

## A Study of Emotional Intelligence among Teaching Fraternity in Higher Education

Author: Dr. Neha Jain- MA,M.Phil. PGDMCJ, MBA,Ph.D.,  
Professor and Head – Dept. of English, NMIT, Yelahanka. Bengaluru 560064,  
email.id-nehaj787@gmail.com

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### ABSTRACT:

*In the present, education system presents a lot of challenges to the teaching fraternity in the educational institutions. The teachers play a vital role in instilling positive attitude and inculcating interpersonal skills contributing to development of students' personality.*

*Teachers are required to concentrate on Emotional Management Skills. In the current scenario, teachers have to handle challenges in terms of intrapersonal, interpersonal and also job related issues. The profession's demand and expectations has decreased focus on emotion management in the teaching fraternity .This has resulted in reduced student- teacher interaction.*

*Quality in education can be ensured when there is a high percentage of emotional intelligence in teachers. Emotional intelligence is a critical factor that enables the teachers to become a successful person. Every teacher must possess the ability to understand and manage their emotions, the ability to effectively interpret, respond and interact with one-self and others. An emotional intelligent teacher must possess Emotional Maturity, Emotional Sensitivity, and Emotional Competence. These three components enables a teacher connect with the students, bring about positive change in their attitude, inspiring them to achieve, increasing commitment, overcome self conflict etc. facilitating their overall development.*

*An attempt is made in the paper titled- A Study of Emotional Intelligence among Teaching Fraternity in Higher Education. In order to focus on the three important components of Emotional Intelligence: Emotional Maturity, Emotional Sensitivity and Emotional Competence in the Teaching Fraternity.*

**Keywords:** *Emotional intelligence, Teaching Fraternity, Higher education.*

### INTRODUCTION:

The present day higher education is seeing a shift in the way knowledge is being imparted in the classrooms. Teaching in classrooms now focuses on getting the students industrially skilled. The constant change and development in the corporate world demands that higher education be more practical and skill oriented to meet the challenges of corporate world. In order to meet the requirements of corporate sector and also to enable the students to face the challenges of corporate world, teaching provides more emphasis on providing practical knowledge in classrooms. Teaching has gone beyond instructing the students about the academic syllabus. Teachers' are now required to orient their teaching with industry requirements. They are expected to build and bring out students who are professionally competent to take up careers in the corporate world. In addition to preparing the students with the hard skills required for a corporate career, they are expected to develop in them soft skills required to survive in the corporate world.

Teachers' now have an increasing role to play in fostering the holistic development of students. The role demands high commitment on the part of teachers' to bring up responsible, matured,

self-disciplined and professionally competent individuals who are capable of facing the daily challenges. These demands pose challenges to teachers' both in the classroom and at the workplace. For teachers' to be effective in imparting quality education and also be successful at their workplace, they need to be emotionally stable. To be emotionally stable teachers' need to be emotionally intelligent. Emotional stability requires understanding of Emotional Intelligence. Emotional Intelligence helps in identifying the different emotions in self and also emotions arising in the environment that enables in improving stress management, enhance interpersonal relations at workplace, and bring about positive personal change which would lead to improvement in the quality of teaching.

#### **EMOTIONAL INTELLIGENCE:**

Emotions play an important role in ones' life and at work place. The intelligent use of emotions can help guide ones' behaviour and thinking that can lead to and improve success at workplace.

Emotional Quotient is the ability to understand other people: what motivates them, how they work, what are their goals. The research study of Robert Cooper, Reuven Bar-On, J. Mayer and P. Salovey, Daniel Goleman talks about identifying emotions in self and others, generating emotions, managing them and applying them to achieve personal and professional success.

Dalip Singh has defined Emotional Intelligence (EI) and has provided three psychological dimensions which are required in any professional to be successful at their workplace. According to Dalip Singh, Emotional Intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and the immediate environment. Emotional Intelligence constitutes three psychological dimensions: Emotional Sensitivity, Emotional Maturity and Emotional Competency, which motivate an individual to recognise truthfully, interpret honestly and handle tactfully the dynamics of human behaviour.

Emotional competencies include tackling emotional imbalance, building high self-esteem, Tactful response to external stimuli and handling egoism. Emotional Maturity includes self-awareness, developing others, delaying gratification, adaptability and flexibility. Emotional Sensitivity includes understanding the threshold of emotional arousal, empathy, improving interpersonal relations, and communication.

#### **REVIEW OF LITERATURE:**

In order to understand the concept of Emotional Intelligence among Teachers and conduct a study the following research articles were reviewed:

- A Study of Emotional Intelligence of Higher Secondary School Teachers of Madhya Pradesh by Dr. Maharana Nisha , Dr. Rathod Meena Budhisagar.
- A Study of Emotional Intelligence and Teacher Stress among B.Ed. Teachers by Dr. Deepa Sikand Kaut, Ritugeet Kaur Associate Professor, M.G.N College of Education Assistant Professor, Lyallpur Khalsa College Of Education
- A study of Emotional Intelligence of Teacher Educators by Sreekala Edannur, School Of Education, Pondicherry University, Pondicherry, India
- Emotional Intelligence among Middle School Teachers with Reference to Nagapatinam District, Tamil Nadu by U. Gowri Shankar. Lecturer, Dept. Of Management Studies AVC College of Engineering Mannampandal, Mayiladuthurai-609 305
- A study of Teacher Effectiveness in Relation to Emotional Intelligence among Medical and Engineering Faculty Members ,Ajeya Jhaa, Indoo Singh A, [A] Department Of Management Studies, Sikkim Manipal University, Sikkim, India.

### **STATEMENT OF PROBLEM:**

According to a research conducted (Dalip Singh) to assess degree of EI among various professions, showed that teaching profession requires high intelligence level for any individual to be successful. Nevertheless, the various challenges created by the present semester system such as limited time span for completion of syllabus, along with increase in number of holidays during the semester, lack of clarity on syllabi coverage, deviation of syllabi from industry oriented requirements add to the stress and increased frustration among teaching fraternity that has resulted in reduced emphasis on EI among teaching fraternity.

The present study has been carried out through the three psychological dimension of EI as given by Dalip Singh, Emotional Maturity, Emotional Sensitivity, and Emotional Competence which are required for success in every profession. And this study focuses on highlighting the degree of EI among teaching fraternity from the point of these dimensions in relation to their age, experience and qualification.

### **OBJECTIVE:**

- To study the profile of Teaching Fraternity
- To understand Emotional Intelligence in relation to Emotional Maturity
- To understand Emotional Intelligence in relation to Emotional Competence
- To understand Emotional Intelligence in relation to Emotional Sensitivity

- To provide recommendation

#### RESEARCH METHODOLOGY:

- **Scope**  
The study conducted covers teaching fraternity of Nitte Meenakshi College, Bangalore.
- **Sample Method**  
The method used to collect responses was through Random Sampling Method.
- **Sample size**  
The sample size of the population used for study is 50 respondents.
- **Data**  
*Primary Data:* Primary data was collected by administering questionnaires to the respondents.  
*Secondary Data:* secondary data was sourced by way of books and journals.
- **Analysis :**  
Statistical tools used in analysing the data is measures of central tendency and Percentage Analysis.

#### OPERATIONAL DEFINITIONS:

- **Emotional Maturity:** Emotional Maturity is the ability to evaluate emotions of one- self and others', identify and express feelings; balance the state of heart and mind, appreciate others' points of view, develop others', delay gratification of immediate psychological satisfaction and adaptability and flexibility.

- **Emotional Competence:** Emotional Competence is the ability to tackle frustrations, emotional exhaustion and finding ways to deal with them, learning to manage emotional upsets and overcome inferiority complex; learning to be optimistic about challenges; being practical and creative in handling responses and handling egoism.
- **Emotional Sensitivity:** Emotional Sensitivity is the ability to understand the feeling behind a particular action; show empathy, communication skills, possess optimistic outlook of situations, ability to trust in others.
- **Higher Education:** Higher education from the perspective of the study means the undergraduate course.
- **Teaching Fraternity:** Teaching Fraternity means teachers' handling the Undergraduate course.

#### FINDINGS:

##### Profile of Teaching Fraternity

- The data collected and analysed was on the basis of age, and years of experience in teaching.
- From the study of the profile of the respondents it was found that the mean age of the respondents are 38.2 years, with majority of the teaching faculty falling in the female category.
- The major experience of the teaching faculty was found to be 12.3years.

### **Emotional Competence**

- On an Analysis of the response from among the teaching fraternity on emotional competence, it was found that more than 50 % agreed that they possessed emotional competence.
- Among the parameters of emotional competence, 66% of the respondents agreed that they were able to tactfully respond to external stimulus followed by 58% who agreed that they were able to handle stress, negativity and frustration at workplace and also was able to manage when they felt low.

### **Emotional Maturity**

- On an Analysis of Emotional Maturity it was found that at least 50% of the respondents strongly agreed to possess Emotional Maturity.
- Among the parameters, 66% of the respondents were aware of their personal strengths and weaknesses followed by 58% responding to the ability to work in a team and 54% were flexible and adaptable to workplace environment.

### **Emotional Sensitivity**

- Many respondents agreed to be emotionally sensitive when analysed, with 58% respondents agreeing to the ability to identify emotional arousal among them and were able to distinguish between their feelings and emotions followed by 54% who were

able to empathise with emotional environment.

### **Major Findings:**

- Among the three dimensions of Emotional Competence, Emotional Maturity and Emotional Sensitivity, a higher percentage of concentration of Emotional Maturity was found among the teachers. The teachers' with high emotional maturity possessed the ability to be self-aware of strength and weaknesses, ability to work in team, ability to take judicious judgment, adaptive and flexible, recognise emotions in environment.
- The higher percentage of Emotional Maturity can be attributed to the age factor of the teachers. Teachers who have crossed the age of 35 years exhibited a higher level of maturity. Hence it can be concluded that teachers show increasing level of maturity as age progresses.
- Another reason for the high percentage of Emotional Maturity also can be attributed to the number of years of experience in teaching. Faculty members with more than 10 years of teaching exhibited high level of maturity. Hence, it can be concluded that with progress in teaching experience the emotional maturity level also increases.

### **RECOMMENDATIONS:**

The above findings clearly show that teachers' need to be emotionally sensitive and emotionally competent as well, at their workplace in order to be successful. The following can be suggested to improve Emotional Intelligence among them:

- ✓ Orientation sessions could be conducted for the Newly Recruited Teachers' about the culture, values, etc... of the institution.
- ✓ Development and Training sessions could be conducted periodically for the faculty members to understand interpersonal relations at workplace.
- ✓ Periodical appraisal of the faculty members in relation to students, peer evaluations and one-to-one evaluation with the heads of the department could be held.
- ✓ There is scope for further research in the area of Emotional Intelligence that can be carried out.

### **REFERENCES:**

- Emotional Intelligence at Work, Hendrie Weisinger, Ph.D.
- Emotional Intelligence at Work –A Professional Guide, Dalip Singh
- John D. Mayer and Peter Salovey- extract from the book
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- <http://bookboon.com/en/emotional-intelligence-ebook>