

Emotional Intelligence: A Study among College Teachers in the City of Kolkata, West Bengal.

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Abstract: An emotionally intelligent teachers who are considered as nation builders in coming time, is the heart and soul of any educational institution. The objective of the study is to find out the level of emotional intelligence of college teachers. Sample for the study consisted of 200 college teachers out of 100 male and 100 female were selected from 18 general degree colleges of Kolkata city, through stratified random sampling. The stratification was based on gender (male and female) and stream (science and social science). The standard structured questionnaire named “Emotional Intelligence Inventory Scale” designed and developed by Dr. S. K. Mangal and Mrs. Subhra. Mangal (2009) was administered to assess Emotional Intelligence. The two hypotheses formulated in the study were analysed by using appropriate statistical test like mean, SD, t-test to know the mean difference of emotional intelligence among college teachers with respect to gender and stream. Results indicated that there is no significant mean difference in the level of emotional intelligence among college teachers in terms of their gender and stream. The study will be helpful for teachers to be equipped with emotional intelligence skills that directs towards occupational potential as well and allow them to function effectively as educators.

Keywords: Emotional Intelligence (EI), College Teachers, Gender, Stream.

Introduction

Emotional intelligence is being considered to be important in organizational factors such as: organizational change leadership, management performance, perceiving, occupational stress, and life satisfaction. To meet organizational ends, it is not uncommon to use emotions and emotion related thoughts and behaviour as the ingredients in an institutionalised recipe of emotional culture. Emotionally intelligent person is skilled in five areas such as Self-awareness, Emotion Management, Motivating oneself, Empathy and Handling relationship (Mayer & Salovey, 1997).

Teacher education is related to the development of teacher proficiency, efficiency and competence that would enable and empower the teacher to meet the needs of the teaching profession and accepts the challenges therein.. According to Brotheridge & Grandy (2002) teaching profession is considered as one of the most stressful occupations because it involves daily work based on social interactions of a teacher where a teacher makes great effort to control not only his or her own emotions, but also those of colleagues, students, parents etc. An increasing amount of research is being carried out to examine stress in workplace including in learning institutions involving educators such as teachers and lecturers. This is because teaching profession is recognized to be one of the most stressful professions (Antoniou, 2000; Kyriacou, 1987; Manthei & Solman, 1988 as cited in Noriah, Ramlee, Zuria, Siti Rahayah, 2007).

Review of Literature

Emotional intelligence is claimed to affect various aspects of human performance, namely in physical and psychological health, social interaction and performance at school and in the work place (Bar-On, 1997). Unlike Intelligent Quotient (IQ), emotional intelligence (EQ) is associated with career and personal life success, including success in the academe (Mayer and Salovey, 1997; Goleman, 1995). There has been a lot of research carried out in order to establish the relationship between emotional intelligence and academic achievement.

Boyd (2005) identified that the teacher's behaviour affects the interpersonal relationships, perceptions, and feelings of emotional security of her students in the classroom.

Mayer & Salovey define emotional intelligence as “the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (1990, p. 189). They later redefine the term as “the ability to perceive accurately, appraise, and express emotion; the ability to access and / or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (Mayer and Salovey, 1997, p. 10).

Anari (2012) found that the teacher's emotional intelligence is significantly related to the job satisfaction and organizational commitment.

According to Rust (2014) emotional intelligence of teachers influences the student achievement.

Asrar-ul-Haq, Anwar, & Hassan (2017) suggested that emotional self-awareness, self-confidence, achievement, developing others and conflict management have a positive and significant relationship with the teacher's job performance.

Vesely-Maillefer & Saklofske (2018) identified that the development of emotional intelligence through training can have a positive impact, produce a wide range of psychological results and thus lead to better health and well-being; there seems to be a direct support for the well-being of teachers.

Low and Nelson (2005) found that teachers can “effectively deal with the pressures and demands of daily life and

work” by developing and capitalizing on their emotional intelligence skills. Therefore, due to the nature and demands involved in teaching, teachers should build on and strive to acquire high level of emotional intelligence to stay relevant and effective in the line of education.

Low and Nelson (2006) suggested that EQ is crucial to a student’s personal health and college success. They claimed that students with emotional intelligence skills are better able to cope with demanding and complex college experience. When individuals are able to lead their life successfully in the academe, they can focus on their learning and perform academically.

According to Adeyemo (2008) emotional intelligence of female workers in different organizations are higher than their male counterparts.

Sutton and Wheatley (as cited in Kremenitzer and Miller, 2008) argue that “emotions are an integral part of a teacher’s job and have an impact on teacher effectiveness, behavior, cognition, and motivation”.

Rationale of the Study

Emotionally intelligent teachers show care for students, create emotional climate in classroom that develops the student learning environment and helps the teachers to become more effective to ensure academic achievement. Teacher’s emotional intelligence affect their comfort level, self-efficacy, job satisfaction level and enhance social relationship with students. As a result, emotional intelligence directly affects the teaching and learning process (Jenning & Greenberg, 2009). Emotional intelligence is an important indicator in occupational and professional fields of education. Emotional intelligence leads to valuable life if teacher knows how to take advantage of this skill. Emotional intelligence helps the teachers to understand their students in better way. Therefore, because of many claims on the influence of emotional intelligence on academic and occupational success, this study made an attempt to explore the level of emotional intelligence among the teachers of general degree colleges in the city of Kolkata, West Bengal.

Objective of the Study

The objectives of the present study are:

1. to identify the level of emotional intelligence of the College teachers.
2. to find out the significance differences in emotional intelligence of the Teachers on the basis of gender.
3. to find out the significance differences in emotional intelligence among the teachers of social science and science groups.

Hypotheses

H₁: There will be no significant differences in emotional intelligence of teachers on the basis of gender

H₂: There will be no significant differences in emotional intelligence of teachers on the basis of their stream

Methodology of the Study

Methodology includes sampling procedure, adaptation of tools, and administration of tests for collection of data.

Population and Sample

This study undertook 18 randomly selected undergraduate general degree college from Kolkata city. Kolkata is one of the oldest, third most productive metropolitan city in India as well as the capital of West Bengal and had a potential gap to conduct such a good research. Most of the respondents included SACT, Assistant Professor and Associate Professor belonged to different classes, societies, cultures and have different thoughts towards emotional intelligence. The population for this study comprise the full-time academic staff at the faculty of Science and Social Science from undergraduate general degree colleges of Kolkata city. The designations of the faculty included SACT, Assistant Professor and Associate Professor. The focused population of the study was 460 academic staff (male and female) teaching at undergraduate level at 18 general degree colleges at the faculty of Science and Social Science of Kolkata city. Sekaran (2003: 294) has constructed different sample size in accordance with the total size of the population. The table defined in the aforementioned book of Sekaran constitutes the sample size of 200 teachers. Overall 245 questionnaires were circulated among the academic staff of Science and Social Science of selected colleges through random sampling technique and 215 completely filled questionnaires were returned, of which 15 were noticed redundant and were rejected. The concluding absolute sample size of the study was 200. Out of 200 sample fifty percent were male and fifty percent were female. It was further divided into two groups’ i.e. social science and science. Therefore, four strata from each stratum 50 cases were selected all together there were 200 academic staff. On the basis of the information provided, the teachers have been classified in to four groups matched on the gender and stream. Teachers were selected randomly by using lottery method. The stratified random sampling method is used in the study.

Table 1: Sample Profile

	Male	Female	Total
Social Science	50	50	100
Science	50	50	100
Total	100	100	200

Tools

In this study, the investigator used Emotional Intelligence Inventory test developed by Dr. S. K. Mangal and Mrs. Shubhra Mangal (2009). It consists of 100 items and there are two possible responses either yes or no. It consists four components, each having 25 items. This inventory measuring emotional intelligence on four areas namely 1. Intra-personal awareness 2. Inter-personal awareness 3. Intra-personal management 4. Inter-personal management. A score of one mark is provided for the response indicating the presence of emotional intelligence and zero for the absence of emotional intelligence. The reliability factor is split half 0.89 and test-retest 0.92. The validity of this inventory was established by adopting two different approaches, i.e. factorial or criterion related approach.

Administer and Procedure

The investigator approached the standard questionnaires among different cadres like, Lecturers, Assistant Professor and Associate Professor of all selected colleges in specific session to collect data. In due time filled up questionnaires were collected from the respondents. Then scoring of each response sheet was done with the help of scoring procedure as given in their respective annual. A statistical measures such as Percentile analysis, Mean, SD, and 't' test was used to interpret the obtained data using Statistical Package for Social Science (SPSS) version - 20.

Results and Discussion

H₁: There will be no significant differences in emotional intelligence of teachers on the basis of gender

In order to comparison of emotional intelligence between male and female teachers, t-test has been applied. The result is shown below in Table 2.

Table 2: 't' value in the Mean Scores of different aspects of Emotional Intelligence for Male and Female Teachers

	Emotional Intelligence	Males (N = 100)			Females (N = 100)			t Values	Sig. Level
		Mean	Std. Deviation	Std. Error	Mean	Std. Deviation	Std. Error		
I	Intrapersonal Awareness	19.167	.835	.241	18.154	1.676	.465	1.887	.072
II	Interpersonal Awareness	17.539	2.025	.562	17.500	1.446	.417	.054	.957
III	Intrapersonal Management	18.500	2.236	.646	15.615	4.718	1.308	1.926	.067
IV	Interpersonal Management	18.462	2.727	.756	17.833	1.029	.297	.749	.461
Total		18.400	2.109	.298	17.260	2.805	.397	2.297	.024

Table 2 showed the mean scores of male teachers are 19.167, 17.539, 18.500, 18.462 and Standard Deviation scores are .835, 2.025, 2.236, 2.727, whereas the mean scores of female teachers are 18.154, 17.500, 15.615, 17.833 and SD scores are 1.676, 1.446, 4.718, 1.029. The overall mean and SD scores of male teachers are 18.400 and 2.109 whereas mean and SD scores of female teachers are 17.260 and 2.805. The results also showed that the value of 't' of various dimensions of emotional intelligence are not significant. As the result indicated $p > 0.05$, the alternative hypothesis H₁ is accepted. The result shows that there is no significant mean difference in the emotional intelligence of male and female teachers. Therefore, both male and female teachers have same developmental rate in terms of emotional intelligence.

H₂: There will be no significant differences in emotional intelligence of teachers on the basis of their stream

In order to test hypothesis H₂, t-test has been applied. The result is shown below in Table 3.

Table 3: 't' value in the Mean Scores of different aspects of Emotional Intelligence for Social Science and Science Teachers

	Emotional Intelligence	Social Science (N = 100)			Science (N = 100)			t- Values	Sig. Level
		Mean	Std. Deviation	Std. Error	Mean	Std. Deviation	Std. Error		
I	Intrapersonal Awareness	18.923	.954	.265	18.333	1.775	.512	1.046	.306
II	Interpersonal Awareness	17.333	1.371	.396	17.692	2.057	.570	-.509	.616
III	Intrapersonal Management	17.333	2.059	.595	17.846	2.267	.629	-.590	.561
IV	Interpersonal Management	18.154	1.068	.296	18.083	2.906	.839	.082	.936
Total		17.960	1.525	.216	17.980	2.227	.315	-.052	.958

From the Table 3, it is revealed that the mean and SD scores of Social Science teachers are 18.923, 17.333, 17.333, 18.154 and .954, 1.371, 2.059, 1.068 respectively. Whereas the mean and Standard Deviation scores of Science teachers are 18.333, 17.692, 17.846, 18.083 and 1.775, 2.057, 2.267, 2.906 respectively. The overall mean and SD scores of Social Science teachers are 17.960 and 1.525 whereas the overall mean scores of Science teachers are 17.980 and 2.227. The results also showed that the value of 't' of various dimensions of emotional intelligence are not significant. As the result indicated $p > 0.05$, the alternative hypothesis H₂ is accepted. The result shows that there is no significant mean difference in the emotional intelligence of Social Science and Science teachers. Therefore, both Social Science and Science teachers have same developmental rate in terms of emotional intelligence.

Discussion

The main objective of the study was to measure the emotional intelligence of teachers engaged in general degree colleges of Kolkata city. The measurement of emotional intelligence demonstrates the abilities that enrich the interpersonal and intrapersonal management and awareness. A number of studies have already established that there is correlation between the emotional intelligence and its traits, social skills and academic performance. Emotional intelligence consists of four parts such as self-awareness, self-regulatory, self-motivation, and communication / relationship management (Goleman, 1995). Yousefi (2006), in his research, found that gender differences in emotional intelligence and communication skills were not found significant. Emotional intelligence is able to predict the performance of an individual at working place. The results indicated that the score of emotional intelligence in college teachers is important in terms of predictive validity of the intrapersonal and interpersonal awareness and management used and the potential for emotional management.

Conclusion

Based on the findings, the study concludes that:

1. Male and Female College teachers of Kolkata city are not significantly difference in all aspects of emotional intelligence.
2. The results reveal that there were no significant differences in all aspects of emotional intelligence between two types of college teachers i.e. Social Science teachers and Science teachers in the city of Kolkata.

The results of the study indicate that ability of emotional intelligence directs towards occupational potential as well and allow them to function effectively as educators. The findings of the study demonstrate that an individual, who is more emotionally intelligence is expected to perform better in his / her work place.

Suggestions

1. Some intervention plan can be developed for the enhancement of emotional intelligence of the teachers.
2. To provide some specific training in accordance with the degrees of origin that can develop the skills to manage.
3. Reorientation programmes for teachers can be arranged regarding emotional intelligence.
4. The teachers and all stakeholders in college should provide sufficient space to arrange co-curricular activities for emotional well-being of both teachers and the taught.
5. To make arrangement for teacher preparation programs in terms of curricular design and the emphasis on instilling and developing these skills among the student teachers through activities and modules.

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