

## EMOTIONAL INTELLIGENCE COLLEGE AMONG TEACHERS IN COIMBATORE

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### Abstract

*The capacity to handle one's own emotions and other people's is termed emotional intelligence. The importance of the Intelligent Quotient during 20th century started to decline as lot of research is done in emotional intelligence quotient at the dawn of 21st century. The emotional intelligence of teacher is a crucial element for successful teachers. Teachers with high emotional intelligence level handle their own emotions effectively, particularly their negative emotions. The application and use of Emotional Intelligence is observed in everyday life of teachers in teaching and learning cycle for attaining success and satisfaction. The objectives of the studies were to study the experience related to Emotional Intelligence among teachers in private educational institution in Coimbatore and to examine the level of emotional intelligence among them based on gender, age, qualification and work experience. The important findings of the study were, higher overall emotional intelligence score of 4.03 implies that teachers in Coimbatore have high level of emotional intelligence. Self consciousness is the most important factor among the teachers.*

**Keywords:** Emotional intelligence, college teachers

### Introduction

The capacity to handle one's own emotions and other people's is termed emotional intelligence. The importance of the Intelligent Quotient during 20<sup>th</sup> century started to decline as lot of research is done in emotional intelligence quotient at the dawn of 21<sup>st</sup> century. To a definite degree we can say that the emotional intelligence is an amalgamation of both emotion and intelligence.

Behaviour at different places like school, community and the work-place is to a large extent influenced by emotional intelligence skills. At the individual level, communication skills, academic achievement, personal relationships, and other activities are related to an individual's emotional intelligence skills. The emotional intelligence has the ability to enhance our understanding of how individuals behave and adjust themselves to social environment. It is now being identified as a crucial differentiator in the work place, in relation to personal and organizational success.

The emotional intelligence of teacher is a crucial element for successful teachers. Teachers with high emotional intelligence level handle their own emotions effectively, particularly their negative emotions. The application and use of Emotional Intelligence is observed in everyday life of teachers in teaching and learning cycle for attaining success and satisfaction.

Consciousness of Emotional Intelligence and particularly their own level of Emotional Intelligence will increase the teacher's their ability to identify their own and students' strengths and areas for development in social, moral, ethical and cognitive dimensions.

### **Review of Literature**

An individual's intelligence is typically described involving mental capabilities. These capabilities usually include the ability to reason, the ability to plan, the ability to solve problems, the ability to think abstractly, the ability to comprehend ideas and language, and the ability to learn.

The concept of emotional intelligence (EI) gained popular attention among academics and corporate organizations through the work of Goleman (1995), who defined EI as a composite of abilities such as "being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratifications; to regulate one's mood and keep distress from swamping the ability to think; to empathize and to hope" (p. 34). However, EI was first used by Salovey and Mayer (1990), who defined the construct as "the ability to monitor one's feelings and emotions, to discriminate among them, and use this information to guide one's thinking and actions" (p. 189). Importantly, they found that individuals differ in how skilled they are at recognizing, understanding, and using emotional information. Salovey, Bedell, Detweiler and Mayer (2000) contended that a person's success in life depends on their ability to reason about emotional experiences, and to use emotions to augment their cognitive skills.

Goleman (1998) reported that EI is twice as important as technical skills and IQ for success in jobs at all levels. He suggested that EI plays an increasingly important role at higher levels in the organization, with differences between 'star performers' and average ones in senior positions being more attributable to EI factors than cognitive abilities. Many studies have suggested that individuals who exhibit high levels of emotional intelligence are more likely to experience performance-related success than those who exhibit lower emotional intelligence (e.g., Fox & Spector, 2000; George, 2000; Goleman, 1995).

According to Ciarrochi, Chan, Caputi, and Roberts (2001) Emotion appears to be engaged in all aspects of human interaction. Our emotions are something that we are familiar with and use in our daily life, as well as something that we recognize readily in everyday situations as we read peoples' faces or body language.

### **Objectives of the Study**

The objectives of the studies were to study the experience related to Emotional Intelligence among teachers in private educational institution in Coimbatore and to

examine the level of emotional intelligence among them based on gender, age, qualification and work experience.

### Need for the Study

Building one's Emotional intelligence has a lifelong impact. Many parents and teachers, alarm by increasing levels of conflict in college students ranging from low self-esteem to early drug and alcohol use depression. So it is essential for the teachers to have high emotional intelligence quotient to help the students in distress.

The information gathered from this study will help Educational institutions, Teachers, and Researchers better understand the interplay of emotional intelligence skills and teacher performance in colleges.

### Research Methodology

Descriptive Research design was used for this research based on adoption of survey method. Convenience sampling method was adopted for this study. 100 questionnaires were distributed among the teachers of private educational institutions at Coimbatore city. Both primary and secondary data were used for the study.

### Results and Discussion

The demographic characteristics of the respondents are presented in the following table:

**Table 1 Socio-Economic Profile of the Respondents**

Age	Below 25 years	22
	25 years to 35 years	47
	35 years to 45 years	21
	Above 40 years	10
Gender	Female	56
	Male	44
Highest Educational qualification	Doctorate	35
	M. Phil.,	32
	Masters Degree	33
Residence	Urban	63
	Rural	37
Marital Status	Married	72
	Unmarried	17
	Others	11
Teaching experience	Below 5 years	26
	5 years to 10 years	39
	11 years to 15 years	23
	Above 15 years	12

Regarding the socio-economic profile of the respondents 55 per cent of the respondents are female and the rest 45 per cent are male. 22 per cent of the respondents are in the age group of below 25 years, 47 per cent are in the age group 25 to 35 years, 21 are in the age group 35 to 45 and the rest 10 per cent are in the age group of above 45. Highest educational qualification of 35 per cent of the respondents is doctorate, for 32 it is Master of Philosophy diploma and for the rest 33 it is master's degree. Regarding residential area 63 per cent are from urban area and the rest 37 per cent are from rural areas. Marital status of majority of the respondents is married. Majority of the respondents have 10 - 15 years of teaching experience.

#### Emotional Intelligence Score of Respondents and Their Socio-Economic Profile

The emotional intelligence related competencies that influence the level of emotional intelligence of the respondents was measured using a "Emotional Competencies Scale", developed by Dr.R.S.Dwividi (2002). Emotional intelligence score was calculated and the emotional intelligence score of various categories of respondents is detailed in the following table.

**Table 2 Emotional Intelligence Score of the Respondents**

Age	Below 25 years	3.86
	25 years to 35 years	4.05
	35 years to 45 years	4.21
	Above 40 years	3.99
Gender	Female	4.08
	Male	3.98
Highest Educational qualification	Doctorate	4.09
	M. Phil.,	3.98
	Masters Degree	4.03
Residence	Urban	4.03
	Rural	4.05
Marital Status	Married	4.12
	Unmarried	4.16
	Others	3.29
Teaching experience	Below 5 years	3.91
	5 years to 10 years	4.09
	11 years to 15 years	4.17
	Above 15 years	3.87

Among the various age groups of respondents, respondents in 35 years to 45 years group has the highest emotional intelligence score of 4.21. The emotional intelligence level of female respondents is 4.08 and the score of male respondents is 3.98. Amongst the respondents belonging to various educational qualification groups, respondents with doctoral degree have the highest emotional intelligence score of 4.09. Unmarried

respondents have higher emotional intelligence score than married respondents. The overall emotional intelligence level of respondents is 4.03.

### Factor Analysis

Using the emotional competencies scale factor analysis was conducted and eight factors were obtained they are Self consciousness, Empathy, Self motivation, Interpersonal elations, Truthfulness, Values, Dedication and Selfless conduct.

### Conclusion

The destiny of any nation is chiselled by teachers inside the four walls of the classroom. Teachers with high emotional intelligence are better equipped to produce well balanced students who can survive and excel in the modern word. Higher overall emotional intelligence score of 4.03 implies that teachers in Coimbatore have high level of emotional intelligence. Self consciousness is the most important factor among the teachers.

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