

# A Study of Relationship between Emotional Intelligence and Professional Performance of Assistant Professors Teaching at Teacher Training Institutes

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## ABSTRACT

The present study was undertaken to find out the relationship between emotional intelligence and professional performance of the assistant professors teaching at Teacher Training College. The sample of the study consisted of 200 Assistant Professors from B.Ed colleges located at Ghaziabad, Meerut, Noida and Greater Noida cities of Uttar Pradesh. Considering the independent variables namely gender, academic rank, years of experience and age; stratified random sampling technique was used as proportionate to the size. In this study, the tools used for data collection were; Bar-On Emotional Intelligence and Self made a questionnaire of Professional Performance. The descriptive survey method was adopted for the study. The data, which was obtained from that survey, were analyzed using MANOVA and Regression Analysis. The findings indicate that there is a significant positive relationship between emotional intelligence and professional performance of the faculty.

**Keywords:** Emotional Intelligence, Professional Performance.

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## INTRODUCTION

Emotional Intelligence plays an important role in the behavior of human beings to lead a well-balanced life in society. Several studies have proved that there is a direct impact on the teacher's behavior working in an educational institution and it is very important for the success of their profession. Teachers are considered as the main pillars in the educational system. They are the moderators through which the knowledge can be transferred to the students, who represent the foundation of the society. Teachers are an effective source of knowledge if they possess some essential skills, knowledge, and talents. In recent years, the concept of emotional intelligence among teachers has been taken attention in the educational institutions due to its growing importance. In fact, emotional intelligence is a type of social intelligence that includes controlling his/her own and others emotions; make a choice between them and the ability to use these emotions to set his/her life. Therefore this skill is required to make the teachers performance effective. This skill can make the teachers not only able to deal with their students but with their colleagues as well.

## THEORETICAL CONCEPT OF EMOTIONAL INTELLIGENCE

Different Psychologists have Different opinions regarding human, but most of them consider it as an aggregate of different types of mental abilities. From this point of view, the more mental abilities an individual possess, the more successful that person be in any field. However, it is not a fact always. There are some fields in which people with lower intelligence gain more success than those having higher knowledge. American Psychologist Thorndike has paid special attention to this fact. On the basis of his study, he divided man's intelligence into three classes: motor or mechanical Intelligence, abstract intelligence and social intelligence. Further, in 1990, Prof. John Mayer and Dr. Peter Salovey, Both from America, discussed emotional intelligence. According

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to them, Emotional intelligence is that ability of man by which he succeeds to understand his own and others feelings and emotions. After them, Daniel Goleman explained it in his book *Emotional Intelligence* (1995) in detail. At present, Goleman is considered to be the proponent of emotional intelligence. According to him, "Emotional intelligence is the capacity for recognizing our feelings and those of others, for motivating ourselves, and for managing emotions well ourselves and in our relationship." After Goleman, the psychologist like Cooper and Swarf and some others also studied emotional intelligence in detail and tried to define it in their ways. According to Cooper and Scarf, "Emotional intelligence is the personal ability to perceive, understand, and apply the power of knowing the mood as the ground of forces and data to the built-up association to influence people.

## Teacher's Emotional Intelligence: A Need to Understand Student's Emotions

Everyday teacher faces many stressful situations in their school environment. With their Emotional intelligence only, she can create such situations in the classroom which not only have a positive impact on students learning and wellbeing but also help them to deal with the new challenges that come up with a problematic group of students, crowded classrooms, or a lack of motivation

among students. We are living in a society where value education and dealing with students in an understandable manner are very important. Teachers have more influence on their students more than we think. But yes, being a teacher is not as easy as it seems to be so. Overcrowded classrooms, too much syllabus, and anxiety define teacher's day to day life. However, we can never forget that when we were students many years ago. We had our problems and we used to say "no-one understands me". How great would it have been if instead of getting arrogant looks from the teacher, we would have gotten a talk at the end of the classes that would have shown us that we are special and that they support us?.

## REVIEW OF RELATED LITERATURE

The researches have revealed that it is very essential for an individual to be emotionally healthy in order to perform all type of activities successfully and perfectly. In the report of the National Centre for clinical Infant Program, it has been clearly mentioned that the chief element for the success of school students is the emotional intelligence of the teachers and staff. It is a unanimous opinion of the psychologists that Emotional intelligence (EI) is more important than Intelligence Quotient (IQ) for a teacher. Emotional intelligence plays an important role in the formation of emotional maturity with age, pressures in life at a competitive level, and resolution of other important problems of the circumstances and formation of the ability to self-adjustment.

Seyed Kalan and Mir Mohammad studied the relationship between the faculty members' emotional intelligence and efficiency and the results of their study indicated that there was a significant positive relationship between each research hypothesis associated with the emotional intelligence components with the faculty members' efficiency. Among those five components of emotional intelligence, three ones including the self-motivation, empathy and social skills were the appropriate predictors of faculty members' efficiency.

Bakhtiari examined the relationship between the public and private school principals' emotional intelligence in the district of Tehran through the management strategies. His results revealed that there was a significant positive relationship between the emotional intelligence and conflict management strategy and not avoidance, but no significant relationship between the emotional intelligence and control strategy.

Abdi, Darioush examined the relationship between the emotional intelligence and the elementary, secondary and high schools principals' performance in Bonab city. He concluded there was a significant relationship between the school principals' emotional intelligence and performance and there was no significant difference between the principals' performance and their gender, work experience, and educational degree. Furthermore, there was no significant difference between the principals' emotional intelligence and work experience.

Nouraei, Mahmud studied the relationship between the faculty members' self-awareness and self-management with their educational performance and concluded in both hypotheses that there was a significant positive relationship between the faculty members' self-awareness and self-management with their educational performance.

In a study entitled as "The emotional intelligence at work on 230 nurses, teachers and principals, Oqinska obtained a result that the emotional intelligence was an essential determinant in life success and mental health. The emotional intelligence had a critical impact on the individual job stress and prevented creating negative effects on their mental health.

Barsade concluded in his study that the development of positive emotions within the group facilitated the group members' cooperation and reduced the conflict and improved the group members' performance. Given that training the efficient manpower at university needs each inter and intra-group member's consultation, coordination and cooperation, the university management and educational departments should have the adequate ability and skills for understanding the complex excitements, the reason for their existence and the way of changing the emotions in order to be able to encourage the professors and students to achieve the desired goals.

Drew, Todd L examined the relationship between the student teachers' emotional intelligence and performance and found no significant relationship between each of the research variables; in general, there was a significant relationship between the student teachers' scores of emotional intelligence and the score of intra- and inter-personal aspects.

Zhou and George found in a study that the managers, who had high emotional intelligence, could increase the creativity among the employees. They were able to do that through several ways including data identification and collection, generating the new ideas, changing and modifying the ideas, and utilizing the ideas. It seems that the professors can prepare the students to deal with difficult situations and apply the problem-solving methods or social decisions by training the emotional intelligence such as the self-relaxation and self-control ways in order to take steps towards the progress and excellence with the motivation, enthusiasm, enjoyment, and wise contemplation.

## NEED AND SIGNIFICANCE OF THE STUDY

R. J. Sten has rightly said, "This world can not be understood by I.Q alone; it also requires Emotional Intelligence also." EI impacts leadership ability too. As a leader, an individual has to perceive his team members' behavior, attitude, tension, and pressure, etc., and to motivate them for the realization of team goals; to listen to them and to utilize their abilities in order to keep them eternally mobile. All these abilities are parts of emotional intelligence. It is said that I.Q is the brain of a leader and EI his heart.

The higher education is well thought-out as the major aspect of development and progress in the social world in all communities as the higher education executives play an effective role in the human resources development and this role is irrefutable. The faculty members should have higher competence and abilities to be efficient in teaching, researching, investigating and developing the knowledge and skills. According to a general view, it is concluded that the faculty members' emotional intelligence is a prerequisite for improving their educational performance and helps to deal with the other individuals' emotions and motivate them effectively. Therefore, this study is conducted with the aim at explaining and determining the major variables which are related with the Assistant Professors Professional Performance and success and its findings can be applied as the effective model in the faculty members' success and improvement of their educational performance and it can also be studied and considered as the factor affecting the educational performance while selecting or appointing the faculty members

## RESEARCH HYPOTHESIS

The following hypotheses were framed for the study:

- Whether there is any significant difference between the Assistant Professor's Emotional Intelligence and Professional Performance.
- Whether there is any significant difference between the Assistant



- Professor’s Emotional Intelligence and their teaching method
- Whether there is any significant difference between the Assistant Professor’s Emotional Intelligence and Professional Ability.
- Whether there is any significant difference between the Assistant Professor’s Emotional Intelligence and Teaching Discipline

**TOOLS USED FOR THE STUDY**

To assess the level of emotional intelligence Bar-on Emotional Intelligence Questionnaire was used and to find the Professional Performance of the Assistant professors a self-made questionnaire was utilized. The questionnaire included four main aspects; Teaching Methods, Proficiency and Academic Ability, Teaching Discipline, and Personal and social characteristics.

**ANALYSIS AND INTERPRETATION OF DATA**

The findings of the study were:

- *H 1:* Whether there is any significant difference between the Assistant Professor’s Emotional Intelligence and Professional performance.

The coefficient of F in Table 1 indicates that there is a significant relationship between professional performance and independence with an integration rate of 17%; self-actualization with an integration rate of 6%; Interpersonal relationship with an integration rate of 20%; Self regard with an integration rate of 10%; responsibility with an integration rate of 18%; Empathy with an integration rate of 11% and Self assertiveness with an integration rate of 13%. Therefore the Hypothesis is confirmed in all cases with

**Table 1:** Results of the MANOVA analysis on the relationship between each component of emotional intelligence and the professional performance

<i>Emotional Intelligence</i>	<i>Coefficient 'F'</i>	<i>Integration Rate</i>	<i>Significance level</i>
Independence	1.28	17%	0.96
Self-actualization	1.06	6%	0.98
Interpersonal Relationship	1.96	20%	0.99
Self Regard	1.66	10%	0.99
Responsibility	1.97	18%	0.97
Empathy	1.68	11%	0.98
Self-assertiveness	1.85	13%	0.98

**Table 3:** Results of Multiple Regression Analysis for the relationship between each component of Emotional Intelligence and Professional Ability

<i>Emotional Intelligence</i>	<i>Criterion Variable</i>	<i>Coefficient 'F'</i>	$\beta$	<i>R2</i>
Independence	Professional Ability	4.16	0.10	0.21
Self-actualization	-	-	0.001	-
Interpersonal Relationship	-	-	0.16	-
Self Regard	-	-	0.06	-
Responsibility	-	-	0.22	-
Empathy	-	-	0.28	-
Self-Assertiveness	-	-	0.03	-

a positive correlation between all aspects of Assistant professor’s Emotional intelligence with Professional Performance.

- *H 2:* Whether there is any significant difference between the Assistant Professor’s Emotional Intelligence and their teaching method

The coefficient of F (6.65) in Table 2 indicates the relationship between the components of emotional intelligence and teaching method. The value of R<sup>2</sup> indicates that 31% of teaching method variance is explained by the components of emotional intelligence. The components such as the empathy, responsibility, and self-regard have the highest positive correlation with teaching method; in other words, they can further predict the faculty members’ teaching methods positively and significantly (Table 2).

- *H 3:* Whether there is any significant difference between the Assistant Professor’s Emotional Intelligence and Professional Ability (Table 3).

The coefficient of F (4.16) in Table 3 indicates the relationship between the components of emotional intelligence and Professional Ability. The value of R<sup>2</sup> indicates that 21% of Professional Ability variance is explained by the components of emotional intelligence. Furthermore, the regression coefficients indicate that empathy ( $\beta=0.28$ ) can positively and meaningfully predict professional ability.

- *H 4:* Whether there is any significant difference between the Assistant Professor’s Emotional Intelligence and Teaching Discipline (Table 4).

The coefficient of F (3.12) in Table 4 indicates the relationship

**Table 2:** Results of Multiple Regression Analysis for the relationship between each component of Emotional Intelligence and Teaching Method

<i>Emotional Intelligence</i>	<i>Criterion Variable</i>	<i>Coefficient 'F'</i>	$\beta$	<i>R2</i>
Independence	Teaching Methods	6.65	0.01	0.31
Self-Actualization	-	-	0.13	-
Interpersonal Relationship	-	-	-0.22	-
Self Regard	-	-	0.26	-
Responsibility	-	-	0.23	-
Empathy	-	-	0.22	-
Self-Assertiveness	-	-	0.03	-

**Table 4:** Results of multiple regression analysis for the relationship between each component of Emotional Intelligence and Teaching Discipline

<i>Emotional Intelligence</i>	<i>Criterion Variable</i>	<i>Coefficient 'F'</i>	$\beta$	<i>R2</i>
Independence	Teaching Discipline	3.12	0.05	0.18
Self-actualization	-	-	0.02	-
Interpersonal Relationship	-	-	-0.07	-
Self Regard	-	-	0.22	-
Responsibility	-	-	0.24	-
Empathy	-	-	0.06	-
Self-Assertiveness	-	-	-0.09	-

between the components of emotional intelligence and teaching discipline. The value of  $R^2$  indicates that 18% of teaching discipline variance is explained by the components of emotional intelligence. The components such as the empathy, responsibility, and self-regard have the highest positive correlation with each component of Teaching Discipline; in other words, they can further predict the faculty members' teaching discipline positively and significantly.

## CONCLUSION

The study concludes that there is a positive correlation between all aspects of Assistant professor's Emotional intelligence with Professional Performance. The components such as empathy, responsibility, and self-regard have the highest positive correlation with teaching method; in other words, they can further predict the faculty members' teaching methods positively and significantly. Furthermore, the regression coefficients indicate that empathy can positively and meaningfully predict Professional Ability. The components such as the empathy, responsibility, and self-regard have the highest positive correlation with each component of Teaching Discipline; in other words, they can further predict the faculty members' teaching discipline positively and significantly. Therefore, strategic competency in teaching can be developed in assistant professors by means of emotional intelligence. The concept of emotional intelligence may be incorporated in the teacher education curriculum to revitalize teacher education program.

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