An Investigation of the Level of Emotional Intelligence level among educators in Salem City.

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ABSTRACT

Emotional Intelligence has been associated with positive outcome process in various professions. In the field of management, Emotional Intelligence has been a popular topic of debate in recent years. Plethoras of literatures on the subject are available especially in the educational sector. Emotional intelligence (EI) is the capacity for understanding one's own feelings and the feelings of others, for motivating self, and for managing the emotions of self effectively to sustain relationships. Rather than being a single characteristic, emotional intelligence can be thought of as a wide set of competencies that are organized into a few major clusters. The most widely accepted view of emotional intelligence identifies 20 competencies, which are in turn organized into four clusters: Self-Awareness, Self-Management, Social Awareness and Social Skills. Hence a study was conducted to measure the Emotional Intelligence level among college educators in Salem district.

The study used the EI scale developed by Petrides and Furnham (2006) consisting of thirty questions and data was collected using questionnaire. The sample size for the study was 239 respondents representing Engineering, Arts and Science and Management disciplines. The collected data was analysed using appropriate statistical methods. The results of the study reveal that 2/3rd of the respondent's level of emotional intelligence is high and the remaining 1/3rd of the emotional intelligence of the respondents is low on the basis of age, gender, discipline and designation. Present study may contribute to the better understanding of emotion-related

parameters that affect the work process with the view to increasing the quality of service in the educational sector.

INTRODUCTION TO HRM

Human Resource Management (HRM) is a relatively new approach to manage people in any organisation. This approach considers people as the key resource. It is concerned with the people dimension in management of an organisation. Since an organisation is a body of people, their acquisition, development of skills, motivation for higher levels of attainments, as well as ensuring maintenance of their level of commitment are all significant activities. These activities fall in the domain of HRM. HRM is a process, which consists of four main activities, namely, acquisition, development, motivation, as well as maintenance of human resources. Human Resource Management is responsible for maintaining good human relations in the organisation. It is also concerned with development of individuals and achieving integration of goals of the organisation and those of the individuals.

According to John Storey, (1995), "Human resource management is a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce, using an integrated array of Cultural, structural and personal techniques".

EMOTIONAL INTELLIGENCE IN HRM

In today's business world, HR professionals and managers need to be emotionally intelligent to deal with problems, lead by example, take initiative, handle difficult situations and develop good relationships with clients. Successful human resource professionals know that their job is not just about hiring: they can help line managers deliver measurable improvements in productivity and win the hearts and respect of management to contribute to the bottom line.

Emotional Intelligence provides methods to help solve the retention and morale problems, improve the company's creativity, create synergy from teamwork, improve information flow, drive forward the objectives, and ignite the best and most inspired performance from the employees.

Developing Emotional Intelligence is all about being self-aware and aware of others. In the past, emotions were often deemed as an unwanted and unsociable set of characteristics that needed to be controlled as they were associated with weakness and instability. However, research is emerging that emotions are essential for motivating actions which are critical for adapting to

challenges of survival or well-being, both personally and professionally. An individual experience many types of emotions in daily lives such as fear, anger, enjoyment, disgust, interest, surprise, contempt, shame, sadness and guilt. These emotions become much stronger during times when the values and beliefs are compromised by individuals.

However, in order to function professionally, individuals often have to temporarily manage these emotions to encourage smooth communication or avoid conflict. But managing these emotions does not equate to ignoring them, as this can, over time, take its toll and lead to stress, with true personal feelings leaking through the mask. The consequence of such mismanagement of emotions leads to HR functions being overwhelmed by petty conflicts in the workplace which spiral out of control. Emotional Intelligence is one concept which may help to overcome these conflicts.

REVIEW OF LITERATURE

1. **A study by Muhammed Mansoor Alam (2009)** reveals that the study seeks to investigate the relationship between emotional intelligence (EI) and job satisfaction among the administrative staff in higher education institution in Malaysia. The sample size of the study is 120. The tools carried out were descriptive analysis and linear regression. The majority of them were male employees who were married, and the study concluded that EI has a positive effect on the employees. The study suggested that HR policies have to be developed to ensure that the EI factor must be incorporated particularly in the crucial process like staffing and performance appraisal.

2. **Mohsin Atta & Muhammed Ather (2013)** profound the aim of this study is to examine the relationship pattern between personality traits and emotional intelligence, besides exploring the gender differences. The sample size of the study is 163. The statistical packages used were Alpha coefficients and descriptive analysis, correlation and T-test. The study resulted that female teachers are high on conscientiousness when compared to males. The study suggested using other sources rather than self-reporting method.

3. The main aim of this research by **Laila, Amjad &Shehla(2011)**is to analyze emotional intelligence in determining work attitudes and the outcomes of the university teachers from Pakistan. The sample size of the study is 103. The analysis was done through descriptive statistics, correlation and regression analysis. The study resulted that EI has a significant effect on work attitude and work outcome of teachers.

4. According to **U W M R Sampath Kappagoda (2014)**, research the teachers who have high emotional intelligence show less work-to-family conflict and family-to-work conflict. It is concluded that the possession of high emotional intelligence is more important when balancing work-family responsibilities.

5. **Mondal, Paul and Bandyopadhyay (2012)** in their study theyanalyzed the nature and extent of Emotional Intelligence among secondary level schools teachers of Burdwan district in west Bengal. The respondents are 300 teachers in urban and rural areas encompassing different gender, age, teaching experience, qualification and training were taken for the study. The results revealed that few demographic factors positively impacted on the level of teacher's Emotional Intelligence while some were not significant.

6. **Akomolafe (2011)** study shows an interactive and relative effect of Emotional Intelligence and locus of control on burnout among the secondary school teachers and has suggested that secondary school teachers should be managed by capable and qualified counselors for the desired results to be achieved.

7. Research study by **Lynda Jiwen Song, et al., (2010)** narrates the debate about whether Emotional Intelligence has incremental validity over and above traditional intelligence dimensions. Emotional Intelligence and general mental abilities (GMA) differ in predicting academic performance and the quality of social interactions among college students. Using two college student samples, it is found that support for the notion that EI and GMA each have a unique power to predict academic performance, and that GMA is the stronger predictor. However, the results also show that Emotional Intelligence, but not GMA, is related to the quality of social interactions with peers.

RESEARCH METHODOLOGY

Descriptive research was used for this study. The study used primary data and it was collected through survey method. For collecting the data, questionnaires were used as a main tool. The data have been collected purely on proportionate stratified sampling and the sample size is 239.The collected data have been categorized and processed manually and also through computer. The statistical technique used for the analysis include like Chi-square Analysis (Test of Independence), Method of variance (Anova), Karl Pearson correlation were employed**.** Weighted arithmetic mean was used toinvestigate the level of emotional intelligence level, self-efficacy level and job satisfaction level among educators in Salem district.

OBJECTIVES OF THE STUDY

1. To assess the level of emotional intelligence levels of the male and female faculty working in colleges.

2. To study the factors associated with emotional intelligence of male and female faculties.

3. To study the personal profile of male and female faculty at colleges.

ANALYSIS AND INTERPRETATION

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

Table 4.1 depicts the information about demographic profile of the educators.

Table 4.1: Demographic Profile of the respondents

PARTICULARS	DESCRIPTION	FREQUENCY	PERCENTAGE
Age (in years)	Less than 30	105	43.9
	30-40	108	45.2
	40-50	21	8.8
	Above 50	5	2.1
Sex	Male	124	51.9
	Female	115	48.1
Marital status	Single	80	33.5
	Married	159	66.5
Educational qualification	UG	3	1.3
	PG	101	42.3
	M Phil	89	37.2
	PhD	46	19.2
Designation	Lecturer	9	3.8
	Assistant Professor	194	81.2
	Associate Professor	31	13.0
	Professor	5	2.1
Teaching experience (in years)	Less than 5	99	41.4
	6-10	91	38.1
	11-15	26	10.9
	16-20	15	6.3
	Above 20	8	3.3
Location of residence	Rural	61	25.5
	Urban	143	59.8
	Semi-urban	35	14.6
Annual income (in lakhs)	2-5	197	82.4
	5-8	29	12.1
	8-10	7	2.9
	More than10	6	2.5
Discipline	Arts and science	95	39.7
	Engineering	94	39.3
	B-school	50	20.9

INFERENCE

- 45.2% respondents fall under the age group between 30-40 years and only 2.1% of respondents fall under the age group of more than 50 years of age.

- 51.9% of the respondents are male. Remaining 48.1% of the respondents are female.

- 66.5% of the respondents are married and the remaining 33.5% of respondents are unmarried.

- 42.3% of the respondents are falling under the PG qualification and 19.2% of respondents fall under PhD qualification.

- Majority of 81.2% of respondents fall under the designation as Assistant Professor. Only 2.1% of the respondents are Professors in the designation group.

- 41.4% of the respondents have less than five years of teaching experience and only 3.3% of respondents fall under the group of more than 20 years of teaching experience.

- Majority of 82.4% of respondents have the annual income level between 2-5 lakhs and only 2.5% of respondents have more than 10 lakhs as the annual income.

- 39.7% of the respondents come under the Arts and Science colleges discipline and 20.3% of respondents fall under the B-School group discipline.

DESCRIPTIVE STATISTICS

The Descriptive procedure displays univariate summary statistics for several variables in a single table and calculates standardized values (z scores).

Table 2: Descriptive Statistics

Variables/ construct	Factor	Minimum	Maximum	Mean	Standard deviation
Emotional Intelligence	Well being	2.17	5.00	3.6297	.58411
	Self-control	2.00	5.00	3.2420	.51982
	Emotionality	2.25	5.00	3.3154	.57154
	Sociability	1.83	5.00	3.1757	.49061
	Global trait	1.75	5.00	3.4770	.71191

Inference

Descriptive statistics reveals that for all the factors other than Sociability, Self-Control, Emotionality and Global trait has the mean value high above 3.5 which indicates high level of Emotional Intelligence among the educators. The standard deviation is also low for all the factors, which indicates low variability in the responses given by the respondents which is positive.

ONE WAY ANALYSIS OF VARIANCE

One Way Analysis of Variance is performed to identify the significant difference in the perception of respondents of varied demographic profile with regard to the factors considered for the study.

Table 3: Analysis of Variance of the respondents of varied age group

Description		Sum of Squares	df	Mean Square	F	Sig.
Well being	Between Groups	.844	3	.281	.815	.486
	Within Groups	81.110	235	.345		
	Total	81.954	238			
Self-control	Between Groups	1.069	3	.356	1.321	.268
	Within Groups	63.403	235	.270		
	Total	64.472	238			
Sociability	Between Groups	.617	3	.206	.850	.468
	Within Groups	56.921	235	.242		
	Total	57.539	238			

Inference

There is no significant difference in Wellbeing factor (F=0.815, P>.05), Self-control factor (F=1.321, P>.05) and the Sociability factor (F=0.850, P>.05) among the respondents of different age group.

Table 4: Analysis of Variance of the respondents of varied gender

Description		Sum of Squares	df	Mean Square	F	Sig.
Well being	Between Groups	.051	1	.051	.148	.701
	Within Groups	81.903	237	.346		
	Total	81.954	238			
Self-control	Between Groups	.603	1	.603	2.238	.136
	Within Groups	63.869	237	.269		
	Total	64.472	238			
Sociability	Between Groups	.076	1	.076	.313	.576
	Within Groups	57.463	237	.242		
	Total	57.539	238			

Inference

There is no significant difference in wellbeing factor (F=0.148, P>.05), self-control factor (F=2.238, P>.05) and the sociability factor (F=0.313, P>.05) among the respondents of different gender.

FINDINGS AND SUGGESTIONS

PERCENTAGE ANALYSIS

➤ 45.2% respondents fall under the age group between 30-40 years and only 2.1% of respondents fall under the age group of more than 50 years of age.

➤ 51.9% of the respondents are male. Remaining 48.1% of the respondents are female.

➤ 66.5% of the respondents are married and the remaining 33.5% of respondents are unmarried.

➤ 42.3% of the respondents are falling under the PG qualification and 19.2% of respondents fall under PhD qualification.

➤ Majority of 81.2% of respondents fall under the designation as Assistant Professor. Only 2.1% of the respondents are Professors in the designation group.

➤ 41.4% of the respondents have less than five years of teaching experience and only 3.3% of respondents fall under the group of more than 20 years of teaching experience.

➤ 59.8% of the respondents are from the urban locality of residence and 14.6% of respondents come under the semi-urban locality of residence.

➤ Majority of 82.4% of respondents have the annual income level between 2-5 lakhs and only 2.5% of respondents have more than 10 lakhs as the annual income.

➤ 39.7% of the respondents come under the Arts and Science colleges discipline and 20.3% of respondents fall under the B-School group discipline.

DESCRIPTIVE STATISTICS

➤ Descriptive statistics reveals that for all the factors other than Sociability, Self-Control, Decision making, Emotionality, has the mean value high above 3.5 which indicates high level of Emotional Intelligence among the educators. The standard deviation is also low for all the factors, which indicates low variability in the responses given by the respondents which is positive.

ONE WAY ANALYSIS OF VARIANCE

➢ There is no significant difference in wellbeing factor, self-control factor and the sociability factor among the respondents of different age group.

➢ There is no significant difference in wellbeing factor, self-control factor and the sociability factor among the respondents of different gender.

CONCLUSION

Emotional intelligence is very important for teachers in nowadays, as teachers are vital part of education without them there is nothing. So, teachers must improve their EI by developing self-awareness among them, maintain standards of integrity and always subject to self-criticism.

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