

Assessment of Emotional Intelligence of Teachers (A Study Conducted in Indian Teachers in Wolaita Sodo University, Ethiopia)

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Kumbakonam.(T.N)**ABSTRACT:**

Emotional intelligence as a set of skills that involve the ability to identify and monitor their own thoughts, as well as those of others, using them to steer the way of thinking and acting. Emotional intelligence is an important factor in determining personal success as a student, teacher, parent, manager, and leader. The objective of this research is to find out the level of emotional intelligence of Indian teachers working in Wolaita Sodo University, Ethiopia. The study is conducted on 50 Indian Teachers in the University (Census) by survey using primary data through structured questionnaires. The research design is Descriptive in nature. The measurement scale for the instrument is considered five point Likert Scale representing the intervals. The result shows that the Indian teachers have high level of emotional intelligence highly skewed towards extremely high at Wolaita Sodo University, Ethiopia which reflects their capacity to promote emotional growth as well as contribution to form desirable attitudes towards the organizations and emotional commitment to the organization.

KEYWORDS: Emotional Intelligence, Self-Awareness, Self management, Social awareness, Relationship management

INTRODUCTION:

Every child is born with some intellectual potential which grows and develops with the help of maturity; and experiences. Similarly, one is also born with some innate emotional intelligence in terms of one's level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability. This potential (unlike intelligence) is liable to be developed or damaged as a result of one's experiences. The difference here is between the development pattern of innate emotional intelligence and general intelligence as a result of maturity and experiences.

Hence any organization which is producing a tangible output will be interested in individuals who have good E.Q. rather than high I.Q.. Also people with good E.Q. are found to be good in working as a team and keeping the morale of the entire team high. This also helps efficiency to increase and give better output.

We can see that during the academic life the fact that there are many people with a high IQ does not prevent them from committing irrational acts, by the simple fact that the academic life has too little connection with the emotional life. The purpose of this research is to assess the level of Emotional Quotient among Indian teachers at Wolaita Sodo University, Ethiopia. A teacher may be very intelligent (I.Q.) but he may have low E.Q. Having a high IQ is not a guarantee of prosperity, prestige or success in life. EQ, is significant to make honest and modest judgments of ourselves and our work. Although, the Universities believe in academic capabilities, thus ignoring the emotional intelligence, which includes a set of basic features for personal fulfillment

When emotional intelligence first appeared to the masses in 1995, it served as the missing link in a peculiar finding: people with average IQs outperform those with the highest IQs 70% of the time. This anomaly threw a massive wrench into what many people had always assumed was the sole source of success—IQ. Decades

of research now point to emotional intelligence as the critical factor that sets star performers apart from the rest of the pack. Often people with high IQ had low EQ. They also found that those who had mediocre IQ were better managers as they had higher EQ.(Bradberry, 2014).

EMOTIONAL INTELLIGENCE:

The term emotional intelligence was introduced by Peter Salovey and John Mayer, in 1990. These researchers describe the emotional intelligence as a set of skills that involve the ability to identify and monitor their own thoughts, as well as those of others, using them to steer the way of thinking and acting. They subdivide this concept in skills over four branches, which include: (a) the ability to understand, evaluate, and correctly express the emotion, (b) the ability to access and generate feelings as cognitive facilitators (c) the ability to understand emotional information and use the emotional knowledge and (d) the ability to regulate emotions to promote the growth and welfare. They have also described emotional intelligence as being ‘knowledge of self and others’ and, more specifically, ‘the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking’.

Daniel Goleman helped to popularize the term emotional intelligence. According to Goleman (1998) emotional intelligence (EI) involves knowing and managing one’s emotions, empathizing with others and maintaining satisfying relationships. Goleman (1998) identified four domains of emotional intelligence namely:

(1) Self-awareness: it is the ability of an individual to be in tune with her or his own feelings and to recognize the impact of her or his feelings have on others. The emotional competencies that underlay this dimension are emotional self-awareness, accurate self-assessment and self-confidence.

(2) Self-management: it is the ability to keep negative emotions and impulsive behavior under control, stay calm and unflappable even under stressful situations, maintain a clear and focused mind directed on accomplishing a task. The required sub-dimensions included in this dimension are optimism, self-control, transparency and adaptability.

(3) Social awareness: it is the ability to read or sense other people’s emotions and how they impact on the situations of interest and concern. The competencies for this dimension include empathy, organizational awareness and service.

(4) Relationship management: it is the ability to influence, guide and handle other people’s emotions. The competencies that under pins this dimension includes inspirational leadership, influence, developing others, catalyst change, conflict management, teamwork and collaboration (Noorman *et al*, 2012)

Emotional intelligence is the “something” in each of us that is a bit intangible. It affects how we manage behavior, navigate social complexities, and make personal decisions that achieve positive results. Emotional intelligence is made up of four core skills that pair up under two primary competencies: personal competence and social competence.(Bradberry, 2014).

Personal competence is made up of your self-awareness and self-management skills, which focus more on you individually than on your interactions with other people. Personal competence is your ability to stay aware of your emotions and manage your behavior and tendencies.

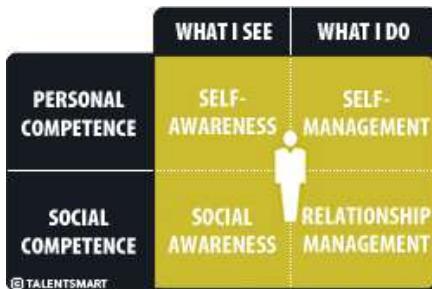
- *Self-Awareness* is your ability to accurately perceive your emotions and stay aware of them as they happen.
- *Self-Management* is your ability to use awareness of your emotions to stay flexible and positively direct your behavior.

Social competence is made up of your social awareness and relationship management skills; social competence is your ability to understand other people’s moods, behavior, and motives in order to improve the quality of your relationships.

- *Social Awareness* is your ability to accurately pick up on emotions in other people and understand what is really going on.

- *Relationship Management* is your ability to use awareness of your emotions and the others' emotions to manage interactions successfully.

According to Goleman (1995), people who know and monitor their own feelings and recognize and deal with the feelings of others,



have advantages in all areas of life, but those who cannot get a control over their emotional lives battle constantly and this prevent them to produce continued work and clear thoughts. These pivotal features of the personal intelligence are the essence itself of the emotional intelligence concept such as originally defined by Salovey and Mayer.

The concept of emotional intelligence proposed by Salovey and Mayer includes the fact that they are meta-skills that can be divided into five skills or dimensions, classified as know our own emotions; the self-awareness is the primordial basis of emotional intelligence. People who have greater control over their feelings, can rule better their lives, they are secure of their taken decisions; manage their emotions: to deal appropriately with sensations is an ability which is born with self-knowledge. People who do not have this capacity are in constant struggle with feelings of anguish, while those that have, can recover better from passed disappointments in their lives; we motivate ourselves: mobilizing the emotions in the service of a goal it is essential to concentrate attention, for self-motivation, for competence and for creativity.

The emotional self-control underpins all kinds of achievements, recognizing the emotions of others: the empathy, which also comes out from self-awareness is very important for the "personal skills". Empathetic people are more sensitive to what other people need or want, and finally manage relationships: the art of socializing with others is, in large part, the ability to manage the emotions of others. Despite referring these five dimensions, people are different in theirs capacities and in each one of them, because some of us may be particularly skilled at controlling their own anxiety, but unable to calm down others. According to Goleman (1995), the basis behind our level of capability is fuzzy, but the brain is capable of constant learning. The sentence of Socrates "Know yourself" refers to the emotional intelligence; awareness of our own feelings when they appear. In general, psychologists use the word "meta-cognition" in order to give conscience of their own emotions. It is this awareness of emotions the basic emotional competence on which all the others are built.

Being able to manage the others' emotions is the best art to manage relationships. In order to express the interpersonal power, the child must first have self-control, to be able to control their feelings of anger or disgust, the impulses and excitements. To be in line with others requires from us a minimum of calm. So, managing the emotions of others requires the maturation of two other emotional skills, which are the self-control and empathy. It is on this basis that the personal skills grow; any deficiency in this area leads the person to have problems with the social world.

EMOTIONAL INTELLIGENCE AND PERFORMANCE:

Our emotional intelligence is the foundation for a host of critical skills-Time management, Decision making, change tolerance, Empathy, Team work, Stress tolerance, Anger management, Social skills, Assertiveness, Accountability, Flexibility, Trust, Customer service. It impacts most everything we say and do each day.

Emotional intelligence is the single biggest predictor of performance in the workplace and the strongest driver of leadership and personal excellence. (Bradberry, 2014).

Of all the people we've studied at work, we've found that 90% of top performers are also high in emotional intelligence. On the flip side, just 20% of bottom performers are high in emotional intelligence. We can be a top performer without emotional intelligence, but the chances are slim. Naturally, people with a high degree of emotional intelligence make more money—an average of \$29,000 more per year than people with a low degree of emotional intelligence. The link between emotional intelligence and earnings is so direct that every point increase in emotional intelligence adds \$1,300 to an annual salary. These findings hold true for people in all industries, at all levels, in every region of the world. We haven't yet been able to find a job in which performance and pay aren't tied closely to emotional intelligence (Bradberry, 2014).

In the organization, emotional intelligence is the one of important measurement for a successful life to someone and eventually will lead to success of organization (Kahtani, 2013). The application of emotional intelligence can give support to manager and employee to use the emotional intelligence to manage their self, the relationship between others and to recognize and understand about emotions. In addition, emotional intelligence will also help a person to become more balanced in terms of intellectual, emotional, physical and spiritual (Kahtani, 2013).

RESEARCH OBJECTIVE:

The objective of this research is to find out the level of emotional intelligence of Indian teachers working in Wolaita Sodo University

RESEARCH METHODOLOGY:

The study has been conducted based on primary data collected through structured questionnaires. Since the approach aims at finding out the level of emotional intelligence of Indian teachers working in Wolaita Sodo University, the research design has been taken to be Descriptive. The measurement scale for the instrument is considered five point Likert Scale representing the intervals. The survey is Census (50) against the limited number of Indian Teachers in the University.

ANALYSIS & DISCUSSION:

Table 1 : Decision rule for level of emotional intelligence and its components

S.N.	Mean score Range	Level of E.Q. & its components
1.	1 - 1.04	Very Low
2.	1.05 – 2.04	Low
3.	2.05 – 3.04	Moderate
4.	3.05 – 4.04	High
5.	4.05 - 5	Extremely High

Table 2 : Descriptive Statistics summary (the mean & standard deviation of emotional intelligence and its components)

		Self awareness	Self management	Social competence	Relationship management	Emotional intelligence
N	Valid	50	50	50	50	50
	Missing	0	0	0	0	0
Mean		4.154	3.842	4.076	3.880	3.990
Median		4.100	3.850	4.100	4.000	4.000

Mode	3.8 ^a	3.5 ^a	4.2	4.0	4.0 ^a
Std. Deviation	.4518	.6292	.4715	.5206	.4220
Skewness	.102	-.963	-.343	-.171	-.063
Std. Error of Skewness	.337	.337	.337	.337	.337
Kurtosis	-.530	2.999	.098	.670	.363

a. Multiple modes exist. The smallest value is shown

Table 2 shows that the mean score of emotional intelligence of Indian Teachers at Wolaita Sodo University is 3.990 which can be categorized as high tending towards extremely high. The Indian teachers are high on all components as well as on emotional intelligence (but skewed towards extremely high).

Table 3: Level of Self awareness of Indian Teachers in Wolaita Sodo University

Level of Self awareness	Frequency	Percent
Extremely High	28	56.0
High	22	44.0
Total	50	100.0

Table 4 : Level of Self management of Indian Teachers in Wolaita Sodo University

Level of Self Management	Frequency	Percent
Extremely High	20	40.0
High	26	52.0
Moderate	3	6.0
Low	1	2.0
Total	50	100.0

Table 5 : Level of Social Competence of Indian Teachers in Wolaita Sodo University

Level of Social Competence	Frequency	Percent
Extremely High	28	56.0
High	21	42.0
Moderate	1	2.0
Total	50	100.0

Table 6 : Level of Relationship Management of Indian Teachers in Wolaita Sodo University

Level of Relationship Management	Frequency	Percent
Extremely High	18	36.0
High	30	60.0
Moderate	2	4.0
Total	50	100.0

Table 7 : Level of Emotional Intelligence of Indian Teachers in Wolaita Sodo University

Level of Emotional Intelligence	Frequency	Percent
Extremely High	22	44.0
High	27	54.0
Moderate	1	2.0
Total	50	100.0

Result from table 7 shows that 22% of Indian Teachers at Wolaita Sodo University have extremely high level of emotional intelligence and 27% of Indian Teachers at Wolaita Sodo University have high level of emotional intelligence. Only 2% (one) respondent is in moderate level of emotional intelligence. It was interesting to note that none of the respondents were found to have low level of emotional intelligence.

Table 8 : Emotional Intelligence Variance based on Age Group

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.470	3	.490	3.218	.031
Within Groups	7.003	46	.152		
Total	8.473	49			

Table 9 : Emotional Intelligence Variance based on Sex

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.060	1	.060	.340	.563
Within Groups	8.413	48	.175		
Total	8.473	49			

Table 10 : Emotional Intelligence Variance based on Marital Status

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.275	3	.092	.515	.674
Within Groups	8.198	46	.178		
Total	8.473	49			

Table 11 : Emotional Intelligence Variance based on Education level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.206	1	.206	1.196	.280
Within Groups	8.267	48	.172		
Total	8.473	49			

Table 12 : Emotional Intelligence Variance based on Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.272	3	.091	.509	.678
Within Groups	8.201	46	.178		
Total	8.473	49			

Table 8, 9,10,11,12 summarizes the result of analysis of variance based on Age group, Sex, Marital Status, Education Level & Experience. The analysis shows that there is no significant difference in Level of Emotional Intelligence based on Sex, Marital Status, Education Level & Experience as the p-value in all the cases is more than .05 but in case of age level there is significant difference in Level of Emotional Intelligence of teachers in the University.

CONCLUSION:

Emotional Intelligence plays an important role in helping the employees to cope with the dynamic changes in the workplace environment. Employees with high emotional intelligence are better in work in any organization and are more adjustable and flexible. No matter how many qualifications a person has, if he or she doesn't have certain emotional skills, he or she is unlikely to succeed. As the new technologies and innovations continue to bring change in working system of organizations, these skills of emotional intelligence may become increasingly important. It was interesting to note that majority of the Indian teachers at Wolaita Sodo University have high level of emotional intelligence which reflect their capacity to promote emotional growth as well as contribution to form desirable attitudes towards the organizations and emotional commitments to the organizations. However, on the Social skills dimension these teachers have to work on to direct themselves towards high emotional maturity which ultimately leads to optimize the emotional growth of employees.

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