Emotional Intelligence of Teaching Staff At Higher Educational Institutions

"Feelings are something you have; not something you are." --Shannon L. Alder

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Abstract
Emotional intelligence as an ability, is capacity of perception, expression, recognition, application and management of excitement the own and other. Evidence suggests that at least part of a low emotional intelligence due to distress, the primary relationship of mother - child which are influences on the evolution of cognitive and neural systems involved in processing emotional information. It 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. This study analyzes the concept of emotional intelligence, analyzes the impact of emotional intelligence among teaching staff in higher educational institutions at Hyderabad based teachers. The results of the same has been presented and concluded accordingly
Keywords: emotional intelligence, distress, cognitive, distress, primary relationship

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I.   Introduction
Teachers are the assets for a nation. They can contribute in the social upliftment of the society. They can improve the mental and emotional health of the children. Teachers are made and not born. They are trained to learn the fundamentals of teaching methodologies with the help of new teaching technology, so that they may prove to be effective teachers in the society after their training programme. Hence it is very important that teachers should have high emotional intelligence along with the academic and social intelligence

II.   Review of literature
1.   **Mayer and Salovey (1993)** emphasized that 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.

2.   **Anukool Hyde and SanjyotPethe and UpinderDhar (2010)** stated that in the present study Emotional Intelligence is represented by their scores on Emotional Intelligence Scale.

3.   **Best and Kahn (1995)** mentioned that "it provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation"

4.   **Walker (2001)** stated that a qualitative as well as quantitative research intended to explore the significance of using a research tool that incorporated the theories of Cognitive Psychology, Psychology of Mind, Learned Optimism and Resilience, to raise the EI and self esteem of classroom teachers over a period of 30-days. The Emotional Competence a significant increase in their emotional competence

5.   **Mendes (2002)** Quantitative analysis resulted in the following four significant findings: (a) In the high emotional exhaustion sub-group (N=15) there was a negative correlation between emotional exhaustion and the ability to manage emotions (-.53) (b) In the emotional exhaustion sub-group (N=15) there was a negative correlation between personal accomplishment and the ability to manage emotions.

III. Research Methodology

Type of study: descriptive

Sources of data: Both primary and secondary data

Primary data has been collected through a structured questionnaire administered to teachers based in Hyderabad.

Secondary data has been chosen from surf engines, journals and magazines

Sample size: 150

Sampling technique: Simple random sample

Sample area: Hyderabad based teaching staff

Tab: Description of Emotional Intelligence Inventory

Si. No	Emotional Competence		Items		
	factors		Normal	High	low
1	A	Self-awareness	4-10	11or>11	3or<3
2	B	Empathy	7-14	15or>15	6or<6
3	C	Self- Motivation	9-17	18or>18	8or<8
4	D	Emotional stability	4-10	11or>11	3or<3
5	E	Managing relations	5-11	12or>12	4or<4
6	F	Integrity	4-7	8or>8	3or<3
7	G	Self-development	2-5	6or>6	1or<1
8	H	Value orientation	2-5	6or>6	1or<1
9	I	Commitment	2-5	6or>6	1or<1
10	J	Altruistic behavior	2-5	6or>6	1or<1

Description of the scale adopted:

A. Self awareness is being aware of oneself and is measured by items 6, 12, 18, 29. These items are "I can continue to do what I believe in even under severe criticism," "I have my priorities clear", "I believe in myself" and "I have built rapport and made and maintained personal friendships with work associates". This factor is the strongest and explains 26.8 percent variance and has a total factor load of 2.77. The correlation of this factor with total score is 0.66.

B. Empathy is feeling and understanding the other person and is measured by items 9, 10, 15, 20 and 25. These are "I pay attention to the worries and concerns of other", "I can listen to someone without the urge to say something", "I try to see the other person"s point of view", "I can stay focused under pressure" and "I am able to handle multiple demands". This factor explains 7.3 percent variance with a total factor load of 3.11. The correlation of the factor with total score is 0.70.

C. Self motivation is being motivated internally and is measured by 2, 4, 7, 8, 31 and 34. These items are "People tell me that I am an inspiration for them", "I am able to make intelligent decisions using a healthy balance of emotions and reason", "I am able to assess the situation and then behave", "I can concentrate on the task at hand despite disturbances", "I think feelings should be managed" and "I believe that happiness is an attitude". This factor accounts for 6.3 percent variance and a total factor load of 3.28. Its correlation with total score is 0.77.

D. Emotional stability is measured by items 14, 19, 26 and 28. These are "I do not mix unnecessary emotions with issues at hand", "I am able to stay composed in both good and bad situations", "I am comfortable and open to novel ideas and new information" and "I am persistent in pursuing goals despite obstacles and 66 setbacks." This factor explains 6.0 percent variance with a total factor load of 2.51. The correlation of this factor with total score is 0.75.

E. Managing relations is measured by 1, 5, 11 and 17. The statements that measure this factor are "I can encourage others to work even when things are not favourable", "I do not depend on others" encouragement to do my work well," I am perceived as friendly and outgoing" and "I can see the brighter side of any situation". This factor explains 5.3 percent variance with a total factor load of 2.38. The correlation of this factor with total score is 0.67.

F. Integrity is measured by items 16, 27, and 32. "I can stand up for my beliefs", "I pursue goals beyond what is required of me"and "I am aware of my weaknesses" are the statements that measure this factor. This factor explains 4.6 percent variance with a total factor load of 1.88.

G. Self-development is measured by items 30 and 33 which are "I am able to identify and separate my emotions" and "I feel that I must develop myself even when my job does not demand it" and explains 4.1 percent variance with a total load of 1.37.

H. Value orientation is measured by items 21, 22.The statements are "I am able to maintain the standards of honesty and integrity" and "I am able to confront unethical actions in others" and explains 4.1 percent variance with a total factor load of 1.29.

I. Commitment is measured by the items 23 and 24. "I am able to meet commitments and keep promises" and "I am organized and careful in my work" measure this factor. This factor accounts for 3.6 percent variance with a total factor load of 1.39.

J. Altruistic behavior is measured by the items 3 and 13. The items are "I am able to encourage people to take initiative" and "I can handle conflicts around me." It explains 3.0 percent variance with a total factor load of 1.3. 67.

Data Analysis and Interpretation

Tab-Marital Status

S.no	variables	samples
1	Married	75
2	Unmarried	75

Analysis: from the above table it has been found that out of 150 teaching staff both male and female members of the study sample are same

Tab 2: Descriptives studies of emotional intelligence

FACTORS	A	B	C	D	E	F	G	H	I	J
	Self awareness	Empathy	Self motivation	Emotional stability	Managing relations	Integrity	Self development	Value orientation	commitment	Altruistic behavior
MEAN	11.39	13.28	15.32	12.29	14	5.66	4.49	5.84	6.14	5.65
STND DEV	1.62	1.60	1.92	1.58	1.56	1.10	1.44	1.05	1.25	1.28
STND ERROR	0.18	0.18	0.22	0.18	0.18	0.12	0.16	0.12	0.14	0.14
NORMARANGE	4-10	7-14	9-17	4-10	5-11	4-7	2-5	2-5	2-5	2-5
HIGH RANGE	11or >11	15 or >15	18 or >18	11 or >11	12 or >12	8 or >8	6 or >6	6 or >6	6 or >6	6 or >6
LOW RANGE	3or <3	6 or <6	8 or <8	3 or <3	4 or <4	3 or <3	1 or <1	1 or <1	1 or <1	1 or <1

At 0.005% level

Analysis: It is inferred from the above table that among the 75 married B.ED student teachers, emotional intelligence , falls under high range of 18% sample ; self-awareness . ; empathy falls under normal ranges of 22% ; self motivation also falls under normal ranges of 16%, emotional stability falls under high ranges of 30 % of the sample ,managing relations falls under high relations of 32 % of the sample, self development and value orientation falls under normal ranges , commitment and altruistic behavior falls under high range of emotional intelligence.

Tab:Total Score Of Emotional Intelligence Of Married Teaching staff

SAMPLE	75
TOTAL	7039
MEAN	93.85
STAND DEV	4.47
STAND ERROR	0.51
NORMAL RANGE	52 – 84
HIGH RANGE	85 AND ABOVE 85
LOW RANGE	51 AND BELOW 51

Analysis: taking married teaching staff of higher education staff as a whole, total mean of all the dimensions were found to be 93.85 carrying the standard error of 0.51 falls under high ranges of emotional intelligence which said to be high when they are about 85 or above 85 ranges.

Tab: Level of EI of Unmarried B.ED student teachers according to the dimensions of emotional intelligence.

FACTORS	A	B	C	D	E	F	G	H	I	J
	Self awareness	Empathy	Self motivation	Emotional stability	Managing relations	Integrity	Self development	Value orientation	commitment	Altruistic behavior
MEAN	14.29	16.97	18.82	12.36	16.21	10.56	6.89	5.64	6.34	6.38
STND DEV	1.12	1.70	2.62	1.69	1.96	1.59	0.96	1.16	0.83	0.94
STND ERROR	0.12	0.19	0.30	0.19	0.22	0.18	0.11	0.13	0.0	0.10
NORMARANGE	4-10	7-14	9-17	4-10	5-11	4-7	2-5	2-5	2-5	2-5
HIGH RANGE	11or >11	15 or >15	18 or >18	11 or >11	12 or >12	8 or >8	6 or >6	6 or >6	6 or >6	6 or >6
LOW RANGE	3or <3	6 or <6	8 or <8	3 or <3	4 or <4	3 or <3	1 or <1	1 or <1	1 or <1	

At 0.005 % level

It is inferred from the above table that among the 75 unmarried B.ED student teachers, emotional intelligence , falls under high range of 19% sample ; self-awareness . ; empathy falls under high ranges of 23% ; self motivation also falls under high range of 17%, emotional stability falls under high ranges of 30 % of the sample ,managing relations falls under high relations of 32 % of the sample, self development and value orientation falls under high ranges , commitment and altruistic behavior falls under high range of emotional intelligence.

Tab: both married and unmarried teaching staff

Alternatives	Married students	Un married
SAMPLE	75	75
TOTAL	7039	8587
MEAN	93.85	114.49
STAND DEV	4.47	5.03
STAND ERROR	0.51	0.58
NORMAL RANGE	52 – 84	52 – 84
HIGH RANGE	85 AND ABOVE 85	85 AND ABOVE 85
LOW RANGE	51 AND BELOW 51	51 AND BELOW 51

Analysis: from the above table represents the mean and standard deviation of married and un married teaching staff

Tab Hypothesis Testing
There is significant difference in emotional

n	df	∝	t cal	t cri	Sig
150	148	0.05	26.94	1.98	*H$_o$: Accepted*

Interpretation: there is a significant difference found, that means there is an impact of marital status on emotional intelligence .n = 150 df = 148 &∝ = 0.05.

Findings
☐   Among the 75 unmarried B.ED student teachers, emotional intelligence, falls under high range of 19% sample of self-awareness.which has the mean 14.29
☐   Empathy falls under high ranges of 23% which has the mean 16.97
☐   Self motivation also falls under high range of 17%, which has the mean 18.82

□ Emotional stability falls under high ranges of 30 % of the sample whch has the mean 12.36

□ Managing relations falls under high relations of 32 % of the sample whch has the mean 16.21

□ Self development and value orientation falls under high ranges which has the mean 10.56 and 6.89

□ Commitment and altruistic behavior falls under high range of emotional intelligence. Which has the mean of 6.34 and 6.38

□ At 0.005 % level of significance.

Conclusions

- The study on comparison of emotional intelligence between married and singles of B.ED student teachers was proved to be significant different between single individuals and married individuals in emotional intelligence(EI)(i.e., Self-awareness ,Empathy , Self motivation, Emotional stability, Managing relations ,Self development ,value orientation , Commitment and altruistic behavior .

- The formulated hypothesis are found to be true, thus, accepted by the researcher at $\propto$ = 0.05 level

- Therefore, which means that marriage and marital factor in people is led to more growth of aspects of emotional intelligence? The study showed that there is significant different in emotional intelligence related to marital status.

- The piece of research is fondly hoped would add to the ever growing data of educational research. this study attempted to find the comparison of emotional intelligence between married and singles of higher education staff and it was proved to be significant difference between single individuals and married individuals in emotional intelligence(EI)(i.e., Self-awareness ,Empathy , Self motivation, Emotional stability, Managing relations ,Self development ,value orientation , Commitment and altruistic behavior)

- The marital status is a important factor to determine the levels of emotional intelligence

- Therefore, it seems that marriage and marital factor in people is led to more growth of aspects of emotional intelligence

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