRACT

The role of teachers becomes more important as they facilitate the psychological growth of the students too. There is a possibility that instructors can identify their own emotional state as well as the emotional state of their scholars, thus generating a deeper understanding of why they and their students tend to behave in a particular manner. On the other hand, lack of awareness about the emotional state of self or others can give rise to problematic interpretation of the behaviour as well as adoption of inappropriate approaches to handle them. Emotional intelligence is seen taking on a central position in generating the good performance among teachers in schools, colleges and universities (Jennings & Greenberg, 2009). In order to become effective teachers, they must consider their teaching competence beyond the intellectual competence, professional skills and academic qualification. The implications of level of emotional competence of the teachers can be manifested in the form of performance of students (Brackett & Katulak, 2006). In addition to this, emotionally intelligent teachers are also able to recognize how their words and actions can have an impact on the behaviour and feelings of their students. The performance of teachers can be measured in terms of the capability of the students to understand the content covered in classroom and be able to perform well in test or exam. The level of cognitive development achieved by students was endorsed by friendly classroom environment that has been maintained by the teachers. An effective teacher can play a dynamic role in the uplift of the standard of education in meeting the actual demands of the society.

KEYWORDS: *particular manner, , colleges and universities, deeper understanding*

INTRODUCTION

The future generations are the cornerstones for the further development of a nation. In the construction of a building, if the foundation is not taken care of, the whole building is likely to be ruined in the (near) future / any time. Likewise, if the students are not properly taken care of, the development of a nation may not take place systematically. So they have to be molded in the arms of 'right' type of teachers. The interaction between the teacher and students will be smooth if both could maintain good control over their emotions. Pupils respond better to those who are optimistic, empathic, trustworthy and inspirational. Moody, highly explosive, uncaring, short tempered and pessimistic teachers are often avoided or feared. The way teachers express their emotions and respond to others' emotions matters. Kapani (2000) clearly states that there is a need for value oriented teacher education. Teachers are always under tensions and emotional pressures such as accountability, stress, political pressures, superior loads, classroom management problems, the pressure to implement new theoretical models in classrooms which they do not fully comprehend, parental pressures, weeping and screaming students, and other over whelming tensions both real and imagined. A teacher can keep away from these tensions by raising her/his EI and emotional competence powers. Teachers are also expected to help the community in shaping the future generation

students. So that they will be able to take care of their students' emotional development. Based on this background, the researchers have suggested inclusion of training for teachers that specifically aims at the development of their level of emotional competence (Hawkey, 2006). The teachers who are dealing with the problem of stress not only carry a negative action to school, but also present a negative behavior within the classroom. Consequently their performance as an instructor declines, eventually resulting in poor performance of the students. Since being a part of the educational sector as an instructor entails high level of professional stress for the teachers, its impact on the classroom behaviour is also evident. Instructors who are exposed to high level of work related stress have been found to carry a greater risk of developing negative attitude about their jobs and its related responsibilities (Klassen, 2010). This essentially requires the teacher to strengthen the education system by revitalizing its various components. This act truly demands a balanced personality and an Emotional Intelligence on the part of the teacher. Teacher's emotional intelligence determines all the achievement of the students and maintains overall performance of the school. The teacher student conflicts lead to even criminal offences. The class room environment determines the personality of a student. The good class room environment can be created by the Emotional intelligence teachers. So the researcher wants to find the emotional intelligence of the teachers.

REVIEW OF RELATED LITERATURE

- **Animasahun (2010)** investigated IQ, EI and SI would predict prison adjustment among 500 Nigerian prisoners. Findings were prisoners should be exposed to EI training as well as regular, functional religious programmes to enhance their effective adjustment. They concluded that EI and SI are much more important than IQ. Therefore, instead of placing more emphasis on being brilliant, let students and people who has high level of EI and SI is properly encouraged.
- **Rosmarin et al. (2010)** investigated the relationships between gratitude, spiritual/ religious variables, anxiety and depression across multiple religious groups i.e. 120 Christians and 234 Jews. Measures of gratitude, general religiousness, religious practices and positive core beliefs about God (trust in God) were administered alongside measures of trait anxiety and depression. Statistically significant correlations emerged between all variables and concluded that gratitude and spirituality are protective factors against anxiety and depression.
- **Sandage et al. (2011)** investigated generativity strivings in relation to spirituality, ST (spiritual transformation), gratitude and mental health in the educational training context of 94 graduate level students of North America. Intrinsic religiosity was positively and quest negatively related to generativity strivings over and above age. The self-report of a recent ST moderated the relationship between generativity strivings and quest with those reporting an ST showing a quadratic relationship and those not reporting an ST showing a negative relationship. Gratitude mediated the relationship between generativity strivings and mental health.
- **Unterrainer et al. (2011)** presented different types of Religious/Spiritual Well-Being (RSWB) and discussed their relation to personality and psychological Well-being. Findings suggested different facets or dimensions of religiosity and spirituality and these dimensions were found to be related to personality and subjective/psychological well-being in different ways.
- **Ayranci and Semercioz (2011)** assessed the relationships between the spiritual leadership attributes of top Turkish managers and the spirituality and religiosity of those individuals. Results revealed that spiritual leadership of top Turkish managers depends upon their wisdom and altruism, although no statistically significant relationship

was found between spiritual leadership and the issues of spirituality and religiosity.

- **Chin, Anantharaman and Tong (2011)** reviewed articles and concluded that Organizations require its employees to be more committed as well as to have a better cohesive working interrelationship and highlight the importance of EI and SI at the workplace especially for developing countries like Malaysia. With both these intelligences happening in the workplace, the environment will be more conducive. A better working environment relates to a higher level of productivity.
- **Koydemir and Schutz (2012)** examined EI as a predictor of cognitive and affective components of subjective wellbeing among university students in Germany and Turkey. Results indicated a positive relationship between EI and affective as well as cognitive facets of well-being, with a closer association on part of the affective aspect. Whereas participants in Germany reported better well-being than those in Turkey, personality traits and EI explained more variance in well-being measures in Germany than in Turkey. However, the relationship between EI and wellbeing did not appear to be culturally bound.

RESEARCH METHODOLOGY

Operational Definitions of the Key Terms

- **Emotional intelligence:** It is the measures of factors such as self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior
- **College teachers:** The teachers who are teaching at intermediate level from class XI and XII are called college teachers.

OBJECTIVES OF THE PROBLEM

The present study was designed with a view to fulfilling the following objectives based on the major research questions:

- 1 To study the level of emotional intelligence of college teachers and to classify them.
- 2 To study the significant difference in emotional intelligence of male and female secondary school teachers.
- 3 To study the significant difference in emotional intelligence of rural and urban secondary school teachers.
- 4 To study the significant difference in emotional intelligence of Govt and Private Secondary school teachers.
- 5 To study the significant difference in emotional intelligence of different teaching experience of secondary school teachers.

HYPOTHESES OF THE PROBLEM

1. There is no significant difference between Male and female secondary School teachers on their emotional intelligence.
2. There is no significant difference between different age group of secondary School teachers on their emotional intelligence.
3. There is no significant difference between rural and urban secondary School teachers on their emotional

intelligence

4. There is no significant difference between Govt and private secondary School teachers on their emotional intelligence.

VARIABLES OF THE STUDY

Due to weight- age is given to represent the different cross sections of the teachers basing on Gender, locality, teaching experience, Type of school manage, academic stream. As these variables are likely to influence the emotional intelligence and spirituality of secondary school teachers

- a. Gender (Male/Female)
- b. Age (below 30yrs / above 30Yrs)
- c. Locality (Rural / Urban)
- d. Management of the School (Govt/ Private)

SAMPLE OF THE STUDY

The sample consists of 100 college teachers which consist of 50 male and 50 female. Since the population does not form a homogeneous mixture, stratified random sampling technique was used to find the representative sample for the study. The sample was collected from the sattenapalli Palnadu district region.

Table: 1 Sample Distribution – Variable Wise

Variable	Category	No. of teachers	Total
Locality	Rural	52	100
	Urban	48	
Gender	Male	48	100
	Female	52	
Type of college	Govt. college	50	100
	Private college	50	
Age	Below 30 years	31	100
	Above 30 years	69	

METHODOLOGY

The researcher thought that normative survey method is suitable to collect data through questionnaires and tests to teachers on emotional intelligence. The scores were compared variable wise to find out if there are any significant variations. The survey is an important type of study. It may describe a limited population which is the only group under consideration. It involves a clearly defined problem and definite objectives It requires expert and imaginative planning, careful analysis and interpretation of data gathered and logical and skill full reporting of the findings.

TOOL USED FOR THE STUDY

- **1. Emotional Intelligence Scale:** Emotional Intelligence Scale was developed by P. Srinivasan/K. Murugesan. This scale consists 40 items divided into four Dimension– I.Self -awareness, II. Social Awareness, III. Self-Management, IV. Relationship Management.

Table: 3.2 Domains of emotional intelligence

S.NO	Domains of emotional intelligence	Number of items
1.	Self – awareness	06
2.	Social awareness	06
3.	Self –management	12
4.	Relationship management	16
	Total	40

SCORING PROCEDURE

- **Emotional Intelligence Scale:** Each item or statement should be scored one for correct answer and zero for wrong answer.

DE-LIMITATIONS OF THE STUDY

1. This study is limited to 100 college teachers only.
2. The statistical analysis is limited up to 0.05 significant levels only.
3. The study is limited to sattenapalli Palnadu district only

ANALYSIS AND INTERPRETATION OF DATA

4.1 OBJECTIVE WISE ANALYSIS

- **Objective 1:** To study the level of emotional intelligence of college teachers and to classify them.

Table: 4.1 The mean, SD and 1/5th of mean of total sample of the emotional intelligence of the college teachers.

N	MEAN	SD	1/5th MEAN
100	24.72	24.49	4.944

- **Observations:** Total sample is 100. The mean value of the emotional intelligence of college teachers is 24.72; standard deviation is 24.49 and 1/5th of the mean is 4.944.
- **Interpretation:** From the above observation as the 1/5th of the mean is less than SD. So that the result is heterogeneous

Classification of Emotional intelligence

This classification is done on the basis of the scores gathered from the college teachers. Totally 40 items the minimum obtained score is 0 and the maximum score is 40. Range of the observations is 40. It is divided into three levels of emotional intelligence i.e. high average, low level emotional intelligence.

Table: 4.2 Level of emotional intelligence of college teachers

Level of emotional intelligence	Scale	No. of teachers	Percentage
High	27-40	52	52%
Average	15-26	48	48%
Low	0-14	Nil	0

- **Interpretation:** College teachers are found to have high level of emotional intelligence.

- **Objective: 2** To study the significant difference in emotional intelligence of male and female college teachers
- **Hypothesis:** There is no significant difference between the male and female college teachers on their emotional intelligence.

Table: 4.3 Table showing the Mean, S.D. and t - value for the male and female college teachers on their emotional intelligence

Sl. No	Variable	Type	N	Mean	S.D	t-value
1	Gender	Male	48	24.39	5.936	0.335NS
		Female	52	25.32	4.735	

NS: Not Significant: Table values for 1.98 at 0.05 level and 2.63 at 0.01 level (Garrett, Pg No.461)

- **Observations:** The mean value of male teachers is 24.39 and S.D is 5.936 The mean value of female teachers is 25.32 and S.D is 4.735 The t-value is 0.335 is not significant at both levels.
- **Interpretation:** The calculated value at 0.05 levels that is 1.98 and at 0.01 level that is 2.63. Hence the t- value is not significant either at 0.01 level or 0.05
- From the above observations we can infer that there is no significant difference between the male and female college teachers on their emotional intelligence. Hence, the hypothesis is accepted.

Discussions

As the mean of the female teachers is slightly more than that of male teachers on their emotional intelligence It can be concluded that female college teachers and male college teachers have similar on their emotional intelligence.

- **Objective: 4** To study the significant difference in emotional intelligence of different age group of secondary school teachers.
- **Hypothesis:** There is no significant difference between different age group of secondary college teachers on their emotional intelligence.

Table: 4.4 Table showing the Mean, S.D. and t - value for different age group of college Teachers on their emotional intelligence

Sl. No	Variable	Type	N	Mean	S.D	t-value
1	Age	Below 30 years	31	23.35	4.070	0.022NS
		Above 30 years	69	25.56	4.963	

NS: Not Significant: Table values for 1.98 at 0.05 level and 2.63 at 0.01 level (Garrett, Pg No.461)

Observations:

1. The mean value of below 30 years of experience teachers is 23.35 and S.D is 4.070
2. The mean value of above 30 years of experience teachers is 25.56 and S.D is 4.963.
3. The t-value is 0.022 is not significant at both levels.

Interpretation:

1. The calculated value at 0.05 level that is 1.98 and at 0.01 level that is 2.63. Hence the t- value is not significant either at 0.01 level or 0.05
2. From the above observations we can infer that there is no significant difference between the below 30 years and above 30 years of college teachers on their emotional intelligence. Hence, the hypothesis is accepted.

Discussion

The mean value of above 30 years teaching experience is more than that of below 30 years teaching experience of college teachers on their emotional intelligence

- **Objective: 5** To study the significant difference in emotional intelligence of rural and urban college teachers
- **Hypothesis:** There is no significant difference between rural and urban college teachers on their emotional intelligence.

Table: 4.5 Table showing the Mean, S.D. and t - value for the rural and urban college teachers on their emotional intelligence

Sl. No	Variable	Type	N	Mean	S.D	t-value
1	Locality	Rural	52	25.58	4.55	0.158NS
		urban	48	24.23	4.96	

NS: Not Significant: Table values for 1.98 at 0.05 level and 2.63 at 0.01 level (Garrett, Pg No.461)

- **Observations:** The mean value of rural teachers is 25.58 and S.D is 4.55 The mean value of urban teachers is 24.23 and S.D is 4.96 The t-value is 0.158 is not significant at both levels.
- **Interpretation:** The calculated value at 0.05 level that is 1.98 and at 0.01 level that is 2.63. Hence the t- value is not significant either at 0.01 level or 0.05.
- From the above observations we can infer that there is no significant difference between the rural and urban college teachers on their emotional intelligence. Hence, the hypothesis is accepted.

Discussions

As the mean of the rural teachers is more than that of urban teachers on their emotional intelligence. It can be concluded that rural and urban college teachers have similar on their emotional intelligence.

- **Objective: 6** To study the significant difference in emotional intelligence of Govt and private college teachers
- **Hypothesis:** There is no significant difference between Govt and Private secondary school teachers on their emotional intelligence.

Table: 4.6 Table showing the Mean, S.D. and t - value for the Govt and Private college teachers on their emotional intelligence

Sl. No	Variable	Type	N	Mean	S.D	t-value
1	Type of college	Govt	50	25.54	4.74	0.726NS
		Private	50	25.63	5.63	

NS: Not Significant: Table values for 1.98 at 0.05 level and 2.63 at 0.01 level (Garrett, Pg No.461)

Observations

1. The mean value of Govt teachers is 25.54 and S.D is 4.74
2. The mean value of Private teachers is 25.63 and S.D is 5.63
3. The t-value is 0.726 is not significant at both levels.

Interpretation

1. The calculated value at 0.05 level that is 1.98 and at 0.01 level that is 2.63.
2. Hence the t- value is not significant either at 0.01 level or 0.05
3. From the above observations we can infer that there is no significant difference between the Govt and Private college teachers on their emotional intelligence. Hence, the hypothesis is accepted. .

Discussions

As the mean of the Govt teachers is similar than that of Private teachers on their emotional intelligence It can be concluded that Govt and Private College teachers have similar on their emotional intelligence.

MAJOR FINDINGS OF THE STUDY

1. College teachers are found to have high level of emotional intelligence.
2. College teachers are found to be relationship with management is more than that of other domains of emotional intelligence.
3. There is no significant difference between the male and female college teachers on their emotional intelligence. Male and female college teachers have similar on their emotional intelligence.
4. There is no significant difference between the rural and urban college teachers on their emotional intelligence. Rural and urban college teachers have similar on their emotional intelligence.
5. There is no significant difference between the Govt and Private College teachers on their emotional intelligence. Govt and private college teachers have similar on their emotional intelligence.
6. There is no significant difference between the below 30 years and above 30 years of college teachers on their emotional intelligence.

EDUCATIONAL IMPLICATIONS

1. To strengthen the emotional intelligence aspects of the college teachers, guidance and counseling services are to be made an integral part of the college management.
2. As teachers under different managements differ in their influence on the relation between personality dimensions and emotional intelligence, in-depth studies help to identify the effective factors from each type of management

and for their dissemination to other organizations.

- 3 Emotional intelligence factors are to be considered in teacher training programmes and in in-service training programmes.

SUGGESTIONS FOR TEACHERS

On the basis of conclusions and discussions, following recommendations have been made:

- 1 Since the concept of emotional intelligence is relatively new in under-developing countries like ours, so a number of programs, seminars, workshops and conferences for the purpose of awareness and importance of emotional intelligence be planned at district, division and provincial level.
- 2 For the purpose of comparison similar research studies should be conducted to gain information about emotional intelligence of teachers in private sector. This will create an atmosphere of competition between public and private sector institutions.
- 3 For more understanding of emotional intelligence a number of training programs specially for teachers working in rural areas and also for the female teachers

SUGGESTIONS FOR FURTHER RESEARCH

- 1 Keeping in view the procedure adopted for this study and its limitations, the following suggestions are made for further research in this area.
- 2 The study may be replicated with prospective teachers.
- 3 A similar study may be conducted with large sample in the entire coastal districts of Andhra Pradesh.
- 4 A study may be undertaken in the three regions of Andhra Pradesh namely, Coastal and Rayalaseema.
- 5 A comparative study may be undertaken to study the Emotional intelligence of primary school teachers (B.Ed) and primary (D.Ed) levels.
- 6 A study with Emotional intelligence of women teachers can be undertaken.
- 7 The study may be undertaken to school teachers, degree and engineering students studying in various colleges.

CONCLUSIONS

The performance of teachers can be measured in terms of the capability of the students to understand the content covered in classroom and be able to perform well in test or exam. The level of cognitive development achieved by students was endorsed by friendly classroom environment that has been maintained by the teachers. An effective teacher can play a dynamic role in the uplift of the standard of education in meeting the actual demands of the society. This essentially requires the teacher to strengthen the education system by revitalizing its various components. This act truly demands a balanced personality and an emotional intelligence on the part of the teacher. Teacher's emotional intelligence determines all the achievement of the students and maintains overall performance of the +2 level.

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