



## **Emotional intelligence among arts and science college teachers in Sivakasi**

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### **Abstract**

This paper discuss about the various emotional factors and the work environment of the arts and science college teachers in Sivakasi. There are four arts and science colleges are actively educating the college students, in which about 562 staff members are working. The researcher has taken 20% of the total population as the sample of the study. Hence the researcher has collected data from about 112 teachers with the help of a well-structured questionnaire. The researcher studied the emotional instability of the respondents in the study area. It also describes about the physical and psychological problems of the arts and science college teachers in Sivakasi.

**Keywords:** emotional intelligence, college teachers, stress, problems

### **Introduction**

Emotional intelligence is the capability of individuals to recognize their own emotions and those of others discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goals. Studies have shown that people with high Emotional Intelligence have greater mental health, job performance, and leadership skills although no causal relationships have been shown and such findings are likely to be attributable to general intelligence and specific personality traits rather than emotional intelligence as a construct.

Emotional Intelligence is the ability to identify, use, understand and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict.

The biologist Charles Birch (1995) said that "Feelings are what matter the most in life Whether it matters the most, is contentious, but it certainly is essential. The terms feelings and emotions are generally used interchangeably, and as Wierzbicka (1999) observes certain languages (French, German, Russian) do not have an equivalent term for the English word emotion. But, there are certain crucial differences between feelings and emotions.

A feeling can be a physical sensation which is experienced, like a flushed face, or a knot in our stomach or a general feeling of unease that could be due to an emotion. One can speak about a feeling of hunger and not an emotion of hunger. When asked to list a few emotions, one would say – happiness, sadness, guilt etc.

### **Statement of the Problem**

Emotional intelligence is the capability of individuals to recognize their own emotions and those of others discern between different feelings and label them appropriately.

Work life balance is essential for every human being to

manage the various sorts of work that has to been done every day, without proper work life balance no person can succeed in their life. Work life balance includes the proper prioritization between work and lifestyle. The work life balance does not mean an equal balance. It refers to the management of various official and personal activities.

In the present day scenario college teachers faces a tough set of work load in their day to day life. It is essential for them to cope up their personal and official work so as to run a peaceful life. Emotional intelligence is very essential for the college teachers in order to balance their work life. In Sivakasi there are Four Arts and Science Colleges which are actively providing good education to the student community of Sivakasi. Hence the researcher studies about the Impact of Emotional Intelligence of College teachers who are working in Sivakasi

### **Objectives of the Study**

- To know the socio economic and demographic profile of the respondents.
- To analyze the opinion of the respondents towards emotional instability.
- To identify the various physical and psychological problem faced by the respondents at their work place.
- To offer suitable suggestions to improve the work life of the college teachers.

### **Scope of the Study**

The study involves the emotional intelligence of college teachers in personal, academic and career success which will further help the institutions to best ideas and draw suitable plans to increase the level of emotional intelligence of their teachers.

### **Sources of Data**

The required data for this study are collected from both

primary and secondary data.

### Primary Data

The primary data are collected by the way of pretested interview schedule. The interview schedule examines the emotional intelligence among college teachers in Sivakasi. Primary data are collected from college teachers working in four arts and science colleges in Sivakasi.

### Secondary Data

The secondary data are also collected from various standard books, journals, magazines, websites and so on.

### Sampling design

There are four Arts and science colleges in Sivakasi. The number of staff working in the four colleges are 562. The researcher has adopted proportionate random sampling to select the respondents in the study area. The size of the sample is 112 (i.e 20% of 562).

### Analysis findings of the research study

The following table provides the details of sample selected from each college.

**Table 1:** Sampling design

S. No.	Name of the college	Total of college teachers	20%	Selected sample
1	Ayya Nadar Janaki Ammal College	231	46	46
2	Sri. Kaliswari College	148	30	30
3	The Standard Fireworks Rajarathinam College	158	31	31
4	Government Arts & Science College	25	5	5
	Total	562	112	112

*Source:* Collected data from the colleges

### Statistical tools

The following are the statistical tools used in the study

- Percentage analysis
- Weighted Arithmetic Mean

**Table 2:** Socio Economic Status of the respondents

S.No	Particulars	No. of Respondents	Percentage
Gender of the Respondents			
1	Male	41	36.60
2	Female	71	63.40
Marital Status of the respondents			
1	Married	79	70.50
2	Unmarried	33	29.50
Age of the Respondents			
1	Below 25 years	3	2.70
2	25-35 years	61	54.50
3	36-45 years	38	33.90
4	46-55 years	8	7.10
5	Above 55 years	2	1.80
Educational qualification			
1	Up to M.Phil	38	33.90
2	M.Phil with NET or SET	34	30.40
3	Ph.D	28	25.00
4	Ph.D with NET or SET	12	10.70
Occupational Grade			
1	Assistant professors	93	83.00
2	Associate professors	12	10.70
3	Heads of the department	7	6.20
Monthly income			
1	Upto - Rs15000	56	50.00
2	Rs 15001 - Rs 30000	35	31.20
3	Rs 30001- Rs 45000	7	6.20
4	Rs 45001- Rs 60000	10	8.90
5	Rs 60001 - Rs 90000	2	1.80
6	Above - Rs 90001	2	1.80

*Source:* Primary data

From the above table it is inferred that about 63.40 per cent of the respondents are female and majority of them are married. About 61 respondents are in the age group of 25 -35 years. Most of the respondents have studied up to M.Phil, majority

of the respondents (93) are working as Associate Professors. Majority of the respondents (50%) are earning up to Rs. 15,000 per month.

**Opinion of the respondents on emotional instability****Table 3:** Weighted arithmetic mean ranking

S.No	Particulars	WAM	Rank
1	Lack of attention of the students	3.16	VI
2	Students immorality and indiscipline manner	3.32	III
3	Extra coaching classes And part IV activities	2.82	IX
4	More paper correction work	3.41	I
5	Emotional instability through students	3.14	VII
6	Question setting and other related	3.01	VIII
7	I felt hopeless while having different opinion	3.34	II
8	Felt highly depressed when I get back to home	2.70	X
9	Frustration and irritable mood	3.28	IV
10	I short temper when I need to contribute for my family	3.17	V

*Source:* Computed Data

The above ranking technique shows that the more paper correction work ranked I followed by felt hopeless while having different opinion ranked II, students immorality and indiscipline manner gives them more emotional instability ranked III, then followed by the frustration and irritable mood ranked IV, then the respondents have short temper when they need to contribute for their family ranked V, followed by the lack of attention of the students while teaching in the classroom ranked VI, they used get emotional instability through students behavior ranked VII, followed by the question setting and other related work ranked VIII then the extra activities and part IV activities makes them more emotional instability on their work ranked IX, then they felt more depressed when they get back to the home ranked X. From the above analysis it is clear that the more paper correction work gives them more stress on their work.

**Physical problem faced by the college teachers at their work place****Table 4:** Physical Problems

S.No	Particulars	WAM	Rank
1	Tension, Blood Pressure	3.33	VII
2	Head Ache	3.31	IX
3	Back Pain/ Body Pain	3.21	XI
4	Diabetics	3.83	I
5	Short Temper	3.46	IV
6	Loss of Sleep	3.36	VI
7	Excessive Sweating	3.55	III
8	Loss of Weight	3.41	V
9	Chronic Worry	3.56	II
10	Weight Gain	3.32	VIII
11	Frequent changes in eating habits	3.26	X
12	Rapid Speech	3.17	XII

*Source:* Computed Data

The researcher has analyzed the various problems of the respondents. Then the researcher has examined the physical and psychological problem in their life. The diabetics problem is ranked I, followed by chronic worry is ranked II after that they have excessive sweating is ranked III, followed by short temper is ranked IV, loss of weight ranked V, loss of sleep is ranked VI, tension and blood pressure is ranked VII, followed by weight gain is ranked VIII, head ache is ranked IX, problem of frequent changes in eating habits is ranked X,

body pain/back pain is ranked XI, and rapid speech is ranked XII.

This analysis states that the majority of the respondents have faced the diabetic's problems.

**Psychological problems faced by the college teachers at their work place****Table 5:** Psychological problems ranking

S.No	Particulars	WAM	Rank
1	Difficulty in concentrating	3.21	IV
2	Irritable Mood	3.23	II
3	Emotional Instability	3.16	VI
4	Frustration	3.15	VII
5	Mind upsetting	3.09	VIII
6	Anxiety	3.22	III
7	Depression	3.20	V
8	Felt hopeless	3.34	I

*Source:* Computed Data

The researcher has analyzed the psychological problems out of 8 variables in the statement, 'felt hopeless' on their work is ranked I, 'felt irritable mood' is ranked II, 'felt anxiety' is ranked III, they have 'difficulty in concentrating problem' is ranked IV, 'depression problem' is ranked V, 'emotional instability problem' is ranked VI, 'frustration' is ranked VII, and 'mind upsetting problem' is ranked VIII.

From this rank analysis it is clear that 'they have felt hopeless while doing their work' is ranked first.

**Findings****Socio Economic Profile**

- It is lucid that majority of the respondents 63.40 per cent (71) are female.
- It is found that majority of the respondents 70.5 per cent (79) are married.
- It is clear that majority of the respondents 54.50% (61) belong to the age of the group of 25-35 years.
- It is shown that out of 112 respondents the most of the respondents (33.90) are completed up to M.Phil.
- It is known that majority 93(83.00) of the respondents are Assistant professors.
- It is revealed that majority of the respondents 50.0 per cent (56) get their income up to the level of Rs 15,000.

**Emotional Instability:** Through this research study it is clear that the more paper correction work gives them more stress on their work.

**Physical Problems:** From this study majority of the college teachers have faced the diabetic's problems.

**Psychological problems:** It is clear that most of the college teacher felt hopeless while doing their work is a main problem faced at their work place.

### **Suggestions**

- Diabetics is the major disease that affects many of the respondents, hence the timing of taking food can be made regularized for them.
- Many of the respondents exercise rarely every day, hence all the college teachers can be encouraged to do regular exercises or classes can be arranged for them to do exercises.
- Most of the respondents are suffering from various health problems, therefore regular check up can be arranged for them.

### **Conclusion**

Emotion is an important aspect in everyone's life and the balance of work and life depends upon the emotions. When emotion is disturbed it creates anxieties, chronic worry, angry and irritability and this makes it hard to achieve the goals. This study further suggests that regular exercise and healthy diet gives the best result to manage the emotions in the working environment and the personal life also. As a result, it may lead to higher positive behavioral outcomes (e.g. Satisfaction, commitment, and good moral values). Thus these positive outcomes may lead to sustained and achieved organizational strategy and goals. Furthermore we recommend some cope up activities to overcome from work stress and it gives to manage the stress balance the emotions in personal and work life.

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