

## EMOTIONAL INTELLIGENCE - A STUDY ON WOMEN'S COLLEGE TEACHERS IN MADURAI CITY

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### **Abstract**

*Emotional Intelligence impacts on different aspects in our day to day life, such as the way we behave and interact with others. Emotions at the working place generally fall into the category of positive (good) and negative (bad) emotions. Positive emotions are the feelings of an individual that are favourable to the attainment of institution goals while negative emotions are perceived to be destructive of the institutions.*

*This study tries to find the Emotional Intelligence of the faculty members of colleges in Madurai city. The teachers have heavy mental exercise in their work. Due to their heavy mental exercise they get more emotions and stress towards their work and personal life. It is difficult for teachers to remain healthy and effective in demanding work environments unless they learn and apply positive stress management skills daily. Teaching is a stressful profession. High levels of negative stress and emotional reactivity lead to burn-out and/or negative outcomes.*

*While teachers cannot control issues related to salary, teaching assignment, paperwork, class size, student behavior, or support from administrators, they can learn and choose to develop skilled behaviors to deal with stressors. Emotional intelligence skills are the key to managing stress and the daily pressures of life and work. This study is analyse the level of the emotional intelligence of the college teachers. The sample consisted of 50 college teachers from Madurai city. Random sampling method was used to select the samples and through questionnaire information was collected. Research tools were used to find the findings and conclusion.*

**Key words:** *Emotional Intelligence, Education Model of Emotional Intelligence, Teacher Stress and Attrition, Work Stress*

### **Introduction**

The Emotional Intelligence is a set of qualities and competencies that capture a broad collection of individual skills and dispositions, usually referred to soft skills or inter and intra-personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. Emotions are an intrinsic part of our biological makeup, and every morning they march into the office with us and influence our behaviour.

At present the effects of emotional intelligence on women teachers and thereby institutions and analysing the various other facts of the Emotional Quotient are given more

important to study in depth. According to Goleman's model Emotional Intelligence consists of five factors: Knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. It plays a significant role on the teachers in the institutions. More institutions are realizing that encouraging emotional intelligence skills and balancing the work are vital components of their management philosophy.

Emotional intelligence skills are the key to managing stress and the daily pressures of life and work. In this context, the issues listed below become relevant to the study:

1. The emotional intelligence factors influence on the perception of the respondent towards their students and work.
2. Problems and difficulties faced by the teachers in colleges.

This study seeks to examine the various skills and abilities involved in the Emotional Intelligence towards the emotions and stress by analysing the major problems encountered by women teachers in colleges and the solutions to deal more significantly and increasingly with effectiveness.

### **Emotional Intelligence**

Emotional intelligence refers to emotional reasoning. It points to the ability to express one's emotions, understand one's own and others emotions, regulate one's own emotions and manage emotions of others.

The subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide ones thinking and actions.

From the above definitions it is clear that Emotional intelligence is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. There are five elements identified as the components of emotional intelligence: self awareness, self regulation, motivation, empathy and social skills that comprise the field of emotional intelligence. Emotional intelligence has four branches: Perceiving emotions, reasoning with emotions, understanding emotions, managing emotions. Emotional intelligence has four attributes: Self awareness, self management, social awareness, relationship management. Importance and effects of Emotional Intelligence

### **Education Model of Emotional Intelligence**

In education model (Nelson and Low, 1977-2005), a defining feature is that emotional intelligence is best understood and learned when framed around specific emotional skills and competencies. Simply stated, emotional intelligence is a learned ability to identify, understand, experience, and express human emotions in healthy and productive ways. Emotional experience and expression are unique to each teacher and student. No one else thinks, expresses feelings, chooses behaviors, and acts in the same

way. Our research-based approach to emotional intelligence addresses this unique human condition.

Emotional intelligence as a confluence of developed abilities to: (1) know and value self; (2) build and maintain a variety of strong, productive, and healthy relationships; (3) get along and work well with others in achieving positive results; and (4) effectively deal with the pressures and demands of daily life and work. The development of emotional intelligence is an intentional, active, and engaging process.

Affective learning requires a person-centered process for teacher and student growth and development. When emotional intelligence skills are a focus of learning, teachers and students are building human development behaviors that are intricately related to the positive outcomes of achievement, goal achievement, and personal well-being.

### **Teacher Stress and Attrition**

Educators live in a time of rapid change and increased demands. Physical and psychological problems occur when constant alarm reactions exhaust our response capacities. Our body's alarm responses are set off by stressors. Stress is related to both positive and negative change, and stress is not the problem. Stress negatively impacts health and productivity when our responses to stressors are too intense and too long in duration. It is difficult for teachers to remain healthy and effective in demanding work environments unless they learn and apply positive stress management skills daily.

Teaching is a stressful profession. High levels of negative stress and emotional reactivity lead to burn-out and/or negative outcomes. The unrealistic expectations between teacher training and reality of teaching, a lack of clear performance standards with constructive feedback, increasing physical demands and added responsibilities, inadequate pay and resources, and physically and psychologically dangerous work environments lead to teacher dissatisfaction and attrition.

### **The Emotionally Intelligent Teacher**

Emotionally healthy behavior is reflected in characteristic ways of (1) thinking, (2) identifying, managing, and expressing feelings, and (3) choosing effective behaviors. Becoming an emotionally intelligent teacher is a journey and process, not an arrival state or end result. Emotionally intelligent teachers are active in their orientation to students, work, and life. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong, negative emotions. An emotionally intelligent teacher learns and applies emotional intelligence skills to improve:

- physical and mental health by gaining knowledge/techniques to break the habit of emotional reactivity (Stress Management);

- productivity and personal satisfaction by helping to harmonize their thinking and feeling minds (Self Esteem and Confidence);
- self esteem and confidence by learning specific emotional intelligence skills (Positive Personal Change);
- communication in personal and work relationships (Assertion);
- ability to manage anxiety and improve performance under pressure (Anxiety Management);
- ability to quickly establish and maintain effective interpersonal relationships (Comfort);
- ability to understand and accept differences in others and diversity issues (Empathy);
- ability to plan, formulate, implement effective problem solving procedures in stressful situations (Decision Making);
- ability to positively impact, persuade, and influence others (Leadership);
- ability to direct energy and motivation to accomplish personally meaningful goals (Drive Strength);
- Ability to control and manage anger and improve performance under stressful conditions and situations (Anger Management).

The Emotional Skills Assessment Process and Emotional Learning System provide an assessment and learning process to help teachers develop a plan of action to learn and apply emotional intelligence skills. Teachers who intentionally develop emotional skills and model emotionally intelligent behavior on a daily basis experience more success and satisfaction in their professional career and life.

Emotionally intelligent teachers are more resilient and proactive in responding to stressors and less likely to react to stress. Teachers who model emotional intelligence are characterized by: intentional reflective (not reactive) behavior, more flexible (not resistant to change), assertive communication (not aggressive or passive), more optimistic and hopeful (not pessimistic and negative), and relies on skills and positive habits (not reactive habits).

#### **Objectives of the Study**

- To identify the level of emotional intelligence of the college teachers.
- To study the relationship between the college teachers age and years of experience with their emotional intelligence.

## Research Methodology

### Methodology

Both primary and secondary data have been used in this study. Primary data was collected on survey method through a structured questionnaire. The questionnaire was prepared by taking into consideration of the objectives of the study. Secondary data have been gathered from books, journals, and website and so on.

### Sample Design

This study was conducted in Madurai City. Simple Random Sampling Technique was used for selecting sample size of 50 respondents of women teachers in the colleges in Madurai City.

### Collection of Data

The study is an empirical research based on survey method and both the primary and the secondary data. A five point scale based on likert summated rating scale was constructed to measure the opinion of the teachers towards their various Emotional Intelligence Skills.

### Methods and Tools of Analysis

For data analysis and interpretations tabulation had been used and various statistical tools were adopted like percentage analysis, weighted average and the like.

Table 1

Variables	Mean & Standard Deviation	n	%
<b>Age Group</b>			
<=25	Mean = 30.6	5	10
25 - 30	SD = 5.19	22	44
30 - 35	Min = 22.5	13	26
35 - 40	Max = 42.5	7	14
> 40		3	6
<b>Years of working experience</b>			
<5	Mean = 6.9	21	42
5 - 10	SD = 4.65	18	36
10 - 15	Min = 2.5	7	14
>15	Max = 17.5	4	8

Source: Primary data

Table 1 shows the mean age of the teachers is 30.6 (SD = 5.19) and the mean years of working experience as a teacher is 6.9 (SD = 4.65).

**Table 2: Level of Self Awareness skill**

Sl. No	Self- Awareness	No. of Respondents	Percentage of Respondents
1	Always	15	30
2	Often	16	32
3	Some times	14	28
4	Rarely	4	8
5	Never	1	2
	Total	50	100

Source: Primary Data

Table 2 shows that 32 per cent of the respondents often aware about themselves.

**Table 3: Level of Self Management skill**

Sl. No	Self- Management	No. of Respondents	Percentage of Respondents
1	Always	19	38
2	Often	12	24
3	Some times	12	24
4	Rarely	5	10
5	Never	2	4
	Total	50	100

Source: Primary Data

Table 3 shows that 38 per cent of the respondents always have their self management

**Table 4: Level of Social - Awareness skill**

Sl. No	Social-Awareness	No. of Respondents	Percentage of Respondents
1	Always	27	54
2	Often	13	26
3	Some times	7	14
4	Rarely	2	4
5	Never	1	2
	Total	50	100

Source: Primary Data

Table 4 shows that 54 per cent of the respondents always have their Social - Awareness

**Table 5: Level of Relationship - Management skill**

Sl. No	Relationship Management	No. of Respondents	Percentage of Respondents
1	Always	26	52
2	Often	12	24
3	Some times	7	14
4	Rarely	3	6
5	Never	2	4
	Total	50	100

Source: Primary Data

Table 5 shows that 52 per cent of the respondents always have their Relationship - Management

**Table 6: Weighted average results for the level of Emotional Intelligence skills**

Sl. No	Emotional Intelligence Skills	Always	Usually	Some times	Rarely	Never
1	Self - Awareness	15	16	14	4	1
2	Self - Management	19	13	12	5	1
3	Social - Awareness	27	13	7	2	1
4	Relationship - Management	26	12	7	3	2
	Average	21.75	13.5	10	3.5	1.25
	Wgt. Avg.	7.25	3.60	2.00	0.47	0.08

From the above Table 6, that the most of the teachers are always with the point that they have the more emotional intelligence skills that encouraging and balancing their Self - Awareness, Self - Management, Social - Awareness, and Relationship - Management towards their emotions.

### Findings

The age group that showed the highest level of emotional intelligence were those that fall into the category >30 years old. The year of working experience that showed the highest level of emotional intelligence were those that fall into the category of >7 years. However there is a significant difference between the age and working experience with the level of emotional intelligence. 32 per cent of the respondents often aware about themselves. 38 per cent of the respondents always have their self management. 54 per cent of the respondents always have their Social - Awareness. 52 per cent of the respondents always have their Relationship - Management. The weighted average shows that the most of the teachers are always with the point that they have the more emotional intelligence skills

that encouraging and balancing their Self - Awareness, Self - Management, Social - Awareness, and Relationship - Management towards their emotions.

### Summary and Conclusion

As the findings of this research proved that emotional intelligence improves with age and experience. The researcher would agree with Daniel Goleman author of *Working with Emotional Intelligence* that claims the growth of emotional intelligence increases with maturity (Goleman, 1998).

Emotion is defined as the feeling of affection. Positive self-concept can contribute in influencing emotional intelligence and reacting to situations positively. Therefore, the development of a positive self-concept is so essential for human growth and development. Increased emotional intelligence will lead to enhanced self awareness, better understanding about people's behavior.

Emotional Intelligence is highly powerful tool to drag out the emotional sensitivity which gives a new path way. Emotional Intelligence skills enable the women teachers to control their emotions and motive themselves effectively. It is clear that the people with high Emotional Intelligence and competencies are more successful in workplace than less Emotional Intelligence. So, Emotional Intelligence has also got the ability of increasing the performance of the teachers in colleges. It also helps to develop high job satisfaction, student behavior, career commitment and effective commitment to manage their emotional turnout effectively. To become more socially and emotionally competent, the institutions should increasingly provide training to enhance Emotional Intelligence of the women teachers in the colleges.

In summary, the research literature provides a clear and compelling case for the importance of emotional intelligence to teacher's success, academic achievement, retention, personal health, and leadership. To achieve the high goals and expectations of education in the 21st century, the intentional inclusion and development of emotional intelligence skills in teacher preparation programs and student development programs are needed.

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