

A STUDY ON FACTORS AFFECTING THE EMOTIONAL INTELLIGENCE OF TEACHERS

Femy O A, Assistant Professor, SreeKeralaVarma College, Thrissur

*DrJosheena Jose, Assistant Professor & Research Guide,
PG Department of commerce, Christ College (Autonomous) Irinjalakuda*

Abstract

Emotional Intelligence is of great importance in education and teaching because it helps the teachers to understand their students in a better way. A teacher with weak emotional intelligence cannot guide and motivate students positively. But a teacher with emotional balance can motivate students positively. It prevent stress and help them to deal with complicated situations in classroom without affecting the students. Empathy a key emotional intelligence skill is very much essential for a teacher to understand and impart the learning in a way suitable to the background and culture of the students. The social skills and motivation are useful for the teachers to achieve the objectives of the subject being taught.

Keywords: Emotional intelligence, Empathy, self awareness, social skills

Part 1

1.1 Introduction

Today education plays a very important role in developing individuals both physically and mentally. In Kerala priority is always given to education and literacy. So Kerala is ranked as one of the most literate state in India. The government is spending quite a number of amount in developing the infrastructure and quality of the schools and colleges. Kerala being highly literate, the government and the teaching community had and are playing a vital role to see that most of the people are at least able to read and write. Teachers play a very important role in the education system. They play a number of roles among students such as teacher, guide, mentor, friend and philosopher etc. The present study is going to conduct among college teachers. A teacher is a friend, therapist, tutor, counsellor etc. of students who have a wide range of learning, mental, emotional and physical disabilities. So the teachers must have the ability of emotional intelligence skills. Then only they can truly guide their students. Emotional Intelligence is of great importance in education and teaching because it helps the teachers to understand their students in a better way. A teacher with weak emotional intelligence cannot guide and motivate students positively. But a teacher with emotional balance can motivate students positively. It prevent stress and help them to deal with complicated situations in classroom without affecting the students. Empathy a key emotional intelligence skill is very much essential for a teacher to

understand and impart the learning in a way suitable to the background and culture of the students. The social skills and motivation are useful for the teachers to achieve the objectives of the subject being taught.

Emotional Intelligence

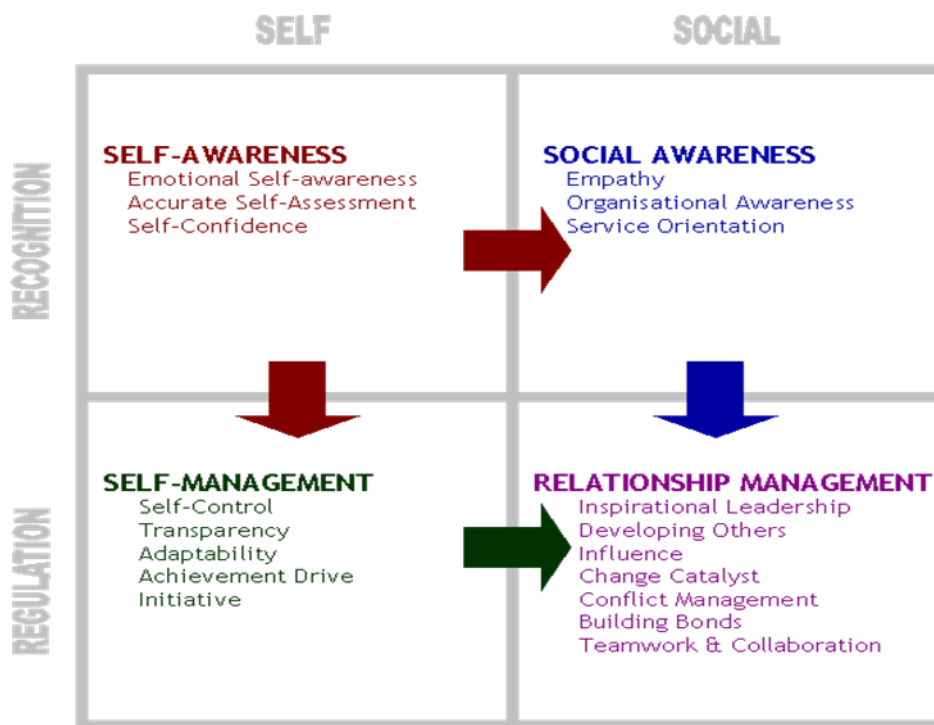
The word Emotional Intelligence consists of two words Emotion and intelligence. Emotion is a strong feeling deriving from one's circumstances, mood or relationships with others. Intelligence is the ability to learn, understand and think in a logical way about things. Emotional intelligence is the capacity to be aware of control and express one's own emotions and to handle interpersonal relationships judiciously and empathetically. People who have control over the emotions can manage and understand others as well as himself. But people who have no ability to control our own emotions will always in a stressful situation and they can't understand others as well as himself. According to Dr. Daniel Goleman "Emotional intelligence is the ability of a person to manage and control his or her own emotions as well as the emotions of others. It is the largest single predictor of success in the work life. It is the capacity to recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationship (Dr. Daniel Goleman). It refers to one's capacity to perceive, process and regulate emotional information accurately and effectively, both within oneself and in others and to use this information to guide one's thinking and actions and to influence those of others (Mayer and Salovey 1990). Emotional intelligence, as defined by Multi-Health Systems (2016) is "a set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way. So emotional intelligence is the ability and capacity of a person to understand his or her own emotions and assess our own strength and weaknesses and create a group synergy to achieve organisational objectives. They have the ability of leadership, good communication skills and is able to cope up with changes. A person with high emotional intelligence can influence others in a positive way. They were optimistic and have an inner urge to move forward to reach their goals.

1.2 Review of Literature

1. Alina Margaritoiu (2015) conducted a study among teachers of special schools in Prahova, Romania regarding teachers commitment. She found that that the teachers' commitment is positively correlated with the wellbeing and achievement of children with disabilities and loyalty for special school, in spite of the difficulties and the characteristics of children with severe and multiple disabilities. Teachers' commitment indicates that teachers with high levels of commitment work harder, demonstrate stronger affiliation to special schools, and show more desire to carry out the goals of teaching and to obtain progress with the children.
2. Pavithra Narasimhan (2018) conducted a study among volunteer school teachers who were working in ICSE School in Chennai. She attempts to find out the relationship among emotional intelligence and job satisfaction by analysing the

factors of rears of experience, educational level, and family income. She concluded the study with the result that emotional intelligence has a positive impact on job satisfaction.

3. KrishnaveniVenkatachalam(2017) conducted a study on emotional intelligence and occupational stress of bank employees in Kottayam district, Kerala. The study summarised that emotional intelligence plays a significant role in professional life success but emotional intelligent people is also affected by workplace stress.
4. Daniel Goleman model (1995) is used for understanding the factors of emotional intelligence of service providers. Goleman’s conceptual model of emotional intelligence covers four major factors such as self-awareness, self-management, social awareness and relationship management. These factors considered as the predictor of tourist satisfaction. If a service provider has all these qualities he is able to satisfy their customers



Source: Daniel Goleman’s Emotional intelligence book

1.3 Statement of the Problem

Education caters the holistic development of the student. In this teachers play a very important role. They play a number of roles among students such as teacher, guide, mentor, friend and philosopher etc. Now a days students are more sensitive and reactive especially the college students. They have no ability to take sensible decisions. In order to handle this category of students a teacher must have the quality of emotional intelligence. But in sometimes the teachers deliver negative

emotions due to their family problems and occupational stress. It will adversely affect the students. A teacher with weak emotional intelligence cannot guide and motivate students positively. But a teacher with emotional balance can motivate students positively. It prevents stress and helps them to deal with complicated situations in classroom without affecting the students. So the present study analyses the factors affecting the emotional intelligence of college teachers.

1.4 Scope of the study:

The study covers the teachers working in SreeKeralavarma College, Thrissur.

1.5 Objective of the study

1.5.1 To study the factors affecting the emotional intelligence of teachers.

Hypothesis:

H1: There is significant difference in the level of emotional intelligence among male and female

1.6 Research methodology:

The study is based on both primary and secondary data. A questionnaire used to collect the primary data from respondents. Secondary data was collected from Books, Journals, Magazines, Dailies, and Internet. The sample size of the study was 20. Simple random sampling was used for the collection of samples. Both mathematical and statistical tools were used for the analysis of data.

Part 2

Table 2.1
Demographic variables

variables and categories	N=20	percentage
Gender		
Male	8	40
female	12	60
Age		
30-35	8	40
35-40	7	35
40-45	5	25
Experience		
less than 5 years	10	50
5-10	6	30
10-15	4	20

Source: primary data

60 percentage of the respondents were females, rest of them were males. 40 percentage of the respondents belong to the age group of 30-35 . 50 percentage of the respondents have the experience of less than 5 years.

Table 2.1**One-Sample Kolmogorov-Smirnov Test**

	SA1	SA2	SA3	SR1	SR2	SR3	SM1	SM2	SM3	RM1	RM2	RM3	ss1	ss2	ss3
N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Normal Parameters ^{a,b}															
Mean	3.40	2.90	2.75	3.00	3.45	4.45	3.30	2.85	3.35	3.85	3.15	2.90	3.85	3.25	3.10
Std. Deviation	.754	.852	1.020	1.026	1.099	6.786	.733	.933	.988	.933	.875	.718	.671	.786	.788
Most Extreme Differences															
Positive	.252	.253	.269	.235	.192	.426	.309	.269	.212	.314	.284	.255	.388	.275	.223
Negative	-.237	-.197	-.181	-.235	-.192	-.359	-.241	-.181	-.212	-.314	-.284	-.255	-.388	-.225	-.223
Kolmogorov-Smirnov Z	1.128	1.133	1.203	1.052	.857	1.907	1.381	1.202	.946	1.404	1.271	1.142	1.737	1.229	.999
Asymp. Sig. (2-tailed)	.157	.154	.111	.219	.455	.001	.044	.111	.332	.039	.079	.147	.005	.098	.272

a. Test distribution is Normal.

b. Calculated from data.

H₀: There is no significant difference in the level of emotional intelligence among male and female

H₁: There is significant difference in the level of emotional intelligence among male and female

Table 2.2**Levene's T-Test**

It is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated groups. This test for homogeneity of variance provides an F-statistic and a significance value (p-value). We are primarily concerned with the significance value. If it is greater than .05 (ie, $p > .05$), our group variances can be treated as equal. However, if $p < 0.05$, we have unequal variances. From the result of Leven's Test for equality of variances, we can reject the null hypothesis that there is no difference in the variances between the groups and accept the alternative hypothesis that there is a statistically significant difference in the variances between groups. Thus Levene's test is used for testing of equality of variances and equality of means in the level of emotional intelligence among male and female teachers.

Table 2.2

Group Statistics and Independent two sample t-test on the basis of gender

The probability of Levene's 't' test for equality of variance and equality of means depicted in the

Si.No	Group Statistics and Independent two sample t-test						Levene's Test for Equality of Variances		T test for Equality of Means			
		Gender	N	Mean	Std. Deviation	Std. Error Mean	F	Sig.	t	Sig. (2-tailed)		
SA	Equal variances assumed	M	8	2.8	.58	.20	1.0	.33	Not significant	-.965	.347	Not significant
		F	12	3.1	.49	.14				-.932	.368	Not significant
SR	Equal variances assumed	M	8	3.1	.59	.20	1.3	.26	Not significant	.187	.854	Not significant
		F	12	3.1	.68	.19				.193	.849	Not significant
SM	Equal variances assumed	M	8	3.2	.61	.21	.00	1.0	Not significant	.438	.667	Not significant
		F	12	3.1	.74	.21				.456	.654	Not significant
RM	Equal variances assumed	M	8	3.1	.73	.25	.68	.42	Not significant	-1.016	.323	Not significant
		F	12	3.4	.55	.15				-.958	.357	Not significant
SS	Equal variances assumed	M	8	3.3	.39	.14	.02	.86	Not significant	-.560	.583	Not significant
		F	12	3.4	.45	.13				-.576	.572	Not significant

Source: SPSS output

table above 5 factors are considered for the purpose of making comparison. Equality of means in the level of emotional intelligence shows there is no significant difference among male and female teachers.

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