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## A comparative study of the emotional intelligence of teachers working in academic and professional colleges of southern Haryana



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### ABSTRACT

*In the present study an attempt has been made to do a comparative study of the emotional intelligence of teachers working in academic and professional colleges. Emotional intelligence is predictor of personal and psychological well being in the workplace. In the present scenario of cut throat completion there is considerable increase in the degradation of values and criminalization in all fields including education. A teacher plays a dynamic role in the learning process. Good performances of students depend upon effective teaching of the teachers. Human beings are full of emotions and the teacher who knows how to use it will have dedicated learners. A teacher with high emotional intelligence is emotionally aware of her own feelings and is not limited by logic, intellect and reasons when making decisions and managing pupils. Since teachers personality, behaviour, interest, attitude and emotions affect the children's behavioural pattern so a teacher should understand his own emotions and other attributes as well as that of pupils in the teaching learning process.*

### Introduction

Human being is governed by his emotions. The emotional intelligence contributes to the bottom line in any work organization. In research at Met life, Seligman and his colleagues found out that new salesman who were optimist sold 37 percent more insurance in their first two years than did pessimists (Seligman 1990). The ability to manage the feelings and handle stress is another aspect of emotional intelligence that has been found to be important for success. Emotional intelligence is important for success in work in life. As the pace of change increases and the world of work make ever greater demands on a person's cognitive, emotional and physical resource, emotional intelligence will become increasingly important. Emotional intelligence helps improve both productivity and psychological wellbeing in the workplace of tomorrow (Cary Cherniss, 2000) Human being at his workplace operates in a given organizational climate to yield desired results that is organizational objectives. Acc. to C.P Khokhar and Tulika Kush, The executive having higher emotional intelligence show better quality of work performance as compared to their counterparts. By teaching emotional skills we can gift people with self acceptance, anger management, the ability and motivation to cooperate, the ability to make and keep friends, the ability to resolve conflicts, the power to express one's self peacefully and honestly. Emotional intelligence has been shown to be a consistent predictor of personal and professional achievement. Today emotional intelligence is viewed in many leading organizations as a key indi-

cator of potential job performance. Golemen (1995) claimed that emotional intelligence is a better predictor of success in all sorts of areas, like work, school relationships. IQ only accounts for about 20% of a person's success. We are suffering from busy-personal and work relationships. Out stress proneness and the constant pressures of life and work make us quite irritable. Diversities among people have presented challenges which demand flexibility and adaptiveness in our communications. Rude behaviors, tendencies to blame and exploit subordinate staff, negative role models, growing incivility, uncertainties about future, pessimism and escapism among the workers, demands for doing more with less resources, and need to be more persuasive and clam are on the rise. This shows the nascent need for using emotional intelligence. According to Siebert (1996) the escalating pace of life has created numerous challenges facing many people today-too much pressure, too much change, negative people, angry people., and becoming unemployed through no fault of your own. So, we need specific guidelines of handling difficult situations and training people to exhibit emotions at the right time, at the right place with the right person and to the right degree

Emotional intelligence is not a subject or an isolated skill that can be taught. It is the process of learning to understand the emotions of others. Teachers play a basic and dynamic role in an educational system. . The teacher's role in this learning process is to act as a facilitator and a role model to enhance students understanding of emotional intelligence It is said

that good performance of students depends upon effective teaching of the teachers. Teacher's performance is the way in which a teacher behaves in the process of teaching. Teacher's performance is known to be related to teacher's effectiveness (Medly and Shannon, 1994). The personal and professional elements of teachers' lives, experiences, beliefs and effective teaching practices are integral to one another. College teaching is a professional and a scholarly activity which draws on a high level of competence and expertise in the discipline together with highly developed communication and interpersonal skills. As professionals, college teachers need to be appropriate role models and exhibit to their students a commitment to scholarly values, to lifelong learning (Medley and Shannon, 1994).

Teachers' performance is very crucial in children's development. The identification and nurturing of talents is one of the main responsibilities of the teachers. "As an interpreter, the college teacher has to place new knowledge and new experience within the context of what is already known and understood by the students. In order to be a good mediator, he has to understand a great deal about the way in which the people at various ages and stages of development perceive the world around them. As a guide he has to teach the students how to learn rather than stuff his mind with factual information" (Riley, 1994). An efficient teacher must possess high emotional intelligence to play his role effectively.

#### Objectives of the Study

- 1) To study the emotional intelligence of professional and academic college teachers of southern Haryana.
- 2) To study significance of the difference between emo-

the emotional intelligence of the academic college teachers of southern Haryana.

H2 There exists no significant difference between the emotional intelligence of the professional college teachers of southern Haryana.

H3 There exists no significant difference between the emotional intelligence of the professional and academic college teachers.

#### Method

Depending upon the objective of the study the descriptive research method was deemed appropriate and suitable and was used in the present study.

#### Sample

A sample is a small proportion of a population selected for observation and analysis. For choosing the sample from the population the random sampling technique was used.

A total of 500 respondents (200 academic college teachers and 300 professional college teachers) from 20 colleges of southern Haryana are randomly selected to make up the sample.

#### Statistical Techniques:-

Data has been analysed with the help of suitable statistical techniques. The following statistical techniques are used: Mean, standard deviation, Z test.

#### Research tools :-

The researcher used the following tool:- Emotional intelligence test by Shubhra Mangal. Analysis and Interpretation of Data **See table 1** See Figure 1 Percent contribution of the intra personal awareness, inter personal awareness, intra personal management & inter personal management in the academic and professional college teacher's emotional in-

**Table 1** Percent Contribution of The Intra Personal Awareness, Inter Personal Awareness, Intra Personal Management & Inter Personal Management in the Academic and Professional College Teachers Emotional Intelligence.

Variables	Percent contribution in academic college teachers	Percent contribution in Professional college teachers
Intra personal awareness	24.94	24.16
Inter personal awareness	24.77	26.48
Intra personal management	26.03	25.56
Inter personal management	24.25	23.80

tional intelligence of male and female teachers of professional colleges

- 3) To study significance of the difference between emotional intelligence of male and female academic college teachers of southern Haryana
- 4) To study significance of the difference between emotional intelligence of academic and professional college teachers of southern Haryana.

#### Hypotheses

The following null hypotheses have been formed for the present study:-

H1 There exists no significant difference between

telligence Table 1 and Figure 1 shows that the highest contribution in emotional intelligence of academic college teachers is of intrapersonal management, second highest contribution is of intrapersonal awareness. Interpersonal awareness and interpersonal management stands at the third and fourth place respectively Table 1 and Figure 1 shows that the highest contribution in emotional intelligence of professional college teachers is of interpersonal awareness. **See Table 2**

It is concluded from Table 4.20 that there exists significant difference between emotional intelligence of academic (male) college teachers and academic (female) college teachers. Academic (male) college teachers have

**Table 2 Significance of Difference between Mean Emotional Intelligence of Male and Female Teachers of Academic Colleges**

	Male Academic college teachers	Female academic college teachers	Z Value	Level of Significance
Mean	80.33	70.41	9.34	Difference is significant
S.D	6.64	11.18		

P > 0.05

**Table 3 Significance of the Difference between Mean Emotional Intelligence of Male and Female Teachers of Professional Colleges**

	Professional Male College teachers	Professional Female college teachers	Z Value	Level of Significance
Mean	70.31	70.75	-0.49	No significant difference
S.D	8.00	7.51		

P > 0.05

**Table 4 Comparison of Mean Scores of Emotional Intelligence among Teachers of Academic and Professional Colleges**

	Academic college teachers	Professional college teachers	Z Value	Level of Significance
Mean	71.42	71.72	0.27	No significant difference
S.D	11.09	8.35		

P > 0.05

higher emotional intelligence than academic (female) college teachers. Emotional intelligence is measured in respect of four areas namely Intra-Personal Awareness, Inter-Personal Awareness, Intra-Personal Management and Inter-Personal Management. Academic (males) score high in all the four areas. It shows that the awareness of own emotions and others emotions is better in academic (male) college teachers than academic (female) college teachers. Academic (male) college teachers are better in management of own emotions and others emotions in comparison to academic (female) college teachers. Emotional intelligence of academic (male) college teachers fall under the category of good emotional intelligence and emotional intelligence of academic (female) college teachers fall under the category of average emotional intelligence. The results showing that emotional intelligence of academic (male) college teachers is higher than academic female college teachers is supported by (website: [www.uwispace.sta.uwi.edu/dspace/bitstream/.../abstract-20roytec.pdf?..](http://www.uwispace.sta.uwi.edu/dspace/bitstream/.../abstract-20roytec.pdf?..)) who reports that males score higher than females in the intra personal, stress management, and interpersonal variables of emotional intelligence. The result is also supported by M.T. Sanchez Nunez, et.al. (2008), who reported that men self report

a higher emotional intelligence than they subsequently perform, whereas just the opposite happens with women. Women self report a lower emotional intelligence than they show to have in performance tests. All this makes us suppose that women underestimate themselves and men overestimate themselves as regards their emotional skills.

**See Table 3** There exists no significant difference between mean emotional intelligence of male and female teachers of professional college teachers.

**See Table 4** There exists no significant difference between the mean scores of the emotional intelligence among academic and professional college teachers.

**Findings**

- 1) There does not exist any significant difference between mean scores of emotional intelligence of academic and professional college teachers.
- 2) There is significant difference between mean scores of academic (male) and academic (female) college teachers' emotional intelligence. Academic (male) college teachers have higher emotional intelligence than that of academic (female) college teachers.
- 3) There exists no significant difference between mean score of professional (male) and professional (female) college teachers' emotional intelligence

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