An Investigation of the Level of Emotional Intelligence level among educators in Coimbatore 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. Plethora’s 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 Coimbatore district.

Keywords: Emotional intelligence, Self-Awareness, Self-Management, Social Awareness

INTRODUCTION TO HRM

According to Edwin B. Flippo, “Human resource management is the planning, organising, directing and controlling of the procurement, development, resources to the end that individual and societal objectives are accomplished”.

Human Resource Management is the management of the employees of an organization. It is putting right people to the right task thereby making maximum use of the employees’ talent and abilities. Human resource management is responsible for how people are treated in an organization, they deal with: bringing people together in an organization, helping them perform their work, compensating them for their work, solving problems that arise.

The human resource management functions include: staffing, performance appraisals, compensation and benefits, training and development of employees and labor relations, safety and health and human resource research. The characteristic features are: Organizational Management, Personnel Administration, Manpower Management and Industrial Management.

Human Resource Management is moving away from traditional personnel, administration and transactional roles, which are increasingly outsourced. HRM is now expected to add value to the strategic utilization of employees and that employee programs impact the business in measurable ways. The new role of HRM involves strategic direction and HRM metrics and measurements to demonstrate value.

EMOTIONAL INTELLIGENCE IN HRM

In today's business world, HR professionals and managers need to be emotionally intelligent - deal with problems, lead by example, take the initiative, handle difficult situations and develop good relationships with clients. Successful human resource professionals know that their job isn't 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. Through EI human resource professionals now have a strategic tool that can help management produce results. EI provides methods to help solve your retention and morale problems, improve your company's creativity, create synergy from teamwork, improve information flow, drive forward your objectives, and ignite the best and most inspired performance from your employees.

Developing EI is all about being self-aware and aware of others. This involves lifting your head from the task in-hand and looking to see what is going on around you. 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. We experience many types of emotions in our daily lives such as fear, anger, enjoyment, disgust, interest, surprise, contempt, shame, sadness and guilt. These emotions become much stronger during times when our values and beliefs are compromised by ourselves or others.
However, in order to function professionally, we 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. One concept which may help with this is EI.

NEED FOR EMOTIONAL INTELLIGENCE

Emotional intelligence refers to "an ability to recognize the meanings of emotion and their relationships and to reason and problem solve on the basis of them" (Marques, 2007, p. 645). Mayer, Salovey & Caruso (2000a) state that emotional intelligence can be interpreted as societal practices that integrate emotion as with thought and blends it together. (Mayer et al, 2000a p.96). They view emotional intelligence as a set of cognitive abilities (where a person’s actual mental ability is believed to be directly related to standard definitions of intelligence), as well as emotional aspects. The authors believe that those two aspects could determine the level of emotional intelligence of an individual. Their model of emotional intelligence argues that emotional intelligence is a form of intelligence and can be seen as a set of skills or abilities, where such abilities are considered to be like other abilities and can therefore be measured.

BRANCHES OF EI - ADOPTED FROM THE MAYER-SALOVEY

Identifying or perceiving emotions:

- Ability to identify emotion in one's physical and psychological states.
- Ability to identify emotion in other people.
- Ability to express emotions accurately and to express needs related to them.
- Ability to discriminate between accurate/honest and inaccurate/dishonest feelings.

Using emotions (emotional facilitation of thought):

- Ability to redirect and prioritize thinking on the basis of associated feelings.
- Ability to generate emotions to facilitate judgment and memory.
- Ability to capitalize on mood changes to appreciate multiple points of view.
- Ability to use emotional states to facilitate problem-solving and creativity.

Understanding and reasoning with emotions:

- Ability to understand relationships among various emotions.
- Ability to perceive the causes and consequences of emotions.
- Ability to understand complex feelings, emotional blends, and contradictory states.
- Ability to understand transitions among emotions.

Managing emotions:

- Ability to be open to feelings, both pleasant and unpleasant.
- Ability to monitor and reflect on emotions.
- Ability to engage, prolong, or detach from an emotional state.
- Ability to manage emotions in oneself.
- Ability to manage emotions in others.

NEED FOR EMOTIONAL INTELLIGENCE AMONG EDUCATORS

Educators should be aware of the importance of Emotional Intelligence in Education. In fact, most educators know about the importance of imparting Emotional Intelligence training to the students. But little effort is made to implement this. Many models of Emotional Intelligence exist inside and outside educational mainstream, which can be used. Singh (2003) found that different professionals need different levels of Emotional Intelligence for success. The result says that teachers need to be highly Emotionally Intelligent to be successful. Emotional intelligent educators are recognized by their happy disposition and optimism towards their profession and life in general. Happy educators display ten characteristics:

1. They have a deep desire to know and experience who they really are and what they can become through their innate ability to choose who they want to.
2. They cultivate an attitude of openness, love and acceptance towards their daily experience.
3. They are sincerely grateful for the blessings and opportunities life brings. They approach life and their profession with optimism. They strive to discover their beauty and richness of life at each new moment.
4. They view their relationship with others as sacred. For happy educators relationships are life’s grand opportunity to create and produce the experience of being their best.
5. They have chosen teaching as a profession because it provides them with opportunities to experience who they are and what they can become by serving others. They have a passion for stimulating and activating the hearts and minds of their young and inexperienced learners.
6. They are deeply passionate about giving of their best in the spirit of co-operation, enthusiasm and...
love. They ask:”How can I best serve my learners and the community?”,”What can I give them today?” & “What can I do to be the best possible teacher today?”

7. They regard teaching as an opportunity to serve others to the best of their ability without being world famous leaders or accomplishing great deeds to make contribution to humanity. They realize that the more they put their heart into serving others, the greater and more fulfilling their teaching and personal lives will become.

8. They are efficient, considerate and conscious as they go about their teaching and daily interactions. They teach with an attitude of joy, harmony and cooperation.

9. They make their own life a priority. They honour themselves in all that they think so and say. They make an effort to bring balance to their own life first. They know that the greatest gift they can give their learners (and others) is the example of their own harmonious life.

10. They openly express their genuine care for their learners. They know that the learners will perform to the best of their ability in an environment where they feel physically and emotionally safe. They consistently set and uphold clearly defined boundaries in a gentle but assertive manner.

These features are the traits of emotionally intelligent educators. EI refers to an array of attitudes, social skills and a personal management style that allow us to succeed in the teaching profession and life in general.

REVIEW OF LITERATURE

Van Rooy & Viswesvaran, (2004) A meta-analysis of research published before 2003 found that emotional intelligence overlaps somewhat with both cognitive intelligence and aspects of personality, but also has substantial separate variance.

Matthews, Zeidner, and Roberts (2002) pointed out that level of emotional intelligence may have implications for both mental disorders in which emotion plays a central role as well as disorders that relate to non-emotional features of emotional intelligence. Mood and anxiety disorders are examples of disorders that have maladaptive emotional state as core symptoms.

Mayer and Salovey (1997) have conceptualised emotional intelligence (EI) as a set of mental abilities concerned with emotions and the processing of emotional information. With such it has been argued that the most valid assessment of EI will be gained from ability-based scales that involve (like other tests of mental ability), items for which there are more and less correct answers, that assess individuals’ capacity to reason with and about emotions.

Gardner (1983) Personal intelligence includes interpersonal feelings and intentions of others, and intrapersonal intelligence is the ability to understand one’s own feelings and motivations. These two intelligences are separate from each other. Nevertheless, because of their close association in most cultures, they are often linked together and form part of ‘personal intelligences’.

Akomolafe (2011) made an attempt to study the 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.

Mondal, N.K., Paul, P.K and Bandyopadhyay. A (2012) analyzed the nature and extent of emotional intelligence among secondary level schools teachers of Burdwan district in west Bengal (India). 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.

Kaufhold and Johnson (2005) indicated that teachers improving their emotional intelligence emphasized on the values of individual differences and promote the cooperative learning so as to solve problems and guide the students to promote social competence.

Cote and Miners (2006), there has been limited research investigating the relationship between emotion intelligence and job performance. Moreover, much of this research has been limited to the exploration of EI’s “main effects”.

Payne, (1986) coined the term, emotional intelligence, in a doctoral dissertation. This qualitative study proposed that one can overcome deficiencies in emotional functioning and regulation by showing strength in the face of fear or desire.

Daniel Goleman, (1995) brought emotional intelligence to the mainstream. He reviewed the work of John Mayer and Peter Salovey and developed his own model of emotional intelligence.

OBJECTIVES

1. To assess the level of emotional intelligence 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.

METHODLOGY

Descriptive research was used for this study. The study used primary data and it was collected through survey method. For collecting the data, questionnaires was used as a main tool. The data have been collected purely on proportionate stratified sampling and the sample size is

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 to investigate the level of emotional intelligence level among educators in Coimbatore city.

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**ANALYSIS OF PERSONAL PROFILE**

**SIMPLE PERCENTAGE ANALYSIS**

From above table, it could be inferred that most (45.2%) of the respondents belong to the age group of 30-40 years, on gender (51.9%) of the respondents are male, majority (33.5%) of respondents are single, (66.5%) of respondents are married, on designation (81.2%) of respondents are assistant professors to the maximum, in the category of teaching experience (41.4 %) of respondents have less than five years of experience, to the most (59.8 %) of the respondents come from the urban location of residence, on the annual income category (82.4 %) of respondents fall under the income level between 2-5 lakhs and finally in the discipline level (39.7 %) of respondents are from the arts and science colleges.

**LEVELS OF EMOTIONAL INTELLIGENCE**

**AGE * EILEVEL Cross tabulation**

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<td>2</td>
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<td>28</td>
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<tr>
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<td>0</td>
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<td>2</td>
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<tr>
<td>Total</td>
<td>2</td>
<td>141</td>
<td>85</td>
<td>10</td>
<td>238</td>
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It is found that out of 238 respondents 58 respondents from age group of below 30 years, 71 respondents from 30-40 years, 9 respondents from 40-50 years of age have the moderate level of emotional intelligence. 44 respondents from below 30 years, 28 respondents from age group between 30-40 years, 11 respondents from age group between 40-50 years have the high level of emotional intelligence. In which 6 respondents from age group 30-40 years have the very high level of emotional intelligence.
LIMITATIONS

The sample size of the study is limited to 230 respondents residing in Coimbatore district only. So the results may not be generalized to other places. The attitude of people tend to change time to time so sometime the present result may not give the correct future picture.

Findings

The following are the important findings of the study on - An Investigation of the Level of Emotional Intelligence level among educators in Coimbatore City.

Percentage Analysis

- 45.2 % of the respondents are in the age group between 30 - 40 years.
- 51.9% of the respondents are male respondents.
- 66.5 % of the respondents are married.
- 42.3 % of the respondents have PG as their educational qualification.
- 81.2 % of the respondents are assistant professors on the designation.
- 41.4 % of respondents have less than 5 years of teaching experience.
- 59.8 % of respondents come from the urban location.
- 82.4 % of respondents fall under the income level of 2 to 5 lakhs annually.
- 39.7 % of respondents come under the discipline of arts & science.

CONCLUSION

Emotional intelligence is the life blood of every organization, and is a vital element in human relationships and success at work and in life. Understanding our feelings and emotions, being able to manage them effectively and in turn understanding others' emotions and responding to their concerns is what emotional intelligence is all about. Emotional intelligence can be beneficial in many areas of life; it calls for the acquisition of certain emotional skills. However, the application of its usefulness has been most frequently documented in the professional workplace. But, if emotional intelligence can be documented in the academics itself then that will serve the organizations in a better way. The faculty members can achieve maximum emotional intelligence, if those dissatisfied areas will be concentrated. Thus, the emotional intelligence is needed for the educators for the betterment of students and oneself.

REFERENCES


