

Emotional Intelligence of Teachers working in B.Ed. Colleges of Rayalaseema Region of Andhra Pradesh State

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Abstract

Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. Emotions if properly used are an essential tool for successful and fulfilling life. Emotional intelligence is a kind of intelligence or skill that involves the ability to perceive, assess and positively influence one's own and other people's emotions. Emotional intelligence is the set of abilities that accounts for how people emotional reports vary in the emotional intelligence accuracy and how the more accurate understanding of emotions leads to better problem solving in an individual's. An attempt is made in this paper to know the level of emotional intelligence of teachers working in B.Ed. colleges of Rayalaseema Region of Andhra Pradesh State in relation to their gender and educational qualification variations. A tool was developed for assessing emotional intelligence of 332 teachers working in B.Ed. colleges of Rayalaseema Region. The result showed that more than 83% of the teachers working in B.Ed. colleges possess moderate and low levels of emotional intelligence.

Key words: Emotions, emotional intelligence, B.Ed. colleges.

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Introduction

Education plays a very vital role in the life of any individual. It's more so the case in the present era where knowledge explosion is taking place by leaps and bounds. An individual who is ignorant of the changes that are taking place around him is bound to become obsolete. Hence education is sine qua non for the growth and progress of not only an individual but also the society as a whole. Education, as a result, happens to be an instrument of social change and it needs to be welcomed and encouraged. It is an indisputable fact that a teacher happens to be a force to be reckoned with in the society for not only creating awareness among the people but also as an agent who can bring about social change.

Emotional Intelligence is a highly important entity which manifests itself in everything that the people do. Every action, every decision and every judgment that an individual makes reflects the emotional intelligence of that particular individual. The people who are endowed with emotional intelligence take cognizance of this fact and use their thinking to manage their emotions appropriately instead of being manipulated by their emotions. During the last two decades, Emotional Intelligence (EI) has come to play a very vital role and is perceived to be an important indicator of a person's abilities, skills and knowledge not only in his personal life but also at workplace. It has been found in a majority of research studies that Emotional Intelligence plays a very vital role in the motivation, job performance, successful management, decision-making and issues relating to leadership.

Emotional intelligence, teacher effectiveness and teaching attitude have very close affinity with one another and emotional intelligence has an important bearing on teacher effectiveness and this in turn is going to impact the teaching attitude among the B.Ed. college teachers. Teachers have to perform a highly demanding role in the present days. As a result it is incumbent upon them to develop emotional intelligence in good measure in themselves initially and help the student community and other colleagues in an education institution to develop both emotional intelligence and positive interpersonal relationships. Emotional Intelligence for a teacher helps him in different walks of life by making him aware of his emotions, controlling and managing his emotions, motivating himself and recognizing and channeling their emotions in a proper manner, helping his colleagues and the others around him to manage their emotions. Thus, it is only through managing one's own emotions or in other words by possessing appropriate emotional intelligence the teacher effectiveness can be greatly enhanced.

Empirical evidences shows that the Emotional Intelligence is an asset to the Educational System

Indu (2009) conducted a study on emotional intelligence of secondary teacher trainees. The main focus of the study was to understand the influence of type of institutions and type of family on the emotional intelligence of teacher trainees. The data was collected using descriptive survey method. 502 teacher trainees who were studying in five different colleges of education in Coimbatore district of Tamil Nadu were selected as sample for the study. It was discovered through the study that the sample respondents possessed average emotional intelligence and there was hardly any difference in the emotional intelligence of teacher trainees depending on the type of institution or the type of family that they hailed from. *Nagpal (2009)* studied the emotional intelligence and self-concept among prospective teachers. The main focus of the study was to understand what kind of relationship existed between the emotional intelligence and self-concept of the prospective teachers. 120 prospective teachers who were studying in different education colleges in Rohtak city were taken as sample respondents for this study. The findings also revealed that there exist a significant difference between the self-concept of male teachers on one side and the self-concept of female teachers on the other. *Panda (2009)* carried out a study on emotional intelligence and the personality traits of pupil-teachers. The sample for the study was 130 pupil-teachers who were studying in the Kurukshetra University college of education in the city of Ambala. The study brought to light the fact that there existed a significant positive correlation between the emotional intelligence and the normal behaviour of pupil-teachers. However, no significant difference was discovered between the female pupils and the male pupils in their emotional intelligence. *Umadevi (2009)* made a study to understand the relationship between emotional intelligence, achievement motivation and academic achievement of primary school student teachers of the Davangare district of Karnataka state. It was revealed in the findings that there existed a positive relationship between emotional intelligence on one hand and the academic achievement. *Upadhyaya (2006)* conducted a study to understand the emotional intelligence of student teachers. It was discovered in the findings that the student teachers who are endowed with low emotional intelligence were usually uneasy and were scared about their failures as well as their future. Research studies that focus on the emotional intelligence of teachers are sporadic in nature in Indian context and such studies are warranted. The present study is an attempt to study the emotional intelligence of teachers working in B.Ed. colleges of education.

Need and Importance of the Study

Emotional intelligence has become a very popular concept in professional settings and even analyzed in the academic domain. However, the present-day research reflects the fact that emotional intelligence has a very vital role to play in determining the professional or personal success of individual. Emotional intelligence plays not only an important role in defining the success of an individual's work place, it also take great extent

determines the success of an individual in social life and in his ability to manage his/her relations in the environment surrounding immediately him or her. Emotional intelligence helps an individual to be aware of his emotions and how to handle them. It also enables an individual to have the knowledge regarding emotions and as to how to handle his emotions. To put it in a nutshell, emotional intelligence is using the emotions wisely for the benefit of the individual who is harnessing his emotions.

The role that a teacher plays in a classroom is highly vital. Emotional intelligence connotes the ability of an individual to express, control and manages emotions of self as well as others. Teaching happens to be an emotional entity as well as a practice which demands the involvement of emotional understanding, emotional and relations. Teachers have to take this fact into cognizance and need to have emotional bond with students and impart education to the students as emotional and social beings. The job of a teacher demands high level of emotional intelligence. The teachers who are endowed with high emotional intelligence beauty lies more positive and well adopted coping strategies when they face different kinds of stress and feel immense satisfaction with their work. Teachers must act as role models and must be worthy of emulation for students as to how to regulate positively and appropriately both inside and outside the classroom. The impact of emotions is quite striking and they tend to play a strong role in the development of teaching style.

Objectives of the Study

The following are the objectives of the present study:

1. To develop a tool to assess the level of Emotional Intelligence of teachers working in B.Ed. colleges of Rayalaseema region of Andhra Pradesh State.
2. To find out the significant differences, if any, in the Emotional Intelligence of teachers working in B.Ed. colleges due to variations in their Gender (men/ women), and Educational qualification (P.G with M.Ed./ P.G with M.Ed., M.Phil and Ph.D.).

Hypotheses of the Study

1. There exists a significant difference in the emotional intelligence of teachers working in B.Ed. colleges of education due to variations in their gender.
2. There exists a significant difference in the emotional intelligence of teachers working in B.Ed. colleges due to variations in their educational qualification.

Methodology Used in the Study

i) Method used in the Study

Survey method is used in the study

ii) Tools used in the Study

For the purpose of the study, the researcher developed the Rating Scale to assess the Emotional Intelligence of Teachers working in B.Ed. colleges. The emotional intelligence rating scale was developed based on the 4 dimensions i.e. self awareness, self management, social awareness and social skills with 56 statements. These statements are selected based on the literature and the earlier studies conducted in this area. The statements are given to a panel of experts and their opinions are incorporated in revising of the statements. The content validity, face validity, intrinsic validity and criterion validity of the tool have been established through appropriate procedures. Similarly, Split-half method is used to establish the reliability of the tools.

iii) Locale and Sample of the Study

The locale of the study was the Rayalaseema region of Andhra Pradesh State. Rayalaseema region of Andhra Pradesh State consists of four districts i.e. Anantapuram, Chittoor, Kurnool and Kadapa districts. The investigator selected 90 teachers are working in 14 B.Ed. colleges in Anantapuram district, 81 teachers are working in 13 B.Ed. colleges in Chittoor district, 81 teachers are working in 15 B.Ed. colleges in Kurnool district and 80 teachers are working in 13 B.Ed. colleges in Kadapa district. Thus, the total sample of the study was 332 teachers working in private un-aided B.Ed. colleges, government B.Ed. colleges and university departments offering B.Ed. course, at the time of collection of data for the study.

iv) Data Collection and Analysis

The developed tool was administered to the teachers working in the selected B.Ed. colleges, after establishing good rapport with the principals and teachers. The B.Ed. college teachers were directed to go through the instructions carefully before rating the statements in the respective tools. The collected data were analyzed by using number and percentage, mean, SD, $\text{mean} \pm 1\text{SD}$, t-test.

Results and Discussion

1. Number and Percentage of Teachers working in the B.Ed. Colleges with Low, Moderate and High Levels of Emotional Intelligence

Table-1 illustrate the number and percentage of teachers falling under low, moderate and high level of Emotional Intelligence with reference to the dimensions- self awareness, self management, social awareness, social skills and emotional intelligence as a whole.

Table-1: Number and Percentage of Teachers working in the B.Ed. Colleges with Low, Moderate and High Levels of Emotional Intelligence.

Emotional Intelligence Dimensions	Number and Percentage of B.Ed. College Teachers with Low, Moderate and High Levels of Emotional Intelligence					
	Low $\leq \text{Mean} - S.D$		Moderate <i>In Between</i>		High $\geq \text{Mean} + S.D$	
	No.	%	No.	%	No.	%
Self Awareness	45	13.5	231	69.6	56	16.9
Self Management	40	12.1	225	67.7	67	20.2
Social Awareness	72	21.7	213	64.2	47	14.1
Social Skills	73	21.9	207	62.4	52	15.7
Emotional Intelligence as a whole	46	13.9	232	69.8	54	16.3

Note: The Number and Percentage of B.Ed. College Teachers with Low, Moderate and High Levels of Emotional Intelligence has been arrived based on mean \pm 1S.D ($M \pm 1\sigma$) for each item for the sample of the study.

From table-1 it is clear that, out of 332 teachers working in B.Ed. colleges, 232 (69.9%) teachers possess moderate level of emotional intelligence, followed by 54 (16.2%) teachers with high level of emotional intelligence and the remaining 46 (13.9%) with low level of emotional intelligence. The present findings are in agreement with the results of Poornima (2010), David and Roy (2010), Sreekala (2010), Neelakandan (2007) and Indu (2009). It is inferred that, more than 83 % of teachers working in B.Ed. colleges possess moderate and low level of emotional intelligence. This trend indicates that there is a need to look into the emotional competencies possessed by the B.Ed. college teachers that help them to balance their emotions and manage various sources of stress and enhance their teaching effectiveness and teaching attitude towards teaching profession.

Bar diagram showing the number and percentage of teachers working in B.Ed. colleges with low, moderate and high levels of emotional intelligence is shown in Figure-1.

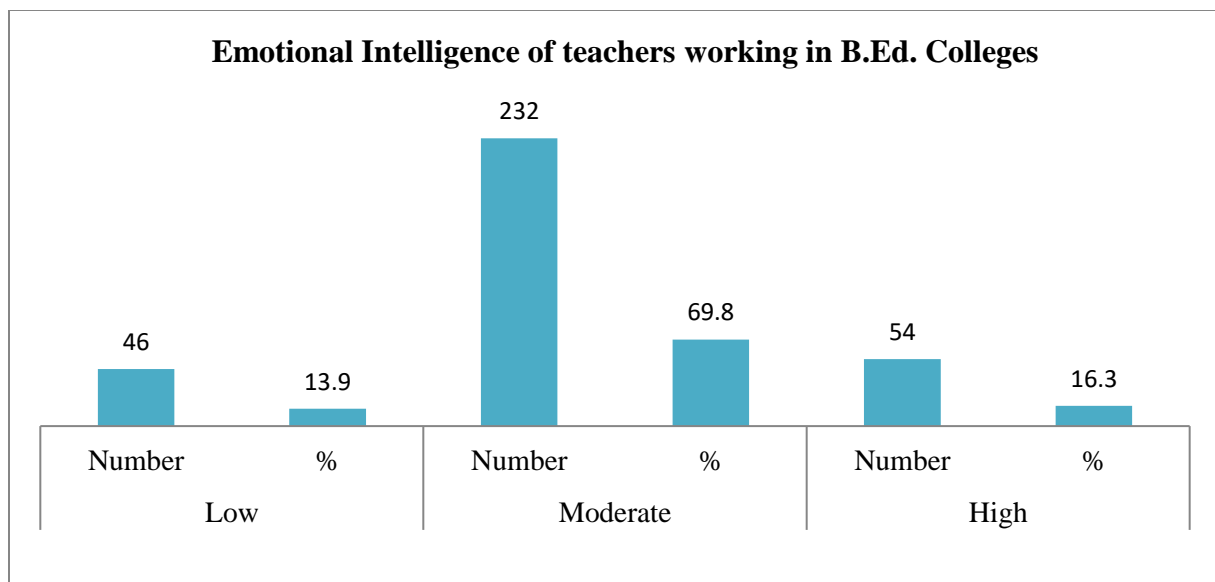


Figure- 1: Number and Percentage of teachers working in B.Ed. colleges with low, moderate and high emotional intelligence.

2. Effect of 'gender' on the Emotional Intelligence of Teachers working in B.Ed. Colleges

Mean and S.D of the dimensions of emotional intelligence of teachers working in B.Ed. colleges with their gender and the calculated t-values are presented in table-2.

Table-2: Mean and S.D. of Emotional Intelligence of Men and Women teachers working in B.Ed. Colleges and the calculated t-values

Emotional Intelligence Dimensions	Gender				Calculated t-value
	Men (N= 244)		Women (N= 88)		
	Mean	S.D.	Mean	S.D.	
Self Awareness	32.20	8.19	38.14	11.66	5.17 **
Self Management	43.03	11.34	49.68	15.80	4.22 **
Social Awareness	32.14	9.27	34.06	9.99	1.63 @
Social Skills	57.03	15.79	61.47	17.73	2.19 *
Emotional Intelligence as a whole	164.39	40.64	183.34	52.59	3.45 **

Note: @ Not significant at 0.05 level; * Significant at 0.05 level; ** Significant at 0.01 level.

From table-2, it is clear that the obtained t-values with respect to the dimensions of emotional intelligence i.e. self awareness (5.17), self management (4.22), and emotional intelligence as a whole (3.45) are significant at 0.01 level and, for the dimension social skills (2.19) it is significant at 0.05 level. Hence, the formulated hypothesis '*there exists significant difference in the emotional intelligence of teachers working in*

B.Ed. colleges due to variations in their gender' is accepted only for emotional intelligence as a whole and its above mentioned dimensions. Further, the mean scores of women teachers for emotional intelligence as a whole (183.34), self awareness (38.14), self management (49.68) and social skills (61.47) are higher compared to the mean scores of their counterparts i.e. men teachers (164.39, 32.2, 43.03 and 57.03 respectively). This may be due to the fact that, men teachers generally go for multiple frame of leadership in contrast to female teachers who are more oriented towards structural and humanistic frame and also teaching is viewed as a female profession. In Indian culture it is a general saying that female is another name of tolerance, patience and humbleness and she is good in developing rapport and comfort in dealing with students. These results are supported by the findings of Lenka and Kant (2012), Vijaya Anuradha (2012), Poornima (2010), and Nahid (2012). On the other hand, the t-value with respect to social awareness (1.63) is not significant at 0.05 level, indicating men and women teachers are similar in the social awareness of emotional intelligence. The bar diagram representing the significant mean scores of the dimensions of emotional intelligence are shown in Figure-2.

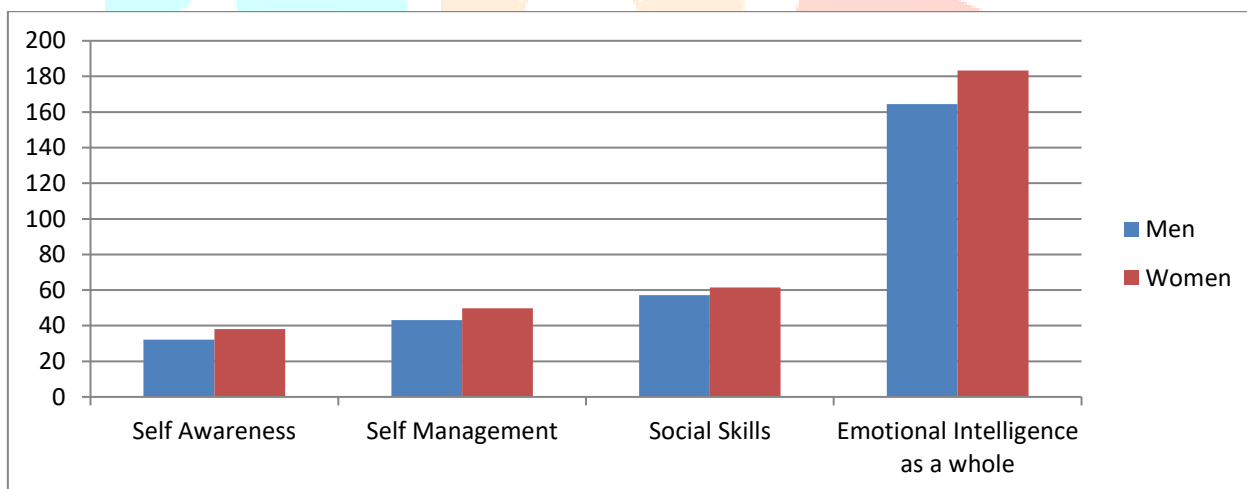


Figure- 2: Mean Scores of the dimensions of Emotional Intelligence of teachers working in B.Ed. colleges with respect to their Gender.

3. Effect of '*educational qualification*' on the Emotional Intelligence of Teachers working in B.Ed. Colleges

Mean and S.D of the dimensions of emotional intelligence of teachers working in B.Ed. colleges with respect to their educational qualification and the calculated t-values are presented in table-3.

From table-3, it is clear that the obtained t-values with respect to the dimensions of emotional intelligence i.e. self awareness (5.62), self management (5.52), social awareness (2.89), social skills (3.29) and emotional intelligence as a whole (4.61) are significant at 0.01 level. Hence, the formulated hypothesis '*there*

exists significant difference in the emotional intelligence of teachers working in B.Ed. colleges due to variations in their educational qualification' is accepted for all dimensions of emotional intelligence.

Table-3: Mean and S.D. of Emotional Intelligence of teachers working in B.Ed. Colleges with respect to their Educational Qualification and the calculated t-values

Emotional Intelligence Dimensions	Educational Qualification				Calculated t-value
	PG with M.Ed. (N= 242)		PG with M.Ed., M.Phil and Ph.D.		
	Mean	S.D	Mean	S.D	
<i>Emotional Intelligence</i>					
Self Awareness	32.05	8.43	38.41	10.91	5.62 **
Self Management	42.50	11.40	50.98	14.92	5.52 **
Social Awareness	31.74	9.32	35.09	9.55	2.89 **
Social Skills	56.42	15.82	63.00	17.12	3.29 **
Emotional Intelligence as a whole	162.70	41.14	187.48	49.39	4.61 **

Note: ** Significant at 0.01 level.

Further, the mean scores of teachers having PG with M.Ed., M.Phil, and Ph.D. qualification for emotional intelligence as a whole (187.48), self awareness (38.41), self management (50.98), social awareness (35.09, and social skills (63) are higher compared to the mean scores of their counterparts i.e. teachers having PG with M.Ed. qualification (162.7, 32.05, 42.5, 31.74, and 56.42 respectively). The mean values clearly indicate that the teacher possessing PG with M.Ed., M.Phil., and Ph.D. qualification more than their counterparts i.e. PG with M.Ed. qualification. Owing the higher qualification, the respondents could critically analyze and appreciate the problems that are plaguing the institutions. Higher qualification and research exposure is always advantages. Those with Ph.D. and research experience seemed to have had the maximum opportunity to study and analyze the problems faced in the educational institutions. The bar diagram representing the significant mean scores of the dimensions of emotional intelligence are shown in Figure-3.

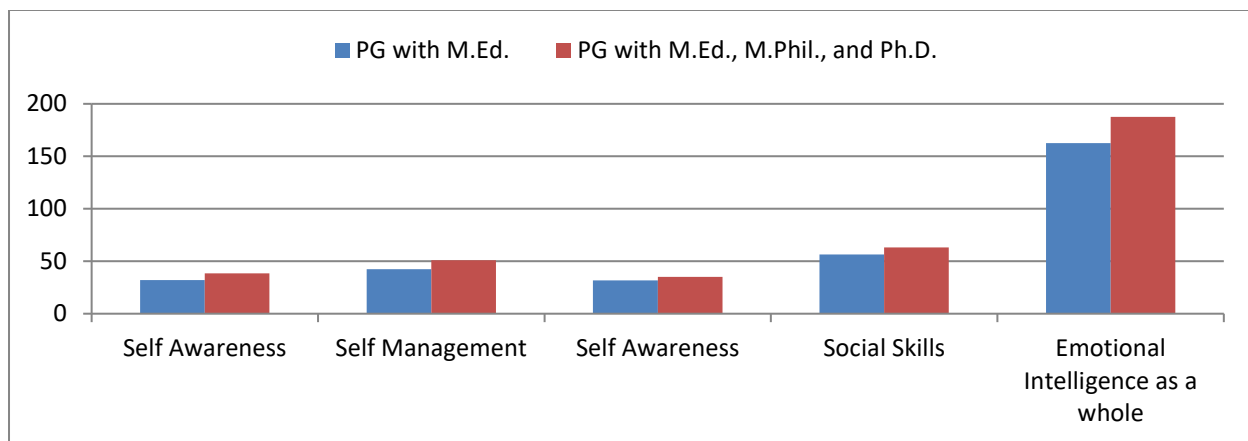


Figure- 3: Mean Scores of the dimensions of Emotional Intelligence of teachers working in B.Ed. colleges with respect to their Educational qualification.

Findings of the Study

1. 83.7% of the teachers working in B.Ed. colleges possess moderate and low levels of emotional intelligence which indicates that there is a need for teachers to enhance their, self awareness, self management, social awareness and social skills. On the other hand, 16.3% of the teachers possess high level of emotional intelligence.
2. The variable '**gender**' has significantly influence on emotional intelligence dimensions- self awareness, self management, social skills and emotional intelligence as a whole. On the other hand, the variable is not having significant bearing on emotional intelligence dimension- social awareness. Further, the mean values indicate that women teachers are better in their self awareness, self management, social skills and emotional intelligence as a whole compared to their counterparts i.e. men teachers working in B.Ed. colleges.
3. The variable '**educational qualification**' of teachers working in B.Ed. colleges had significant bearing on their emotional intelligence dimensions- self awareness, self management, social awareness, social skills and emotional intelligence as a whole. Further, the mean values indicate that the PG with M.Ed., M.Phil., and Ph.D. teachers had significantly better than PG with M.Ed. teachers with respect to the emotional intelligence dimensions- self awareness, self management, social awareness, social skills and emotional intelligence as a whole.

Educational Implications of the Study

The study revealed that 83.7% of the teachers working in B.Ed. Colleges possess moderate and low levels of emotional intelligence, and there is a need for enhancing and improving the emotional intelligence of teachers at colleges of education. Researches indicate that social and emotional intelligence are associated with success in many areas of life, including effective teaching, student learning, quality relationships and academic performance. Integrated programmes should be introduced into colleges of education that includes training on social and emotional skills for both teachers and students, and should receive backing from all levels of the authorities. Emotional Intelligence training workshops for teachers should be organized to provide in depth information about the emotional intelligence skills which play an integral role in academic learning, decision making, classroom management, stress management, interpersonal relationships, team building, and overall quality of teaching profession. Further, the teacher educational institutions should appoint teachers based on their emotional intelligence skills, train teachers on emotional intelligence skills and concepts, create norms and values that encourage people to demonstrate emotional intelligence skills, and put performance management system in place, such as specifying performance goals.

It is found that the emotional intelligence of women teachers is better than their counterparts in terms of self awareness, self management, social skills and emotional intelligence as a whole; and 'educational qualification' had its significant bearing on emotional intelligence dimensions- self awareness, self management, social awareness, social skills and emotional intelligence as a whole with teachers having PG with M.Ed., M.Phil. and Ph.D. is better than the teachers possessing PG with M.Ed. qualification. Considering the fact that the teachers lead, and teach the future youth, who provide for a wide range of increasingly sophisticated and ever changing variety of manpower needed, their job is a more responsible one, implying that the teachers be high on emotional intelligence and well-being to be performing effectively. Studies stated earlier imply that emotional intelligence can be enhanced, cultivated through training. Hence, the training modules for teachers at all levels must include components on enhancing their emotional intelligence.

Conclusions

This study provides an empirical basis for understanding as to how much the high emotional intelligence teachers have come up in comparison to the low emotional intelligence teachers. Also we can feel the direction in which some steps can be taken to improve the psychological make-up of the low emotional intelligence teachers in order to enhance their emotional intelligence. In order to perform his role effectively a teacher should be intelligent in emotion and satisfied in profession, because a teacher is the hope for an individual and the nation. Since, teacher's personality, behavior, interest, attitude and emotions affect the

student's behavioral pattern. So, a teacher should understand and learn how to channelize his own emotions and other attributes as well as the same of students in the teaching learning process.

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