

Title : A Study on Emotional Intelligence in relation to Performance of the Teacher**Itishree Mohanty****Associate Professor and Admin. in charge****Kanak Manjari Institute of Pharmaceutical Sciences, Chhend , Rourkela,****Abstract**

Emotional intelligence(EI) represents an individual's ability to effectively handle his or her personal and others feelings. In this research, the characteristic of EI is placed to demonstrate an individual's emotional competence, which directs his behavior to himself and others in the environment. The aim of this research is to define the connection between emotional intelligence and performance of the teachers of different colleges. This research also focuses on how is the emotional intelligence of the educators to improve efficiency. This study is also helpful to know how emotional intelligence contributes to the improvement of teachers' performance in education institutes which will help to design certain programs and strategies so that teachers' emotional understanding can not only be enhanced by the task of working but also by effectively managing their senses. Several researches indicate that those extremely emotionally intelligent people are likely to perform better in their own organization compared with people poor emotional intelligence. Moreover, in the field of education, little research has been done to represent that emotional intelligence is linked to beneficial results. Consequently, the EI of college educators need to be investigated. As we know, in order to succeed in a competitive and dynamic environment, everybody needs to develop and nurture emotional intelligence. Teaching is the only profession where one human mind operates on other minds with a human face. Only the teacher should be well equipped with emotional intelligence and should know how to control and apply it in a particular situation. The teacher plays an effective role in the educational success and personality development of students.

Introduction:

The base perception of emotional intelligence is that each individual should have a clear awareness of their feelings and which can deal the emotions in a real way. Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Goleman,2006;Schutte et al.,1998).Students psychological development is made easier by the role of educators. Only the teacher can change and mold the main things for both young male and female students, to make significant characters during the most important time of their development. They have to look beyond professional qualifications, intellectual competence, and educational qualifications to become

efficient educators. In addition, emotionally intellectual teachers can also acknowledge how their words and behavior can influence their students' behavior and emotions. A friendly classroom atmosphere that teachers maintained supported the amount of cognitive development attained by learners. The study focuses on the five aspects of well-being, emotionally and socialization as well as self-confidence.

According to Goleman (1998), EI contains five basic aspects i.e. Self-awareness, managing oneself, managing emotions, empathy and social skill.

Self-awareness

It is about to have knowledge of individual's ethics, strengths, weakness and recognition of these factors and its impact on other people in order to take guideline for making the decision through the use of gut feelings.

Managing oneself/Self-regulation

It is about managing disruptive behaviour, feelings and emotions in order to adapt changes in the environment.

Social skill

It includes the management of people's emotions in order to help them in achieving their desired targets.

Empathy

It requires recognition and understanding of others' feeling while making an appropriate decision.

Managing emotions

It is an important factor because it helps one's in achieving goals and targets and it is highly valuable in every field of life and can indicate human behaviours in a better way.

Keeping in mind, the role of teachers in the college students' personality development, this research is aimed at investigating teacher's emotional intelligence in district of Sundergarh.

This study has following objectives

- Examine emotional intelligence among college teachers on the basis of age, gender and teaching experience.
- Examine the college teacher's emotional intelligence level.
- Recommend some guidelines to improve the EI among college teachers.

Limitation of the study

- Only private college of Rourkela of district Sundergarh was selected for data collection.
- Only some of faculty members of some colleges were selected.

Scope of the Study

The findings of this research may not have universal applicability since the study is confined to a definite period and to a definite area of educational institution.

Literature Review

This part of study is related to the review of research studies on how the construct of emotional intelligence relates to age and teaching experience. To gain a historical understanding of emotional intelligence, a review of recent and historical literature was necessary. This research study was based on the effects of age and teaching experience on emotional intelligence.

Boyatzis, Goleman, and Rhee (2000), Emotional Social Intelligence (ESI) model revealed that emotional and social skills, abilities and initiators are inter related with each other and help us to fathom people's as well as our behavior and manage our routine work.

Gross (1998), in his study found that emotional management is mandatory for a person who wishes for a successful life and it defines basic personality traits of people that help them to move ahead with great opportunities. For emotional management, some skills and abilities are required.

Moreover, Bar-on and Parker (2000) compared EQ scores to age, people with high age figures revealed a high maturity level. They also said that age plays a pivotal role in understanding the emotions of people.

Curseu, Pluut, Boros and Meslec (2015) in their research has observed that a study of 528 (49.9%) students enrolled in a Dutch university revealed that females play a pivotal role in understanding and controlling the emotions of other people.

In relate to this another study by Edmond-Kiger, Trucker and Yost (2006), found four of the five means for emotional intelligence competency (Except managing emotions) and the overall emotional intelligence means were higher for females than for males.

Shahzad and Bagum (2012) in their study discovered that in nuclear families, boys have better interpersonal management and intrapersonal management skills. In their analysis it has been observed that male participants demonstrated higher emotional intelligence than females.

In context to the above study, Van Rooy and Viswesvaran (2007), Males tend to score higher regarding managing emotions.

Corrie (2003) in his research has observed that personality is the combination of physical, mental and emotional aspects and everyone has different combination of these aspects. Researchers also argued that when people's emotional intelligence is operating or when mind and feelings are operating simultaneously then there are bigger chances of self-management and hinder to cause worse situations.

Royr and Chaturvedi (2011), in their study also identified that emotional intelligence has direct nexus with the age and experience of a person. Also employees

who have many years of experience and mature enough to understand the emotions of his own as well as others and also respond to these emotions in a wise way has strong emotional intelligence.

Methodology

Data Source and Method of Collection

In this study, a self-developed questionnaire in the form of statements also used as the tool for primary data collection. Secondary data was collected from earlier research work, various published journals, magazines, websites and online articles.

Sample Size and Sampling

The present study consists of 250 teachers of different fields of education in different places of Sundergarh district. They were selected on the basis of random sampling techniques.

Tools and Techniques used

The important statistical tools and techniques used in the study are frequency distribution, ...etc.

Results and discussion

Level of Emotional Intelligence in teachers

In this study, the level of emotional intelligence in the teachers of college was investigated .Mean results have been computed in order to assess the level of teachers in context to EI aspects such as Self-awareness, managing self, Empathy, managing emotions, social skills and emotional intelligence.

Demographic Information

Gender

The demographic analysis is encompassing the Gender, Age and Experience .The gender data shows that the males are 143 of data where as females are 57 of entire data.

Distribution of respondents by gender

Gender	Frequency	Percent	Cumulative percent
Male	143	71.5	71.5
Female	57	28.5	100
Total	200	100	

Experience

The experience was categories into three parts less than 10 years experience and 10-20 years and more than 20 years of experience. Less than 10 years experience is observed in 22.5 respondents whereas more than 20 years are representing the 25.5% of respondents.

Distribution of respondents by experience

Experience	Frequency	Percent	Cumulative percent
Less than 10 years	45	22.5	22.5
10-20 years	104	52	74.5
Above 20 years	51	25.5	100
Total	200	100	

Category on the basis of Age

The last category in the form of age is encompassed into two divisions i.e., less than 30 years and more than 30 years ---- of respondents are less than 30 years whereas --- are more than 30 years of old age.

Distribution of respondents by Age

Age	Frequency	Percent	Cumulative percent
Less than 30 years	36	18	18
More than 30 years	164	82	100
Total	200	100	

Findings of EI level in relate to teacher performance

The control over the emotions is only possible through higher EI level.

Sl. no	Aspects	Frequency	SA	A	UD	D	SD	TOTAL	Chi-Square
01.	Self awareness	fo (Observed frequency)	39	72	46	30	13	200	47.2
		fe (Expected frequency)	40	40	40	40	40	200	
02.	Social skills	fo (Observed frequency)	46	72	39	32	11	200	49.15
		fe (Expected frequency)	40	40	40	40	40	200	
03.	Managing emotions	fo (Observed frequency)	21	36	31	61	51	200	25.5
		fe (Expected frequency)	40	40	40	40	40	200	
04.	Empathy	fo (Observed frequency)	36	43	28	58	35	200	13.05
		fe (Expected frequency)	40	40	40	40	40	200	

05.	Managing oneself	fo (Observed frequency)	27	44	26	64	39	200	23.92
		fe (Expected frequency)	40	40	40	40	40	200	

Suggestion & Conclusions

The function of educators in influencing the attitudes and behaviors of their students is crucial in this age of competitiveness and insecurity. The teacher should be expert in effective communication, providing well-designed material, encouraging students and be cooperative, because emotional intelligence is positively linked to results. For better achievement of student in cognitive ability, personality development and academic scoring, there is enhancing level of dependence of teachers. Highly effective personal traits of teacher could achieve the best outcomes for his role in an institute.

On the basis of results of the study, the following recommendations are useful

- EI has impact on individual personality that should improve by every teacher.
- The awareness about the EI level will develop insights into social skills and realization of own potentials for better performance
- Higher EI level drag out emotional sensitivity that gives a new pathway.

In this research five major factors of emotional intelligence encompassing the self-management, managing emotions, self-awareness, empathy and social skills were studied. The objectives were encompassing the emotional intelligence investigation, comparison and examination of the emotional intelligence as well as exploration of the demographic variables. As we know emotional intelligence is the ability for perceiving emotions, to generate emotions and access them for supporting belief, accepting feelings and emotional growth. The teachers have an influential role through emotional intelligence for students. The teachers must be effective in their expertise, communication, co-operation as well as motivation for encouraging students.

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