

A CASE STUDY ON EMOTIONAL INTELLIGENCE OF COLLEGE FACULTIES - DINDIGUL DISTRICT

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Abstract

Emotional Intelligence has become a compelling aspect of a person's abilities in workplace and personal life. Emotions are involved in everything people do; their every action, decision and judgment. Emotionally intelligent people recognize this and use their thinking to manage their emotions rather than being managed by them. Emotional Intelligence plays an efficient and significant role in the job performance, motivation, decision making, successful management and leadership. The most recent research shows that emotions are constructive and do contribute to enhance performance and better decision making both at job and in private life. According to **Dalip Singh (2003)** "different professionals need various levels of emotional intelligence for success. He stated that today's Teaching Professionals need to be highly emotionally intelligent to be successful in their career". According to **Peter Salovey and John Mayer (2002)** Emotional intelligence is: "The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth."

(Key words: Emotional intelligence, Faculty Emotional Intelligence, EQ of teacher, case study)

Social Impact

Managing with Emotional Intelligence also assists the teachers to manage and forecast their personal life and family members. The Study will help in Nourishing the Emotional Intelligence which can be achieved through training programs. Training programs helps the teachers to be optimistic, to work as team, to be, to be motivated and to be self-regulated and to have interpersonal relationship with the peer group and students. A Society with good EQ levels of Teachers in the country will help in generating qualitative students and the qualitative students can enhance a better society and also elevate the Nation's Economy.

INTRODUCTION

Emotional Intelligence

According to Salovey and Mayer (1990) 14:- Emotional Intelligence is —the ability to monitor one’s own and others ‘feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.

According to Six Seconds Team (1997) 16 emotional intelligence is: - The capacities to create optimal results in your relationships with yourself and others

Emotion is defined as any agitation or disturbance of mind, passion; any achievement or excited mental state’. Emotion refers to a response with its distinctive thoughts, psychological and biological states and ranges of propensities to act. Generally, there are two dimensions of emotions: secretions, and other. There are hundreds of emotions, along with their blends, variations, mutations and nuances. Cross-cultural studies have identified various quite distinct and universally felt emotions. Indeed, there are more subtleties in emotions than there are words to express them.

For example, some of the main emotions, with their blends, have been categorized as follows:

Anger: Fury, outrage, charge, resentment, wrath, exasperation, indignation, vexation, acrimony, animosity, annoyance, irritability, hostility and, at the extreme, pathological hatred and violence.

Depression: Grief, aloofness, sorrow, cheerlessness, gloom, melancholy, self-pity, loneliness, dejection, despair and sadness.

Anxiety: Fear, apprehension, nervousness, upset, misgiving, wariness, qualm, dread, fright, terror, as a psychopathology, phobia and panic.

Happiness: Enjoyment, cheerfulness, joy, relief, contentment, bliss, delight, amusement, pride, sensual pleasure, thrill, rapture, gratification, satisfaction, euphoria, ecstasy and, at the extreme, mania.

Love: Acceptance, mutual attraction, friendliness, trust, kindness, affinity, devotion, adoration and infatuation.

Surprise: Shock, astonishment, amazement and wonder.

Disgust: Contempt, pity, disdain, scorn, abhorrence, aversion, distaste and revulsion.

Embarrassment: Shame, guilt, chagrin, remorse, humiliation, regret and mortification. Emotions are our responses to the world around us, and they are created by the combination of our thoughts, feelings and actions. There are hundreds of emotions along with their blends, variations and nuances.

Goleman’s new model outlines four main EI constructs:-

According to Goleman’s conceptual model of Emotional intelligence and corresponding emotional competencies fall under one of four categories: the recognition of emotions in oneself or others and the regulation of emotion in oneself or others.

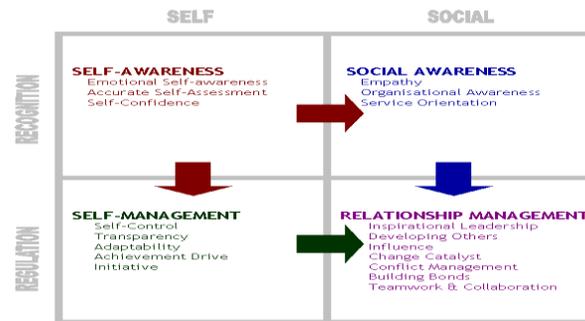
Self-awareness — the ability to read one’s emotions and recognize their impact while using gut feelings to guide decisions.

Self-management — involves controlling one’s emotions and impulses and adapting to changing circumstances.

Social awareness — the ability to sense, understand, and react to others’ emotions while comprehending social networks.

Relationship management- the ability to inspire, influences, and develop others while managing conflict.

Goleman's Four Emotional Intelligence Model



RELATIONSHIP BETWEEN EQ AND IQ

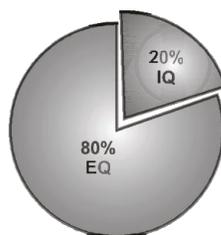
Emotional Intelligence is not the exact opposite of Intelligence; neither is it the victory of Emotional Intelligence over Intelligence Quotient. It is the unique combination and interaction of both. The relationship between emotions and rational intelligence is a complex one. Instead of accepting the historic fact between reason and emotion, between academic basics and emotional basics, it is important to appreciate how these interact with one another. Through conscious effort, emotional responses can be regulated and used appropriately; it is when such awareness is lacking that emotional reactions override rational thought.

IMPORTANCE OF EQ IN OUR LIFE

According to **Dalip Singh (2003)** “An Employee who is unaware of his/her impact on others could be disastrous at the workplaces. Emotional Quotient is synergistic with Intelligence Quotient; top performers have both. More complex the job, the more important is emotional intelligence, for only a deficiency in these abilities can hinder the use of whatever technical expert is or intellect a person may have. EQ has ramifications for how people operate at their workplace in relation to others. For example, a manager who is unaware of his impact on others is a walking disaster at his workplace. There is a story of how a manager intimidated others that they never gave him honest feedback”.

Research shows that IQ accounts for only about 20 percent of a person's success in life. The balance can be attributed to EQ, as shown in the Figure.

Ratio Indicator of a Person's Success in Life



When IQ test scores are correlated with how well people perform in life, the highest estimate of how much difference IQ makes is only about 20 percent. This means that IQ alone leaves about 80 percent of job success unexplained. As much as 80 per cent of success is said to be derived from EQ.

In other words, IQ alone does not determine who will succeed and who will fail. Where professional selection focused is almost exclusively on IQ, EQ carried far more weight age than IQ in determining who emerged successful.

REVIEW OF LITERATURE

Arvind Hans (2014) in his article "Study on Locus of control and Job Satisfaction in Private International Schools in Sultanate of Oman" conducted a study with the objective to identify the Locus of Control and level of Job Satisfaction among private international school teachers in Sultanate of Oman. A Descriptive research design with a simple random sampling was adopted by the author for study. The population of eight private international schools in Muscat was used for collecting data with the help of Questionnaires method on Locus of Control and Job Satisfaction were distributed to teachers of grades 7th to 12th in international school. 55 questionnaires were collected from the respondents. The study identified the phenomena related to Locus of Control and Job Satisfaction among teachers in Sultanate of Oman in which the Demographic factors influenced on Locus of Control and Job Satisfaction. Result showed that the teachers of private international school were mainly derived by the internal locus of control and their level of job satisfaction is high.

Hans, A., Mubeen, S.A., Al Rabani, R.S.S. (2013) in their article "A Study on Emotional Intelligence among Teachers: A Case Study of Private Educational Institutions in Muscat" conducted a study to examine the level of Emotional Intelligence among teachers working in the private institutions in Muscat, Sultanate of Oman. The study focused on the importance of Emotional Intelligence in personal, academic and career success. The Teaching Faculties in management and engineering programs were the focused groups. Questionnaires method was used to retrieve the data on Emotional Intelligence. The authors used the Descriptive research design and proportionate stratified random sampling technique. A Sampling fraction of 25% was derived to divide the population into a homogeneous subgroup. The study resulted in identifying the process related to Emotional Intelligence among private institutions teachers in Sultanate of Oman. Finally the study resulted in certain factors responsible such as Demographic factors influencing on Emotional Intelligence and the private educational institutions teachers in Sultanate of Oman have fairly high level of Emotional Intelligence.

Raj Krishna, Ravi Kumar, OP Rajoura, and Manjeet S Bhatia (2017) in their article "A Study on Emotional Intelligence among Postgraduates in Delhi" emphasized on the significance of emotional intelligence (EI) in the successful practice of medicine. This study measured the emotional intelligence of postgraduate medical students in Delhi and aimed to identify some of the factors affecting it. A cross-sectional analytical study, using the Schutte's Self-Report Emotional Intelligence Test was conducted to measure the EI on 200 postgraduate medical students of two medical colleges in Delhi. The students working in clinical specialties were selected randomly. A Descriptive study was used for the study. The findings of this study revealed that the age of the participants was positively associated with emotional intelligence ($r=0.187$, $p=0.008$). EI was also found to decrease with the increase in total work load ($p=0.013$), having night duty hours ($p=0.019$), and having emergency duty ($p=0.037$). The research concluded that more studies to measure the EI of doctors, the factors affecting it, and possible measures to improve it, are needed. The workload of the resident doctors needs to be assessed with appropriate changes made in the total work done and the quality of work done.

Arvind Hans, Soofi Asra Mubeen, Sultan Khan, Abdulla Said Mohammed Al Saadi (2014) in their article “A Study on Work Stress and Job Satisfaction among Headmasters: A Case Study of Bilingual Schools “ constructed the Study to identify the work stress and job satisfaction among headmasters of bilingual school in Muscat, Sultanate of Oman. They stated that the factors like Work stress and Job Satisfaction are important organizational issues that affect the performance and growth of an organization in emerging competitive environment. For the study Descriptive research design was adopted and simple random sampling with a sample of 40 headmasters of bilingual schools in Muscat. The data was collected through two structured questionnaires on job satisfaction and work stress. Result proved that the headmasters of bilingual schools were more likely to experience stress at work and had a high level of Job satisfaction in their challenging work.

Bindia Daroch, Gitika Nagrath (2018) in their article “Studying the relationship between emotional intelligence and stress among teachers of professional” conducted a study on teachers of various professional institutes. He stated that Teachers apart from teaching, they involved in managing assignments, question papers, checking the answer sheets, managing time tables, event organizing etc. The author also defined that “as per the previous studies, a person who is more emotional intelligent is able to manage stress in better way”. The study conducted using thirty statements to understand the relationship between emotional intelligence and stress and the result indicated that there is positive correlation between both. Further the author suggested that higher emotional intelligence can help reduce the stress as well as improve the performance. Emotional Intelligence induces a good organizational culture and healthy relationship between colleagues helps in reduction of stress.

SIGNIFICANCE

Positive emotions are those feelings of an individual that are favourable to the attainment of organizational goals while negative emotions are those that are perceived to be destructive for the organization. Emotions influence the task on which an employee is working, the efforts he/she puts and how he influences other employees around him. Organization does not compete with products alone: how well it uses its people is more important for its survival since education is a continuous process of learning. Teachers are key figures, important in the educative process where he/she transfers the knowledge as well as positive changes to the following generation. He/she also promotes healthy training of students and their active integration into society. Here EI is very much essential to lead a peaceful, fruitful and pleasant life. Consequently, this research was keen to find out more about the EI of a school teacher.

OBJECTIVE

The objectives of the study are:-

- To know the level Emotional Intelligence between female and male respondents
- To find out the EQ levels of married and unmarried respondents
- To suggest the suitable remedies to the respondents to Enhance Emotional Intelligence

METHODOLOGY

The researcher adopted case study method with a descriptive nature of the EI of College faculties for analysis. The data was gathered through the use of open-ended questionnaire that the respondent was asked to understand the factors that caused problems and successes. The respondents were all college faculties.

SCOPE

Though the research has brought some important findings to improve the Emotional Intelligence of Female Teachers working in Dindigul District, there is still opportunity to measure the effectiveness of the trainings on level of EQ of Teachers. A detailed research can be done on verifying how effective trainings are for other female working staff to improve their competency scores. Also the productivity improvement due to the increase in the EQ levels comparing with the other demographic variables such as age, location and spouse details could also be carried out.

CASE STUDY

A case study was conducted in Dindigul District using Descriptive method on all Female and Male Teaching Professionals. The passion towards the teaching profession of the female Teachers are always incredible. The educational qualifications of majority female are teachers in Dindigul District are M.Phil., PhD's in various discipline. Generally they get married for two years ago and get separated due to some unwanted and undesirable circumstances. It is common for both arranged and love marriage. To understand the causes for various problems like misunderstandings, divorce, suicide, psychological issues, problems in handling situations, work life balance, family issues, health hazards, gender disparities etc; of female and male teachers working in Dindigul in various colleges, a study was conducted. The data was collected through Questionnaire method.

In the workplace inclusive of all the family issues the females strive hard to run with the requirements of the Institutions. There are different male dominants and other higher authority dominations and politics which the females can face through their Emotional Intelligence to succeed.

To understand the causes for men's and women's success level, EQ factors such as Self-Motivation, Self-Awareness, Empathy, Emotional Stability, Value Orientation and Commitment between the male respondents and female respondents were tested.

Female teachers are always constructive in thinking and very stubborn in positive way than the male ones. The domination of husband and the home-proceedings leads to inconvenience to females and they lose freedom in their personal life. Apart from the fact that they have to confront with their husband, they have their own goal to succeed. They work day and night to achieve their goal. Though there are women without their husband, who get success in tremendous effort to achieve their goal. To understand these incredible success of females further factors like Empathy, Emotional Stability, Value Orientation, Integrity and Self Development between the Married/Unmarried, Divorced/Widow respondents were tested.

ANALYSIS

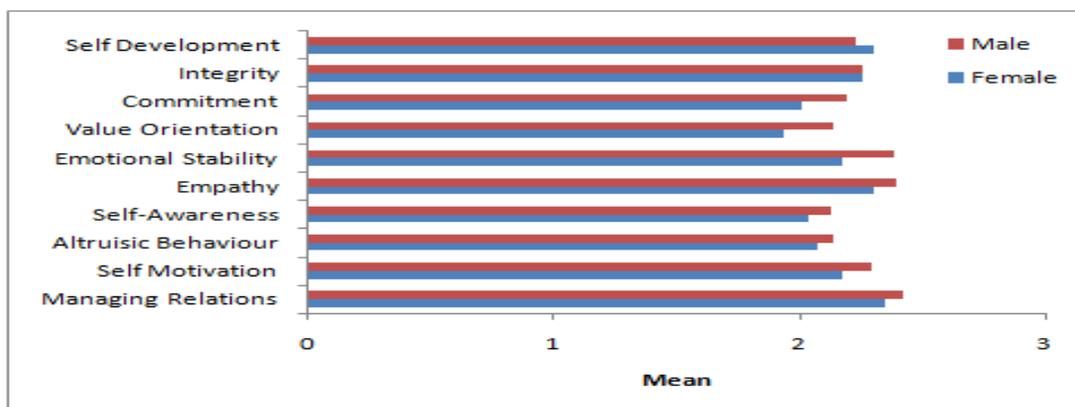
Test for equality of mean level of agreement on Factors of Emotional Intelligence with respect to demographic variable – Gender

The following table shows the gender-wise mean level of agreement expressed by the male and female respondents on various factors of Emotional Intelligence

Factors of Emotional Intelligence vs. Gender

Factors	Gender		
	Female	Male	Total
Managing Relations	2.34	2.42	2.38
Self-Motivation	2.17	2.29	2.23
Altruistic Behavior	2.07	2.14	2.11
Self-Awareness	2.04	2.13	2.08
Empathy	2.30	2.40	2.35
Emotional Stability	2.18	2.39	2.28
Value Orientation	1.94	2.14	2.04
Commitment	2.01	2.19	2.10
Integrity	2.26	2.25	2.25
Self-Development	2.30	2.23	2.27

Factors of Emotional Intelligence vs. Gender



It can be seen from the table that the level of agreement of male and female respondents is well below neutral level of 3 (neither agree nor disagree). This shows that the respondents do not agree with the factors of emotional intelligence. Also, the mean values show slight variation for each level of gender group on each of the factor. However, to test the difference in level of agreement of respondents on the basis of their gender on various factors of emotional intelligence, separate Mann-Whitney U tests were carried out with the following hypotheses and the results are appended in the following table.

Results of Mann-Whitney U Test^a

Factors of Emotional Intelligence Vs Gender

Factor	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Managing Relations	76688.500	-.966	.334
Self-Motivation	70185.000	-2.966	.003*
Altruistic Behavior	77070.500	-.865	.387
Self-Awareness	71562.500	-2.556	.011*
Empathy	73430.500	-1.970	.049*
Emotional Stability	63391.000	-5.080	.000*
Value Orientation	68524.500	-3.682	.000*
Commitment	69372.500	-3.299	.001*
Integrity	79298.500	-.162	.871
Self-Development	76936.000	-.906	.365

a. Grouping Variable: Gender

* Significant at 5 per cent level of significance

It is very much evident from the above table that the high values of $p (> .05)$ for all the factors Managing Relations, Altruistic Behavior, Integrity and Self Development verify that the respective null hypotheses are not rejected at 5% level of significance and it is concluded that the mean level of agreement of male and female respondents are same on these factor. However, the low value of $p (< .05)$ for the factors Self-Motivation, Self-Awareness, Empathy, Emotional Stability, Value Orientation and Commitment verify that there is a strong evidence and it is concluded that the level of agreement of male and female respondents are not same on these factors. For the factors Self-Motivation, Self-Awareness, Empathy, Emotional Stability, Value Orientation and Commitment of the male respondents have expressed the high level of agreement than the female respondents. This could be due to the reason that men get an opportunity to focus in their carrier. But where as women get strangled up between the family life and work life. Thus the opportunities for focusing on carrier become narrower for women.

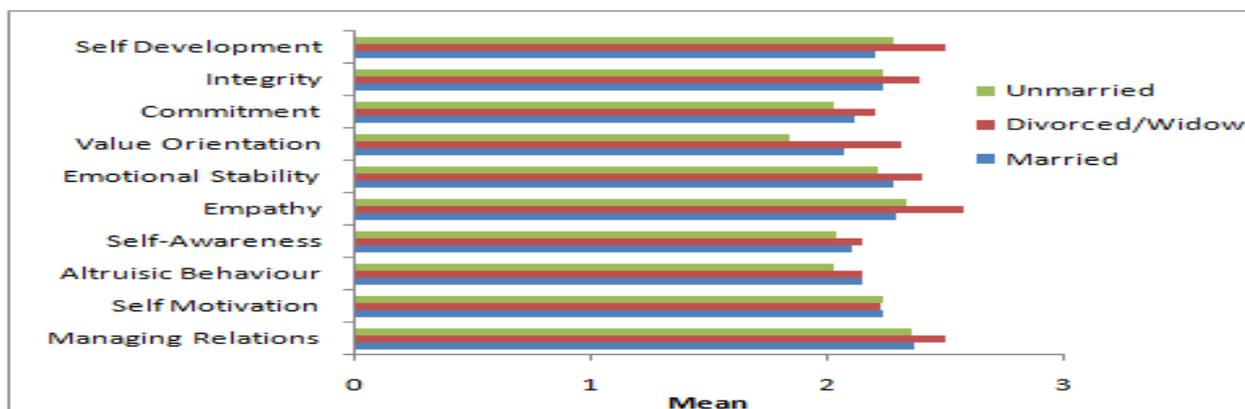
Test for equality of mean level of agreement on Factors of Emotional Intelligence with respect to demographic variable – Marital Status

The following table shows the marital status-wise mean level of agreement expressed by the respondents on various factors of Emotional Intelligence.

Factors of Emotional Intelligence Vs Marital Status

Factors	Marital status			
	Married	Divorced/Widow	Unmarried	Total
Managing Relations	2.36	2.49	2.35	2.38
Self-Motivation	2.23	2.21	2.23	2.23
Altruistic Behavior	2.14	2.15	2.02	2.11
Self-Awareness	2.09	2.14	2.03	2.08
Empathy	2.29	2.57	2.33	2.35
Emotional Stability	2.28	2.40	2.21	2.28
Value Orientation	2.07	2.30	1.84	2.04
Commitment	2.11	2.20	2.02	2.10
Integrity	2.23	2.38	2.23	2.25
Self-Development	2.20	2.49	2.27	2.27

Factors of Emotional Intelligence Vs. Marital Status



It can be seen from the table that the level of agreement of respondents is well below neutral level of 3 (neither agree nor disagree). This shows that the respondents do not agree with the factors of emotional intelligence. Also, the mean values show slight variation for each level of marital status group on each of the factor. However, to test the difference in level of agreement of respondents on the basis of their marital status on various factors of emotional intelligence, separate Kruskal-Wallis tests were carried out with the following hypotheses and the results are appended in the following table.

Results of Kruskal-Wallis Test^{a,b}

Factors of Emotional Intelligence Vs Marital status group

Factor	Chi-Square	Df	Asymp. Sig.
Managing Relations	2.700	2	.259
Self-Motivation	.217	2	.897
Altruistic Behavior	4.370	2	.112
Self-Awareness	2.521	2	.283
Empathy	16.662	2	.000*
Emotional Stability	8.607	2	.014*
Value Orientation	13.936	2	.001*
Commitment	3.309	2	.191
Integrity	6.189	2	.045*
Self-Development	14.491	2	.001*

a. Kruskal Wallis Test

b. Grouping Variable: Marital status

* Significant at 5 per cent level of significance

It is very much evident from the above table that the high values of p ($> .05$) for the factors Managing Relations, Self-Motivation, Altruistic Behavior, Self-Awareness and Commitment verify that the respective null hypotheses are not rejected at 5% level of significance and it is concluded that the mean level of agreement of respondents in different categories of marital status are same on these factors.

However, the low value of $p (< .05)$ for the factors Empathy, Emotional Stability, Value Orientation, Integrity and Self Development confirm that there is a strong evidence that there is no difference in mean level of agreement and it is concluded that the level of agreement of respondents in different marital status groups are not same on these factors. For the factor Empathy, Emotional Stability, Value Orientation, Integrity and Self Development the Divorced/Widow respondents have expressed the high level of agreement than the respondents in the other groups. The cause could be that women become much stronger and capable when they get isolated due to the above reasons. The women take up the responsibilities more challengingly when they get Divorced/Widow which induces their emotions to win.

FINDINGS

For the factors Self-Motivation, Self-Awareness, Empathy, Emotional Stability, Value Orientation and Commitment the male respondents have expressed the high level of agreement than the female respondents.

For the factor Empathy, Emotional Stability, Value Orientation, Integrity and Self Development the Divorced/Widow respondents have expressed the high level of agreement than the respondents in the other groups.

RECOMMENDATIONS

There is a need to take up appropriate measures to reduce the stress among teachers. Most of the young teachers indicated heavy workloads including clerical work, anxiety in maintaining good pass percentages, overcrowded classrooms, organizational pressure, lack of experience and the authoritarian type of management as factors creating stress. Therefore there is a need to reduce the workload of female teachers as well as to maintain proper peer relationship between male and female teachers to reduce the stress faced. In general, stress management programs and encouragement of emotional competence is required for young women.

SUGGESTIONS AND CONCLUSION

Inducing Emotional Intelligence through Interactions

Teachers have to interact more with the students to know and understand them better in all aspects. Learning to understand student's EQ may enhance the teachers to eradicate the problems and they can come out new solutions which might help the kids to flourish in different ways.

Emotional Intelligence Training must be a part of Teacher Training

Managing with Emotional Intelligence also assists the teachers to manage and forecast their personal life and family members. Further the EQ can be inculcated into students through which they can fit themselves into their jobs and personal life.

Methods to Improve Empathy

By Undertaking Challenging experiences which could elevate the teachers from their comfort zones. Learning new skills for example musical instrument, foreign languages, by developing character empathy, a new professional competency can uplift the empathy among teachers. By observing the students, the teachers can acquire emotional competency.

Based on the findings of this present case study, it is concluded that one's EI plays an important role in determining certain problems. Hence this study emphasizes the significance of developing EI in an individual.

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