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**EMOTIONAL INTELLIGENCE IN TEACHERS A TOOL TO TRANSFORM  
EDUCATIONAL INSTITUTES INTO HIGH PERFORMANCE  
ORGANIZATION: A STUDY IN DELHI AND NCR**

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**ABSTRACT**

Emotional intelligence (EI), at the most simplest level, refers to the capability to recognize and regulate emotions in ourselves and in others. The present paper is a research based study in educational institutes in Delhi and NCR to explore the emotional intelligence quotient in teachers and its relationship with effective teaching and learning. With the mushrooming of educational institutes in India it is very important that the teachers today have a high EI to ensure better transfer of knowledge. Thus, to achieve the high expectations from education and branding of an educational institution as a great destination to study intentional inclusion, the paper entails the relationship between emotional intelligence and quality of teaching and further suggests strategies to enhance emotional intelligence in teachers.

**Key Words:** Emotional Intelligence, learning, educational institutes, Delhi & NCR.

**INTRODUCTION**

Recently there has been a widespread interest in understanding the factors which induce better organizational performance. Various researchers have suggested that, IQ is not the only factor for performance improvement, but also there is another factor important which cannot be ignored is emotional intelligence (EI) that results in better performance.

Importantly teachers experience a wide range of positive and negative emotions while teaching and interacting with pupils. Therefore, teachers, need to have high Emotional Intelligence in order to be successful.

## Understanding EI

What exactly is Emotional Intelligence (EI)? Salovey and Mayer (1990) coined the term "emotional intelligence" and defined it as:

“A form of intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.”

Goleman (1998) said that EI is the ability to identify our self and others' feelings, to motivate our self and others and regulate the emotions in our self and in others. He suggested two major emotional intelligence domains: i) Individual competencies that include two elements: self-awareness and self-management, and ii) Social competencies that are consisted of: social awareness and relationship management.

In his book "Working with Emotional Intelligence" Goleman has investigated the influence of emotional intelligence on working environment and has concluded that a high emotional intelligence improves the work performance in different jobs and professional entities.

**Figure 2:** Goleman's (2001) Emotional Intelligence Competencies

	<b>SELF Personal Competence</b>	<b>OTHER Social Competence</b>
<b>RECOGNITION</b>	<u><b>Self-Awareness</b></u> Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	<u><b>Social Awareness</b></u> Empathy Service Orientation Organizational Awareness
<b>REGULATION</b>	<u><b>Self-Management</b></u> Self-Control Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative	<u><b>Relationship Management</b></u> Developing Others Influence Communication Conflict Management Leadership Change Catalyst Building Bonds Teamwork and Collaboration

Goleman's model thus, exhibits four constructs, self awareness, social awareness, self management, and social skills which represent Emotional Intelligence (EI)

## Why EI in teachers?

Teaching is a demanding profession and sometimes expectations from teaching are very high, rather unrealistic sometimes, especially in professional colleges and institutes where the college rankings perpetuate insurmountable pressure. Under such circumstances an Emotionally Intelligent teacher can not only manage stress with competence but can also maintain high self confidence and self esteem. In addition, an Emotionally Intelligent teacher has the capability to take apt decisions, can manage time well, connect with the students, is empathetic to students needs, and has an ethical approach while dealing with students.

## Review of Literature

Goleman (1998) indicated in his research that emotional intelligence has a positive and significant relation with performance. According to Viswesvaran and Van Rooy (2004) there are still certain important areas which must be clearly defined before any definitive conclusions regarding the relationship between the emotional intelligence dimensions and performance are made. Thorndike (1920), was one of the first to identify the aspect of EI, he called it as social intelligence.

Goleman (1998) indicated that although IQ determines scientific progress and professional success, its contribution in this regard is less than 20%. He indicated that emotional intelligence is the most important characteristic to separate superior managers from average managers. Based on Goleman’s (1998) findings, those individuals with high EI know how to control and direct their own and others’ emotions and feelings. EI is a set of personal skills and talents to identify understand and control the feelings (Goleman, 2007). He also asserted that no gender differences in EI exist, admitting that while men and women may have different profiles of strengths and weaknesses in different areas of emotional intelligence, their overall levels of EI are equivalent.

Gardner (1993) also argued that there is a wide range of cognitive abilities, people will use them at the same time, and they tend to complement each other as people develop new skills and solve problems. He also considered how intelligences develop within a culture, and how they may be useful in various educational settings.

**Gardner (1993) Howard Gardner’s theory of multiple intelligences matrix framework**

	<b>Personal (or Intrapersonal)</b>	<b>Social (or Interpersonal)</b>
Awareness of feelings	Recognizing our own feelings	Recognizing the feelings of others
Behavioural response to feelings	Managing our own feelings effectively	Action that takes account of the feelings of others.

**Research Methodology**

The present study explores four paradigms of EI based on Goleman’s emotional model viz. self awareness, self management, social awareness and relationship management in professional college teachers. A sample of 125 teachers of various professional colleges/ institutes was taken in to consideration. A questionnaire was administered to the sample which consisted of 35 statements. All statements were rated on a 5-point Likert scale with 1 strongly disagree and 5 strongly agree. The data was collected and analyzed through SPSS and inferences were drawn.

**OBJECTIVES**

Based on Goleman's emotional model the objectives of the study are based.

1. To find out the emotional intelligence of the teachers in professional colleges/institutes in Delhi and NCR.
2. To study the relationship between emotional intelligence and quality of teaching.
3. To understand does gender difference has an effect on emotional intelligence.
4. To know if experience and emotional intelligence are related.
5. To suggest strategies to enhance emotional intelligence in teachers.

**HYPOTHESIS**

1. Teachers have high level of emotional intelligence.
2. There exists positive relationship between emotional intelligence and quality of teaching.
3. Gender has no significant relationship with emotional intelligence
4. Experience has no significant relationship with emotional intelligence.

**Analysis**

**Table: 1** Demographic profile of Employees

Demographic Parameters	Frequency	Percent
<b>Age Group</b>		
20-30 years	8	6.4
30-40 years	59	47.2
40-50 years	33	26.4
above 50 years	25	20
Total	125	100
<b>Gender</b>		
Male	46	36.8
Female	79	63.2
Total	125	100.0
<b>Experience</b>		
Less than 3 years	26	20.8
3 to 10 years	57	45.6
10 to 15 years	29	23.2
Above 15 years	13	10.4
Total	125	100

From Table: 1, it can be observed that 47.2 percent of the respondents were from the age group 30-40 years and 26.4 percent were in the 40-50 years of age group. Rest 6.4 percent were from the age group of 20-30 and 20 percent were from the age group of above 50 percent.

Respondents were found to be dominated by females as 63.2 percent of the respondents were female professional teachers and 36.8 percent were male respondents. Maximum respondents (45.6 percent) were having professional teaching experience between 3-10 years. 23.2 percent of the respondents were having teaching experience between 10-15 years.

**Table: 2** Comparison of Experience with the Four Paradigms of EI

Paradigms of EI	Sources of Variation	Sum of Squares	Df	Mean Square	F
Self Awareness	Between Groups	8.786	3	2.929	4.24
	Within Groups	83.65	121	0.691	
	Total		124		
Self Management	Between Groups	6.0478	3	2.016	2.16
	With In Groups	112.89	121	0.933	
	Total		124		
Social Awareness	Between Groups	4.217	3	1.41	2.286
	Within Groups	74.65	121	0.617	
	Total		124		
Relationship Management	Between Groups	8.452	3	2.817	5.06
	Within Groups	67.45	121	0.557	
	Total		124		

For testing the hypothesis that there is no significant relationship in the four paradigms of Emotional Intelligence and Experience of the teachers, analysis of variance (ANOVA) test was used. Results show that the calculated value of 'F<sub>0.05</sub>' (4.24) is greater than the tabulated value for the self awareness, similarly value of F test for Self Management, Social Awareness and Relationship Management comes out to be 2.16, 2.286 and 5.06 which suggest that hypothesis was rejected. This clearly indicates that there is a significant relationship between experience and four paradigm of the emotional intelligence in totality.

**Table 3:** Comparison of Gender with the Four Paradigms of EI

Paradigms of EI	Sources of Variation	Sum of Squares	Df	Mean Square	F
<b>Self Awareness</b>	Between Groups	9.245	3	3.082	3.224
	Within Groups	115.657	121	0.956	
	Total		124		
<b>Self Management</b>	Between Groups	5.569	3	1.856	2.269
	With In Groups	98.94	121	0.818	
	Total		124		
<b>Social Awareness</b>	Between Groups	6.451	3	2.150	3.297
	Within Groups	78.942	121	0.652	
	Total		124		
<b>Relationship Management</b>	Between Groups	7.245	3	2.415	4.320
	Within Groups	67.684	121	0.559	
	Total		124		

For testing the hypothesis that there is no significant relationship in the four paradigm of Emotional Intelligence and gender of the teachers, analysis of variance (ANOVA) test was used. Results show's that the calculated value of ' $F_{0.05}$ ' (3.224) is greater than the tabulated value for the self awareness, similarly value of F test for Self Management, Social Awareness and Relationship Management comes out to be 2.269, 3.297 and 4.320 which suggest that hypothesis was rejected. This clearly indicates that there is a significant relationship between gender and four paradigm of the emotional intelligence in totality.

**Table 4:** Descriptive Parameters of paradigms of Emotional Intelligence

Paradigms of EI	Mean response	Standard Deviation
Self Awareness	4.36	1.785
Self Management	3.736	4.568
Social Awareness	4.752	0.454
Relationship Management	4.4	1.679

Mean score of the four paradigm of the emotional intelligence comes out to be very high for Social Awareness i.e. 4.752. Similarly value for Self Awareness, Self Management and Relationship Management also comes out to be significantly high, which indicates towards a high degree of relationship between paradigm of emotional intelligence and teaching aptitude. This can further be verified with Regression analysis, where total score of the parameter of self awareness (SAT), Self Management (SMT), Social Awareness (SOAT) and Relationship Management (RMT) was compared with the Total score of quality of teaching (TT)

## Regression Analysis

**Table : 5.1 ANOVA<sup>b</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1900.438	4	475.109	57.874	.000 <sup>a</sup>
Residual	985.130	120	8.209		
Total	2885.568	124			

**Table: 5.2 Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.465	2.636		.176	.860
SAT	.497	.235	.196	2.113	.037
SMT	.463	.219	.211	2.118	.036
SOAT	.321	.243	.000	-.003	.997
RMT	.895	.189	.508	5.412	.000

a. Dependent Variable: TT

Result of ANOVA from the table no. 5.1, indicates that the value of F at 5% level of significance is 55.874, which is a very high score and therefore, we reject our null hypothesis that there is no relationship between four paradigms of Emotional intelligence and quality of teaching. From coefficient table no 5.2, we can generate following model to show the relationship i.e. as follows;

$$TT = 0.465 + 0.497 \text{ SAT} + 0.463 \text{ SMT} + 0.321 \text{ SOAT} + 0.895 \text{ RMT}$$

Where,

TT = Quality of teaching,

SOAT = Total score of Social Awareness

SAT = Total score of Self Awareness,

RMT = Total score of Relationship Management

SMT = Total score of self Management,

This relationship indicates that increase in the score of all four parameters of emotional intelligence increases the overall score of quality of teaching where the contribution from relationship management is more than any other parameter of emotional intelligence. This indicates that apart from pure teaching skills teachers were working towards relationship management with the students so that they will able to develop trust with them.

## Strategies

Inference can be drawn from the review of literature and analysis that EI is the most important ingredient for any teacher to be successful and for any professional college/ institute to succeed; following strategies could be adopted to enhance EI.

## Small Batches

It is important that faculties must understand and pick up student's emotions and feelings so as to deliver knowledge at its best. If classes are conducted in small batches a connection between student and a teacher can be established which in turn will prove beneficial in improving the academic performance of the student. Better relationship is the key to a better communication channel.

## **Training for EI**

Dearborn (2002) said in his research that traditional programs generally adopt a "one size fits all" approach that ignores individual complexities while focusing on cognitive learning. Training programs like understanding self, discovering self potential, group and team buildings, perfect communication etc. must be conducted on regular basis to sharpen and enhance EI. These programs need to be customized to achieve their overall objectives.

## **CONCLUSION**

Since 1990, Emotional Intelligence has garnered considerable attention from the academic community to deliver better academic transfer in professional colleges. EI is one of the most important skill a teacher should possess to be successful in their domain. Our study thus, clearly puts forth the importance of EI and relationship management skills in the overall improvement of the quality of teaching and learning process. We, therefore, conclude that Emotional Intelligence (EI) skill is an important characteristic for effective teaching. In the 21<sup>st</sup> century to achieve the high goals and expectations of education in the intentional inclusion, development of emotional intelligence skills in teacher is a must for student guidance and overall development. Hope of a nation lies in the education system and an emotionally intelligent teacher has the ability to be a pillar of the system.

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