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Emotional Intelligence of College Teachers in relation to their Gender, Locality, Stream and Teaching Experience

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Abstract

Emotional Intelligence contributes a lot in facilitating good performance among teachers in schools, colleges and universities. Numbers of studies were carried out on emotional intelligence of the teachers, particularly at college level. The present study was conducted to explore the Emotional Intelligence of college teachers in relation to their gender, locality, stream and teaching experiences. Through simple random sampling technique 04 blocks were selected randomly as sample block and from each block one degree college was selected purposefully considering both Arts and Science stream. From these 04 degree colleges, 78 teachers were selected as the participant of the study. A self made Emotional Intelligence Scale (EIS) consisting of 30 items covering four dimensions was used in this study. The collected data were analyzed with the help of t- test. The result of the study showed that there exists no significant difference in the emotional intelligence of college teachers in relation to their gender, teaching experience, locality and stream. It means these variables don't affect the emotional intelligence of college teachers.

Keywords: Emotional Intelligence, Gender, Locality, Stream, Teaching Experience

Introduction

Functions of human mind are influenced by three key factors, i.e. mental processes, emotions and level of motivation of the individual (Murphy, 1989; Behling, 1998). Among them emotion play a crucial role in influencing the mental operations of the individuals along with cognition and motivation (Mayer et al., 2000). Emotional intelligence skills are key factors to manage stress and the daily pressures of life and work. It contributes a lot in generating the good performance among teachers in schools, colleges and universities (Jennings & Greenberg, 2009). Emotional intelligence is the capacity to observe and express feelings and emotions, and dealing them in an effective way which would increase the chance to enhance the personal development (Corcoran & Tormey, 2013). Some researchers suggested that emotional intelligence can be learned and strengthened, while others claim it as an inborn characteristic. In this study an attempt was made to see whether gender, locality (rural/urban residence), stream and teaching experience of respondents make any significant difference in their

levels of emotional intelligence.

Rationale of the study

Teacher in today's world, just having a bundle of knowledge will be equal to a book that is inactive and senseless. Emotionally intelligent teachers are active in their orientation to students, work and life. Analysis of literatures reveals contradictory views of researchers with respect to variables. In their study, Biswas (2021); Chauhan (2020); Nagraj and Ramesh (2020); Baliarsingh and Gengmei (2019); Vigneshvaran (2017); Hayat, Bibi and Ambreen (2016); and Mohsin, Anther and Bano (2013) shows that female students and teachers are more emotionally intelligent than male students and teachers. In contrast to them, Uniyat and Rawat (2020); Bose and Guha (2018); Singh (2016); Edannur(2010); and Marry and Samuel(2010) shows there is no significant difference of emotional intelligence in relation to gender, locality and teaching experience and also with other variables. But the research conducted by Lenka and Kant (2012), Baliarsingh and Gengmei (2019) stated that male teachers are more emotionally intelligent than female teachers. Some studies are also resulted that no difference with respect to gender but difference in relation to locality and teaching experiences. With respect to different variables like gender, locality, stream and teaching experiences, the authors got contradictory findings on emotional intelligence of college teachers. Similarly, there is lack of study on emotional intelligence in the context of Odisha especially Nayagarh district. So, the present study was undertaken to assess the impact of gender, teaching experiences, stream and locality on emotional intelligence of college teachers of Nayagarh District.

Objectives of the study

The present study was undertaken with the following objectives:

1. To study the Emotional Intelligence of college teachers in relation to their gender.
2. To study the Emotional Intelligence of college teachers in relation to their locality
3. To study the Emotional Intelligence of college teachers in relation to their teaching experience.
4. To study the Emotional Intelligence of college teachers in relation to their stream.

Hypotheses of the study

H₀1: There exists no significant difference between the male and female college teacher's emotional intelligence level.

H₀2: There exists no significant difference between the emotional intelligence of rural and urban area college teacher's emotional intelligence level.

H₀3: There exists no significant difference between the emotional intelligence of low and high teaching experience college teacher's emotional intelligence level.

H₀4: There exists no significant difference between the emotional intelligence of arts and science college teacher's emotional intelligence level.

Methodology

Design: The present study comes under the perview of descriptive survey research design.

Population and Sample: All the college teachers of Odisha and all the college teachers of Nayagarh district of Odisha constitute the target and accessible population for the study respectively. Through simple random sampling technique

04 blocks were selected randomly as sample block and from each block one degree college was selected purposefully considering both Arts and Science stream. From these 04 degree colleges, 78 teachers were selected as the participant of the present study.

Tool: A self made Emotional Intelligence Scale (EIS) consisting of 30 items covering four dimensions i.e. Intra-personal awareness (Own emotions), Inter-personal awareness (Other emotions), Intra-personal management (Own emotions), and Inter-personal Management (Others emotions) was used in this study. The mode of response to each of the item of the inventory was in the form of a forced choice i.e either “Yes” or “No” with the proposed statement respectively. For scoring, one (1) mark was provided for the response indicating presence of emotional intelligence and Zero (0) for the absence of emotional intelligence.

Discussion of the result

Emotional intelligence of college teachers in relation to their Gender

Table-1 (Mean differences of emotional intelligence among male & female college teachers)

Emotional Intelligence of	Gender	N	Mean	SD	SEM	SE _D	t-value	Significant at 0.05 level
College Teachers	Male	42	21.31	4.65	0.72	1.11	0.35	Not Significant
	Female	36	21.69	5.14	0.86			
	Total	78						

Table Value at 0.05 level for df 76 is 1.990

The above table shows that the Mean, SD and SEM of Male college teachers are 21.31, 4.65 and 0.72 respectively; whereas Mean, SD and SEM of Female college teachers are 21.69, 5.14 and 0.86 respectively. The obtained t-value (0.35) is less than the table value at 0.05 levels. Thus, hypothesis no-1 is accepted and it is confirmed that, there exists no significant difference in the emotional intelligence of college teachers in relation to their gender. This finding is tune with the findings of Baliarsingh and Gengmei (2019), Bose and Guha (2018), Edannur (2010).

Emotional intelligence of college teachers in relation to their Locality

Table-2 (Mean differences of emotional intelligence among urban & rural college teachers)

Emotional Intelligence of	Locality	N	Mean	SD	SEM	SE _D	t-value	Significant at 0.05 level
College Teachers	Urban	48	21.90	5.09	0.73	1.13	0.94	Not Significant
	Rural	30	20.83	4.47	0.82			
	Total	78						

Table value at 0.05 level for df 76 is 1.990

The above table shows that the Mean, SD and SEM of Urban college teachers are 21.90, 5.09 and 0.73 respectively; whereas Mean, SD and SEM of Rural college teachers are 20.83, 4.47 and 0.82 respectively. The obtained t-value (0.94) is less than the table value at 0.05 levels (1.990). Thus, the hypothesis no-2 is accepted and it is concluded that, there exists no significant difference in the emotional intelligence of urban and rural college teachers. This finding is contradictory with the findings of Baliarsingh and Gengmei (2019), P Bansibihari and Yunus a pathan (2014) and Rajkhowa (2012).

*Emotional Intelligence of College teachers in relation to their teaching experiences***Table-3 (Mean difference of emotional intelligence among Low & High experienced college teachers)**

Emotional Intelligence of	Teaching Experience	N	Mean	SD	SEM	SE _D	t-value	Significant at 0.05 level
College Teachers	Low(Below 10 years)	46	21.35	4.91	0.73	1.12	0.30	Not Significant
	High (Above 10 years)	32	21.69	4.85	0.86			
	Total	78						

Table value at 0.05 level on df 76 is 1.990

The above table shows that the Mean, SD and SEM of Low experienced college teachers are 21.35, 4.91 and 0.73 respectively; whereas Mean, SD and SEM of High experienced college teachers are 21.69, 4.85 and 0.86 respectively. The obtained t-value (0.30) is less than the table value at 0.05. Thus, the hypothesis no-3 is accepted and it is concluded that, there exists no significant difference in emotional intelligence among low and high experienced college teachers. This finding is at par with the findings of Parry and Ball (2017), Lenka and Kant (2012), and Fatemeh & Afsaneh (2009).

*Emotional Intelligence of College teachers in relation to their Stream***Table-4 (Mean difference of emotional intelligence among Arts & Science stream college teachers)**

Emotional Intelligence of	Stream	N	Mean	SD	SEM	SE _D	t-value	Significant at 0.05 level
College Teachers	Arts	42	21.95	4.64	0.72	1.10	0.91	Not Significant
	Science	36	20.94	5.11	0.85			
	Total	78						

Table value at 0.05 level on df 76 is 1.990

The above table shows that the Mean, SD and SEM of Arts stream college teachers are 21.95, 4.64 and 0.72 respectively; whereas Mean, SD and SEM of Science stream college teachers are 20.94, 5.11 and 0.85 respectively. The obtained t-value (0.91) is less than the table value at 0.05. Thus, the hypothesis no-3 is accepted and it is concluded that, there exists no significant difference in emotional intelligence among Arts and Science stream college teachers. The present finding is in similar with the findings of James and Jayamohan (2018) and Baliarsingh and Gengmei (2019).

From the above discussion it is found that:

1. There exists no significant difference in the emotional intelligence of college teachers in relation to their gender. It means gender does not affect the emotional intelligence of college teachers.
2. There exists no significant difference in the emotional intelligence of college teachers in relation to their locality. It means rural and urban college teachers are not emotionally different from each other.
3. There exists no significant difference in the emotional intelligence of college teachers in relation to their teaching experience. It means high or low experienced college teachers are not emotionally different from each other.

4. There exists no significant difference between the emotional intelligence of arts and science college teachers. It means arts and science college teachers are not emotionally different from each other.

Significance of the study

The present study has a lot of significance in the present day context as there is a growing focus on emotional intelligence of college teachers. The findings of the study may help both state and central govt. to visualise the importance of emotional intelligence of college teachers and design in-service training programmes in this regard. This study may also help the govt. to conduct a pilot survey regarding the problems of college teachers and how their emotional intelligence helps them in this regard.

Conclusion

Teachers play an important role in teaching learning process. The role of the teacher is not only to carry on the teaching learning process in the direction of the total development of the learner, but also to examine how far the teaching learning process has been effective. Physically, mentally and emotionally stronger teacher can solve all the problems related to learner's growth and development as emotional intelligence skill is highly affected the performance of the teachers. From the above study it is found that emotional intelligence of college teachers are not related with their gender, locality, stream and teaching experience.

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