



A Study On Emotional Intelligence Among Teachers:A Case Study On Private Engineering Colleges In Kadapa Region

Dr.V.Mouneswari*

*Department of Business Administration, Annamacharya Institute of Technology and Sciences, Rajampeta 516 126, Annamayya District, Andhra Pradesh, India.

Citation: Dr.V.Mouneswari, (2023), A Study On Emotional Intelligence Among Teachers:A Case Study On Private Engineering Colleges In Kadapa Region, *Educational Administration: Theory and Practice*, 29(4), 981-984
Doi: 10.53555/kuey.v29i4.6132

ARTICLE INFO ABSTRACT

Emotional intelligence is a term used in psychology to signal the ability to identify and control emotions and to apply that ability to certain tasks. In this present study, a survey is conducted to know emotional intelligence among teachers at private educational institutions in Kadapa region. It helps to establish social relationships and managing emotions in others. Descriptive research design was adopted and proportionate stratified random sampling was chosen for study. Sampling size of 20% is taken to divide the population into a homogeneous subgroup. Respondents, who were teaching in management and engineering programs were taken up for the study. 110 questionnaires were received and data were analyzed through multiple regression analysis. Results indicated that the private educational institutions teachers in Kadapa region have fairly high level of Emotional intelligence.

Keywords: Social ties, work environment, educational institutions, emotional intelligence

Introduction:

Emotional intelligence is a set of social and emotional skills that allows people to effectively manage their own weaknesses and vulnerabilities, recognize and focus on the strengths of others, and become aware of their own strengths. This one, powerful ingredient affects our social competency, connection skills, and ability to regulate our own emotions as well as those of others. Stated differently, emotional intelligence shapes our interactions with one another and our surroundings.

Symptoms of Being Emotionally- Intelligent:

- Becoming a mentor or mentee; willingly passing on secrets of success; assertiveness and idea sharing; a meaningful life; satisfying relationships; commitment to quality work; self-reliability; creativity and innovative problem-solving skills; ability to make thoughtful and effective decisions; good communication skills and persuasiveness;

Review of Literature

Review served as a starting point for determining the research gap in the current investigation. A study conducted in 2012 by Mondal, N.K., Paul, P.K., and Bandyopadhyay, A. examined the type and level of emotional intelligence possessed by secondary school teachers in the Burdwan district of west Bengal, India. For the study, 300 instructors from both urban and rural settings—representing a range of genders, ages, experiences, qualifications, and training—were recruited. The findings showed that while certain demographic parameters were not significant, few had a positive impact on teachers' emotional intelligence levels. In an effort to investigate the relationship between emotional intelligence and locus of control in relation to secondary school teachers' burnout, Akomolafe (2011) proposed that counsellors who are capable and trained should oversee secondary school instructors.

Objectives of the Study

The primary goal of the research is to determine the emotional intelligence (EI) level of teachers working in private schools in the Kadapa region. This will be done by analyzing ten different factors, including value orientation (VO), self awareness (SA), self development (SD), empathy (E), integrity (I), and maintains relationships (MR).

Hypothesis

The primary goal of the research is to determine the emotional intelligence (EI) level of teachers working in private schools in the Kadapa region. This will be done by analyzing ten different factors, including value orientation (VO), self awareness (SA), self development (SD), empathy (E), integrity (I), and maintains relationships (MR).

Research Design

This study employs descriptive research using the survey approach.

Sampling Design

Equivalently Stratified For this investigation, a random sampling strategy is used. Teachers at private educational institutions in the Kadapa region are given 110 questionnaires.

Sample Unit

The sample unit is made up of instructors from private educational institutions in the Kadapa Region who teach engineering and management at the UG and PG levels.

Source of Data

There is usage of both primary and secondary data. Structured Questionnaires are used to gather primary data. The following resources are used to gather secondary data: the internet, research articles, books, and journals.

Tools and Techniques

Multiple regression analysis and descriptive statistics are used to analyze the sample data.

Regression Model :

$$a_0 + b_1 AB + b_2 C + b_3 ES + b_4 E + b_5 I + b_6 MR + b_7 SA + b_8 SD + b_9 SM + b_{10} VO + e = EI.$$

Demographic Variables of the respondents:

Four factors were used to measure the respondents' demographic profile.
1. Gender; 2. Age; 3. Educational Level; 4. Work Experience.

Multiple Regression Analysis

Ho: The emotional intelligence of teachers has no discernible effect on their sense of self-worth.
H1: Teachers' self-efficacy is significantly impacted by their emotional intelligence.

Table 1: Regression Co-efficients

Model	Unstandardized Coefficients		Standardized Co-efficients	t-value	two-sig
	B	SE	Beta		
Constant	6.009	1.907		3.151	0.004
AB	4.480	0.724	0.719	-6.190	0.000
C	1.653	0.456	0.480	3.626	0.001
ES	0.043	0.021	0.370	-2.038	0.047
E	0.708	0.151	0.561	4.700	0.049
I	0.02	0.030	0.298	0.733	0.471
MR	0.05	0.020	0.301	1.757	0.092
SA	0.01	0.019	0.140	0.278	0.003
SD	0.05	0.015	0.627	2.980	0.007
SM	0.04	0.027	0.528	1.425	0.048
VO	0.190	0.107	.257	1.769	0.083
R	0.804				
R-Square	0.647				
Adjusted R-Square	0.624				
F-Value	2.034				
D-W test	1.529				

Interpretation:

For the purpose of the study 110 respondents were chosen as sample. In that 68 respondents were male and 42 respondents were female. In the selected sample, majority of the respondents (59 %) were in the age group

of 25-35 years and least respondents (12%) were in the age group of 55 – 65 years. In the educational qualification, 62% of respondents from Engineering and 38% of respondents from Business Administration. Majority of the respondents (56%) were having 5 to 10 years of experience and only a few (7%) respondents were having the experience of 1 to 3 years.

Regression model is used to test the hypothesis. The F-Value is 2.034 and it is having the significant value of 0.000. Hence the model is good fit at 5% level of significance. The R-Square value is 0.647 indicates 64.7% of the variation in the model is explained by the variables and the remaining part is dealt with error term. Durbin-Watson test value is 1.529, which is positive and high so, there is no auto-correlation is found in the model.

Out of the ten factors, eight factors Altruistic behavior(AB), commitment(C), emotional stability(ES), empathy(E), maintains relation(MR), Self awareness(SA), self development(SD) and self motivation(SM) is positive and significant at 5% level of significance and only two factors Integrity (I) and value orientation(VO) is positive but insignificant. On the whole we conclude that there is a significant impact of teacher's emotional intelligence on self efficacy.

Conclusion

From the study it is found that, Regression analysis with multiple variables indicated that dimensions of Altruistic behavior(AB), commitment(C), emotional stability (ES), empathy (E), maintains relation(MR), Self awareness(SA), self development (SD) & self motivation (SM) were significant predictor of teachers self efficacy.

References

1. Akomolafe et.al, "Emotional Intelligence and Locus of control as predictors of burnout among secondary school Teachers", *European Journal of Social Sciences*- Vol 20 pg 369, 2011.
2. Arvind Hans, Dr. Soofi Asra Mubeen, Ms. Ruwaiya Salim Said Al Rabani, "A Study On Emotional Intelligence Among Teachers: A Case Study Of Private Educational Institutions In Muscat", *International Journal of Application or Innovation in Engineering & Management*, 2(7) 2319 - 4847, 2013.
3. Bar –on R, Handley R, Fund S, *Psychological Test Publisher*, Pg 6-19, 2006.
4. Cooper, R. K., & Sawaf, A, *Executive EQ: emotional intelligence in leadership and organizations*. New York: Grosset Putnum, 1997.
5. Dhar.U., Pethe. S., Hyde.A., *Emotional Intelligence Scale*, National Psychological corporation, kacherighat, Agra, India, 2005.
6. Edannur. S, "Emotional Intelligence of Teacher Educators", *International Journal of Education Science*, 2(2), 115-121, 2010.
7. Gardner. H, *The shattered Mind*, New York: Knopf, 1975.
8. Goleman's, D. *Emotional Intelligence: Why it matters more than IQ?* New York: Bantam Books, 1995.
9. Goleman's, D. *Working with Emotional Intelligence*, New York: Bantam Books, 1998.
10. Kaufhold JA, Johnson LR, *Educ*, 125(4) 615-626, 2005.
11. Kauts, A & Saroj, R, "Study of teacher effectiveness and occupational stress in relation to emotional intelligence among teachers at secondary stage," *Journal of history and social sciences*. Vol3 issue 2. ISSN 2229-5798, 2012.
12. Khalili, A, "Gender Differences in Emotional Intelligence among employees of small and medium enterprise: An empirical study," *Journal of International Management Studies*, 6(2), 184-193, 2011.
13. Kirshnamurthy ,M & Varalakshmi, S, "Emotional Intelligence- A study with special reference to the employees of salalah college of technology.," *International Journal of Research in Commerce and Management*, Vol.No.2, Issue 1 pg 27- 34, ISSN 0976-2183, 2011.
14. Mahmoudi, A, "Emotional Intelligence among the B.ED teachers trainees," *International Conference on Humanities, Society and Culture, IPEDR Vol. 20.*, Pg 302-305., IACSIT Press, Singapore, 2011.
15. Mayer, J.D and Salovey ,P. *The Intelligence of Emotional Intelligence*. 17, 433-442, 1993.
16. Moafian F, Ghanizadeh A, *System*, www.sciencedirect.com, 2009.
17. Mondal, N.K., Paul, P.K and Bandyopadhyay.A , "A study of Emotional Intelligence level between secondary school teachers: A study in Burdwan District in West Bengal," *International Journal of Social Science Tomorrow*, Vol.1. No.4. pg 1-6 ISSN: 2277-6168, 2012.
18. Mousavi, H.S., Yarmohammadi, S., Nosrat, B.A., Tarasi, Z, "The relationship between emotional intelligence and job satisfaction of physical education teachers," *Scholars Research library, Annals of Biological Research* 3(2) 780- 788, 2012.
19. Payne, W. L. *A study of emotion: developing emotional intelligence; self integration; relating to fear, pain and desire. A doctoral dissertation*. Cincinnati, OH: the union for experimenting colleges and universities, 1985.
20. Thorndike, R. L., & Stein, S, "An evaluation of the attempts to measure social intelligence," *Psychological Bulletin*, 34, 275-284, 1937.
21. Wechsler, D, "Non intellectual factors in general intelligence," *Psychological Bulletin*, 37, 444-445, 1940.

22. Zahar Abdolvahabi, Sara Bagheri, Firouz Kioumars, "Relationship between emotional intelligence and self efficacy in research among Tehran physical education teachers," *European Journal of Experimental Biology*, 2(6) 2337-2343, 2012.