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## A STUDY OF THE DETERMINANTS OF EMOTIONAL INTELLIGENCE AMONG COLLEGE TEACHERS: A FACTOR ANALYTICAL STUDY

### Article Particulars

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### Abstract

*Emotional Intelligence plays a vigorous role in behavioral sciences. It has a direct influence on the teacher's behavior in an institute and it is important for the achievement in their profession. The study examines the determinants of Emotional Intelligence among college teachers in Coimbatore District. It also emphasizes the level of importance of the determinants in influencing the level of Emotional Intelligence among the college teachers. The study is descriptive in nature. A total of 817 college teachers handling arts, science and business studies courses were selected for the study. The data was obtained through a structured questionnaire adopting convenience sampling technique and analyzed using descriptive statistics. The findings of the study revealed that among the various determinants of emotional intelligence the most important determinant of emotional intelligence is self-motivation, followed by social skills.*

**Keywords:** Emotional Intelligence, Self Awareness, Self-Regulation, Self-Motivation, Social Awareness, Social Skills

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### Introduction

Emotional Intelligence is an ability to understand self and others to maintain proper inter-personal relationship. Emotional Intelligence is the ability to identify, assess and control the emotions of oneself, of others, and of groups. Thorndike, R.L., & Stein, S. (1937) described the concept of social intelligence as the ability to get along with other people. Moafian and Ghanizadeh (2009) studied the impact of teacher's emotional intelligence on self-efficacy and found a positive association.

According to the available literature stated by Reney P. Varghese, T. Selvin Jebaraj Norman & H. Samuel Thavaraj (2015), the following factors are exactly associated with academic stress: financial problems, time management, teacher interactions. Emotional intelligence impacts in all the aspects of our life, such as the way in which

we react and interact with others. The teachers are normally called the second parents and they have the responsible of imparting education and to act as a mentor to students. The teachers must be self-motivated and they should be in a position to motivate others. In this regard college teacher's behaviour plays a vital role in influencing the students towards choosing proper career. Therefore it is understood that the teachers should have a high level of emotional intelligence.

Singh (2006) also reports that the latest research in neurobiology has shown that human beings operate from two minds: the emotional mind and the rational mind. Kaufhold and Johnson (2005) indicated that teachers improving their emotional intelligence emphasized on the values of individual differences and promote the cooperative learning so as to solve problems and guide the students to promote social competence. Stephen Harris Paul A, Samuel Thavaraj (2015) H in their study stated that in recent years there has been an increased interest in studying both the academic success of teachers and their emotional adjustment. Thus an attempt is made by the researcher to reveal the determinants of emotional intelligence among the college teachers and also to identify the determinant that plays an influencing role in deciding the level of emotional intelligence.

## **Methodology**

### **Objectives**

The objectives of the study are:

1. To reveal the determinants of Emotional Intelligence among the college teachers.
2. To identify the importance of the determinants in influencing the level of emotional intelligence among the college teachers.

### **Sampling**

A total of 817 college teachers handling arts, science and business studies courses were selected for the study. The data was obtained through a structured questionnaire adopting convenience sampling technique and analyzed using descriptive statistics. The questionnaire consists of 34 statement and the respondents are asked to rate on a five point scale ranging from strongly agree to strongly disagree.

## **Results and Discussions**

The score of emotional intelligence variables have been taken for the narration purpose with the help of factor analysis. Before applying the factor analysis, the reliability of data for factor analysis has been examined with the help of KMO measures and Bartlett's test of sphericity. The KMO measure of 0.8134 and the zero percent level of significance of the chi-square value satisfy the validity of data for factor analysis. The factor analysis results in five determinants of emotional intelligence (EI) namely self-awareness, self-regulation, self-motivation, social awareness and social skills. The

number of statements in each determinant of emotional intelligence, its reliability co-efficient, eigen value and the per cent of variation explained are illustrated in Table 1.

**Table 1 Determinants of Emotional Intelligence among the Respondents**

Sl. No.	Determinants of Emotional Intelligence	No. of Statements involved it	Reliability Co-efficient	Eigen Value	Per cent of Variation explained
1.	Self-awareness	7	0.7209	2.1118	19.33
2.	Self-regulation	7	0.763	1.944	17.09
3.	Self-motivation	7	0.822	3.2229	24.99
4.	Social awareness	6	0.7365	1.3356	14.12
5.	Social skills	7	0.699	2.3415	21.44
KMO measures of sampling adequacy: 0.8134			Bartlett's Test of sphericity chi-square: 123.47*		

\*Significant at zero percent level.

The narrated five determinants of emotional intelligence, explain the Emotional intelligence variables to the extent of 96.97 per cent. The most important determinant of emotional intelligence is self-motivation since its eigen value and the per cent of variation explained are 3.2229 and 24.99 per cent respectively. This determinant of emotional intelligence consists of statements with the reliability co-efficient of 0.822.

The second important determinant of emotional intelligence is social skills. It consists of statements with the reliability co-efficient of 0.699. The eigen value and the per cent of variation explained are 2.3415 and 21.44 per cent respectively.

The third and fourth determinants of emotional intelligence narrated by the factor analysis are self-awareness and self-regulation since the respective eigen values are 2.1118 and 1.944. The self-awareness consists of statements with the reliability co-efficient of 0.7209. This factor explains the emotional intelligence variables to the extent of 19.33 per cent. The self-regulation factor consists of emotional intelligence variables with the reliability co-efficient of 0.763. This factor explains the emotional intelligence variables to the extent of 17.09 per cent. The last determinant narrated by the factor analysis is social awareness. It consists of statements with the reliability co-efficient of 0.7365. The eigen value and the per cent of variation explained by this factor are 1.3356 and 14.12 per cent respectively. The result of factor analysis infers that the important determinants of emotional intelligence among the respondents are self-motivation, social skills, self-awareness, self-regulation and social awareness.

### **Dominating Determinants of Emotional Intelligence**

In order to analyse the important determinants of emotional intelligence, the score of each determinant of emotional intelligence has been computed from the mean score of the statements in each determinants.

### Self-Awareness among the Respondents

The self-awareness represents the level of awareness about self, (i.e.) understanding about the strength and weaknesses of oneself on various issues among the respondents. The scores of self-awareness among the respondents are drawn from the mean score of the related statements in self-awareness. The respondents are asked to rate these statements at five-point scale from almost always, mostly, moderately, sometimes and rarely. The scores assigned on these scales are from 5 to 1 respectively. The level of self-awareness among the respondents is confined to up to 2.00, 2.01 to 3.00, 3.01 to 4.00 and above 4.00. The distribution of respondents on the basis of their level of self-awareness is presented in Table 2.

**Table 2 Distribution of Respondents on the Basis of their Self Awareness**

Sl.No.	Score on Self Awareness	Number of Respondents		Total	Percentage
		Male	Female		
1.	Up to 2.00	97	170	267	32.68
2.	2.01–3.00	76	159	235	28.76
3.	3.01–4.00	72	116	188	23.01
4.	Above 4.00	52	75	127	15.54
	<b>Total</b>	297	520	817	100.00

The dominant levels of self-awareness among the respondents are up to 2.00 and 2.01 to 3.00, since they constitute 32.68 and 28.76 per cent to the total respectively. The respondents with above 4.00 are very few, that constitute 15.76 per cent to the total. The dominant scores on self-awareness among the respondents in female respondents are up to 2.00 and 2.01 to 3.00, which constitute 32.69 and 30.58 per cent to its total respectively. Among the respondents in male, these two scores are up to 2.00 and 2.01 to 3.00, which constitute 32.66 and 25.59 per cent to its total respectively. The level of self-awareness among the respondents of female is identified higher, than the respondents in the male category.

### Self-Regulation among the Respondents

The self-regulation is one of the important determinants of emotional intelligence (EI). The levels of self-regulation among the respondents are drawn from the mean score of various statements included in self-regulation. The respondents are asked to rate these statements at five-point scale from almost always, mostly, moderately, sometimes and rarely. The scores assigned on these scales are from 5 to 1 respectively. The level of self-regulation among the respondents is confined to up to 2.00, 2.01 to 3.00, 3.01 to 4.00 and above 4.00. The distribution of respondents on the basis of their level of self-regulation is presented in Table 3.

**Table 3 Distribution of Respondents on the basis of Self-Regulation**

Sl.No.	Score on Self-Regulation	Number of Respondents		Total
		Male	Female	
1.	Up to 2.00	117	234	351
2.	2.01–3.00	32	83	115
3.	3.01–4.00	124	192	316
4.	Above 4.00	24	11	35
	<b>Total</b>	297	520	817

The important scores on self-regulation among the respondents are up to 2.00 and 3.01 to 4.00, which constitute 42.96 and 38.68 per cent to the total respectively. The respondents with the score of above 4.00 constitute 4.28 per cent to the total. The important scores on self-regulation among the respondents in male category are 3.01 and 4.00 and up to 2.00, which constitute 41.75 and 39.39 per cent to its total respectively. Among the respondents in female category, these two are up to 2.00 and 3.01 to 4.00, which constitute 45.00 and 36.92 per cent to its total respectively. Regarding the level of self-regulation, the respondents in male are slightly higher than the respondents of female.

### Self-Motivation among the Respondents

The self-motivation indicates the level of motivation among the respondents in various teaching activities without the influence of others. The level of self-motivation among the respondents is drawn from the mean score of the various statements attached to this factor. The respondents are asked to rate these statements at five-point scale from almost always, mostly, moderately sometimes and rarely. The scores assigned on these scales are from 5 to 1 respectively. The level of self-motivation among the respondents is confined to up to 2.00, 2.01 to 3.00, 3.01 to 4.00 and above 4.00. The distribution of respondents on the basis of their self-motivation is exhibited in Table 4.

**Table 4 Distribution of Respondents on the Basis of their Self-Motivation**

Sl.No.	Score on Self-Motivation	Number of Respondents		Total
		Male	Female	
1.	Up to 2.00	82	267	349
2.	2.01–3.00	138	132	270
3.	3.01–4.00	65	89	154
4.	Above 4.00	12	32	44
	<b>Total</b>	297	520	817

The dominant level of self-motivation among the respondents is up to 2.00 and 2.01 to 3.00, which constitute 42.72 and 33.05 per cent to the total respectively. The respondents with the score on self-motivation, of above 4.00 constitute 5.39 per cent to the total. The dominant level of self-motivation among the male respondents is 2.01 to 3.00 and up to 2.00, which constitute 46.46 and 27.61 per cent to its total respectively.

Among the female respondents, these two are up to 2.00 and 2.01 to 3.00, which constitute 51.35 and 25.38 per cent to its total respectively.

### Social Awareness among the Respondents

The social awareness indicates the level of awareness on the society, social changes, social problems and social orientation among the respondents. The social awareness is one of the important determinants of the emotional intelligence. The mean score of various related statements in the social welfare measures the level of social awareness among the respondents. The respondents are asked to rate these statements at five-point scale from almost always, mostly, moderately, sometimes and rarely. The scores assigned on these scales are from 5 to 1 respectively. The level of social awareness among the respondents is confined to up to 2.00, 2.01 to 3.00, 3.01 to 4.00 and above 4.00. The social awareness among the respondents is given in Table 5.

**Table 5 Distribution of Respondents on the basis of Social Awareness**

Sl.No.	Score on Social Awareness	Number of Respondents		Total
		Male	Female	
1.	Up to 2.00	77	249	326
2.	2.01–3.00	95	91	186
3.	3.01–4.00	105	122	227
4.	Above 4.00	20	58	78
	<b>Total</b>	297	520	817

The dominant levels of social awareness among the respondents are up to 2.00 and 3.01 to 4.00, which constitute 39.90 and 27.78 per cent to the total respectively. The respondents with the score of above 4.00 constitute 9.55 per cent to the total. The dominant level of social awareness among the male respondents are 3.01 to 4.00, 2.01 to 3.00, Up to 2.00 and which constitute 35.35, 31.99 and 25.93 per cent to its total respectively. Among the female respondents, these two levels are up to 2.00 and 3.01 to 4.00, which constitute 47.88 and 23.46 per cent to its total respectively.

### Social Skills among the Respondents

The social skill among the respondents indicates the level of skill possessed by the respondents to overcome the social problems in the organisation. It also includes the level of adjustment according to the changes in the social environment. The mean score of various statements in the social skills measures the social skills among the respondents. The respondents are asked to rate these statements at five-point scale from almost always, mostly, moderately, sometimes and rarely. The scores assigned on these scales are from 5 to 1 respectively. The level of social skills among the respondents is confined to up to 2.00, 2.01 to 3.00, and 3.01 to 4.00 and above 4.00. The distribution of respondents on the basis of their social skills is shown in Table 6.

**Table 6 Distribution of Respondents on the basis of Social Skills**

Sl.No.	Score on Social Skills	Number of Respondents		Total
		Male	Female	
1.	Up to 2.00	96	233	329
2.	2.01–3.00	103	151	254
3.	3.01–4.00	82	91	173
4.	Above 4.00	16	45	61
	<b>Total</b>	297	520	817

The dominant level of social skills among the respondents is up to 2.00 and 2.01 to 3.00 which constitute 40.27 and 31.09 per cent to the total respectively. The respondents with the score on social skills of above 4.00 constitute 7.47 per cent to the total. The dominant level of social skills among the male respondents is 2.01 to 3.00, up to 2.00 and 3.01–4.00 which constitute 34.68, 32.32 and 27.61 per cent to its total respectively. Among the female respondents, these two levels are up to 2.00 and 2.01 to 3.00, which constitute 44.81 and 29.04 per cent to its total respectively.

### Conclusion

It can be concluded from the study from the application of factor analysis that the important determinants of emotional intelligence among the college teachers are self-motivation, social skills, self-awareness, self-regulation and social awareness. Self-motivation among the college teachers are high followed by social skills. Previous studies shows that if an individual is self-motivated then the teacher will not expect any external motivator from the institute and a high level of social skills also would help the teacher to mentor the teen aged students towards development. It is also revealed that the level of self-awareness among the respondents of female is identified higher, than the respondents in the male category. Regarding the level of self-regulation, the respondents in male are slightly higher than the respondents of female.

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