



A STUDY ON THE RELATIONSHIP AMONG EMOTIONAL INTELLIGENCE AND MORALE OF SELF FINANCING COLLEGE TEACHERS- WITH SPECIAL REFERENCE TO KERALA STATE

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ABSTRACT The human being is the most important factor of the changes that we see in different societies; although lots of research has been done on this factor, it has remained unknown. If we want to pay attention to humans, we have to consider two centers of intellect and sense that if they grow together a perfect human will develop. By the twentieth century researchers of various sciences argued about human nature to understand why some people in some situations do something that has no rational reason. In management made managers and elites to consider human's moral and emotions in and out of the organization. The management Authors introduces some studies that have been done on brain and behavior showed that there are some other factors to make individuals with high intelligence less successful than those with average intelligence. Emotional intelligence is a set of unidentified abilities and skills that increases the individual's ability against moral and it is a factor that seems to have a relationship with teachers' and students'.

KEYWORDS : Emotional Intelligence; Morale.

1. Introduction

Emotional intelligence and morale are two important constructs. They are considered very much significant for the success of individuals and organizations. The employees with high emotional intelligence and high morale have proved to be valuable asset for any organization. The term emotional intelligence is somehow a recent but the concept of emotional intelligence is quite old. This is a concept that is emphasized by various psychologists with different names. Emotional Intelligence involves using one's understanding of emotions to guide decision making. Emotional intelligence involves understanding one's own emotions and others emotions, understanding others' emotions and managing relationships with other people. It is some ability to perceive the emotions quickly and accurately, generating emotions monitoring the emotions and to regulate emotions in a way to lead successful interpersonal and intrapersonal relationships.

Morale is a term that is emerged as a concept from the military setup. It gained shype or prominence in the post-world war II period. It is defined in terms of mental, emotional and spiritual state of the individual. (US Army,1983). The adjectives of happy, confident, appreciated are used to describe high morale whereas sad, depressed, and unrecognized are used to relate it with low morale. In spite of the fact that this is a term that is poorly defined and vaguely described, this is commonly used in the professional life as well as in the general life. Some time it is mixed up with the satisfaction and some time it is related with enthusiasm, motivation, energy and zeal. It is something that is considered very essential for the successful life. It is some boosting mechanism or a reservoir of energy that activates the individual and motivates it to strive for the goals' achievements. This is something that results in creativity and engagement in the activity to do something positive. Various studies have been conducted on emotional intelligence and morale independently and their relationship with/ its impact on organizational factors like job.

The rapid global changes, tough competition and globalization in the educational industry have caused tremendous impact in the life of students from all over the world. Education plays an important role in the overall development of personality. Educated children are empowered, motivated and skilled enough to take up challenges of life. They are asset to the family, society and the nation. However, at the same time, not all children are fortunate to avail the higher education. Some children enter the colleges but fail to complete the degree. Eventually they are labeled as unsatisfactory performers or underachievers. Most of them have potential yet they do not succeed in their chosen stream of study.

Today, in the competitive world, success can be define as having high ethical values, possessing and practicing social and emotional intelligence skills, along with dynamic, powerful soft skills, responsibility, leadership qualities and commitment to the task assigned. Success in the academic context is generally assumed as

getting good marks or grades followed by a steady and satisfying career, especially for adolescent students. In order to have a good performance, adolescents required to have faith in themselves, believe in systematic hard work, and have dedication as well as passion for learning. Students need to be self-motivated, respected socially as well as emotionally. It is possible only when they get support from their family and society. Without such support, students can easily be succumbed to the external expectations, pressure from parents, teachers and peers as well as the stress created by their own fast-paced life.

EMOTIONAL INTELLIGENCE

Emotional intelligence as a cluster of skills is viewed today as an essential and influential variable that determines life's success. Emotional intelligence broadly referred to the abilities and capabilities, which acknowledge, recognize, understand and channelize as well as regulate emotions in one self and others in our environment. Saarni (1997) have opined that emotional intelligence skills generally start developing in children during sensitive stage. Bandura (2003) explained that children's emotional regulation continues to develop throughout adolescence to adulthood.

Goleman (1995) pointed out that children's emotional capacity starts developing right from infancy and grows well in a positive environment of family, schools, colleges, and society. Ahmad (2010) opined that emotional intelligence starts developing as soon as the child is born and it exists in all ages, genders, and races and how when it is used depends upon the individuals. Today, emotional intelligence as skill has evolved with rapid speed. There are varieties of definitions flooded through media all over the world. Emotional intelligence skill as we understand is an intelligent "common sense" that blends very well with other human skills and values which are used for the well-being of an individual on daily basis.

Characteristics of Emotional Intelligence

Emotional Intelligence skill has been found volatile in nature and is constantly evolving and developing every day. Dash and Behera (2004) have mentioned the following features of emotional intelligence based on scientific facts:

Emotional Intelligence is a non-cognitive and non-physical capacity of the organism.

It is nurturable and one can learn and enhance.

It energizes the organism to reach the goal and accomplish the required task.

It is an inner or intellectual process, which motivates the organism to perform its activities properly.

MORAL VALUES

Moral values as an everlasting rules of life and emphasized that values are a set of principles which guide individuals or social groups. Researchers have found that the moral values are unique and related to all cultures and not only to a particular individual. They are applicable to all societies across the world. These values help us in stabilizing and balancing the wheels of our society and help us in strengthening the cultural fabric from time to time. Moral values hold a set of universal principles such as truth, honesty and loyalty are considered right in all societies (Lennick and Kiel 2008, 2011). By practicing high moral values, adolescents can acquire these skills to understand themselves and others. These values would help them to behave empathetically with peer groups, siblings, family members and others in their surroundings. Family is an important unit in our life. The role of parenting emphasizes the need for moral development among the adolescents. Eisenberg and Morris (2004) argued that morally mature adolescents resist temptation to violate moral norms and continued to maintain their self-respect, self-esteem, high character, family name, status and avoiding negative moral activities. Adolescents understand that their moral strength comes from their upbringing, good character and unshakable support that they receive from their parents, peers, siblings and relatives. Students usually experience these values every day of their life in the form of moral rules and are concerned about how principles of social responsibilities, human rights and justice are preserved and practiced in a civilized society. Researchers have observed that adolescents with high moral values, right principles, and positive outlook with good reasoning abilities would generally have higher ego strength, self-esteem and self-control over tempting situations than their counterpart.

NECESSITIES FOR THIS RESEARCH

The transition of adolescents from schools to colleges and to careers are very difficult and most of the time very challenging as well. For some adolescents it is marked without any excitement, Praise, motivation and rewards. In such circumstances low grades, unsatisfactory academic performance are highly disappointing signals for such self financing students. It is not only the parents but also the teachers and institutions get affected when adolescents are denied opportunities just because of their poor academic grades and performance. In such situations, parents and family are required to lend their full support to the students so that they can function normally and, Thereby, learn to maintain their inner peace and calmness. It also helps them to enhance their self-esteem and self-confidence. Family unit and its support would empower them to cultivate good relationship with each other, motivate them to strive towards higher academic performance and positive moral support in order to improve personal and career performance.

STUDIES ON ACADEMIC PERFORMANCE

Emotional intelligence and academic performance are found to have a significant association with each other. They function like two sides of the same coin. Studies have revealed that emotional intelligence contribute to the academic sphere of a students' life both directly and indirectly. Researchers have revealed that students have the ability to identify and acknowledge their emotions and those they can experience their positive or negative feelings with clarity. Such emotions could influence the mental, physical and emotional health of adolescents, which in turn influence their social as well as academic performance. These emotional elements reflect the importance of emotional intelligence in academic performance of students as suggested by the following studies.

Relationships between emotional intelligence, perceived discrimination, gender and academic achievement among high school students were examined by Abel (2013). Findings revealed that Students with good emotional intelligence were able to handle and manage their everyday stress and emotional difficulties compared to their friends and peer group who had less emotional intelligence. It reported that students with low emotional intelligence found hard to express the impact of their negative feelings on their academic performance. However, the study did not observe any significant difference between students' academic achievement and their emotional intelligence. Kumar, Mehta and Maheshwari (2013) explored the effects of emotional intelligence on achievement motivation, psychological adjustment and scholastic performance of self financing college students.

Conclusion

The Emotional Intelligence (EI) concept is widely discussed and many

authors are questioning the existing relations between emotional intelligence and general intelligence understood as a general factor. With the aim of give an answer to the question we will proceed to analyse the existing relation between itself, the general intelligence and the different intelligences proposed by Gardner, with the aim of delimiting or not the different theory conceptions.

The study has observed the significant impact of emotional intelligence on educational adjustment and academic motivation of students. However, the findings did not indicate any significant effect of emotional intelligence on emotional, social and scholastic performance of students. It is understood from the study that emotional intelligence has the ability to motivate students towards good performance.

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