A STUDY ON EMOTIONAL INTELLIGENCE OF COLLEGE FACULTIES WITH SPECIAL REFERENCE TO COIMBATORE.

AUTHOR: Dr. R. Umamaheswari
Head, PG & Researcg Department of Management
Sree Saraswathi Thiyagaraja College, Pollachi

Co-Author: Mrs. M. Sree Nandhini
Ph.D Research Scholar
Sree Saraswathi Thiyagaraja College, Pollachi

1.1 INTRODUCTION

"Historically, leaders in most organizations have neglected emotions in the workplace. Today we realize that emotions are very much a part of workplace success. How individuals respond to real situations each and every day and what organizations do to foster productive emotional responses can make the difference between the organization that stumbles and the organization that thrives."

Teaching is one of the most significant and visible professions in the world. Teachers are essential for the effective functioning of education system and for improving the quality of learning processes. Teachers play an important role in constructing the personality of their students. Colleges are as important institutions as any other organization of the society. Teaching as a profession involves a complex work environment, leading too much of stress. The job of being a teacher is both demanding and challenging. Teachers draw upon physical, emotional and intellectual resources in order to be effective in the classroom. In many parts of the world, teachers are rarely provided with the resources they need to meet the high demands and expectations placed on them. The long hours at work (as they supervise students' projects, evaluate students' work, prepare lessons and conduct the examination) coupled with pressures of their job environment eventually lead to debilitating health problems (Vaghn, 1990). Furthermore, the problems and hazards of society and particularly education system are aggravating factors that may cause stress and as a consequence, teachers may experience health problems.

Emotional Intelligence is experienced by all in their everyday lives, in a wide of variety of situations and settings. It is a natural and unavoidable feature of life experienced at one time or another by the vast majority of those engaged in professional work. Stress is not just a uni-dimensional phenomenon. It is not limited to any particular sphere of an individual's life as it ranges from stressors present in his work life. Stress is basically, a word derived from the Latin word "stringer", meaning to draw tight. The definitions of stress are many and varied, ranging from simple one word statement such as tension or pressure to medical explanations for the physiological response of the human body to certain stimuli.

From a lay person's perspective, stress can be described as feeling tense, anxious, worried, or having the blues. Scientifically these feelings are manifestations of the stress experienced. There is general consensus however, that stress is a physical, mental or emotional reaction resulting from an individual's response to environment tensions, conflicts, pressures and similar stimuli. As commonly understood, stress is a pattern of disruptive, physiological and psychological reactions to events that threaten a person's ability to cope.

1.2 STATEMENT OF THE PROBLEM

Teaching has been identified as one of the most stressful professions today. The reasons for that may be inadequate salary, no increment in the salary, no revision of pay scale, more work load, more subjects to teach and the like. Working environment has a pronounced effect on stress. If so, what is the nature of working environment of college teachers and are they satisfied with the working time of the college, what is the perception of teachers on the existing working environment and are they really satisfied and are the factors that influence the level of satisfaction

Student misbehavior, more strength in the class, poor attitude, lack of teaching resources, extra duties like collecting fees, administrative work etc., may also lead to stress. What is then the level of stress of college teachers? What are the factors that influence the level of stress, There may be stress due to lack of time spent with family, no time to take care of children, lack of time to sleep, feeling dissatisfied with themselves, difficulty in remembering things, experience of tightness or pain in shoulders, etc., What are the outcomes of stress teachers cope with stress What are the stress management methodologies stress.

1.3 OBJECTIVES OF THE STUDY

Accordingly, the following objectives have been framed. They are,

- To find out the level of emotional intelligence of college teachers.
- To examine the working conditions of college teachers.
- To study the determinants stress.
- To find out the stress management techniques followed by teachers.

1.4 SCOPE OF THE STUDY

The present study has been conducted to know the 'Emotional Intelligence of College faculties. From this study, the institutions can understand the Emotional Intelligence of the teachers. The institutions can take necessary steps to reduce burden of the teachers. The institutions may be able to take up measures like increasing the basic pay annually, giving importance to seniority, and the like.

Bharathiar University as well as other universities may also be in a position to take up measures to ensure good working conditions to college teachers.

Government – state as well as the centre – may be able to draft policies on higher education to ensure conductive working climate so that working in a college would be an activity of pleasure to college teachers.

1.5 RESEARCH METHODOLOGY

The validity of any research depends on the systematic method of collecting the data and analyzing the same in a logical and sequential order. In the present study, an extensive use of both primary and secondary data was made.

1.5.1 RESEARCH DESIGN

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

The Research design used in this study was descriptive research design. It includes surveys and fact-finding enquiries of different kinds. The main characteristic of this method is that the researcher has no control over the variables; the researcher can report only what has happened or what is happening. The researcher used this research design to find out the fact of respondents attitude and opinion about satisfaction of customers.

1.6 STATISTICAL TOOLS

The following statistical tools are used in the study

- Percentage Analysis
- Chi Square Analysis
- ANOVA
- T-test

1.7 AREA OF THE STUDY

The sample area chosen for conducting the study is Pollachi.

1.8 LIMITATIONS OF THE STUDY

- The survey was limited to Pollachi Taluk only, so it cannot be generalized to all the location.
- The samples size is limited to 200 Teachers only.
- Time is one of the major constraints.
- At most care taken by the researches to choose the correct information from the respondents.

CHI – SQUARE

The chi square test is an important test among the several tests of signification developed by satisfaction. Chi-square, symbolically written x^2 is a statistical measure used in the contexts of sampling analysis for comparing a variance to a theoretical variance. It can also be used to make comparison between theoretical population and actual data when categories as used.

TABLE – 1.1

MONTHLY SALARY AND SELF AWARENESS

H_0 = *There is no significant association between monthly salary of the respondents and Self Awareness.*

Monthly Salary	Self Awareness			Total
	High	Moderate	Low	
Rs.5,001 - Rs.10,000	0	0	13	13
Rs.10,001 - Rs.15,000	49	36	25	110
Rs.15,001 - Rs.20,000	48	24	0	72
Above Rs.20,000	36	0	12	48
Total	**133**	**60**	**50**	**243**

Calculated χ2 Value: 90.167

Degree of freedom: 6

Table Value: Five per cent level: 12.592

INTERPRETATION

Since the calculated χ2 value (90.167) is greater than the table value (12.592).Therefore it is concluded that there is a significant association between monthly salary of the respondents and self awareness. Hence, Null hypothesis is rejected.

T- TEST

INTRODUCTION

T test is used to compare two different set of values. It is generally performed on a small set of data. T test is generally applied to normal distribution which has a small set of values. This test compares the mean of two samples. T test uses means and standard deviations of two samples to make a comparison. The formula for T test is given below:

Where,

$\overline{x}_1$ = Mean of first set of values

$\overline{x}_2$ = Mean of second set of values

S1 = Standard deviation of first set of values

S2 = Standard deviation of second set of values

n1 = Total number of values in first set

n2 = Total number of values in second set.

TABLE –1.2

T – TEST TABLE SHOWING THE DIFFERENCE IN THE MEAN SCORES BETWEEN MANAGING EMOTIONS & GENDER

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	134	1.5597	.79008	.06825
Female	109	1.6697	.81712	.07827

T	Df	Sig. (2-tailed)
-1.063	241	0.289

INTERPRETATION

The above table depicts that the P value (0.289) is more than 0.05. So there is no significant difference in the mean scores of the respondents based on the gender. It is inferred that gender does not influence the managing emotions of the respondents.

TABLE – 1.3

T – TEST TABLE SHOWING THE DIFFERENCE IN THE MEAN SCORES BETWEEN SOCIAL SKILL & GENDER

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	134	1.5522	.66680	.05760
Female	109	1.6789	.95142	.09113

T	Df	Sig. (2-tailed)
-1.217	241	0.225

INTERPRETATION

The above table depicts that the P value (0.225) is more than 0.05. So there is no significant difference in the mean scores of the respondents based on the gender. It is inferred that gender does not influence the social skills of the respondents.

ANOVA

INTRODUCTION

A statistical analysis tool that separates the total variability found within a data set into two components: random and systematic factors. The random factors do not have any statistical influence on the given data set, while the systematic factors do. The ANOVA test is used to determine the impact independent variables have on the dependent variable in a regression analysis.

TABLE – 1.4

ANOVA TABLE SHOWING THE DIFFERENCE IN MEAN SCORES BETWEEN SELF AWARENESS & AGE

Age	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.012	2	2.006	2.676	0.071
Within Groups	179.897	240	.750		
Total	**183.909**	**242**			

INTERPRETATION

The above table shows that the P value (0.071) is greater than 0.05. So, there is no significant difference in the mean scores of the respondents based on self awareness with respect to different age group of the respondents. It is inferred that age group does not influence the self awareness of the respondents.

TABLE – 1.5

ANOVA TABLE SHOWING THE DIFFERENCE IN MEAN SCORES BETWEEN SELF AWARENESS & TOTAL TEACHING EXPERIENCE

Total teaching experience	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.846	2	.423	.643	0.526
Within Groups	157.903	240	.658		
Total	**158.749**	**242**			

INTERPRETATION

The above table shows that the P value (0.526) is greater than 0.05. So, there is no significant difference in the mean scores of the respondents based on self awareness with respect to total teaching experience of the respondents. It is inferred that total teaching experience does not influence the self awareness of the respondents.

TABLE – 1.6

ANOVA TABLE SHOWING THE DIFFERENCE IN MEAN SCORES BETWEEN MANAGING EMOTIONS & MONTHLY SALARY

Monthly Salary	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.001	2	5.500	7.898	0.000
Within Groups	167.131	240	.696		
Total	**178.132**	**242**			

INTERPRETATION

The above table shows that the P value (0.000) is less than 0.05. So, there is a significant difference in the mean scores of the respondents based on managing emotions with respect to monthly salary of the respondents. It is inferred that monthly salary its influence the managing emotions of the respondents.

TABLE – 1.7

ANOVA TABLE SHOWING THE DIFFERENCE IN MEAN SCORES BETWEEN MANAGING EMOTIONS & TOTAL TEACHING EXPERIENCE

Total teaching experience	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.269	2	8.134	13.702	0.000
Within Groups	142.480	240	.594		
Total	**158.749**	**242**			

INTERPRETATION

The above table shows that the P value (0.000) is less than 0.05. So, there is a significant difference in the mean scores of the respondents based on managing emotions with respect to total teaching experience of the respondents. It is inferred that total teaching experience its influence the managing emotions of the respondents.

TABLE – 1.8

ANOVA TABLE SHOWING THE DIFFERENCE IN MEAN SCORES BETWEEN MANAGING ONESELF & TOTAL TEACHING EXPERIENCE

Total teaching experience	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	32.963	2	16.481	31.446	0.000
Within Groups	125.786	240	.524		
Total	**158.749**	**242**			

INTERPRETATION

The above table shows that the P value (0.000) is less than 0.05. So, there is a significant difference in the mean scores of the respondents based on managing oneself with respect to total teaching experience. It is inferred that teaching experiences its influence the managing oneself of the respondents.

FINDINGS, SUGGESTIONS AND CONCLUSION

FINDINGS

- The majority 122 (50.2%) of the respondents are belong to the age group between 31-40 years.

- The majority 169 (69.5%) of the respondents are married.

- The majority 133 (54.7%) of the respondents are residing in urban area.

- The majority 158 (65.0%) of the respondents are belongs to nuclear family.

- There is a significant association between age of the respondents and self awareness. Hence, Null hypothesis is rejected.

- There is a significant association between area of residence of the respondents and self awareness. Hence, Null hypothesis is rejected.

- There is a significant association between distance from residence to workplace of the respondents and self awareness. Hence, Null hypothesis is rejected.

- The P value (0.000) is less than 0.05. So there is a significant difference in the mean scores of the respondents based on the gender. It is inferred that gender its influence the self awareness of the respondents.

- The P value (0.061) is more than 0.05. So there is no significant difference in the mean scores of the respondents based on the marital status. It is inferred that marital status does not influence the self awareness of the respondents.

- The P value (0.007) is less than 0.05. So there is a significant difference in the mean scores of the

- The P value (0.000) is less than 0.05. So there is a significant difference in the mean scores of the respondents based on the type of family. It is inferred that type of family its influence the managing emotions of the respondents.

- The P value (0.169) is more than 0.05. So there is no significant difference in the mean scores of the respondents based on the gender. It is inferred that gender does not influence the motivating oneself of the respondents.

SUGGESTIONS

- It is possible that other factors are also contributing that role of emotional intelligence. For instances government regulation, political pressures, parents and students are more related to the cause of emotional intelligence among teachers. It is therefore suggested that a more suitable tool is developed that could measure the various other factors influencing the institutional functioning.

- For removal of resource inadequacy, inter department meeting should be organised, management by objective concept should be introduced, job importance of specific teachers group as well as specific departments should be reorganized and proper allocation of resources should be made.

- Kinds of role of emotional intelligence faced and psychosomatic (emotional) reactivity can also be studies. A detailed analysis of emotional intelligence on which a respondent has high scores can be done and some plans can be worked out to manage and reduce these emotional intelligence.

- There are certain strategies to cope with the emotional intelligence they are: Exercise, Relaxation, Time management, Role Management, Support Groups, Organizational coping strategies, Institutional programmes, Collateral programmes etc. These strategies can be used to reduce the emotional intelligence in the further studies.

5.3 CONCLUSION

Emotional intelligence is inevitable in every individual's life. Present day life has become too complex and complicated. Emotional intelligence can be either temporary or long term, either mild or severe. Both institutions and individuals are highly concerned about Emotional intelligence and its effects on burnout. The present study shows that the interpersistive mode of coping styles which is supported by high internality and high externality and approach is the best mode among all. This study showed that 60% of teacher educators opted for defensive mode of coping style which is the opposite of interpersistive mode of coping. So the teacher educators with their institutions should come out from the present status to the desired status and bring out the best of the results for the human resources.

Life is too short, too precious. We can consciously rise above such inconsequential matters and assign ourselves a greater role in life. We must achieve greatness by thinking high.

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