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A Study of Emotional Intelligence among College Teachers

Abstract

This study highlights the level of Emotional intelligence among college Teachers. The sample consists of 50 college teachers of Gurdaspur District, Punjab. This study shows that there is significant difference between teachers teaching in degree colleges and teachers teaching in education colleges on the variable of "self-awareness" and "empathy". On the other hand there is no significant difference between teacher educators and teachers of degree colleges in their level of "managing emotions", "motivation", and "social skills".

Keywords: Emotional intelligence, Degree college teachers, Teacher Educators.

Introduction

The term 'Emotional Intelligence' refers to the ability of a person's personality to cope effectively and appropriately according to the situation.

Mayor and Salovey have defined Emotional Intelligence as "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth." (1997)

An emotionally healthy person assesses other's emotions effectively. Such persons have the appropriate knowledge of different types of emotions and can recognize different emotional outbursts of others. Emotionally intelligent people has competencies to respond to the almost every emotional demand of others.

According to Mayor and Salovey (EI) is "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior."

Emotional intelligence has the following common components or factors such as perceiving, understanding, using, and managing emotions. Emotional intelligence plays a vital role in one's life. Daniel Goleman is of the view that it is "80% of (EQ) Emotional Quotient which determines one's success in life." In almost every profession potentials are at variance. Every being is equipped with different levels of emotional intelligence and act according to its Emotional Quotient (EQ). The development of emotional intelligence of human being start right from birth. Parents and teachers play a crucial role in the development of emotional intelligence of children. Along with parents, teachers should also instill healthy emotional skills in the learners. It is said that Emotions are caught not taught. A teacher in modern context has to play a role of friend, philosopher and guide to its learners. In order to play these roles effectively it is essential for a teacher to have a balanced emotional intelligence. This paper is written to gain insight about the emotional intelligence among college teachers.

Review of Literature

Alam, M. (2009) conducted a study to investigate the relationship between emotional intelligence (EI) and job satisfaction among the administrative staff in higher education institution in Malaysia. The sample size of the study is 120. The tools carried out were descriptive analysis and linear regression. The majority of them were male employees who were married, and the study concluded that EI has a positive effect on the employees. The study suggested that HR policies have to be developed to ensure that the EI factor must be incorporated particularly in the crucial process like staffing and performance appraisal.

Edannur. (2010) assessed the emotional intelligence level of teachers and educators of Barak Valley region in the Indian state of Assam



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(India). The result showed that the group under study possessed average emotional intelligence. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence.

Kirshnamurthy and Varalakshmi.(2011) conducted a study to know the emotional intelligence of employees working in educational institution. A sample size of 200 teaching and non teaching staff was taken for study on the basis of demographic factors. Questionnaires were designed in five segments consists of personal information, adaptability, assertiveness, emotional management, self esteem and relationship of respondents. The result revealed that the improvement in emotional intelligence would increase the motivation and effectiveness of the employee.

Abdolvahabi, *et. al.* (2012) found the relationship between emotional intelligence and job self efficacy in research courses among 200 Tehran physical education teachers. Bar-On, Emotional and Self efficacy job questionnaires were used to evaluate the teacher's attitudes. The results demonstrated a significant relationship between emotional awareness, empathy and self efficacy.

Hans, A.(2013) conducted a study on emotional intelligence among teachers: A case study of private educational institutions in Muscat. The Study found that the teachers of private educational institutions have high level of Emotional Intelligence.

Atta, M., Ather, M. and Bano, M. (2013) performed a study to examine the relationship pattern between personality traits and emotional intelligence, besides exploring the gender differences. The sample size of the study is 163. The statistical packages used were Alpha coefficients and descriptive analysis, correlation and T-test. The study resulted that female teachers are high on conscientiousness when compared to males. The study suggested using other sources rather than self-reporting method.

Kappagoda, S. (2014) research the teachers who have high emotional intelligence show less work to-family conflict and family-to-work conflict. It is concluded that the possession of high emotional intelligence is more important when balancing work-family responsibilities.

Devi, A.U. and Babu, P. C. (2015) studied the emotional intelligence among faculty of engineering colleges of Kadapa region. A descriptive analysis, t-test and f-test was made for the analysis and concluded that the faculty members have high level of emotional intelligence and it is more important to possess emotional intelligence when managing stress& emotions at workplace

Statement of The Problem

A Comparative Study of Emotional Intelligence among Degree College Teachers and Teacher Educators.

Objectives of the Study

1. To study the difference between teachers teaching in colleges of Education and teachers teaching in Degree colleges on the variable of self-awareness.

2. To study the difference between teachers teaching in educational colleges and degree colleges on the variable of managing emotions.
3. To study the difference between teachers teaching in educational colleges and degree colleges on the variable of motivating oneself.
4. To study the difference between teachers teaching in educational colleges and degree college on the variable of empathy.
5. To study the difference between teachers teaching in educational colleges and degree college on the variable of social skill.

Hypotheses

1. "There exists no significant difference between teachers teaching in colleges of Education and teachers teaching in Degree colleges on the variable of self-awareness."
2. "There exists no significant difference between teachers teaching in educational colleges and degree colleges on the variable of managing emotions."
3. "There exists no significant difference between teachers teaching in educational colleges and degree colleges on the variable of motivating oneself."
4. "There exists no significant difference between teachers teaching in educational colleges and degree colleges on the variable of Empathy."
5. "There exists no significant difference between teachers teaching in educational colleges and degree colleges on the variable of Social Skill."

Method

The present study is the survey type and descriptive in nature. So, descriptive survey method was used to conduct the present study.

Sample

In the present study a sample of 50 teachers (25 teachers of educational college and 25 teachers of degree college) of Gurdaspur district only, was taken. The teachers were selected from different educational colleges and degree colleges on the basis of random sampling method.

Statistical Techniques

Raw scores have no values unless they are subjected to statistical treatment. In the present study, to find out the significance of difference between the above said variables-their means, standard deviations, standard error of difference between mean and t-ratio were calculated. On the whole following techniques were used:-

1. Mean
2. Standard deviation
3. t-ratio (to check the significance)

Hypothesis 1

"There exists no significant difference between teachers teaching in colleges of Education and teachers teaching in Degree colleges on the variable of self-awareness."

For the verification of above mentioned hypothesis, first of all raw scores obtained from teachers teaching in colleges of Education and Degree colleges were tabulated. The Mean, Standard Deviation, Difference between Means were calculated. Then to test whether the difference

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between means is significant or not, t-test was applied.

Table 1.1

Showing means (\bar{X}), standard deviation (σ), difference between means (D), Standard error of difference between means (σD) and t- test for self- awareness between teachers teaching in colleges of Education and Degree Colleges.

Group	Sample	Mean (\bar{X})	Standard Deviation(σ)	Difference between Means(D)	Standard Error of difference between Means (σD)	t-value
Teachers of Education Colleges	25	33.6	5.3	3.64	1.637	2.22
Teachers of Degree colleges	25	37.24	6.23			

Discussion Based on Table 1.1

While observing the table 1.1, it is clear that Mean values of teachers of Education Colleges and Degree colleges for self-awareness comes out to be 33.6 and 37.24 respectively. To find out whether the difference between the means is significant or not t-value was calculated which comes out to be 2.22. When compared with tabulated value the calculated value found to be significant leading to rejection of null hypothesis.

From the above results it may be calculated that teachers of Education Colleges and Degree colleges do differ in their level of self-awareness.

Thus Hypothesis 1 "There exists no significant difference between teachers teaching in colleges of Education and teachers teaching in

Degree colleges on the variable of self-awareness." is rejected.

Hypotesis 2

"There exists no significant difference between teachers teaching in educational colleges and degree colleges on the variable of managing emotions."

For the verification of above mentioned hypothesis, first of all raw scores obtained from teachers teaching in colleges of Education and Degree colleges were tabulated. The Mean, Standard Deviation, Difference between Means were calculated. Then to test whether the difference between means is significant or not, t-test was applied.

Table 1.2

Showing means (\bar{X}), standard deviation (σ), difference between means (D), Standard error of difference between means (σD) and t- test for the variable of managing emotions between teachers teaching in colleges of Education and Degree Colleges.

Group	Sample	Mean (\bar{X})	Standard Deviation(σ)	Difference between Means(D)	Standard Error of difference between Means (σD)	t-value
Teachers of Education Colleges	25	32.68	3.54	0.48	1.03	0.46
Teachers of Degree colleges	25	32.20	-3.78			

Discussion Based on Table 1.2

While observing the table 1.2, it is clear that Mean values of teachers of Education Colleges and Degree colleges for managing emotion comes out to be 32.68 and 32.20 respectively. To find out whether the difference between the means is significant or not t-value was calculated which comes out to be 0.46. When compared with tabulated value the calculated value found to be insignificant leading to acceptance of null hypothesis.

From the above results it may be calculated that teachers of Education Colleges and Degree colleges do not differ in their level of managing emotions.

Thus Hypothesis 2 "There exists no significant difference between teachers teaching in

educational colleges and degree colleges on the variable of managing emotions." is accepted.

Hypothesis 3

"There exists no significant difference between teachers teaching in educational colleges and degree colleges on the variable of motivating oneself."

For the verification of above mentioned hypothesis, first of all raw scores obtained from teachers teaching in colleges of Education and Degree colleges were tabulated. The Mean, Standard Deviation, Difference between Means were calculated. Then to test whether the difference between means is significant or not, t-test was applied.

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Table 1.3

Showing means (\bar{X}) standard deviation (σ), difference between means (D), Standard error of difference between means (σD) and t- test for the variable of motivating oneself between teachers teaching in colleges of Education and Degree Colleges.

Group	Sample	Mean (\bar{X})	Standard Deviation(σ)	Difference between Means(D)	Standard Error of difference between Means (σD)	t-value
Teachers of Education Colleges	25	36.84	4.60	1.2	1.28	0.93
Teachers of Degree colleges	25	35.64	4.46			

Discussion Based on Table 1.3

While observing the table 1.3, it is clear that Mean values of teachers of Education Colleges and Degree colleges for motivating oneself comes out to be 36.84 and 35.64 respectively. To find out whether the difference between the means is significant or not t-value was calculated which comes out to be 0.93. When compared with tabulated value the calculated value found to be insignificant leading to acceptance of null hypothesis.

From the above results it may be calculated that teachers of Education Colleges and Degree colleges do not differ in their level of motivation.

Thus Hypothesis 3 "There exists no significant difference between teachers teaching in

educational colleges and degree colleges on the variable of motivating oneself." is accepted.

Hypothesis 4

"There exists no significant difference between teachers teaching in educational colleges and degree colleges on the variable of Empathy."

For the verification of above mentioned hypothesis, first of all raw scores obtained from teachers teaching in colleges of Education and Degree colleges were tabulated. The Mean, Standard Deviation, Difference between Means were calculated. Then to test whether the difference between means is significant or not, t-test was applied.

Table 1.4

Showing means (\bar{X}), standard deviation (σ), difference between means (D), Standard error of difference between means (σD) and t- test for the variable of Empathy between teachers teaching in colleges of Education and Degree Colleges.

Group	Sample	Mean (\bar{X})	Standard Deviation(σ)	Difference between Means(D)	Standard Error of difference between Means (σD)	t-value
Teachers of Education Colleges	25	38.32	4.59	4.44	1.36	3.26
Teachers of Degree colleges	25	33.88	5.03			

Discussion Based on Table 1.4

While observing the table 1.4, it is clear that Mean values of teachers of Education Colleges and Degree colleges for the variable of Empathy comes out to be 38.32 and 33.88 respectively. To find out whether the difference between the means is significant or not t-value was calculated which comes out to be 3.26. When compared with tabulated value the calculated value found to be significant leading to rejection of null hypothesis.

From the above results it may be calculated that teachers of Education Colleges and Degree colleges do differ in their level of Empathy.

Thus Hypothesis 4, "There exists no significant difference between teachers teaching in

educational colleges and degree colleges on the variable of Empathy." is rejected.

Hypothesis 5

"There exists no significant difference between teachers teaching in educational colleges and degree colleges on the variable of Social Skill."

For the verification of above mentioned hypothesis, first of all raw scores obtained from teachers teaching in colleges of Education and Degree colleges were tabulated. The Mean, Standard Deviation, Difference between Means were calculated. Then to test whether the difference between means is significant or not, t-test was applied.

Table 1.5

Showing means (\bar{X}), standard deviation (σ), difference between means (D), Standard error of difference between means (σD) and t- test for the variable of between teachers teaching in colleges of Education and Degree Colleges.

Group	Sample	Mean (\bar{X})	Standard Deviation(σ)	Difference between Means(D)	Standard Error of difference between Means (σD)	t-value
Teachers of Education Colleges	25	37.72	5.29	0.8	1.39	0.57
Teachers of Degree colleges	25	36.92	4.50			

Discussion Based on Table 1.5

While observing the table 1.5, it is clear that Mean values of teachers of Education Colleges and Degree colleges on variable of Social Skill comes out to be 37.72 and 36.92 respectively. To find out whether the difference between the means is significant or not t-value was calculated which comes out to be 0.57. When compared with tabulated value the calculated value found to be insignificant leading to acceptance of null hypothesis.

From the above results it may be concluded that teachers of Education Colleges and Degree colleges do not differ in their level of Social Skill.

Thus Hypothesis 5, "There exists no significant difference between teachers teaching in educational colleges and degree colleges on the variable of Social Skill." is accepted.

Conclusion

The following are some of the important conclusions of the study:

1. It is found that teachers of degree colleges are more self - aware as compared to teachers in educational colleges.
2. There is no significant difference among teacher educators and teachers of degree colleges in their level of managing emotions, motivation and social skills.
3. It is found that teachers of educational colleges are more empathetic in nature as compared to teachers in degree colleges.

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