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**EMOTIONAL INTELLIGENCE AMONG COLLEGE TEACHERS: AN EMPIRICAL ANALYSIS**

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**ABSTRACT**

*Emotional intelligence plays a major role among the well-being of the teachers in current scenario. So keeping this, the study aims in knowing about the EI level of college teachers, which is assessed using the appropriate tools. A model was used to assess the EI level in terms of Burnout, which resulted that the proposed model was good fit. SEM technique was used to test the goodness of the model. The sample size of 500 college teachers from the Coimbatore Municipal Corporation was taken for the study. The study resulted that the Post Graduates have high level of mean emotional index.*

**KEYWORDS**

emotional intelligence, teaching.

**INTRODUCTION**

Emotional intelligence is not just a personal quality which a person either possesses or not. It can be developed and the individuals have the capacity to change both their interpersonal behavior and how they view themselves and others. Reflecting on what one is looking to change and how that change can be brought about, is important for the teachers seeking to develop their EI. Carl Rogers in his "Freedom to learn" (1983) said that the teachers who are genuine, empathetic and accepting with their learners would, by that fact alone, bring about change in their learners as they have a genuine desire to create a climate in which there is freedom to learn. He saw procedures and techniques as less important than attitudes. Emotional Intelligence development serves two broad purposes. One is to recognize and respond to the feelings of the teachers and that of students in the classroom. The other is to encourage the emotional state in the learners that is conducive to learning.

**CONCEPTUAL OUTLINE**

The basic and simple definition of EI is "how to behave with the right people at the right place at the right time".

Caruso (1999) found that EI results in people being more effective in the workplace environment largely because those people are more aware of their emotions and the emotions of others, which is the key to working with people. Creative ideas also result from the ability to generate a mood or an emotion for oneself or for other people (Caruso, 1999). Understanding emotions provides another advantage, as people are able to understand the point of view of others and handle team interaction better. Good management of emotions assists people in being aware of their emotions and using them to guide problem solving.

In order to facilitate the learning of EI amongst employees in the workplace there needs to be a greater understanding of the relationship between EI and various types of careers and workplace environments. Research has indicated that levels of EI may be related to different career fields depending on the emotional requirements of the career environment. It has been theorized that careers, which require greater interpersonal interactions and emotional reactions, attract people who have high EI and are able to manage the emotions of themselves and those of others. Schutte and Malouff (1999) for example, found that psychologists generally have higher levels of EI than prison inmates.

**LITERATURE FRAMEWORK**

Few past researchers from the study comprises as, **Muhammed masroor alam, The Relationships Between the Emotional Intelligence and Job Satisfaction: Empirical Findings From Higher Education Institution in Malaysia, Journal of management and social sciences, Vol. 5, Issue no. 2, 2009, pg no: 124-139.** This 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.

**Mohsin Atta, Muhammed Ather and Dr Maher Bano, Emotional Intelligence and Personality Traits among University Teachers: Relationship and Gender Differences, International journal of Business and Social Science, Vol. 4, Issue 17, December 2013.** 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.

**Laila; Amjad and Shehla, Emotional Intelligence Determining Work Attitudes and Outcomes of University Teachers: Evidence from Pakistan, Interdisciplinary Journal of contemporary research in business, Vol. 2, Issue. 10, February 2011, Pg.No: 240-259.** The main aim of this research 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.

**RESEARCH GAP**

From the review of literature it is clear that research has been carried out in emotional intelligence suiting the foreign framework and not Indian. So keeping this the present study has been carried out.

**SIGNIFICANCE OF THE STUDY**

The study focuses on analyzing the level of emotional intelligence among the college teachers. When the teachers are dissatisfied and depressed, others easily become lethargic, cynical and discontented and the entire organization becomes a dispirited and uninviting place. Thus teachers play an important role in establishing the overall tone of the college. Teachers need to feel successful and good about themselves and their abilities before they can empower their students to feel the same. If however, teachers experience feelings of failure, nervousness and fear in their relationship with students which results in low EI. The present study focuses on analyzing the level of EI among college teachers will provide an insight in to the various aspects of well-being of teacher.

**OBJECTIVES OF THE STUDY**

The purpose of the present study is to,

1. To analyze the relationship between demographic profile of the respondents and their level of EI
2. To analyze the EI level in terms of burnout.

**HYPOTHESIS OF THE STUDY**

H1: There is no significant relation between the EI level and burnout.

**MODEL**

The theoretical model was used to assess the EI level of college teachers in terms of burnout. The model is tested for good fit to the data using AMOS ver.22.

**SCOPE OF THE STUDY**

The study is to know about the EI level of the college teachers in terms of burnout. The study is confined to Coimbatore Municipal Corporation. It identifies the EI levels of the teacher in terms of burnout based on their socio demographic profile collected from the respondents.

**METHODOLOGY**

The study is analytical in nature. Survey method was used and the study is conducted among college teachers at Coimbatore Municipal Corporation. The population for the study comprises of 500 college teachers. Proportionately stratified random sampling technique was adopted for the study. Primary data is collected with the help of the questionnaire.

**ANALYSIS AND DISCUSSION****TABLE 1: EDUCATIONAL QUALIFICATION AND EMOTIONAL**

Educational Qualification	Numbers	Emotional Index	Above Average	Below Average	Range
Post Graduate	210 (42.00)	83.67	93	117	62.94-100.00
PG with Net	14 (2.80)	80.80	9	5	68.24-91.18
M.Phil.	148 (29.60)	78.82	68	80	61.18-100.00
Ph.D.	128 (25.60)	79.75	58	70	64.12-97.06
<b>Total</b>	<b>500</b>	<b>81.15</b>	<b>222</b>	<b>278</b>	<b>61.18-100.00</b>

Source: Computed and calculated through questionnaire

Calculated F Value: 10.988

One per cent level: 3.821

**Interpretation**

Out of 500 faculty members, 210 (42.00) faculty are post graduate. Their Emotional index is 83.67 of which 93 (44.28) faculty is above the average and 117 (55.71) faculty is below the average. Their emotional index ranges between 62.94 and 100.00.

14 (2.80) faculty member are post graduate with NET. Their emotional index is 80.80 of which 9 (64.28) faculty is above the average and 5 (35.71) faculty is below the average. Their emotional index ranges from 68.24 to 91.18.

148 (29.60) faculty members are M.Phil. graduates. Their emotional index is 78.82 of which 68 (45.94) faculty are above the average and 80 (54.05) are below the average. Their emotional index ranges from 61.18 and 100.00.

128 (25.60) faculty members have completed PhD. Their emotional index is 79.75 of which 58 (45.31) faculty are above the average and 70 (54.68) are below the average. Their emotional index ranges from 64.12 and 97.06.

Mean emotional index is found high among the faculty are post graduate.

**Inference**

As the calculated F value is greater than table value there exist a significant mean difference among the faculty classified on the basis of educational qualification.

**Test for the proposed model**

A structural equation modeling (SEM) technique is used to test the relationship between one or more observed variables and one or more latent variable. AMOS ver.22 was employed for this purpose.

Results indicate that the model offers a good fit.

**TABLE 2: AMOS-SUMMARY STATISTICS FOR MODEL FIT**

Model fit index	Recommended values	Observed values
Chi-square/degrees of freedom	$\leq 3.00$	2.072
GFI	$\geq 0.90$	0.999
AGFI	$\geq 0.80$	0.994
CFI	$\geq 0.90$	0.995
RMSEA	$\leq 0.08$	0.046
TLI	$\geq 0.95$	0.973

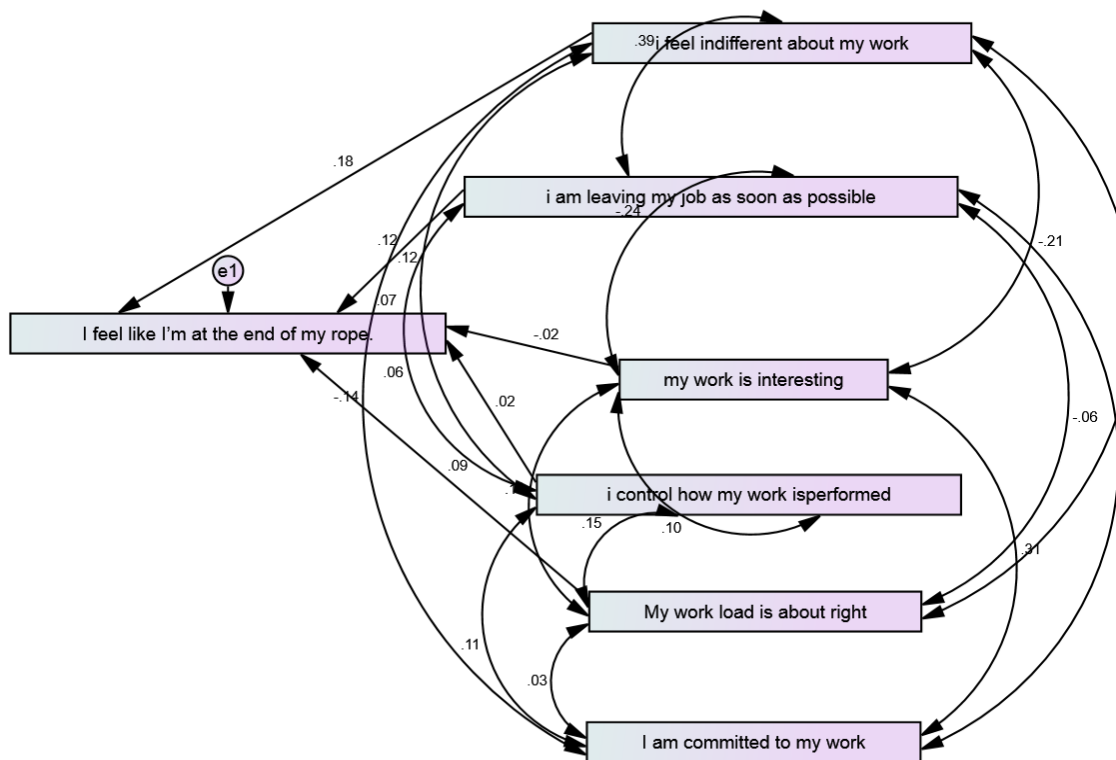
Source: Computed and calculated through questionnaire

CFI- comparative fit index, GFI- Good fit Index, AGFI-adjusted goodness of fit, RMSEA-Root mean square error of approximation and TLI-Tucker-Lewis Index.

\*Source for model fit index and recommended values "Application of structural equation modeling in educational research and practice" by Myint Swe Khine (Ed.).



FIG. 1



**LATENT VARIABLE (DEPENDENT)**

The following are the latent variables used:

- I feel like I am at end of my rope, (EI).
- I feel indifferent about my work,
- I am leaving my job as soon as possible,
- My work is interesting,
- I control how my work is performed,
- My work load is about right
- I am committed to my work.

## Regression lines

## DISCUSSIONS

The hypothesis- there is no significant relationship EI and level of burnout is supported only for the direct regression lines from I am leaving my job as soon as possible to I feel like I am at end of my rope, since it is positively correlated also the regression coefficient value is 0.12 and the value of p (0.012) is less than 0.05.

## 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.

## FUTURE SCOPE FOR THE PRESENT STUDY

The future scope for the present study can be carried out by making it as a comparative study on burnout and emotional intelligence between the private and government colleges in Coimbatore district, which would result in knowing the burnout and emotional intelligence level among the private and government colleges.

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