



EMOTIONAL INTELLIGENCE AT WORK PLACE –A STUDY AMONG THE UNIVERSITY TEACHERS

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ABSTRACT

Universities are considered as the centers of knowledge which transform the lives of the people through education. They are the critical component of human development worldwide. Universities train the students for high-level skills and train them for various professions such as Doctors, Nurses, Engineers, Teachers, Entrepreneurs, scientists, social scientists, and many more. These trained individuals are an asset to society and develop the country's economy.

The quality of the Universities doesn't depend upon the location, size of the institution, the mission of the institution, and focus but it depends upon the quality of the faculty. It is because the faculty of higher educational institutions are a remarkable and unique group of highly qualified professionals. They are the people who inspire, empower the students, and recognize their strengths and weakness, assists students to achieve their life goals.

University faculty should have the perfect balance of control, ability to make a proper adjustment at home and workplace, can teach to develop different perspectives, be impartial, have a sense of humour, have realistic expectations, should stick to their word, have the open-mindedness to change and have Emotional Intelligence for productive work.

The present paper aims at studying the effect of age, gender, teaching experience, and level of education on the Emotional Intelligence of University teachers.

Keywords: University, Faculty, Emotional Intelligence.

Emotional Intelligence is the ability of an individual to monitor the self-emotions and emotions of others to discriminate between various emotions and label them appropriately so that one can use emotions to guide one's own thinking and behavior. It is the ability to manage emotions effectively and positively.

It is the ability to recognize one's own emotions and emotions of others to adjust emotions and adapt to one's environment and achieve one's goals. High Emotional Intelligence assists individuals to communicate in a better way with others, reduce their anxiety and stress, resolve conflicts, improve relationships, empathize with others, and effectively overcome life challenges.

Most people feel that Emotional Intelligence is most important than intelligence because low Emotional Intelligence affects people's social relationships. The way we interact with our family members, friends, co-workers, employers depends upon emotional Intelligence. The persons with low emotional intelligent quotient argue with others without understanding emotions of others, they think that people are more sensitive, refuse to listen to others points of view, blame others for mistakes, they cannot cope up with emotionally charged situations, they show sudden emotional outbursts, they lack empathy and feel difficulty in maintaining the friendship.

University teachers, who are considered as the most highly qualified persons of the society, take up the responsibility of molding the behavior of the youth, training them in higher-level thinking skills; make them employable needs to be emotionally balanced. If they are imbalanced they may prove to be inefficient role models. Hence an effort is made to study the Emotional Intelligence of University teachers about various demographical factors.

Research questions:

1. Is there any effect of age on the Emotional Intelligence of University teachers?
2. Is there any effect of gender on the Emotional Intelligence of University Teachers?
3. Is there any effect of level of education on Emotional Intelligence
4. Is there any effect of teaching experience on Emotional Intelligence

Objectives:-

1. To study the effect of Age on Emotional Intelligence
2. To Study the Effect of Gender on Emotional Intelligence
3. To study the effect of level of Teaching Experience on Emotional Intelligence
4. To study the effect of Education Emotional Intelligence.

Hypotheses

1. There will be a significant effect of Age on Emotional Intelligence
2. There will be a significant effect of Gender on Emotional Intelligence
3. There will be a significant effect of Teaching experience on Emotional Intelligence

- There will be a significant effect of Education on Emotional Intelligence

Methodology

- Variables of the study independent variable:** In this study age, gender, level of education, and teaching experience are taken as independent variables.
- Dependent variable:** Emotional Intelligence is the dependent variable in this study.
- Method:** Descriptive survey method was adopted for the study.
- Sample Size:** The sample of 92 respondents was collected from different Universities in India. A total of 56 males and 36 females are included in the sample.
- Sampling Technique:** Random sampling Technique was used to collect the data
- Tool of the study:** The researcher has used the standardized tool of Emotional Intelligence prepared by Anukool, Hyderabad, SanjyotPethe, and UpinderDhar. It is a five-point rating scale with 34 items in it.
- Scoring method:** Each statement is scored 5- for strongly agree, 4 for agree, 3 for neutral, 2-for disagree, and 1 for strongly disagree.
- Data collection procedure:** The researchers visited various Universities and collected the data from various department faculty.
- Statistical Technique:** To analyze the data t-test and ANOVA was used

Interpretation and analysis

- The descriptive analysis result of the total sample is displayed in the Table I

Table I

Descriptive Statistics

Emotional Intelligence

N	92
Mean	138.35
Median	138.00
Mode	138
Std. Deviation	13.646
Skewness	-.042
Std. Error of Skewness	.251
Kurtosis	.036
Std. Error of Kurtosis	.498

B. The result of the effect of gender on Emotional Intelligence

The following table II shows the result of the effect of gender on Emotional Intelligence.

Table II

Variable	Group	Sample	Mean	SD	t value
Emotional Intelligence	Male	56	136	13.7	1.74
	Female	36	141	13.1	

The results shows that 't' value obtained is 1.749, which is not significant at 0.05 level. That means the gender has no significant effect upon the Emotional Intelligence score. Whether male or female, the Emotional Intelligence has no significant difference.

Hence the first Hypothesis is rejected.

C. The results of the effect of age on Emotional Intelligence

The following table shows the result of the effect of age on Emotional Intelligence.

Table III

The Descriptive Statistics results of the effect of Age on Emotional Intelligence

Group	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower	Upper		
1	37	138.84	14.072	2.313	134.15	143.53	107	168
2	34	137.15	13.819	2.370	132.33	141.97	102	169
3	21	139.43	13.098	2.858	133.47	145.39	122	162
Total	92	138.35	13.646	1.423	135.52	141.17	102	169

Table IV

The results of ANOVA on the effect of Age on Emotional Intelligence

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	82.435	2	41.217	.218	.805
Within Groups	16862.435	89	189.466		
Total	16944.870	91			

A one-way between groups analysis of variance was conducted to explore the effect of teaching experience on Emotional Intelligence score. Participants were divided into three groups according to their teaching experience. The result shows that, there was a statistically significant difference at the $p < .001$ level in Emotional Intelligence for three groups $F(2, 89) = 0.218, p < .001$. From the results it shows that age has a prominent effect upon the Emotional Intelligence score the individuals.

Hence the Second Hypothesis is accepted.

D. The results of effect of Teaching Experience on Emotional Intelligence

Table V

The Descriptive Statistics results of the effect of Teaching Experience on Emotional Intelligence

Group	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower	Upper		
1	27	137.07	17.274	3.324	130.24	143.91	102	169
2	40	140.95	12.476	1.973	136.96	144.94	114	168
3	22	135.27	10.190	2.172	130.75	139.79	116	160
4	3	137.67	14.364	8.293	101.98	173.35	127	154
Total	92	138.35	13.646	1.423	135.52	141.17	102	169

Table VI

The results of ANOVA on the effect of Teaching experience on Emotional Intelligence

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	524.087	3	174.696	.936	.427
Within Groups	16420.782	88	186.600		
Total	16944.870	91			

A one-way between groups analysis of variance was conducted to explore the effect of teaching experience on Emotional Intelligence score. Participants were divided into four groups according to their teaching experience. The result shows that, there was a statistically significant difference at the $p < .001$ level in Emotional Intelligence for four groups $F(3, 88) = 0.936, p < .001$. It shows that teaching experience has a prominent effect upon the Emotional Intelligence score the individuals. The more experienced, the more is the emotional maturity.

Hence the third Hypothesis is accepted.

E. The results of the effect of Education on Emotional Intelligence

Table VII

The Descriptive Statistics results of the effect of Education on Emotional Intelligence

Group	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower	Upper		
1	24	138.50	15.189	3.100	132.09	144.91	107	169
2	65	138.23	13.299	1.650	134.94	141.53	102	168
3	3	139.67	12.503	7.219	108.61	170.73	127	152
Total	92	138.35	13.646	1.423	135.52	141.17	102	169

Table VIII

The results of ANOVA on the effect of Education on Emotional Intelligence

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.664	2	3.332	.018	.983
Within Groups	16938.205	89	190.317		
Total	16944.870	91			

A one-way between groups analysis of variance was conducted to explore the effect of education on Emotional Intelligence score. Participants were divided into three groups according to their educational qualifications. There was no significant difference at the $p < .001$ level in Emotional Intelligence for three groups $F(2, 89) = 0.18$, $p < .001$. It shows that education is not a factor to throw effect upon the Emotional Intelligence score of the individuals. Whatever qualifications you have, it is nothing to do with the Emotional Intelligence.

Hence the fourth Hypothesis is rejected.

Conclusion:

Emotional intelligence is an important factor in individual's life since it affects almost all the psychological spheres of an individual. The stability in emotions can bring out sophisticated changes in the behaviour. Emotional maturity in other terms stability in our own emotions can be achieved by variety of strategies. The present study on emotional intelligence at work place has an immense importance in today's world. The pressure and stress arising due to the workload and nature of work destroy the human, psychologically and physically. The long term effect of this pressure is emotional trauma. The results of the present study reveal that age and experience have a positive effect upon emotional intelligence, both add to emotional maturity. Gender and educational qualifications do not have a significant effect on emotional intelligence. As time passes our experiences teach us how to deal with the situations and the individual attains a stability in dealing with emotions.

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