
EMOTIONAL INTELLIGENCE AND EFFECTIVENESS AMONG TEACHING PROFESSIONALS IN PRIVATE EDUCATIONAL INSTITUTION IN CHENNAI

Dr. D. Antony Ashok Kumar, Ph.D.,
Director
Institute of Hotel Management
SRM University

Abstract: This article presents an overview of the ability model of emotional intelligence and includes a discussion about how and why the concept became useful in both educational and workplace settings. We review the four underlying emotional abilities comprising emotional intelligence and the assessment tools that have been developed to measure the construct. A primary goal is to provide a review of the research describing the correlates of emotional intelligence. We describe what is known about how emotionally intelligent people function both intra- and interpersonally and in both academic and workplace settings.

Keywords: Interpersonally, Emotional Intelligence, Emotional Abilities and Academics

1. Introduction

Teachers create a good human being, as well as presenting a student to the technology world. So lecturers play eminent role to shape the student to the changing trends of the environment. Teaching involved interaction with students. They are the mediators to transmit the knowledge from books to the students. Skill is essential to present the teachers to perform better. Recently the concept of EI and its connection with teaching, learning draws an attention in the field of teaching. Teaching is a profession with high level of stress (Johnson, Cooper, Cartwright, Donald, Taylor and Millet, 2005) and a high level of burnout (Brouwers and Tomic 2000) because emotional exhaustion is a key characteristics of the burnout syndrome (Maslach, Schaufeli and Leiter, 2001), an emotional labour perspective may be useful in trying to understand the development of emotional exhaustion. According to Bar-on (2006), EI is a type of intelligence that involves the ability to be sensitive to one's own feelings and those of others to be in control of self, to motivate oneself and influence others, as well as to be manage emotion effectively, moreover, it can be developed to promote emotional, intellectual and professional growth.

2. Literature Review

EI definition of mayer and Salovey 1997, which they conceive as the ability to perceive, accurately, appraise and express emotion. The ability to access and/or generate feelings when they facilitate thought; the ability to understand emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth.

The ability to understand and manage men and women, boys and girls and to act wisely in human relations Thorndike (as cited in wong and Law, 2002:245)

Teaching is a profession that involves a high level of emotional labour. This includes such behaviours as surface acting (displaying an emotion that is not actually felt) deep acting (the activity undertaken to actually feel a required emotion) and suppression of emotion. In many professions, this emotional labour is thought to be related to high level of burnout. But here we consider that emotional labour is performed to understand the performance of faculty in higher

education as advocated by Barrett (2004) and Constanti and Gibbs (2004). Emotional labour is described by the way roles and tasks exert overt control over emotional displays.

According to Asforth and Humphrey (1993), Noon and Blyton (1997) and Putnam and Mumby (1993) emotional labour affects the decision making power exercised by the work force in performing their jobs, whereas, empowering employees enables them to manage their emotions so as to enhance organizational effectiveness (Lashrey 1997, Noon and Blyton 1997, Van Maanen and Kunda 1989). There is of course, a vast difference between the bank teller who manufactures a smile because it is socially expected and the teachers who contends with the real dilemmas faced by students overcome them, and in so doing emotions. Performing emotional labour is required both for successful delivery of service to students, but also strategy for coping with the need to conceal real feelings (Constanti and Gibbs 2004).

In order to perform these tasks adequately, teachers have to show or exaggerate some emotions (Ogbonna and Harris, 2004) and minimize or suppress the expression of other emotions (Ybema and Smulders, 2002). What seems to have warranted research on EI is that teacher's role is not, any longer, restricted to the one-way transmission of knowledge, but encompasses teaching learners how to learn, augmenting their confidence, boosting their self-esteem, motivating them and organizing an appropriate learning context (Williams and Burden, 2000). As of EI as an effective trait and its relationship with self efficiency beliefs of teachers, during the last two decades has been underlined in the field, the number of studies on the relationship between EI and efficiency beliefs has been on the rise. A number of researchers (e.g., Chan, 2004; Fabio and Palazzeschi, 2008; Penrose, Perry and Bell, 2007; Moafian and Ghanizadeh, 2009; and Rastegar and Memarpour, 2009, among others) have investigated the relationship between pre-service and in-service teachers. EI and their self efficacy beliefs and a vast majority of them have reported a strong relationship.

Richard Winter & James Sarros (2002) in their study identified the positive (motivating) and negative (demotivating) sources of academic work motivation in Australian Universities. The results collected from the 1,041 academic respondents from the university reported moderate levels of work motivation. Work motivation was found to be relatively strong at professorial levels but weak at lecturer levels. Results indicated that the work environment in academics is motivating when roles are clear, job tasks are challenging, and supervisors exhibit a supportive leadership style. The work environment was demotivating where there is role overload, low job feedback, low participation, and poor recognition and rewards practices. Needless to mention if teachers feel

3. Methods

Other studies have looked at the relation between EI and general workplace performance in various specific settings and occupational groups. For instance, a study of more than 300 managers at Johnson & Johnson (Cavallo & Brienza, 2004) used the Emotional Competence Inventory (ECI), a multirater assessment instrument that asks those who work with the individual to rate him or her on a variety of competencies related to EI. The results showed that superior performers scored higher in all four EI clusters (Self-Awareness, Self-Management, Social Awareness, and Relationship Management) based on both superior and subordinate ratings. Of the 20 emotional competencies measured, superiors rated high-performing leaders stronger in 17, and subordinates rated high-performing leaders stronger in 14. Peers found high-performing leaders to be stronger in 9 of the 20 emotional competencies.

Although many of the studies have measured job effectiveness using supervisor ratings, a few have used more objective measures. One of the most compelling studies involved 100 managers

of Beefeater restaurants in the United Kingdom. Langhorn found that managers' scores on the EQ-i predicted annual profit increase ($R = .47$) as well as guestsatisfaction ($R = .50$; cited in Bar-On, 2004). Another study involved 92 college principals in the United Kingdom (Boyatzis& Sala, 2004). The school's retention rate was correlated with two aspects of EI measured by the ECI: Self-Awareness and Social Awareness.

Analysis and Discussions

Table 1 - Summary of Canonical Discriminant Functions

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1	.973	16.520	2	.000

Source: Primary Data – Questionnaire Method

Table 2 - Prior Probabilities for Group

Teaching is	Prior	Cases Used in Analysis	
		Un weighted	Weighted
1	.500	214	214.000
2	.500	392	392.000
Total	1.000	606	606.000

Source: Primary Data – Questionnaire Method

Table 3 - Wilk's Lambda

	Wilk's Lambda	f	df1	df2	Sig.
Age	.997	1.572	1	604	.210
Qualification	.999	.492	1	604	.483
Marital status	1.000	.086	1	604	.769
Salary	.995	3.309	1	604	.069
Experience	.988	7.429	1	604	.007
Specialty	.997	1.819	1	604	.178

Source: Primary Data – Questionnaire Method

'Experience' is the only variable which is significant indicating that as respondents gain more experience, it is likely to lead to higher passion towards profession. The more experience the professors get they are likely to be more passionate and less prone towards disengagement. Thus retention of professors with higher emotional intelligence has a long term implication for college administration.

Table 4 - Different Activities undertaken by Professors

Variable	Mean	Std. Deviation
Elders to look after at your home	4.40	0.866
Enough sleep, exercise & healthy food	4.05	0.775
Spend as much time with your loved ones	3.29	1.035
Job make tired & need attention at home	3.29	1.035
Spouse helps at the house hold work	2.82	1.370
Hobbies during working days	3.66	.930
Household activities	3.74	.982
Study	3.69	.910
Care for self	3.75	1.040
Shopping for necessities	3.24	1.164
Attending Family functions	2.94	1.198
Spending time with friends	3.69	1.096
Study or training	3.55	1.137

Keep healthy and fit	3.28	1.168
Take part in community activities or fulfill religious commitments	3.24	1.023
Take care of family and spend time with them	3.20	1.126

Source: Primary Data – Questionnaire Method

It may descend that the respondents are able to support their hobbies, house hold activities, study, care for self, however shopping for necessities and attending family functions is one of the key areas the respondents are missing. If attending social function is also recognize as one of the emotional intelligence variable, it will help better job satisfaction of professors.

4. Suggestions and Implications

- ❖ The factors affects in emotional intelligence and personal life of professors in Tamilnadu are influenced by Negative attitude of co-workers very much. The result determines the fact that among the considered factors that affect emotional intelligence of working teachers, Negative attitude of co-workers have a greater impact over the professors in balancing their emotional intelligence. This may be due to the apparent factor that they are women and there exist difference of opinion between the co-workers especially with opposite gender.
- ❖ The dimension “factors affect in balancing emotional intelligence of professors working in Tamilnadu” comprises 10 statements. Out of ten statements, three statements contribute more towards factors affect in balancing emotional intelligence of professors working in Tamilnadu. The statements are (1) Overtime (2) Negative attitude of co-workers and (3) Work from home after working hours (Documentation work).

5. Conclusions

In today’s trend work is likely to invade personal life and maintaining emotional intelligence is not a simple task. Still, emotional intelligence is not out of reach. The managing of emotional intelligence among professors continuously vary at different circumstances. It is also learnt that the invoking strategies employed by professors at work and family to manage emotional intelligence are purely depends on the situations. The study enlists certain dimensions and its implications over emotional intelligence were identified. It also learnt from the present study that managing emotional intelligence is channelized by the psychological makeup of an individual’s especially professors and that is purely as an attitude based issue. Therefore, the study concludes that emotional intelligence practices improve the quality of emotional intelligence of working professors. Further emotional intelligence among professors lead to job satisfaction.

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