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A study on emotional intelligence among faculty members of selected engineering colleges in Kadapa region

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A B S T R A C T

The present paper aims to investigate the level of emotional intelligence of faculty members in selected engineering colleges in kadapa district. A total of 240 faculty members with 3 types of designations, ranging in teaching experience from 1 to more than 20 years, were selected for the study. The data was obtained through a convenience sampling technique and analyzed using descriptive statistics. The study identified that wellbeing and emotionality factors are highly influencing on faculty member's emotional intelligence than compared to sociability & self control factors. It is concluded that the possession of high emotional Intelligence is more important when managing stress and emotions at workplace.

Introduction

Emotional intelligence (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of our daily life, such as the way you behave and the way you interact with others. The teachers are responsible for imparting education and guidance to students and also for undertaking research development in their respective fields for enriching the quality of teaching and research. They need to have a free mind as well as knowledge so as to

concentrate on the teacher-learner process. With this connection, teacher's behavior with EI in an organization is important because for getting success in their profession as well as in life. Therefore this skill is really required to make the teachers performance very effective. This skill can make the teachers not only able to deal with their students but with their colleagues as well. Therefore, a study on the emotional intelligence among faculty members in the selected engineering colleges in Kadapa region was conducted.

Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social intelligence that involves 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 and actions" (1990). Many studies were conducted on EI and found various facts. According to 'U W M R Sampath Kappagoda' (2014), research the teachers who have high emotional intelligence show less work-to-family conflict and family-to-work conflict. It is concluded that the possession of high emotional intelligence is more important when balancing work-family responsibilities.

However, Arvind Hans *et al.* (2013) conducted a study on emotional Intelligence among teachers: A case study of private educational institutions in Muscat. The Study found that the teachers of private educational institutions have high level of Emotional Intelligence. A similar study was conducted to identify the level of emotional intelligence among the teachers Zahar Abdolvahabi *et al.* (2012) found the relationship between emotional intelligence and job self efficacy in research courses among 200 Tehran physical education teachers. Bar-On, Emotional and Self efficacy job questionnaires were used to evaluate the teacher's attitudes. The results demonstrated a significant relationship between emotional awareness, empathy and self efficacy.

Kirshnamurthy and Varalakshmi (2011) conducted a study to know the emotional intelligence of employees working in educational institution. A sample size of 200 teaching and non teaching staff was taken

for study on the basis of demographic factors. Questionnaires were designed in five segments consists of personal information, adaptability, assertiveness, emotional management, self esteem and relationship of respondents. The result revealed that the improvement in emotional intelligence would increase the motivation and effectiveness of the employee. Edannur (2010) assessed the emotional intelligence level of teachers and educators of Barak Valley region in the Indian state of Assam (India). The result showed that the group under study possessed average emotional intelligence. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence. Moafian and Ghanizadeh (2009) studied the impact of teacher's emotional intelligence on self efficacy. Regression analysis with multiple variables indicated that dimensions of emotional self awareness, interpersonal relation and problem solving were significant predictor of teachers self efficacy. Kaufhold and Johnson (2005) indicated that teachers improving their emotional intelligence emphasized on the values of individual differences and promote the cooperative learning so as to solve problems and guide the students to promote social competence. Mahmoudi (2011) found the effect of emotional intelligence among 300 B.ED studying in five B.ED colleges of Yasouj district in Kohgiluyeh. A descriptive analysis, t-test and F test was used for the analysis and concluded that the emotional intelligence among the B.Ed. teacher trainees was normal.

To investigate the level of emotional intelligence among faculty members of engineering colleges in Kadapa region. To know how the faculty are striving to meet a standard of excellence with EI in the colleges.

Materials and Methods

The present study is a descriptive study, to identify the level of EI among faculty members in Kadapa region. Structured questionnaires were distributed to 250 respondents using Convenience Sampling method among various engineering colleges faculty members in Kadapa region and 240 questionnaires were returned to us. The study is undertaken both by primary and secondary sources of data and information. The questionnaire related to various EI factors like –Sociability, Emotionality, self-control, wellbeing. Five point Likert scale was used to rate the responses of the respondents, in which 1 indicates “strongly Disagree”, 2 indicates “Disagree”, 3 indicates “Neither Agree Nor Disagree”, 4 indicates “Agree”, 5 indicates “strongly agree”. Descriptive statistics used to calculate factor scores and compared to Total EI score value.

Results and Discussion

Demographic profile of the Respondents

The **Gender** ratio for the sample group was 66% male (n=158) and 34% female (n=82). The **Age** groups in the sample are 30% were <30 years (n = 72); 40% were 31–40 years (n = 96); 25% were 41-50 years (n= 60); and 5% were 51 years and above (n = 12)

Qualification of the employees are 40% were UG (n = 96); 50% were PG (n= 120); and 10% were PhD (n = 24) holders.

Designation of the employees are 50% were Assistant Professors (n = 116); 38% were Associate Professors (n= 95); and 12% were Professors (n = 29).

Working experience of the employees are 24% were in between 0 and 5 years (n = 58); 39% were in 6–10 years (n = 94); 23% were

in 11–15 years (n = 55); 8% were in 16–20 years (n = 19); and 6% were in more than 20 years (n = 14).

Emotional Intelligence factors

For investigating the level of EI among faculty members in Kadapa region, we are considering 4 major factors. Each factor score values are represented in the following tables.

Sociability

Findings

Assertiveness: It means standing up for their rights - expressing thoughts, feelings and beliefs in direct or frank. From the above table 1, factor score was found as 4.064. It cleared that the faculty members were high in assertiveness stage.

Emotional management of others: It means capable of influencing other people's feelings. From the above table 1, factor score was found as 4.01. It identified that they had medium influencing capacity on other's feelings. It suggested that first recognizing the perceptions of others on your attitudes and decisions at institutions.

Social skills: It means ability to communicate and interact with other members of the society, without undue conflict or disharmony.

From the table.1, factor score was found as 4.045. It clarifies that the faculty members are good at maintain a variety of people at workplace.

Emotionality Findings

Emotional Expression: It means capable of communicating their own feelings to others.

From the above table 2, factor score was found as 4.087. It can be concluded that the faculty members are good at expressing their feelings.

Relationship Skills: It means capable of maintain and fulfilling personal relationships. The factor score was found as 4.103, it means faculty members are good at maintains relationships with their superiors, colleagues, and with students.

Empathy: The ability to sense, understand and respond to what other people are feeling. It means capable of taking someone else's perspective, from the table 2, factor score is represented as 4.073. It indicated that the faculty members have less capability to see things from other person's viewpoint. It suggested that faculty should understand other person's opinions on various activities or problems related to academic progression, and career development programs.

Self-control

Findings

Motivation: is the ability to use your deepest emotions to move and guide you towards your goals. From table 3 factor score was found as 4.044, it indicated that faculty members having more motivation skills.

Stress Management: It means how effectively an employee with standing pressure and regulating stress. From the table 3, the value was found as 3.97, it means employee feel more stress & pressure at institutions. It suggested that institutions should change the internal work environment in order to reduce stress by considering employee views.

Emotional regulation: It means capable of controlling their own emotions. From the

table 3, factor score was found as 4.043. It indicated that the faculty members had high control in regulating their emotions.

Wellbeing

Findings

Self- esteem

It means aware of their own strengths & weakness and self confident. From the table 4, factor value found as 4.119. It means that the faculty members had more self confident, &take responsibility to meet the objectives.

Optimism

It means confident and tend to "look on the bright side" of life. From the table 4, factor score was found as 4.16. It means that the faculty members had a longer vision about their future.

Level of emotional intelligence

From the table 5, it represented as sociability & self-control factors are very low compare to the total emotional intelligence.

Conclusion

The results of descriptive statistics indicated that behaviors related to wellbeing & emotionality with a high degree of frequency in the workplace. However behaviors that are related to sociability and self-control were lower than compared to total Emotionality Intelligence value. Majority of the results indicated that faculty was striving to improve their success rate, and they look on the bright side of life in the future. But the factors like stress management, emotional management moderately affect on faculty's emotional

behavior at workplace. It creates fear & reduces their rate of success. But those factors score was not very low compared to their major factors. So, it concluded that the possession of high Emotional Intelligence is

more important when managing stress & emotions at workplace. Overall, study found that the faculty members among selected engineering colleges have high level of emotional intelligence.

Table.1 Factor score of sociability

S. No	Factor	No. Of respondents	Values
1.	Assertiveness	240	4.064
2	Emotional management of others	240	4.01
3	Social Skills	240	4.045
Total			4.04

Table.2 Factor score of emotionality

S. No	Factor	No. Of respondents	values
1	Emotional Expression	240	4.087
2	Relationship Skills	240	4.103
3	Empathy	240	4.073
Total			4.088

Table.3 Factor score of self-control

S. No	Factor	No. Of respondents	values
1	Motivation	240	4.044
2	Stress Management	240	3.97
3	Emotional Regulation	240	4.043
Total			4.02

Table.4 Factor score of wellbeing

S. No	Factor	No. Of respondents	values
1	Self- esteem	240	4.119
2	Optimism	240	4.16
Total			4.14

Table.5 Total score of EI

S. No	factors	No of respondents	Values
1	Sociability	240	4.04
2	Emotionality	240	4.088
3	Self control	240	4.02
4	Well being	240	4.14
Total			4.072

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