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Emotional Intelligence Among Science Teachers in Colleges with Reference to Kaya Kumari District

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Abstract: Emotional Intelligence is the talent to recognize, understand and manage our own emotions. The present study focused on the level of emotional intelligence of science teachers in colleges with reference to Kanyakumari District. The study analyzed the various factors of emotional intelligence of science teachers with different demographic variables such as sex, age, type of college and experience. Designed questionnaire based on the seven factors namely self-management, self-awareness, social awareness, relationship management, social skills, social ability and self-motivation were used for primary data collection. The questionnaire was distributed among a sample of 100 college teachers from the government aided college and self-financing college in Kanyakumari District. The collected data were analyzed with SPSS software package. Inferences were arrived from ANOVA and Independent sample t-tests.

Keywords: Emotional Intelligence, Self-Management (self-Regulation), Self-Awareness, Social Awareness, Relationship Management, Social Skills, Social Ability, Self-Motivation.

I. INTRODUCTION

Emotional Intelligence is the capacity to create positive outcomes in relationship with others and with one self. The concept of Emotional Intelligence refers to how intelligently a person can control his/her emotion. It refers to the aptitude for identifying one's own outlooks and those of others, for motivating oneself and for handling his/her emotions well. It is a new concept and at times more powerful than the older one of IQ. The integration of emotion and intelligence under the description of emotional intelligence is an intellectual skill. It is defined as skill to observe one's own and others' feelings as well as emotions, to classify among them and to use this evidence to lead one's thoughtful and activities as a basic intelligence where the truths, meanings, accuracy, relationships etc are those that exist in the realm of emotion. Thus, feelings are truths, the meanings are felt meanings: the facts are emotional facts; the relationships are interpersonal

relationships and the problems that is solved are emotional problems, that is, problems in the way one feel. Emotional Intelligence consists of skills such as being able to stimulate one self and persist in the face of frustrations; to control impulse and delay gratification; to regulate ones moods and keep distress from swamping the skill to think; to sympathize and to hope. The following variables of emotional intelligence are considered in this study.

- 1) Self-Management (Self-Regulation)
- 2) Self-Awareness
- 3) Social Awareness
- 4) Relationship Management
- 5) Social Skills
- 6) Social Ability
- 7) Self-Motivation

The explanation of the variable are given below.

Self-Management

Self-Management is the skill to use awareness of emotions to stay elastic and positively direct ones behavior. This also means handling emotional reactions to all locations and people and having the ability to motivate oneself, take initiative, strive to improve and preserve in the face of setbacks and frustration. It includes competencies such as Self-control, Trustworthiness, Conscientiousness, Adaptability, Achievement drive, Initiative and Innovativeness. Adaptability is the flexibility and willing- ness to adapt to new conditions.

Self-Awareness

Self-Awareness is the skill to correctly perceive own emo- tions as they happen, to be able to give a realistic assessment of own abilities and to maintain a well-grounded sense of self-confidence. It involves competencies such as Emotional self-awareness, accurate self-assessment and self-confidence. Emotional self-awareness is skill to identify ones own feelings, which allows to manage them and make better decisions. Self- confidence is an attitude which allows individuals to have positive yet genuine views of themselves and their location.

Social Awareness

Social Awareness is the skill to correctly pick up on emotions of other people and to read situations. It is sensing what other people are feeling and being able to take their perspective using ones capacity for empathy. It involves com- petencies such as Empathy, Social, Orientation, Organizational Awareness and Development others. Empathy is the ability to understand another persons emotional reaction. Development includes activities that improve awareness and personality, develop talents and possible of human being.

Relationship Management

Relationship Management is the skill to use the awareness of ones own emotions and the emotions of others to manage relations successfully, help others grow and handle challenging situations. It include

competencies such as Developing others, Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Team Work, Collaboration, Self-esteem, Leadership, Training, Emotional Intelligence Training. Self-esteem is successful and self-confident.

Social Skills

Social Skills is handling relationship to move people in the preferred direction. It involves competencies such as Influence, Communication, Leadership, Change Catalyst, Conflict Management, Collaboration and Cooperation. Influence and Leadership is the skill to guide and motivate others. Communication is listening and responding appropriately.

Social Ability

Social Ability include competencies such as Assertiveness, Emotional Management of others and Social Competence. Assertiveness is forthright, frankness and willingness to stand up for their rights and emotional management of others capability in influencing their feelings. Social competence is accomplished networkers with superior social skills.

Self-Motivation

Self-Motivation involves competencies such as Achievement drive, Commitment, Initiative and Optimism.

(A) Statement of the Problem: Emotional intelligence is very important as for as science teachers are concerned as new theories and concepts are being developed at a fast pace. That knowledge should be imparted to students in an interesting and effective manner. Emotional intelligence of teachers will reflect in the academic achievement of their students. Hence better understanding of level of emotional intelligence among science teachers working in colleges will definitely help the teachers in imparting science education to the students in a better manner. The teacher with low level of intelligence cannot motivate the students in an effective manner. Hence this is a problem that needs to be investigated.

II. SCOPE OF THE STUDY

The study explores the sensations related to emotional intelligence among Science Teachers working the Self-Financing and Government aided Colleges in Kanyakumari District. The study covered colleges other than engineering colleges in Kanyakumari district. It categorizes the level of emotional intelligence among science teachers based on Sex, Age, Experience, and Type of college. The study covered the teachers engaged in the teaching of Physics, Chemistry, Botany and Zoology.

III. OBJECTIVE OF THE STUDY

To make an assessment of the level of emotional intelligence among Science teachers in government aided and self-financing colleges in Kanyakumari District.

Research Methodology

Type of Research: This present study is based on a descriptive research.

Data Source: The study depended upon both primary and secondary data. Primary data were collected from science teachers working in self-financing and government aided colleges in Kanyakumari district. Secondary data was collected from published literature from journals, website etc.

Instrument for Data collection: The primary data were collected using a structured questionnaire.

Sampling Design: A sample of 100 science teachers were chosen from the population of 387 teachers. The sample selection was based on stratified random sampling technique.

Tools for Analysis : Statistical analysis were carried out using the computer software package SPSS. Statistical tools applied for the analysis included ANOVA and independent sample t-test.

IV. DATA ANALYSIS AND INTERPRETATION

3.1 Gender and Emotional Intelligence: In order to make an assessment of the level of emotional intelligence among science teachers of different gender the following hypothesis was developed.

H0: There is no significant difference between gender with regard to all the factors of Emotional Intelligence.

To test the hypothesis independent sample t-test is used. The results are given in Table 1 below.

The p value for all the factors of emotional intelligence except for social skills is greater than .05 and hence the null hypothesis is accepted as regard all those factors. But in the case of social skills the p value is less than 0.05 and hence the null hypothesis rejected. So there is significance difference in the social skills between male and female teachers. From the mean value it can be seen that female teachers are having more social skills compared to male teachers.

3.2 Age Group and Emotional Intelligence: In order to test the Emotional Intelligence of teachers on the basis of their age-group ANOVA test was used. The hypothesis formed is as follows.

H0: There is no significant difference among different age groups with regard to the factors of emotional intelligence. The result are shown in Table 2 below.

In the case of different age groups, the p value is greater than .05 and hence the null hypothesis accepted and hence there is no difference in factors of emotional intelligence among different age group.

Table 1
Gender and Factors of Emotional Intelligence

<i>Factors of Emotional Intelligence</i>	<i>Male</i>		<i>Female</i>		<i>t value</i>	<i>p value</i>
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>		
Self-Awareness	19.5	5.67	19.67	4.27	0.144	0.119
Self-Management	16.33	5.13	18.17	5.3	1.338	0.824
Relationship Management	20.38	4.64	20.29	4.15	0.087	0.347
Social Skills	19.27	6.6	20.03	4.74	0.57	0.044
Social Ability	20.33	6.65	19.58	6.04	0.467	0.768
Social Awareness	19.72	5.65	20	4.91	0.211	0.681
Self-Motivation	17.55	3.97	18.08	4.36	0.474	0.45
Over all Emotional Intelligence	133.11	28.14	135.84	25.17	0.408	0.383

Table 2
Age Group and Factors of Emotional Intelligence

<i>Factors of Emotional Intelligence</i>	<i>Age Group</i>										<i>F value</i>	<i>p value</i>
	<i>25 - 30</i>		<i>30-35</i>		<i>35-40</i>		<i>40-45</i>		<i>>45</i>			
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>		
Self-Management	19.57	4.3	18.32	5	17.16	6.36	16	5.52	18.07	3.75	0.925	0.453
Self-Awareness	19.57	4.77	20.09	5.48	19.46	4.12	19.25	3.76	19.38	3.7	0.119	0.975
Relationship Management	20	3.8	21.29	4.03	20.5	4.44	19.33	5.06	18.76	3.63	1.04	0.387
Social skills	20.14	4.24	21.58	5.2	19.13	5.79	18.33	4.84	18.84	3.43	1.47	0.217
Social Ability	20	4.88	21.25	7.06	19.23	6.76	19.25	4.73	17.3	3.88	1.07	0.378
Self-Motivation	17.85	3.75	18.96	4.29	17.36	5.1	17.75	4.22	17.46	2.56	0.616	0.652
Social awareness	19.21	5.33	20.22	5.18	20.4	5.79	20.5	4.18	18.53	3.01	0.441	0.779
Over all Emotional Intelligence	136.36	23.15	141.74	28.06	133.27	27.11	130.42	24.72	128.38	17.99	0.886	0.475

3.3 Type of College and Emotional Intelligence In order to make an assessment of the level of emotional intelligence among science teachers in different types of colleges the following hypothesis was developed.

H0: There is no significant difference between science teachers of government aided and self-finance colleges with respect to factors of emotional intelligence.

The result of the t test used for testing the above hypothesis are given Table 3

The p value is greater than .05 for self-awareness and hence the null hypothesis is accepted for that factor. But as regard to self-management, self-motivation the p value is less than 0.05 and hence null hypothesis is rejected, which means there is significant difference at 5 percent level as regard to those factors. In the case of relationship management the p value is greater than .01 and the null hypothesis rejected at 1 percent level of significant hence there is significant difference among teachers in government aided and self-financing colleges as regard to relationship management. In the case over all emotional intelligence in the p value greater than .01 indicating significant difference at 1 percent level. From the mean value it can be seen that over all emotional intelligence is more in the case of teachers self-financing colleges compared to that in government aided colleges.

3.4 Experience and Emotional Intelligence In order to test the emotional intelligence among teachers with respect to their experience the following hypothesis was form.

H0: There is no significant difference among teachers of various years of experience with the regard to factors emotional intelligence.

The results of ANOVA test contacted test the above hypothesis are given in Table 4

Since the p value is greater than 0.05, the null hypothesis is accepted for all the factors of emotional intelligence at 5 percent level. Hence there is no difference in emotional intelligence among teachers having difference years of experience.

V. FINDINGS

The analysis reveals that there is significant difference in the social skills between male and female. All other factors of emotional intelligence remain to be the same irrespective of gender. In the case of different age groups there is no difference in the factors of emotional intelligence. In overall emotional intelligence is inferred to be more in the case of teachers in self-financing colleges. The study reveals that the years of experience do not make any change in the level of emotional intelligence.

Table 3
Type of College and Factors of Emotional Intelligence

<i>Factors of Emotional Intelligence</i>	<i>Types of College</i>	<i>Mean</i>	<i>SD</i>	<i>t value</i>	<i>p value</i>
Self-Awareness	Government aided	19.32	3.97	0.706	0.091
	Self-finance	19.96	5.03		
Self-Management	Government aided	17.44	4.16	0.754	0.005
	Self-finance	18.24	6.24		
Relationship Management	Government aided	19.2	3.59	0.508	0.002
	Self-finance	21.42	4.53		
Social skills	Government aided	19.64	3.85	1.986	0.003
	Self-finance	20.16	6.12		
Social Ability	Government aided	18.52	4.83	1.29	0.05
	Self-finance	20.92	7.04		
Social awareness	Government aided	18.92	4.07		
Self-Motivation	Self-finance	20.98	5.68	1.929	0.011
Over all Emotional Intelligence	Government aided	17.44	3.57		
	Self-finance	18.54	4.85		
	Government aided	130.48	21.56		
	Self-finance	140.22	28.47		

Table 4
Experience and Factors of Emotional Intelligence

<i>Factor of Emotional Intelligence</i>	<i>Experience</i>											
	<i><5 years</i>		<i>5-10 years</i>		<i>10-15 years</i>		<i>15-20 years</i>		<i>>20 years</i>		<i>F value</i>	<i>p value</i>
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>		
Self-management	18.48	4.04	17.41	5.92	17.79	6.26	17.77	6.37	17	2.94	0.2	0.938
Self-Awareness	19.8	4.51	19.17	5.12	20.04	4.25	19.88	4.64	19.14	3.53	0.158	0.959
Relationship Management	20.45	4.28	19.89	4.02	20.87	4.39	20.33	4.66	19.42	4.5	0.254	0.907
Social skills	21.32	4.54	19.44	5.53	19.16	5.46	19.11	4.91	19	4.43	0.89	0.473
Social Ability	19.64	5.87	20.51	6.41	19.29	7.37	20.33	4.52	17.42	3.1	0.41	0.801
Self-Motivation	17.87	3.93	18.41	4.11	17.45	5.4	18.77	4.29	17.57	2.5	0.255	0.906
Social awareness	19.29	4.56	20.44	5.82	19.95	5.29	21.77	4.4	18.42	3.1	0.653	0.626
Overall Emotional Intelligence	136.87	24.45	135.31	28.09	134.58	27.37	138	24.34	128	19.61	0.195	0.941

VI. CONCLUSION

The present study focused on seven factors of emotional intelligence for assessment among science teachers in colleges. In the study sources that much difference is not there in the level of emotional intelligence among teachers as regard to emotional intelligence.

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