

A STUDY ON EMOTIONAL INTELLIGENCE COLLEGIATE FACULTIES ON WITH SPECIAL REFERENCE TO THANJAVUR DISTRICT ARTS AND SCIENCE COLLEGES.

D.R.L.KALAI BHARATHI

PRINCIPAL & Associate Professor
Swami Vivekandha Arts & Science College
Vallam- Thanjavur-613 403

Abstract : *The present research aims to investigate the level of emotional intelligence of faculty members in selected arts and sciences colleges in thanjavur 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 members emotional intelligence than It is concluded that the possession of high emotional Intelligence is more important when managing stress and emotions at workplace.*

Key words: *Emotional Intelligences, Wellbeing, Emotionality, Sociability, Self-Control, Faculty Members,*

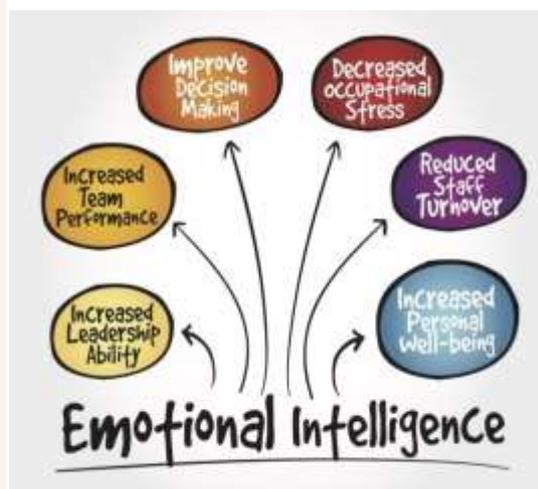
INTRODUCTION

Emotional intelligence: why it matters and how to teach it

Teaching young people skills such as active listening, self-awareness and empathy can equip them to succeed both academically and socially, Emotional intelligence can be said to cover five main areas: self-awareness, emotional control, self-motivation, empathy and relationship skills. It is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success and employment. Skills such as these developed in our formative years at school often provide the foundation for future habits later on in life.

Know for a fact that it is possible to teach without burning out. The skyrocketing rates of teacher burnout make it seem like an inevitable consequence of the job. While there's absolutely no question that teaching is hard work, I strongly believe burnout is not inevitable. Realizing this can provide a wake-up call to figure out what needs to be changed.

Cultivate self-awareness. It's very easy to think that our problems are everyone else's fault: students, colleagues, principals, parents, schools systems, society the list goes on and on. There's usually some truth to that, of course. Yet quite often, we'll also benefit from looking inward. When we can identify the emotional patterns and tendencies that keep us from being kind and compassionate and understanding, we get a huge boost toward fostering those skills in ourselves and in others.



Active listening

The skill of active listening is a key part of helping create genuine two-way communication – and it is about far more than just paying attention. It involves genuinely following dialogue and responding to others using your own body language, then being able to demonstrate that you have understood by verbally summarising back key messages that have been received.

In the classroom, this can affect how students take on feedback from teachers. A recent review found that 38% of feedback interventions do more harm than good. This may be in part because people often make common mistakes when receiving feedback – misinterpreting it as

being a personal judgement on who they are, for example, and thinking about when the speaker will finish talking so they can reply instead of listening fully to what is being said.

The skill of active listening is a key part of helping create genuine two-way communication – and it is about far more than just paying attention

A vocabulary for feelings

Researcher Lisa Barrett states that interpersonal skills can be enhanced by helping students increase their emotion vocabulary. Encouraging students to understand the difference between “sad”, “disappointed” and “upset” acts as springboard to develop appropriate strategies for each. In short, every emotion word you learn is a new tool for future emotional intelligence.

A simple way to introduce this to students is to play the alphabet game: as a class you see how many different emotions you can come up with for each letter of the alphabet. Afterwards, discuss the differences between each, what might prompt the emotions, and how students could individually respond. If looking for inspiration on this, we recommend this poster as a possible starting point.

Developing self-awareness

When we have low self-awareness, we're at risk of not realising how we come across to others, and letting an over inflated self-image skew our behaviour and social interactions.

A well-known study once saw researchers ask students how they thought they did in a test, and then compared their perceptions with their actual results. They found that most students overestimated their ability, with this most likely to be the case in students who had done poorly. This is known as The Dunning-Kruger effect and is one of the most common thinking biases in education.

They also found that strategies to help students improve their self-awareness include teaching them met cognitive strategies. One way of doing this is to encourage them to ask self-reflective questions such as “What could I have done differently?” Or use a communication self-evaluation questionnaire, which can help students begin to understand their interpersonal skills.

Showing empathy as being ‘with’ others

Empathy is the ability to take the perspective of another person while being non-judgemental, recognising the emotions they are feeling, and being able to convey their perspective back to them. Evidence suggests that reading is a great way to develop this skill. Researcher Brené Brown's animated short video is also a great conversation starter to use with students.

Teachers Your Guide to Learning Strategies That Really Work

Reflecting back the other person's perspective helps to make the other person feel understood, this in turn increases the likelihood of collaboration and support. Children generally develop empathy through observing how others show it including watching teachers and students empathise with each other. Using phrases such as “I understand/realise/can see” can help to show students how understanding of other perspective can be expressed.

Review of literature A study on emotional intelligence among faculty members of selected engineering colleges in **Kadapa region A. Uma Devi and P. Chitti Babu** Know for a fact that it is possible to teach without burning out. The skyrocketing rates of teacher burnout make it seem like an inevitable consequence of the job. While there's absolutely no question that teaching is hard work, I strongly believe burnout is not inevitable. Realizing this can provide a wake-up call to figure out what needs to be changed.

EQ affects the everyday decisions employers make, such as promoting, hiring and firing employees. Nearly three-quarters (71%) of hiring managers surveyed by Career Builder in 2011 said they valued an employee's EQ over their IQ. A further three-quarters (75%) said they would be more likely to promote an employee with high emotional intelligence. More than half (59%) said they wouldn't hire a candidate with a high IQ and low EQ.

Employers may also use EQ as part of their assessment of which employees have leadership potential, or who is next in line for a pay rise or promotion. Writing for *Forbes* in 2014, Travis Bradberry, author of Emotional Intelligence 2.0, said that “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. You can be a top performer without emotional intelligence, but the chances are slim.”

Emotional self-awareness. This competence includes identification of emotion and understanding how emotions are related to one's goal, thoughts, behaviours, and accomplishments (**Goleman, 1998; Weisinger, 1998**).

Regulation of emotions in the self. This competence involves intentionally eliciting and sustaining pleasant and unpleasant emotions when considered appropriate, effectively channelling negative effect, and restraining negative emotional outbursts and impulses (**Boyatzis, 1982; Goleman, 1998**).

Social awareness of emotions and empathy, which includes awareness of others' feelings, needs, and concerns, understanding and sympathising with others' emotions, and responding to others' unspoken feelings (**Goldman, 1998; Huy, 1999;**

cf. Salovey & Mayer, 1990; Williams & Sternberg, 1988).1 Regulating emotions in others. This competence incorporates influencing others, effectively communicating with others, and managing conflicts (**Weisinger, 1998**).

Motivational tendencies, which include such components as internal strivings, attributions, and need for achievement (Bar-On, 2000; Boyatzis et al., 2000; Cooper & Sawaf, 1997; Goleman, 1998; Weisinger, 1998). Character, which includes trust and integrity (Cooper & Sawaf, 1997; Goleman, 1998; Weisinger, 1998).

People with high emotional intelligence are better at motivating themselves

According to Goleman's model, those with a higher EQ have a greater ability to self-regulate, and higher levels of motivation – which can in turn reduces their tendency to procrastinate, leads to improved self-confidence, and enables them to focus on achieving long-term goals.

While leaders and managers with a higher EQ can help teams to collaborate more effectively and identify the specific drivers that motivate individual employees, teams can also develop an emotional intelligence all of their own. **A seminal 2001 study by Vanessa Urch Druskat and Steve B Wolff found that team EQ is a significant factor in determining overall performance. Writing in Harvard Business Review**, they said: Our research shows that, just like individuals, the most effective teams are emotionally intelligent ones and that any team can attain emotional intelligence By working to establish norms for emotional awareness and regulation at all levels of interaction, teams can build the solid foundation of trust, group identity, and group efficacy they need for true cooperation and collaboration and high performance overall.”

“Businesses depend on the people who work for them to be highly engaged, to be able to adapt quickly to internal and external changes, and to show fresh thinking and come up with new ideas,” psychologist **Dr Martyn Newman told People Management in 2017**. “The set of

skills we need to meet these needs are rooted in our emotional and social behaviours – and studies also show that, as you grow a culture of emotional intelligence in your organisation, levels of absenteeism drop, and engagement levels increase.”

EQ can have a major impact on mental wellbeing

Those with a high level of emotional intelligence typically have a happier outlook on life and more positive attitude than those with a lower EQ. They are also better at identifying and empathising with other people’s points of view an essential trait for preventing and resolving conflicts at work. With a better understanding of our emotions, we can communicate our feelings in a more positive manner. We can also understand and relate to our colleagues, which can lead to better working relationships.

Emotional intelligence can also be a factor in physical health

While studies have shown links between EQ and mental resilience and wellbeing, there is less scientific evidence of the link between emotional intelligence and physical health. But, given the impact of stress on, among other factors, our ability to sleep, exercise, and make healthy eating choices, it stands to reason that being better able to cope with the strains of daily life can have a positive impact on our physical health, too.

Following components – skills of the emotional competence:

- 1) Awareness of one’s own emotions,
- 2) Ability to discern and understand other’s emotions,
- 3) Ability to use the vocabulary of emotion and expression,
- 4) Capacity for empathic involvement,
- 5) Ability to differentiate subjective emotional experience from external emotion
- 6) expression,
- 7) Adaptive coping with aversive emotions and distressing circumstances,
- 8) Awareness of emotional communication within relationships, and
- 9) Capacity for emotional self-efficacy

Emotional intelligence influences organizational effectiveness in a number of areas:

- ❖ member of staff recruitment and retention
- ❖ Development of talent
- ❖ Teamwork
- ❖ Employee commitment, morale, and health
- ❖ Innovation
- ❖ Productivity
- ❖ Efficiency
- ❖ Quality of service

Factors leading to work stress:

The following factors, amongst others, can lead to work stress:

- ✚ Heavy workload
- ✚ Having little control or influence in decisions
- ✚ Tension or conflict with other employees
- ✚ Poor supervision or management
- ✚ Lack of belief in the objectives of the organisation
- ✚ Job insecurity or lack of opportunity to develop
- ✚ Lack of interest or fulfilment in the nature of the work
- ✚ Unpleasant or dangerous work environments

2) Knowledge and skills that build the feeling of emotional efficiency: –

- Suitable level of the depth of emotions
- Adaptive coping with emotions
- The feeling of emotional efficiency

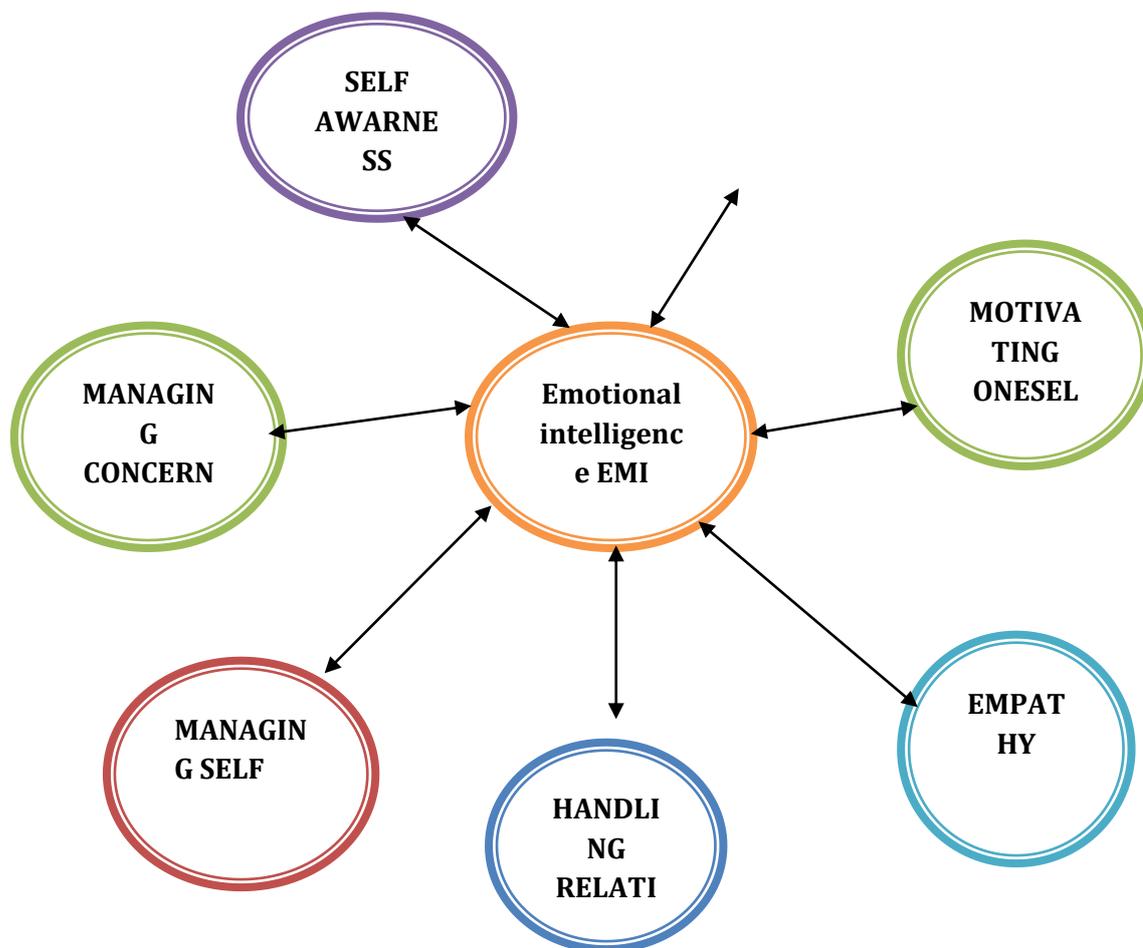
Knowledge and skills used in relations with students: –

- ✚ Understanding emotional feelings of students
- ✚ Using the information held on students
- ✚ Knowledge concerning the impact of emotional expression on students
- ✚ Awareness of the aspects that determine the nature of interpersonal relations in schools

Managing emotions and self-regulation

The Sutton Trust states that helping students improve their self-regulation – the ability to manage thoughts and feelings is one of the most effective and efficient ways to support students. This is especially so in secondary schools, with the gap between impulse control and sensation seeking being at its widest in early teenage years.

What do self-regulation techniques look like? There are approaches that are used by athletes which can be applied to the classroom the principles remain the same. These include seeing events as an opportunity rather than a threat and helpful self-talk, for example. Reinforce to students that emotional management skills are not fixed but can be developed. This takes a considerable amount of effort and patience from both the student and the teacher, as it is often a gradual process over a large period of time.



**Framework of emotional intelligence
Self (Personal Competence)**

Other (Social Competence)

<p><i>Self-Awareness</i></p> <ul style="list-style-type: none"> ✚ Emotional self-awareness ✚ Accurate self-assessment ✚ Self-confidence 	<p><i>Social-Awareness</i></p> <ul style="list-style-type: none"> ✚ Empathy ✚ Service orientation ✚ Organizational awareness
<p><i>Self-management</i></p> <ul style="list-style-type: none"> ✚ Emotional self-control ✚ Trustworthiness ✚ Conscientiousness ✚ Adaptability ✚ Achievement drive ✚ Initiative 	<p><i>Relationship Management</i></p> <ul style="list-style-type: none"> ✚ Developing others ✚ Influence ✚ Communication ✚ Conflict management ✚ Visionary leadership ✚ Catalyzing change ✚ Building bonds ✚ Teamwork and collaboration

Objective of the study:

- ✚ To find opinion about teaching and handling students
- ✚ To find out the stress creators
- ✚ To analysis of sharing stress problems

To find out techniques applied by the College teachers for managing stress.

Objectives of the study

The present study includes primarily studying emotional intelligence among academic staffs of Arts and Science College at Thanjavur district”

- To find out whether there is any significant difference between male and female academic staffs in their self awareness, self management, social awareness, relationship management and emotional intelligence.
- To find out whether there is any significant difference between married and unmarried academic staffs in their self awareness, self management, social awareness, relationship management and emotional intelligence.

- To find out whether there is any significant difference between graduate and postgraduate academic staffs in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1. DESIGN OF THE STUDY:

The present study is designed to study the Emotional Intelligence skills and demographic variables among 501 academic staffs of both genders working in Arts and science colleges at Thanjavur district by using Emotional Intelligence Skills instrument and well prepared demographic questionnaire. The Emotional Intelligence Skills instrument assess the four major areas like a) Interpersonal communication under stress b) personal leadership c) self management in life and career and d) interpersonal development. The demographic questionnaire provides detailed information about age, gender, qualification and location etc.,

MINDFULNESS HELPS

In the past few years, several interventions have specifically sought to improve teachers' social-emotional competence and stress management in school. Two of these programs are based on mindfulness: CARE (Cultivating Awareness and Resilience in Education) and SMART-in-Education (Stress Management and Resiliency Training).

"Mindfulness" means an attentive, non-judgmental, and receptive awareness of present-moment experiences in terms of feelings, images, thoughts, sensations, and perceptions. In boosting teachers' mindfulness, both programs aim to increase their job satisfaction, compassion and empathy for students, and efficacy in regulating emotions, while reducing stress and burnout. Initial research has shown both programs to be effective in promoting teachers' SEL competence and wellbeing.

Significance of the study

The study focuses on analyzing the level of emotional intelligence among the college teachers. When the teachers are dissatisfied and depressed, others easily become lethargic, cynical and discontented and the entire organization becomes a dispirited and uninviting place. Thus teachers play an important role in establishing the overall tone of the college. Teachers need to feel successful and good about themselves and their abilities before they can empower their students to feel the same. If however, teachers experience feelings of failure, nervousness and fear in their relationship with students which results in low EI. The present study focuses on analyzing the level of EI among college teachers will provide an insight in to the various aspects of well-being of teacher.

Table 4.1 t test for significant difference between male and female with respect to dimension of Emotional Intelligence of Academic staff

	Gender				t value	P value
	Male		Female			
	Mean	SD	Mean	SD		
Emotional Self Awareness	9.40	.78	8.41	2.34	4.192	<0.001**
Accurate Self Assessment	19.25	2.15	17.27	3.62	5.329	<0.001**
Self Confidence	16.88	.48	19.89	3.90	-7.744	<0.001**
Overall Self Awareness of EI	45.52	3.29	45.58	8.50	-.066	.948
Emotional Self Control	11.72	1.49	11.91	2.53	-.722	.471
Transparency	11.60	1.46	11.46	2.24	.636	.525
Adaptability	11.21	1.55	13.43	2.59	-8.371	<0.001**
Initiative	19.63	4.52	17.34	3.89	5.349	<0.001**
Achievement	16.06	.24	15.96	3.15	.328	<0.001**
Optimism	10.43	.50	11.26	1.81	-4.610	<0.001**
Overall Self Management of EI	80.65	5.83	81.36	12.26	-.566	.572
Empathy	21.49	1.59	20.37	4.02	2.755	.006**
Organizational Awareness	12.22	1.40	11.90	2.51	1.222	.222
Service Orientation	11.37	.60	11.07	2.78	1.066	.287
Overall Social Awareness of EI	45.07	2.71	43.34	8.83	1.948	.052
Developing Others	12.37	2.46	15.77	3.60	-9.148	<0.001**
Inspirational Leadership	11.54	.61	10.74	1.82	4.407	<0.001**
Conflict Management	13.97	1.00	13.92	2.74	.177	.860
Change Catalyst	17.42	2.14	19.55	4.21	-4.989	<0.001**
Teamwork and Collaboration	20.91	.97	23.27	3.99	-5.916	<0.001**
Influence	18.55	1.71	18.96	4.38	-.915	.361
Overall Relationship Management of EI	94.76	3.92	102.21	16.92	-4.400	<0.001**
Emotional Quotient	95.84	11.55	97.87	21.03	-.948	.344

- Note: 1. ** denotes significant at 1% level
2. * denotes significant at 5% level

Since P value is less than 0.01, null hypothesis is rejected at 1% level with regard to dimension of Emotional Self Awareness, Accurate Self Assessment, Self Confidence, Adaptability, Initiative, Achievement, Optimism, Empathy, Developing Others, Inspirational Leadership, Change Catalyst, Teamwork and Collaboration and Overall Relationship Management of Emotional Intelligence. Therefore It concluded that There is significant difference between male and female with respect to dimension of Emotional Self Awareness, Accurate Self Assessment, Self Confidence, Adaptability, Initiative, Achievement, Optimism, Empathy, Developing Others, Inspirational Leadership, Change Catalyst, Teamwork and Collaboration and Overall Relationship Management of Emotional Intelligence.

Based on Mean Score, Overall Relationship Management of Emotional Intelligence of Female Academic staff shown the highest mean value of 102.21 and the Overall Relationship Management of Emotional Intelligence of Male Academic staff shown the highest mean value of 94.76 are the most important factor responsible for the Emotional Intelligence of Academic staff serving in the Colleges locate at Thanjavur. The Emotional Quotient of Academic staff shown the mean score of 97.87 for Female and 95.84 for Male academic staff and the Emotional Quotient of Academic staff is the second important factor. The Overall Self Management of EI shown the mean value of 81.36 and 80.65 for the Female and Male academic staff respectively resulted in better management of issues and problems handled by the academic staff. The Overall Self Awareness of EI shown the mean value of 45.58 and 45.52 respectively for the Female and male Academic staff. The Overall Social Awareness of EI shown the mean value of 45.07 and 43.34 respectively for the Male and Female Academic staff. Out of the five areas of Emotional Intelligence of Academic Staff such as Overall Relationship Management of Emotional Intelligence, Emotional Quotient of Academic staff, The Overall Self Management of EI, The Overall Self Awareness of EI and The Overall Social Awareness of EI clearly shows that Female staff members have better Emotional Intelligence when Compared with their Male academic staff except the last one.

Conclusion

I encourage you to discover more about your emotional intelligence, and if possible, improve upon it. The more emotionally intelligent you are, the better equipped you will be as an instructor to encourage our students and professors to use their own emotional intelligence in learning. If you are able to encourage your students to become more self-aware, they will be able to manage their educational responsibilities faculties better whether it is working in a group, overcoming exam anxiety, overcoming the stress of talking with an instructor or just the ability to make friends inside or outside the classroom. But, most importantly, increasing your emotional intelligence can lead to a better learning environment for everyone. Emotional Intelligence is an essential component of the leadership tool box of all leaders in higher education. When leaders are able to understand the role of emotions in decision making and engagement, possibilities exist to foster a renewed vision of potential for themselves and to support their organization in moving to higher levels of success.

Reference

- [1] Ackerman, P.L. (1996). A theory of adult intellectual development: Process, personality, interests, and knowledge. *Intelligence*, 22, 227–257.
- [2] Bachman, J., Stein, S., Campbell, K., & Sitarenios, G. (2000). Emotional intelligence in the collection of debt. *International Journal of Selection and Assessment*, 8, 176–182. Bar-On, R. (1997).
- [3] The handbook of emotional intelligence (pp. 363–388). San Francisco, CA: Jossey-Bass. Barrett, G.V., Miguel, R.F., Tan, J.A., & Hurd, J.M. (2001). Emotional intelligence: The Madison Avenue approach to science and professional practice. Unpublished paper
- [4] Matthews, G., Zeidner, M., & Roberts, R. (2002). Emotional intelligence: Science and myth? Cambridge, MA: MIT Press.
- [5] Mayer, J.D., Caruso, D., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 267–298
- [6] Slaski, N. (2001). An investigation into emotional intelligence, managerial stress and performance in a UK supermarket chain. Unpublished paper.
- [7] Sternberg, R.J., & Grigorenko, E.L. (2000). Practical intelligence and its development. In R. Bar-On & J.D.A. Parker (Eds.), *The handbook of emotional intelligence* (pp. 215–243). San Francisco, CA: Jossey-Bass
- [8] Williams, W.M., & Sternberg, R.J. (1988). Group intelligence: Why some groups are better than others. *Intelligence*, 12, 351–377