



## Emotional Intelligence Among the Management Faculties of Ncr Region,India:a Explorative Study

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### ABSTRACT

*The greatest challenges faced by Indian management institutes in the 21st century involve coping with constant change, being more creative, obtaining and retaining right kind of faculties, teaching effectiveness and student satisfactions etc. So Emotional Intelligence is the contributing factor for the success in this environment. Higher EI improves individual, group and organizational performance. In the present study the researcher investigated the level of Emotional Intelligence of teaching professionals in management institutes. In an effort to meet the objectives, a study was conducted on the faculty of Government and Private Management institutions. Data pertaining to this study was gathered from 150 respondents of 14 institutions in the NCR region India. The data was tabulated and Independent t-test was used for data analysis. On the basis of findings it can be concluded that Emotional Intelligence of faculties working in management institutes is independent of age, gender and experience but vary in case of faculties working in government and private institutes.*

**KEYWORDS :: Emotional Intelligence, Faculty, Government, Private.NCR**

### INTRODUCTION

The ability to manage one's own emotions and other people's is termed emotional intelligence. The significance of the IQ of 20th century has been replaced with the term EQ (emotional intelligence quotient) at the dawn of 21st century. To a certain extent we can say that the emotional intelligence is a combination of both emotion and intelligence. Psychological developments are expected to vary according to culture, traditions and practices of the society. Behavior at various places like school, community and the work-place is influenced by emotional intelligence skills. At the personal level performance, communication skills, academic achievement, personal relationships and other activities are related to an individual's emotional intelligence skills. The emotional intelligence has the ability to enhance our understanding of how individuals behave and adjust themselves to social environment. It is now being identified as a crucial differentiator in the work place, in relation to personal and organizational success.

The emotional intelligence of the teaching professionals is a single essential variable in developing a class room where emotional intelligence can be fostered healthily. The emotional intelligence of faculty helps them to handle their own emotions effectively, particularly their negative emotions. The application and use of Emotional Intelligence is observed in everyday life of teachers in teaching and learning cycle for attaining success and satisfaction. Awareness of Emotional Intelligence and specifically their own level of Emotional Intelligence will increase in the capability of teachers to identify their own and students' strengths and areas for development in social, moral, ethical and cognitive dimensions.

### LITERATURE REVIEW

These days, in the time of globalization and huge competition, the human asset has turned into the organisation's main source of gaining a competitive edge. Among the ideas that emerged in the field of organisation behavior and gained wide consideration between researchers is Emotional Intelligence (EI). EI is one part of social intelligence and is a moderately new idea. It is characterized as "the capacity to screen one's own particular and others' emotions and feelings, to separate among them and to utilize this information to guide one's thinking and actions" Salovey & Mayer(1990). He proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions.

**Goleman (1996) identified the five 'domains' of EQ as:**

- Knowing your emotions.

- Managing your own emotions.
- Motivating yourself.
- Recognizing and understanding other people's emotions.
- Managing relationships, i.e. managing the emotions of others.

Schutte (1998) proposed Emotional Intelligence as the ability or tendency to perceive, understand, regulate and harness emotions adaptively in self and in others.

Suresh, T.and Rajalaxmi (2005) found that there is no difference in emotional intelligence of male and female teachers working in rural and urban zones. Teachers working in government schools are found to be better in their emotional intelligence than teachers working in aided and private schools.

Maharana,Rathod(2013) studied that emotional intelligence of higher secondary school teachers was independent of sex, type of school(government and private), age and experience.

T. Thilagavathy(2013) conducted a survey at Tiruvurur district in Tamil Nadu and . She studied on 250 samples out of which 150 were male and 100 were female teachers, 122 teachers from rural and 128 teachers from urban schools and 131 teachers from government and 119 teachers from private schools were selected by random sampling technique. The investigator has found that there is a significant difference between adjustment of male and female teachers, rural and urban teachers. It is also found that there is a significant difference between emotional intelligence of male and female teachers and there is no significant difference between emotional intelligence of rural and urban teachers. It is also found that adjustment and emotional intelligence has a positive linear relationship.

Nalini,Aisha(2014)found that emotional intelligence of private and government sector employees is same but they vary only in dimension and age wise.

Harrod and Scheer (2005) studied the relationship between Emotional Intelligence and demographic characteristics (age, sex, household income, parents' level of education, and location of residence) among youths aging between 16-19years old. Results have shown that EI levels were positively related to females, parents' education and household income. Females have shown higher EI levels than males. Moreover, EI scores differed with age.

Singh and Srivastava (2012) investigated age and gender of managers and their effect on EI. Age affected EI in groups of up to 30 and 50-

60 years old. However, gender did not have an impact. Gaitniece-Putane(2006) used the MANOVA test and found that age, gender and their interaction together influence EI, specifically dimensions of empathy and social responsibility. Mostly the age group 30-35 years old showed the highest scores on EI.

Chan (2004) was investigated EI in teachers against their gender, age and the years of experience. There was no significant difference with regards to perceived EI in relation to gender and age differences. However, significant differences were found with regards to teaching experiences.

### OBJECTIVE

- To compare the mean scores of emotional intelligence of male and female faculties.
- To compare the emotional intelligence of faculties working in government and private management institutes.
- To compare the emotional intelligence of faculties having high and low length of experience.
- To compare the emotional intelligence of faculties with respect to age(25-40 and 40-55 yrs)

### HYPOTHESIS

- There is no significant difference in mean scores of emotional intelligence of male and female faculties.
- There is no significant difference in mean scores of emotional intelligence of faculties working in government and private institutes.
- There is no significant difference in mean scores of emotional intelligence of faculties having high and low length of experience.
- There is no significant difference in mean scores of emotional intelligence of faculties with respect to age(25-40 and 40-55 yrs).

### METHODOLOGY

#### Sample

The sample for the study consisted of 150 faculties selected through stratified random sampling method from Management Institutes of NCR Region, India.

#### Tool

Scale of emotional intelligence developed and standardized by Ankool, Sanjay, Upinder(2002) was used which consist of 34 items on five rating scale.

#### Statistical Technique

The independent T- test was used for analysis of data.

### Result 7 And Discussion

First objective was to compare the mean score of emotional intelligence of male and female faculties. T-value was calculated to analyze the data. Results are given in Table 1.

**TABLE 1:** Summary of T-value for emotional intelligence of male and female faculties.

Gender	N	Mean	SD	T-Value	Inference
Male	75	137.3	15.8	.996	Not Significant
Female	75	135.1	18.3		

Observing at the Table 1, it can be seen that the T-value calculated to study difference in mean scores of emotional intelligence of male and female faculties is not significant. Thus the null hypothesis that "There is no significant difference in mean scores of emotional intelligence of male and female faculties," is not rejected. It reflects that male and female teachers have same level of emotional intelligence. This is because the advanced education process what provides no discrimination amongst male and female in providing them equal opportunities for expose the emotion, skill and abilities.

Second objective was to compare the mean scores of emotional intelligence of government and private teachers. T- value was calculated to analyze the data. Results are given in Table 2

**TABLE 2:** Summary of T-value for emotional intelligence of faculties working in Government and Private Institutions

Type of Institute	N	Mean	SD	T-Value	Inference
Government	50	137.5	14.8	1.462	Significant
Private	100	120.2	13.3		

Looking at the table 2, it can be seen that the t-value calculated to study difference in mean scores of emotional intelligence of government and private teachers is significant. Therefore null hypothesis that "There is no significant difference in mean scores of emotional intelligence of government and private teachers" is rejected. Hence the faculties working in government and private Institutions differ in EI level. The reason behind may be the faculties working in private institutions have less opportunity to expose their emotions and abilities as compared to the faculties working in government institutions.

Third objective was to compare mean scores of E.I of faculties having high and low length of experience. Faculties having experience more than 15 years were considered as high length of experience and experience up to 15 years were considered low length of experience .T-value was calculated to analyze the data. Results are given in table- 3

**TABLE 3:** Summary of T –value for emotional intelligence of teachers having high and low length of experience

Experience	N	Mean	SD	T-Value	Inference
High	50	139.3	16.8	1.996	Not Significant
Low	100	137.1	15.3		

Looking at the table , it can be seen that t- value calculated to study difference in mean scores of emotional intelligence of faculties having high and low length of experience is not significant. Thus the null hypothesis that, "There is no significant difference in mean scores of emotional intelligence of faculties having high and low length of experience , " is not rejected .Hence, faculties having high and low length of experience have same level of emotional intelligence.

**TABLE 4:** Summary of T –value for emotional intelligence of faculties with respect to age

Age	N	Mean	SD	T-Value	Inference
25-40yrs	100	138.3	15.8	1.886	Not Significant
40-55yrs	50	136.1	16.3		

Looking at the table , it can be seen that t- value calculated to study difference in mean scores of emotional intelligence of faculties with respect to age is not significant. Thus the null hypothesis that, "There is no significant difference in mean scores of emotional intelligence of faculties with respect to age " is not rejected .Hence, faculties have same level of emotional intelligence irrespective of age.

### CONCLUSION

It is concluded from the finding that emotional intelligence of faculties working in management institutes is independent of age, gender and experience. But vary in the case of Type of Institute. Emotional Intelligence is a remarkable construct and all aspirants for success in the social life and profession depends upon Emotional Intelligence. Further, on the basis of discussed issues on the research subject more detailed studies on the subject could be conducted by the scholars in the future. The findings of this analysis may also be helpful to the

authorities of educational institutions. Administrative authorities may also realize the importance of the emotional intelligence of faculties. The present study suggests that educational authorities should concentrate their attention not only on academic qualifications but also on the emotional intelligence of faculties at the time of recruitment and training. This research can provide new ways of thinking for better planning and effective execution of educational programmes.

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