

Periodic Research

A Study of Emotional Intelligence among Teacher Educators in Relation to its Gender and Institution



Ishtdeep Kaur

Assistant Professor
Dept. of Distance Education,
Punjabi University,
Patiala, Punjab, India

Abstract

A good I.Q. and scholastic record is not enough to be successful in life. You may find many people who are academically talented, but are unsuccessful in their own life. The source of their difficulty may be lack of emotional intelligence. The workplace has been considered a place there is no room for the experience or expression of emotions. It is a place where every employee is trying to determine the impact of using and managing emotions within the work environment. Here, in this study, the investigator tries to identify the level of emotional intelligence of the teacher educator working in autonomous as well as private universities. For the study, a sample of teacher educators was selected by using stratified sampling technique. For the collection of data Emotional Intelligence Scale was used. The technique t-test was used for the analysis of data. Results of the study showed that there is no significant difference in emotional intelligence among teacher educators in relation to its gender and institution working in autonomous and private universities.

Keywords: Teacher Educators, Emotional Intelligence, Gender, Autonomous and Private University.

Introduction

The notion of emotional intelligence broadens the concept of intelligence beyond the intellectual sphere and consider that intelligence includes emotions. Emotional intelligence is a set of skills that underline accurate appraisal, expression and regulation of emotions. A good I.Q. and scholastic record is not enough to be successful in life. You may find many people who are academically talented, but are unsuccessful in their own life. They experience problems in family, workplace and interpersonal relationships. The source of their difficulty may be lack of emotional intelligence.

According to Salovey and Mayer, "Emotional intelligence is the ability to comprehend one's own and other's emotions, to discriminate among them and to use the information to guide one's thinking and actions." It is a cluster of abilities relating to the emotional side of life. It is a good predictor of success in life. It is the ability to monitor one's own emotions and others' emotions, to discriminate among them and to use the information to guide one's thinking and actions.

One of the rapidly growing areas of interest with regard to emotional intelligence is its role in the work place. The workplace has been considered a place there is no room for the experience or expression of emotions. It is a place where every employee is trying to determine the impact of using and managing emotions within the work environment. In the workplace like educational institute, it is believed that performance relies more than ever on interpersonal relationship, tolerance, adaptability and group work. In this way, here, emotional intelligence has been referred to the ability to identify, use, understand and manage emotions and emotional information. Emotional Intelligence has been viewed as a competency that is expected to augment positive attitudes toward work, and drive positive behaviour and better outcomes. Here, in this study, the investigator tries to identify the level of emotional intelligence of the teacher educator working in autonomous as well as private universities.

In an educational institute, a number of responsibilities and roles has to play by the teacher educators. Their hectic routine includes teaching work, extra-curricular and co-curricular charges, interpersonal relationships, interaction with students and management interference

Periodic Research

become a part of their schedule. All these roles and responsibilities can be handled with balanced emotional intelligence comprising by teacher educators. A slight variation of here and there in their emotional intelligence can lead to heavy disturbances in their lives.

Review of Literature

Brown and Brooks (2002) focused on an understanding of emotions, both of our own and of other people. It plays an important part in organizational life. In this context, Mayer et al. (2004) stated that peers need to manage the mood of their organizations and that a mysterious combination of psychological skills or abilities known as emotional intelligence is what leaders need to accomplish that goal.

Diggins (2004) studied that the best managers in present era needs to possess emotional intelligence (EI) to make decisions that are based on a combination of self-management and relationship skills and an awareness of how their behavior at workplace affects others in the organization. It was argued that emotional intelligence plays a greater role than —traditional intelligence in determining leaders’ and organizations’ success and concluded that emotional intelligence helps people to: 1. be more aware of their interpersonal style; 2. to recognize and manage the impact of emotions on their thoughts and behavior; 3. to develop their ability to judge social dynamics in the workplace; and 4. to understand how well they manage relationships and how to improve.

Kanellakis et al. (2018) investigated the effect of occupational stress and emotional intelligence on the performance of health-care employees, working in the operating room department. The study was administered to health-care and medical employees in the 401 General Army Hospitals. It was found that the level of emotional intelligence and occupational stress were positively correlated and they both affected performance. At the same time, gender did not seem to affect the level of emotional intelligence or the perception of

occupational stress. It was also found that a number of variables related to emotional intelligence and occupational stress affected the performance significantly.

Objectives of the study

The objectives of the study are as follows:

1. To study the level of emotional intelligence among teacher educators.
2. To compare the emotional intelligence of male and female teacher educators.
3. To compare the emotional intelligence among autonomous and private teacher educators.

Hypotheses of the study

The hypotheses of the study are:

1. There exists no significant difference in emotional intelligence among male and female teacher educators working in autonomous and private universities.
2. There exists no significance difference in emotional intelligence among teacher educators working in autonomous and private universities.

Delimitations of the study

The study is delimited under the following aspect:

1. The study is delimited to only two Universities, one is Punjabi University, Patiala (Autonomous) and second is RIMT University, Mandi Gobindgarh (Private) of Punjab.

Methodology

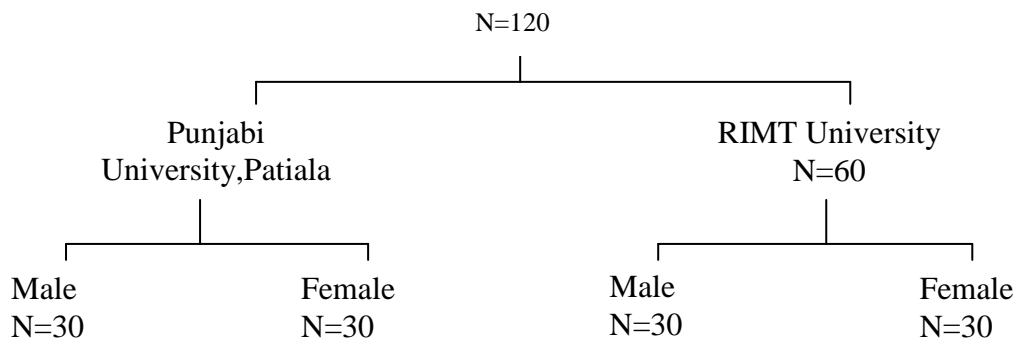
The research method used in the study is the Descriptive Method.

Population

Teacher educators working in Punjabi University, Patiala and RIMT University, Mandi Gobindgarh has become a part of the population.

Sample

The present study was carried out on teacher educators working in Punjabi University and RIMT University, Gobindgarh of Punjab district. The sampling method used was stratified sampling technique. Present study contains:



Tool

In the present investigation, the research tool “Emotional Intelligence Scale” developed and standardized by Dr. Arun Kumar Singh and Dr. Shruti Narain has been used. The total number of items included in the manual was 31. These items were related to understanding emotions, understanding motivation, empathy and handling relations. This tool

was of objective type questions. In case of multiple opinion questions, teacher educators were interested to choose only one opinion from provided list of opinions. The data obtained from 120 (60 male and 60 female) teacher educators were analyzed with the help of Mean, SD and t- test.

Procedure

The Emotional Intelligence Scale was administered to the teacher educators working in Punjabi University, Patiala and RIMT University, Mandi Gobindgarh. The purpose of the study was explained to the teacher educators. The answers of the subjects were recorded on the answer keys. Scoring was done according to the instructions given in the manual.

Statistical Techniques

For the analysis of data statistical techniques Mean, SD and t-test was used.

Results and Discussion

After collecting the data, analysis and interpretation of data were performed in accordance with the objectives of the study. The results of t-test are given below:

Table 1.1
Level of emotional intelligence among teacher educators

Level of Emotional Intelligence	Number	Percentage (%)
Low	15	12.5
Moderate	50	41.7
High	55	45.8
Total	120	100.0

The above Table shows that the level of emotional intelligence on low, average and high of teacher educators were formed for comparison in respect to its gender and institution. Low emotional intelligence signifies score 20 or less, 21 to 26 occupies average emotional intelligence and high

emotional intelligence group signifies 27 and above according to the manual. The above Table shows that maximum number i.e. 55 teacher educators out of total sample (120) have high level of emotional intelligence, followed by moderate (41.7%) and low (12.5%).

Table 2.1
Level of emotional intelligence among teacher educators in relation to its gender

Level of Emotional Intelligence	Male		Female	
	Number	Percentage (%)	Number	Percentage(%)
Low	6	10.0	9	15.0
Moderate	24	40.0	26	43.3
High	30	50.0	25	41.7
Total	60	100.0	60	100.0

The above Table 2.1 shows that the level of emotional intelligence among teacher educators male and female were assessed. It is indicating that 50.0%, 40.0% and 10.0% teacher educators have high, moderate and low level of emotional intelligence. Again 43.3%, 41.7% and 15.0% females have

moderate, high and low level of emotional intelligence. Thus, it is evident that from the total number of sample (120 teacher educators) belonging to both the autonomous as well as private universities, males have high emotional intelligence and females have moderate level of emotional intelligence.

Table 3.1
Comparison of emotional intelligence among teacher educators in relation to its gender

Gender	Mean	SD	P value	Significance
Male	26.36	3.47	0.129	NS
Female	25.35	3.72		

Table 3.1 indicates that males have mean score 26.36 and females have mean score 25.35. The p value is 0.129 which is found to be not significant at 0.05 and 0.01 levels of significance. Therefore, it can be concluded that both males and females have equal level of emotional intelligence working in autonomous

as well as private universities. Hence, the null hypothesis –“There exists no significance difference in emotional intelligence among male and female teacher educators working in autonomous and private university” is accepted.

Table 4.1
Level of emotional intelligence among teacher educators in relation to its institution

Level of Emotional Intelligence	Autonomous University		Private University	
	Number	Percentage (%)	Number	Percentage (%)
Low	5	8.3	10	16.6
Moderate	22	36.7	28	46.7
High	33	55.0	22	36.7
Total	60	100.0	60	100.0

The above Table 4.1 shows that the level of emotional intelligence is high with 55.0%, moderate with 36.7% and low with 8.3% among teacher educators working in autonomous university. Further,

it reveals that the level of emotional intelligence is moderate with 46.7%, high with 36.7% and low with 16.6% among teacher educators working in private university.

Table 5.1

Comparison of emotional intelligence among teacher educators in relation to its Institution

Type of University	Mean	SD	p value	Significance
Autonomous	26.43	3.26	0.109	NS
Private	25.28	3.88		

Table 5.1 shows that autonomous university have mean score 26.43 and private university mean score 25.28. The p value is 0.109 which is found to be not significant at 0.05 and 0.01 levels of significance. Therefore, it can be concluded that teacher educators working in both the universities have equal level of emotional intelligence. Hence the null hypothesis "There exists no significant difference in emotional intelligence among teacher educators working in autonomous and private universities" is accepted.

Findings of the study

The findings of the study are as follows:

1. The study reveals that most of the teacher educators working in autonomous as well as private universities that are 45.8% have high level of emotional intelligence. Only a small number that is 12.5% have low level of emotional intelligence.
2. It is interesting to find that males have high (50.0%) and females have moderate (43.3%) level of emotional intelligence working in autonomous as well as private universities respectively. This is good to find that in this challenging scenario, they have high level of emotional intelligence, it helps the teacher educators to adjust well in their respective working environment.
3. The study reveals that there exists no significant difference between the level of emotional intelligence among males and females working in autonomous as well as private universities.
4. Regarding institution, it has been found that the level of emotional intelligence is high (55.0%) among teacher educators working in autonomous university and on the contrary the level of emotional intelligence is moderate (46.7%) among teacher educators working in private university.
5. The study reveals that there exists no significant difference between the level of emotional intelligence of teacher educators according to their institution.

Conclusion

Results of the present study showed that high emotional intelligence was found among teacher educators working in Punjabi University, Patiala as

well as in RIMT University, Mandi Gobindgarh, Punjab. This demonstrates that emotional intelligence is a prominent factor playing a good role in the lives of teacher educators. A teacher who is emotionally intelligent and balanced can cope up with the stressful working environment in an intelligent manner. Here, it is important to note that maximum depends on the nature of the institution also. As far as autonomous institution is concerned, the teacher educators are found to be emotionally intelligent because they have no stress of salary, vacation, leaves and workload. On the other hand, if we talk about private institution, it is found that maximum teachers are on average emotional intelligence. No doubt, their emotional intelligence is moderate but it varies as per their daily dealing with their institutional problems and obstructions. In nutshell, it can be concluded that teacher educators are emotionally intelligent that is why they are able to cope up with the varying nature of their respective working environment. At last, it is suggested that the educational institutions should provide all that is required for the teacher educators to carry their work and responsibilities in an emotionally intelligent way.

References

- Brown, R. and Brooks, I. (2002). *Emotion at work: identifying the emotional climate of night nursing*. *Journal of Management in Medicine*, 16, 327-44.
- Diggins, Cliona, (2004). "Emotional intelligence: The key to effective performance", *Human Resource Management*, Vol. 12, No 1.
- Goswami and Talukdar (2013). *Relation between emotional intelligence and job stress among engineer's at managerial level at public sector organization*. *IOSR Journal of Humanities and Social Science*, Vol. 7(3), pp 44-47.
- Kanellakis, Karakasidou and Koutsoukis (2018). *The role of occupational stress and emotional intelligence in working health care and medical environments*. *Psychology, Scientific Research Publishing*, Vol. 9, pp 1510-1529.
- Sachdeva, K. (2009). *Teacher as a Facilitator*. *Punjab Journal of Education*, Vol. 1(1), pp 57-59.