

**ARE THE COLLEGE TEACHERS EMOTIONALLY INTELLIGENT?  
AN ASSESSMENT**

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**ABSTRACT**

Personal and subjective emotions result from complex interactions of physiological, cognitive, and situational elements. Emotional intelligence plays a vital role in the teaching-learning process since education is not just about acquiring facts, but about interacting with students, and this interaction only works when the teacher knows how to recognise, analyse, and manage emotions appropriately. The study found a strong link between teacher performance and emotional intelligence. In the end, emotional intelligence had a substantial part in determining a teacher's effectiveness. These teachers devote effort into planning materials and approaches, but also into preparing to satisfy students' expectations. The paper evaluates the levels of emotional intelligence among college teachers using Emotional Intelligence Test for Teachers.

**Keywords**

College teachers, higher education, emotional intelligence, personality, teaching effectiveness,

**1. INTRODUCTION**

A healthy and wealthy society is created by individuals who have a strong understanding of the principles and philosophy of life. Personal and subjective emotions result from complex interactions of physiological, cognitive, and situational elements. Emotional intelligence is the ability to recognise, analyse, and successfully employ emotions as a source of human energy, information, connection, and influence. Emotional intelligence plays a vital role in the teaching-learning process since education is not just about acquiring facts, but about interacting with students, and this interaction only works when the teacher knows how to recognise, analyse, and manage emotions appropriately. The success and successes of pupils are highly dependent on the teacher's leadership and teaching, and emotional intelligence is as important as general intelligence.

## **2. Role of Emotional Intelligence**

It is a sort of intelligence that entails the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to utilise this information to guide one's thinking and actions (Salovey and Mayer, 1989). So, in an educational situation, a teacher's emotional intelligence seems to be quite important. A teacher who can perceive emotions, access and generate emotions to assist thought, understand emotion and emotional knowledge, emotional awareness, and the ability to handle feelings can make tremendous positive changes in students. Kajal (2002) compared emotional intelligence to the Big Five personality traits and social intelligence. The survey sampled 286 students from Kurukshetra University institutions. The results showed that various social intelligence measures correlate with emotional intelligence measures. Emotional intelligence was found to be linked to the Big Five personality traits. Haskett (2003) investigated emotional intelligence and academic achievement. The study's goals were to compare award-winning faculty to non-award-winning faculty in terms of E.Q. and predictability of E.Q. scores for award-winning faculty selections. The study found a substantial link between specific E.Q. competencies and effective teaching behaviours. They looked at student instructors' emotional intelligence in relation to sex, faculty, and academic accomplishment. Emotional intelligence scores of male and female student instructors were similar. The emotional intelligence of pupils' art and science teachers did not differ much. Teachers' emotional intelligence and academic achievement had no association. Kauts and Saroj (2010) studied teacher efficacy and stress in relation to emotional IQ. The study assumed that using emotional intelligence may improve teaching and minimise stress.

In view of effective teaching, the current study attempts to assess the emotional intelligence of college teachers.

## **3. Framework and methods**

College teachers from different colleges were made a part of the present study and were chosen using simple random sampling. A total of 386 teachers were included in the study. The teachers were given questionnaire assessing their levels of emotional intelligence. The details of the tool used and the items is given as following. The researcher observed teacher effectiveness using K.T.E.S. (Kulsum Teacher Effectiveness Scale) and identified 200 effective teachers and 186 ineffective teachers to analyse for the study requirements.

### **3.1 Scale Used - Test of Emotional Intelligence for Teachers**

Dr. K.S. Mishra's 'Test of Emotional Intelligence for Instructors' was utilised to measure

E.I. of effective and ineffective teachers in this study. This test was created in 2001 for college teachers and scientifically evaluates emotional intelligence.

Scoring: This test consists of 56 multiple-choice questions designed to assess teachers' emotional intelligence. For each question, an alternate response has been provided. For each question, the correct answer receives a 1 and the erroneous response receives a 0. As a result, the respondent can earn a total score ranging from 0-56.

The Test of Emotional Intelligence for Teachers' reliability was determined using the split half reliability approach. The test's reliability was found to be 0.8557. (N=52).

The test was given to a group of 46 teachers who rated their peers as more or less emotional intelligence in order to determine discriminatory validity. The 't' test was performed, and the t - ratio was found to be 5.4608, which is statistically significant at the.01 level.

#### **4. Data analysis**

In this section, the data analysis has been carried out and presented as per the methods discussed in section 3. To meet the study objectives, hypotheses have been formulated and examined.

H<sub>1</sub>- There is significant relationship between teacher effectiveness and emotional intelligence of the effective and ineffective teachers working in higher education institutions.

H<sub>01</sub>- There is no significant relationship between teacher effectiveness and emotional intelligence of the effective and ineffective teachers working in higher education institutions.

H<sub>2</sub>- There is significant relationship between teacher effectiveness and emotional intelligence of the male effective and ineffective teachers working in higher education institutions.

H<sub>02</sub>- There is no significant relationship between teacher effectiveness and emotional intelligence of the male effective and ineffective teachers working in higher education institutions.

H<sub>3</sub>- There is significant relationship between teacher effectiveness and emotional intelligence of the female effective and ineffective teachers working in higher education institutions.

H<sub>03</sub>- There is no significant relationship between teacher effectiveness and emotional intelligence of the female effective and ineffective teachers working in higher education institutions.

Table 1: Values of 'r' and significance of 'r' between teacher effectiveness and emotional intelligence of the effective and ineffective teachers

	Group	N	Value of 'r'	Significance of 'r'	Result
Overall	Effective teachers	200	0.72637	14.87	Significant**
	Ineffective teachers	186	0.68196	12.64	Significant**
Male	Effective teachers	100	0.50361	5.77	Significant**
	Ineffective teachers	98	0.56532	6.71	Significant**
Female	Effective teachers	100	0.51381	5.92	Significant**
	Ineffective teachers	88	0.62931	7.5	Significant**

The significance of 'r' (correlation) for effective and incompetent teachers is 14.87 and 12.64, respectively. A high positive association between teacher effectiveness and emotional intelligence is evident in both effective and ineffective groups. The significance of 'r' (correlation) for effective and ineffective male teachers is 5.77 and 6.71, respectively. Effective and unsuccessful male instructors have a moderately positive association between teacher effectiveness and emotional intelligence. The significance of 'r' (correlation) for effective and unsuccessful teachers is 5.92 and 7.50, respectively. Effective and unsuccessful female instructors have a moderately positive link between teacher effectiveness and emotional intelligence.

## **5 Discussion and Conclusion**

The study found a strong link between teacher performance and emotional intelligence. In the end, emotional intelligence had a substantial part in determining a teacher's effectiveness. These teachers devote effort into planning materials and approaches, but also into preparing to satisfy students' expectations. A teacher who is more conscious of his own emotions is more aware of the emotions of his students and colleagues, which allows him/her to work better.

The researcher discovered a strong positive association between effective and ineffective instructors' emotional intelligence. Because of this, emotional intelligence can be examined as a trait that can help evaluate a teacher's effectiveness. For both effective and ineffective male teachers, there is a moderate positive association between the two. The results show that emotional intelligence is positively associated with both effective and poor male teachers. Both competent and ineffective female teachers have a moderately positive link with emotional intelligence. The results show that emotional intelligence is strongly associated

with both effective and ineffective female teachers.

Emotional intelligence is a substantial predictor of teacher effectiveness, according to Haskett (2003) and Mortiboys (2005). An effective teacher combines topic knowledge with Emotional Intelligence skills like empathy, self-control, optimism, stress tolerance and flexibility. Since then, emotional intelligence has been described as the ability to identify, comprehend, and regulate one's own and others emotions in order to inspire oneself and others to achieve specified goals. Emotionally intelligent teachers are hopeful, adaptive, collaborative, confident, authoritative, open, approachable, and enthusiastic. They have greater communication skills, conflict resolution and problem solving ability, impulse and self-control, and self-esteem, all of which are vital for a teacher.

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