A STUDY OF EMOTIONAL INTELLIGENCE OF ENGINEERING COLLEGE TEACHERS

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ABSTRACT

Emotional intelligence (EI) has become an employee selection variable in recent times. It is viewed as a predictor of success in job performance and leadership ability. Though there are varied definitions of EI, there is a common ground which can be used to develop an operational concept and measurement tool. A good number of studies have come up trying to establish the linkage between EI and psychological problems of employees at work like – stress, greediness, jealousies, etc. as well as job performance variables like productivity and success. This paper focuses on relationship between emotional intelligence and stress which impact job performance.

Key words: Emotional intelligence, stress, job performance

INTRODUCTION

Colleges are places of higher learning. In the era of advanced technology, life has become both easy and difficult, so also learning process and systems. The goal of education is to enable people, develop personality – physical, psychological and functional- to lead quality life and contribute to society. In a society individual and social health has a special place. People should be able to do their jobs with least stress or have the ability to control emotions and tensions arising from work.

The modern world which is said to be the world of achievement is also a world of stress. One can find stress everywhere, within in family, workplaces, and social groups. Right from the time of birth till the last breath down, an individual is exposed to various stressful situations. The present society is passing through an 'Age of anxiety, conflict and stress. Studies have shown that people with high emotional intelligence, have lower levels of stress hormones and

other indicators of emotional arousal. (Kierstead, 1999, Cherniss, 2000, Poon Teng Fatt, 2002).

CONCEPT OF EI

While there are many definitions on EI, the following ones present the concept operationally. EI is a regulator of emotions. It helps present and hide emotions, without harming health of an individual.

Emotional Intelligence is "the competence to identify and express emotions, understand emotions, assimilate emotions into thought, and regulate both positive and negative emotions in the self and others" (Matthews, Zeidner & Roberts, 2002).

Emotional intelligence can be measured. To measure, the concept, one needs an understanding of its components or dimensions. The following definition throws light on the dimensions.

According to Goleman (1995), emotional intelligence consists of five components:

1. Knowing our emotions (self-awareness),
2. Managing them,
3. Motivating ourselves,
4. Recognizing emotions in others (empathy), and
5. Handling relationships.

IMPORTANCE OF EI

Abraham (2000) deliberated that the social skills component of Emotional Intelligence is related to positive interpersonal relationships and it increases the feeling of job satisfaction and decreases occupational stress. He further stated that these social skills foster networks of social relationships which in turn increase faculty's commitment to the organization.

In their conceptual paper, Spector and Goh (2001) examined the role of emotion in occupational stress. They employed a narrow definition of job stress as "any condition or situation that elicits a negative emotional response, such as anger / frustration or anxiety / tension" in an attempt to overcome the broadness of previous definitions and focus on negative emotional responses. It was concluded that an individual's ability to manage and

control their emotions (particularly negative emotions) in the workplace will influence the outcome of stress.

Slaski and Cartwright (2002) investigated the relationship between measures of emotional quotient, subjective stress, distress, general health, and morale, quality of working life and management performance of a group of retail managers. Significant correlations in the expected direction were found, indicating that managers who scored higher in emotional quotient suffered less subjective stress, experienced better health and well-being, and demonstrated better management performance.

Goleman has asserted that Emotional Intelligence (EQ) can be as powerful, and sometimes more powerful, than IQ (Goleman, 1995, p.34). Ediger (1997) proclaimed that the emotions, feelings, and values are essential for a person's well being and achievement in life. Success depends on several intelligences including emotional intelligence. IQ is not the only measure of success; there are other measures like emotional intelligence, social intelligence, and luck that play a vital role in a person's success (Goleman, 1995).

It is a common conviction that, when emotions are interlinked with role, performance, or both, they tend to interfere with task achievement (Ashforth & Humphrey, 1995). Kahn (1990) put forward that personal engagement, or emotional involvement in tasks, reflects the highest level of motivation and leads to high performance.

Ghosh (2003) reported that those children with high EI are more confident, positive & happy, have high self esteem and few behavioral problems, handle their emotions better and are better learners.

Several studies as given above thus argued that there exists a relation between EI and stress.

OBJECTIVES AND METHODOLOGY

The present study seeks to measure the emotional intelligence of teachers in an engineering college. As majority sample size is teaching staff, and they not only teach but spent long hours in the laboratories. This may lead to anxiety, frustration and high stress and sometimes agitation with little concern for human relationships. Communication is hampered, reducing their feeling levels and pushing them into an isolated existence. Use of emotional intelligence

can prevent eruption of such situations by helping them to be in touch with their own emotions and empathy for others.

The Researcher wants to know about teachers' emotional intelligence in-order to test whether there is emotional stability or not. As few studies took place in emotional intelligence there is a lot of instability in the emotional balance so the researcher wants to test whether the same will be prevailing in this study.

Survey method was used for data collection. The population for the study comprised 250 teachers of the chosen engineering college. A Simple random sampling technique was adopted and the response rate was 54% on the day of the data collection, for many teachers were sent on duty on university work and some of them were on leave on their personal causes. Therefore on 135 teachers the questionnaire was administered. After the thorough scrutiny the 35 respondents responses were not adequate and hence screened out. Therefore the sample size is 100 respondents and the analysis of the data was taken care of for the 100 respondents' responses.

Questionnaire

21 questions related to emotional stability of the teachers and 22 questions to know the occupational stress index in performing respondents' role (role ambiguity). This questionnaire was adopted from the study of Anju Puri (2010), Emotional Intelligence of executives in the Indian corporate sector. The reliability and validity of the emotional intelligence scale was 0.88 and 0.93 and occupational stress index was 0.93 and 0.9 respectively.

The first section dealt with demographic details of the teachers and the second section with emotional intelligence items. A five point scale of agreement with scale points represent Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA), and Strongly Disagree (SD) was used. The respondents were asked to express emotional intelligence on the five point scale. The collected data was described using Factor analysis for factor identification.

Results & Discussion:

Table 1

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.668
Bartlett's Test of Sphericity	Approx. Chi-Square	649.585
	df	253
	Sig.	.000

Table 2

Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.526	19.678	19.678	4.526	19.678	19.678	3.651	9.952	15.874
2	2.723	11.838	31.516	2.723	11.838	31.516	2.289	9.126	25.827
3	2.027	8.815	40.331	2.027	8.815	40.331	2.099		34.953
4	1.530	6.651	46.981	1.530	6.651	46.981	1.936	8.419	43.372
5	1.319	5.734	52.716	1.319	5.734	52.716	1.783	7.752	51.124
6	1.263	5.491	58.207	1.263	5.491	58.207	1.392	6.054	57.178
7	1.105	4.805	63.012	1.105	4.805	63.012	1.342	5.834	63.012
8	.983	4.275	67.287						
9	.894	3.885	71.172						
10	.821	3.570	74.742						
11	.738	3.209	77.951						
12	.726	3.159	81.110						
13	.653	2.839	83.948						
14	.626	2.723	86.671						
15	.492	2.138	88.809						
16	.450	1.956	90.765						
17	.411	1.787	92.552						
18	.371	1.614	94.166						
19	.354	1.540	95.706						
20	.307	1.337	97.043						
21	.268	1.166	98.208						

22	.231	1.004	99.213						
23	.181	.787	100.000						
Extraction Method: Principal Component Analysis.									

Table 3

Rotated Component Matrix[a]

	Component						
	1	2	3	4	5	6	7
Information of job role and its outcomes are vague	.655						
Officers often give contradictory instructions regarding work	.730						
Assignments are of monotonous	.755						
Get less Salary						.613	
Objectives of my work role are Quite clear and adequately planned					.691		
Get ample opportunity to utilize my abilities			.759				
Job has enhanced my social status			.717				
Assignments are quite risky and complicated				.671			
Dispose of my work hurriedly owing to excessive workload	.690						
No clear instructions	.656						
Doing more than the usual work for group conformity						.744	
I bear the greatest responsibility					.812		
My opinions are sought in framing important policies			.677				
Ample opportunity to develop attitude		.709					
Working conditions are satisfactory		.752					
Emotions play an important role at work place							.667

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 10 iterations.

The results indicate that a Factor Analysis can be applied to the set of given data as the value of KMO Statistics is greater than 0.5 & the Bartlett's test of Sphericity is significant. There are seven factors resulting from the analysis explaining a total of 63.012% of the variations in the entire data set. The percent of variation explained by the seven factors are 19.678%, 11.838%, 8.815%, 6.651%, 5.734%, 5.491%, 4.805% respectively after vari-max rotation is performed. We will use the rotated component matrix using 0.63 as a cut-off point for factor loading for naming the factors. According to the present study these factors are extracted and explained below:

Factor1: Organizational Decision Making
The available information relating to my job-role and its outcomes are vague and insufficient
My different officers often give contradictory instructions regarding my work
Sometimes it becomes complicated problem for me to make adjustment between formal rules and instructions.
I have to dispose of my work hurriedly owing to excessive workload.
I am not provided with clear instructions and sufficient facilities regarding the new assignments trusted to me.
Factor 2:Organizational Culture
I get ample opportunity to develop my attitude and proficiency properly
Working conditions are satisfactory here from the point of view of our welfare and convenience
Factor 3: Employee Engagement
I get ample opportunity to utilize my abilities and experience independently.
This job has enhanced my social status.
My opinions are sought in framing important policies of the organization or department.
Factor 4: Risk

Some of my assignments are quite risky and complicated.
Factor 5: Self-Esteem
The objectives of my work-role are quite clear and adequately planned.
I bear the great responsibility for the progress and prosperity of this organization.
Factor 6: Compensation
I get less salary in comparison to the quantum of my work.
I have to dispose of my work hurriedly owing to excessive workload.
Factor 6: Emotional Stability
Emotions play an important role at work place

From the above components, **Factor (F1): Organizational Decision Making** has more significant impact on emotional intelligence of faculty under total variance with a proportion of 19.678.

Factor (F2): Organizational Culture is also important which is identified as second most important component of emotional balance of faculty with a total variance with a proportion of 11.838.

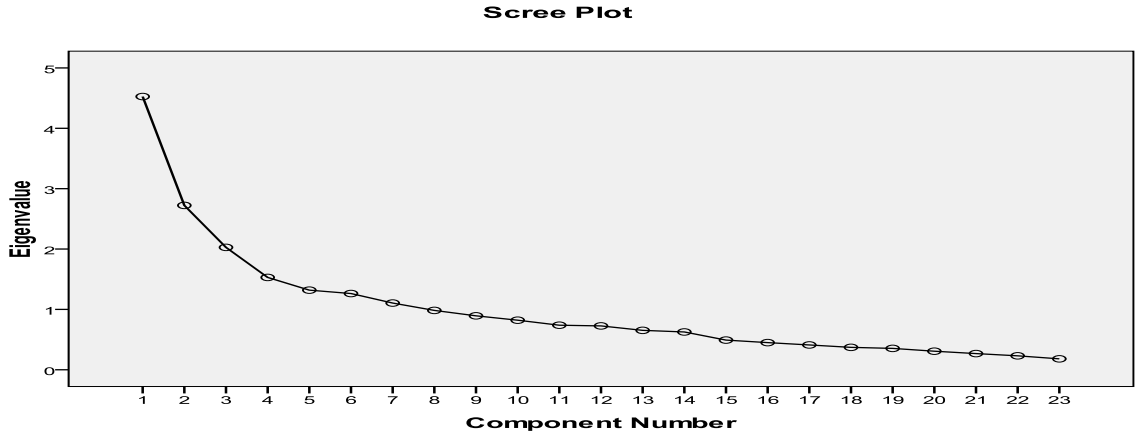
Factor (F3): Faculty Engagement is even more important which is identified as third most important component under total variance with a proportion of 8.815.

Factor (F4): Risk is the next important factor under total variance with a proportion of 6.651.

Factor (F5): Risk is the next important factor under total variance with a proportion of 5.734.

Factor (F6): Compensation is the next important factor under total variance with a proportion of 5.491.

Factor (F7): Emotions is the next important factor under total variance with a proportion of 4.805.



The screen plot is another way of identifying the number of useful factors. We look for a sharp break in sizes of twenty three values which result in a change in the slope of the plot from steep to shallow. From, the screen plot, we clearly identify which is the component which is of highly significant.

FINDINGS, CONCLUSION & SUGGESTIONS

The present research study explored that Among 7 factors Factor 1: Organizational Decision Making is influencing the Emotional Intelligence of teachers.

Emotional intelligence is considered to be a pre-requisite to lead a happy and successful life. Institution need to give priority to teachers in organizational matters so that sense of belongingness occurs.

The relationship between the two variables i. emotional intelligence and ii. Stress may also depend on whether it is professional education or non-professional education and technical or managerial education.

The future research studies can further investigate this that may provide useful dimension and enrich the research.

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