

SELF PERCEIVED DIFFERENCES IN EMOTIONAL INTELLIGENCE AMONG MANAGEMENT FACULTY IN HYDERABAD.

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ABSTRACT

Emotional intelligence is the ability of an individual to use emotions properly for positive results. This has an impact on many aspects of our personal and professional life. The present research study was undertaken to investigate the Emotional Intelligence of Faculty who teach management in various types of Management Institutes in Hyderabad. *The sample consisted of 200 Management Faculty from Hyderabad who are both male and female. Convenience sampling technique was adopted to select the number of respondents across the gender. Hypotheses in support of Emotional Intelligence has been tested in this study. The t test at .05 level of significance revealed significant differences based on gender in the present study. The results indicated that female faculty have higher Emotional Intelligence levels as compared to male faculty.*

Key words: emotional intelligence, Management faculty, gender differences

1. INTRODUCTION

A Teacher in present day educational system has a great role showcasing many abilities to deal with students. One of such ability is emotional intelligence. Emotional aspects are inevitable in the teaching learning process and it influences the overall student performance. Before handling students' emotions, it is customary for a teacher to analyze her or his emotional skills so as to positively impact students' academic performance. Emotion is always pointed to the feelings that are towards someone or something. It has a huge power over learning. Emotional intelligence gives an ability to test reason with emotions and to apply the emotion to improve the thought

Emotional Intelligence (EI): Emotional Intelligence is defined as the ability to monitor one's own and other's feelings and emotions to discriminate among others, and use this information to guide one's thinking and action. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and /or generate feelings when they facilitate thoughts, the ability to understand emotions and emotional knowledge and intellectual growth. (Mayer and Salovey 1993).

Several studies have shown that, it has direct impact on the teacher's behavior working in an educational organization and it is important for the success of their profession. Teachers are considered as the main pillars in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society. Teachers cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents. In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance. In fact, emotional intelligence is a type of social intelligence that includes to control his/her own and others emotions; make a choice between them and the ability of using these emotions to set his/her life. Therefore this skill is really required to make the teachers performance very effective. This skill can make the teachers not only able to deal with their students but with their colleagues as well. This study is based on the idea to know the level of the emotional intelligence among Management Faculty.

1.2. COMPONENTS OF EMOTIONAL INTELLIGENCE

1) Self-Understanding

This means the ability to notice perceptions of ourselves. It means also the ability to recognize our emotion day by day. It's the start for successful decision making. The real knowledge of our emotion gives a reliable feeling of what kind of consequence follow from different choices. How our emotions have an impact on our activities and what we think. These skills are determined to make ourselves to have a clear understanding.

2) Managing Emotions

Managing emotion is also important in the situation in which we are filled with worries, troubles, irritability. If superior cannot manage his/her own emotion, it is not very probable that he/she is good in understanding the complicated net of the subordinate. All the talents drive our emotions and willingness. Emotions help to: 1) Identify and make a note on our own emotions and also on our opponents. 2) Clearly tell the source of the feelings. 3) Share about the feelings of ourselves and our opponents. 4) Convey our feelings in a diplomatic way. This can be done easily by understanding the situations correctly and reacting to them.

3) Empathy

Empathy is defined as "Understanding other people and to feel compassion to their feelings and emotion. It also tells that we should understand the needs of other people and the capacity to see different persons. The Higher level employees with low level of understanding aren't good to understand weak signals from their low level employees. Understanding superiors are subtle, which is said that they have the good skill to avoid hurting the emotions of their people. These skills determine how we manage with other people. Understanding is the ability to identify a person's feel, and link it to the situation. In this corporate world Falvey (1986) has said the need of saying "Thank you" to increase productivity. Understanding the feeling of other's is a signal level of our Emotional Intelligence. Empathy is not just a dreamy idea, it is a truth. Being able to understand another's feeling is not only a theoretical concept.

4) Social Skills

The superior with a high level of social skills have the ability to use these skills in leading, persuading, negotiating, and in teamwork. Superior should understand the short period motivators and also the long period motivators in variety of people. In communication skill the most important thing is not always the real message but the impact and reaction it makes these skills are important in making desired reaction in those people.

2. REVIEW OF LITERATURE

Mishra, Prashant & Dhar, Upinder. In his research "**Emotional Intelligence as a correlate of Thinking Orientation among future managers**", *Indian Journal of Industrial Relations*, 2001, Vol.36, No.3, Jan 01. pp. 323-344, aims to know about the EI among the future managers in a survey of 210 students from management institutes explored the relationship between thinking orientation and emotional intelligence.

Results revealed that students with whole brain thinking possess significantly higher emotional intelligence than those with right brain or left brain thinking. Age was found to be significantly correlated with emotional intelligence irrespective of thinking orientation.

Mayer et al. (2000) also showed with a series of studies that emotional intelligence increased with age and experience which qualifies it as an ability rather than a personality trait.

Bartram & Bailey (2009) studied the perceptions and expectations regarding 'effective teaching practice' among international and national students in UK at a single university. The study found that students from both backgrounds converge on similar views on what constitutes effective teaching i.e. teaching skills, personal attributes, and relationship with students and knowledge. Teaching skills was the most preferred characteristic for effective teaching followed by personal attributes and relationship with students, but knowledge was not much emphasized. Students were found to stress upon the mentor/guide role of the teacher.

Priti Suman Mishra and A K Das Mohanputra in their study "**Relevance of emotional intelligence for effective job performance: An empirical study**" published in *Vikalpa*, Vol. 35, Issue. 1, January-March 2010 aims to know about the effective job performance in relation with emotional intelligence among various organizations in Delhi NCR. Having the sample size of 90 the study explored the relationship between the emotional intelligence and performance assessment, which resulted that the executives with high level of experience are significantly higher on emotional intelligence when compared with less experienced executives.

Dr. Vanathi vembar and Dr. S. Nagarajan in their study "**Emotional intelligence and organizational stress**", in the journal *IPEDR*, Vol. 12, 2011, assessed the psychological effects of emotional intelligence and organizational stress with the sample size of 480 executives from the banking industry in Chennai. Since there is a need to correlate emotional intelligence and organizational stress simple correlation was adopted. The study resulted that executives with high and moderate levels of emotional intelligence had a similar levels of organizational stress.

3. SIGNIFICANCE OF THE STUDY

The study focused on identifying the phenomena related to emotional intelligence among B Ed Student teachers. It helps to establish social relationships and managing emotions in others. The teachers who have high emotional intelligence communicates with constructive goal in mind and controls his or her emotions carefully more than reacting

to situation on the basis of impulse generated by emotion generated event. This may help the educational institutions to initiate some change in environment so as to increase the level of emotional intelligence among the B Ed Student teachers at the institutions. McDowelle and Bell (1997) found that lack of emotional intelligence skills lowered team effectiveness and created dysfunctional team interactions and most effective performers lost the best networking skills.

4. OBJECTIVES OF THE STUDY

The following are the objectives of the study:

- To assess the perceived level of Emotional Intelligence of Management Faculty.
- To find out whether there is any significant difference in the perceived Emotional Intelligence based on gender

4.1 HYPOTHESES OF THE STUDY

Ho 1: There is no significant difference in Emotional Intelligence of Management faculty based on experience levels.

Ho 2: There is no significant difference in Emotional Intelligence of male and female management faculty.

4.1.1 SCOPE OF THE STUDY

The study is to know about the phenomena related to self perceived emotional intelligence of faculty teaching Management in colleges in Hyderabad city. It identifies the level of emotional intelligence based on gender. The study provides a focus in understanding the impact of emotional intelligence of faculty in the student and class room management aspects. It also helps the Management Institutes to create best ideas and draw suitable plans to increase the level of emotional intelligence among the faculty.

5. RESEARCH METHODOLOGY

The present study was taken up to investigate to know the Emotional Intelligence of Management faculty and to find whether there is any significant difference in Emotional Intelligence with respect to gender. The IT sector of Bangalore city is the sampling frame for this study, this study is a descriptive study adopting survey method using convenience sampling . The study was conducted on a sample of 200 management faculty from University affiliated colleges in Hyderabad. The questionnaire consists of 25 simple statements related to emotional intelligence . The obtained data with respect to different back ground variables were tabulated and subjected to statistical analysis employing approximate statistical techniques. The obtained data was analyzed using Mean , Standard Deviation, 't' test and One way ANOVA.

6. ANALYSIS AND INTERPRETATION OF THE STUDY

Table No. -1 showing the percentage levels of self perceived emotions of Management Faculty

	Self perceived emotions in one self			Total
	Low	Moderate	High	
Respondents				
Frequency	32	120	48	200
Percentages	16%	60%	24%	100%

Table no.1 shows that a majority of Management student teachers that is 60% of them possess average level of Emotional Intelligence. It also seen that 24% and 16% of the management faculty teachers possesses high and low level of Emotional Intelligence respectively.

Ho 1: There is no significant difference in Emotional Intelligence of Management faculty based on experience levels.

One way analysis of variance (ANOVA) was used to test Ho1. The results are shown in the table no 2

Table No. -2 Descriptive Statistics of experience levels of Management faculty and their Emotional Intelligence.

Emotional intelligence	Sum of squares	df	Mean square	Mean F	Level of significance
Between groups	5.923	2	2.961	1.536	0.216
Within groups	957.885	497	1.927		
Total	963.808	499			

NS-Not Significant

The obtained 'f' value of 1.536 is less than the F tabled value of 3.09 at 0.05 level of significance for the degrees of freedom 2 and 497. Hence the null Ho1 is accepted. It is thus inferred that there is no significant difference in perceived Emotional Intelligence of Management faculty based on experience levels.

Ho 2: There is no significant difference between male and female Management Faculty with respect to their Emotional Intelligence.

't' test was calculated to test the hypothesis 2. The results are presented in table no. 3

Table No. -3 summary table of 't' test of Emotional Intelligence of male and female Management faculty.

Gender	N	Mean	S.D	t value	df	Level of significance
Male	129	60.32	4.92	4.406	198	0.00
Female	71	56.81	6.13			

Table no. 4 shows that the obtained 't' value of 4.406 is greater than the tabled 't' value of 1.98 at 0.05 level of significance for degrees of freedom 198. Therefore the null hypothesis that there is no significant difference between male and female management faculty in their perceived emotional intelligence levels is rejected and it is concluded that there is a significance difference between male and female faculty with respect to their Emotional Intelligence and women are found to have higher emotional intelligence as compared to men.

7. CONCLUSION

It is seen that the suppression of emotion is not useful and that for teaching people to suppress their emotions is part of trying to control them. Emotionally competent people will express emotion appropriate to the situation and their needs and they will not seek to suppress emotions in others. Emotional intelligence is necessity for every Management Faculty. The concept of emotional intelligence may be incorporated in the Management education curriculum to revitalize Management education programme. The faculty are the future destiny makers of our nation. If the teacher is well matured emotionally, he/she can easily understand others feelings or emotions which help him/her to predict future behavior according to situation. Simple acquisition of degree and position are not a great thing but the conduct and character are very important. To behave in this manner the teacher should have the self perception of him/her self which leads to better understanding of professional and personal life. Then he/she will be capable to express his/her emotions in a right time, in a right manner and right amount. If the teacher is well matured emotionally, he/she can easily understand others feelings or emotions which help him/her to predict future behavior of students and conduct the class room sessions effectively.

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