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RESEARCH ARTICLE

A STUDY ON FACTORS INFLUENCING EMOTIONAL INTELLIGENCE OF TEACHERS OF MANAGEMENT EDUCATION IN COIMBATORE CITY.

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Abstract

This study aimed at studying and understanding the factors influencing the Emotional Intelligence of teachers of management education in Coimbatore City and studying the relationship between the demographic variables and factors of the Emotional Intelligence. Present study is descriptive in nature and convenience sampling technique was adopted. Both primary and secondary data were collected for the study. Primary data were collected through questionnaire and the secondary data were collected from magazines, journals, online databases, websites etc. The collected were analysed using percentage analysis and ANOVA. From the analysis, certain findings were made. Based on the findings some suggestions were given and certain conclusions are drawn.

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Introduction:-

The relationship between teachers and students was oriented towards just imparting knowledge in the past. This concept is gradually changing though not in a radical manner; education is not restricted with knowledge but formation of students. Developing students in courage and maturity to encounter the complexity of life is capturing the visionary educators of present day.

Current theories - The Multiple Intelligences Theory (Gardner, 1983) & The Emotional Intelligence Theory (Mayer & Salovey, 1995 Goleman, 1995) - point out the important of emotional intelligence for the students of higher learning. IQ alone does not guarantee the required success in the modern organizations; in fact it only counts for 20%, and the rest goes for Emotional and Social Intelligences, and luck (Goleman, 1995).

Emotional intelligence is increasingly becoming an important concept in the workplaces, workshops and conferences are organized to help employees and managers to understand the important of Emotional Intelligence and to implement it in their work place (Abraham, 1999). If Emotional Intelligence is considered nowadays vital for success, then it becomes imperative that students of higher learning must pay more attention to the components of Emotional Intelligence.

The purpose of this study is to understand the factors influencing Emotional Intelligence of teachers of management education in various colleges.

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Emotional Intelligence

Emotional Intelligence: It is being able to monitor our own and others' feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions (Salovey & Mayer, 1990). The emotionally intelligent person is skilled in four areas: Identifying, using, understanding, and regulating emotions (Salovey & Mayer, 1990).

According to Goleman (1995) emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships.

Teaching emotional and social skills is very important at school, it can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Teaching these skills has a long-term effect on achievement. (Elias et al, 1991).

Richardson and Evans (1997) explored some methods for teaching social and emotional competence within a culturally diverse society. Their purpose was to help students connect with each other, in order to assist them in developing interpersonal, intrapersonal, and emotional intelligences, arguing that these intelligences are essential for personal accomplishment.

At La Salle Academy, a private school in providence, Rhode Island, students are given lessons in emotional intelligence across the curriculum. This is part of an exhaustive program in social and emotional education called "Success for Life."

Finnegan (1998) argues that schools should help students learn the abilities underlying emotional intelligence. Possessing those abilities, or even some of them, "can lead to achievement from the formal education years of the child and adolescent to the adult's competency in being effective in the workplace and in society".

People with emotional intelligence have a confidence in themselves and they know that their personal happiness is up to them and no one else. They check their emotions before labeling other people and their actions. Such people can inspire and lead and make others feel good about them, while maintaining their own integrity and sense of personal worth. People with emotional intelligence look out for their own well being, as well as that of others as they understand that life is not just about them, it's about balance.

There are two types of intelligence: rational and emotional. Deliberate, analytic reflection is the hallmark of the thinking mind, but the emotional mind is a moment quicker, springing into action on impulse unless tempered by the rational mind.

There should be a balance between emotional and rational thinking, with the emotional brain feeding into and informing the operations of the rational brain, and the rational mind refining the inputs of the emotional mind. Developing a harmony between the head and the heart can foster happiness and promote success in life.

EI is defined as the ability to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotions (Mayer & Cobb, 2000). Baron (1997) considers EI as an array of non-cognitive capabilities, competencies, and skills that influences one's abilities in succeeding and coping with the environmental demands and pressures.

According to Hein (2005), EI is the innate potential to feel, use, communicate, recognise, remember, learn, manage and understand emotions. Goleman (1998) considers EI as the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. It describes abilities distinct from, but complementary to, academic intelligence, the purely cognitive capacities measured by IQ. Daniel Goleman's theory is one of the most widely accepted concepts of EI.

According to Goleman's emotional competence framework, EI can be viewed within a set of personal and social competencies. Table 1 illustrates the Goleman's EI competency framework. Within this framework, Goleman has indicated the factors that influence the EI levels of an individual. Goleman (2001) has also suggested that these factors could be measured and improved. Henceforth, begins the concept of learning EI and improving leadership qualities of an individual and thereby the organisation.

Table-1:- Goleman's EI competency framework.

	Self Personal Competence	Other Social Competence
Recognition	Self-Awareness <ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self-Confidence 	Social Awareness <ul style="list-style-type: none"> • Empathy • Service Orientation • Organisational awareness
Regulation	Self-Management <ul style="list-style-type: none"> • Self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative 	Relationship Management <ul style="list-style-type: none"> • Developing others • Influence • Communication • Conflict management • Leadership • Change catalyst • Building blocks • Teamwork and collaboration

History of Emotional Intelligence:-

1930 – Edward Thorndike describes the concept “social intelligence” as the ability to get along with other people.

1940 – David Wechsler suggests that affective components of intelligence may be essential to success in life.

1950 – Humanistic psychologists such as Abraham Maslow describe how people can build emotional strength.

1975 – Howard Gardner publishes the Shattered Mind, which introduces the concept of multiple intelligence.

1985 – Wayne Payne introduces the term emotional intelligence in his doctoral dissertation entitled “A study of emotion: developing emotional intelligence; self- integration; relating to fear, pain and desire”.

1987 – In an article published in Mensa Magazine, Keith Beasley uses the term “emotional quotient.” It has been suggested that this is the first published use of the term, although the Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis.

1990 – Psychologists Peter Salovey and John Mayer publish their landmark article, “Emotional intelligence,” in the journal *Imagination, Cognition, and Personality*.

1995 – The concept of emotional intelligence is popularized after publication of psychologist and New York Times science writer Daniel Goleman's book *Emotional Intelligence: Why It Can Matter More Than IQ*.

Significance of the study:-

“More students leave college because of disillusionment, discouragement, or reduced motivation than because of lack of ability or dismissal by school administration”.

- The use of Emotional Intelligence to aid the student development process can address these non- academic challenges.
- Investing in the emotional development of students also impacts leadership effectiveness, both on campus and in the future.

Finally, emotional competency development benefits the career development process, promoting a successful transition from college into the workplace.

Why EI is important for teachers?

- It influences what we do
- It affects who we meet
- It determines how we look
- It decides students and teachers course of life
- It helps to express emotions appropriately instead ignore them

Statement of the problem:-

Emotional intelligence of teachers plays an important role in determining the educational institution success. Now a days, students are more sensitive and very reactive towards the action of their teachers. Emotional intelligence of teachers not only affects the students but also affect their peer group. So it is one of the important duties of every teacher to control and deliver his/her Emotional Intelligence in a positive way.

- Teachers can't focus on their work fully when their family problem interrupts their mind. So normally they deliver negative emotions.
- Usually most of the teachers show the negative emotions when they receive negative comments from the higher authority in front of their peer group.
- Most of the times misbehaving students are subject to receive negative emotions from the teachers.

These are the major problems that every institution and the students were facing in the current scenario. This study helps to understand the factors influencing their Emotional Intelligence.

Scope of the study:-

The study of Emotional Intelligence focuses on handling of emotions by oneself and with others. There is no relation between the qualification and the intelligence level. The study is based on the evaluation of Emotional Quotient among the teachers. The reason for the study of Emotional Intelligence is that nowadays students are more sensitive and inactive. So the teachers should have a positive Emotional Intelligence that may help the students' growth as well as the institution growth because the teachers are the foundation for the students' life and for the institution. This study helps to understand the factors that influence the Emotional Intelligence of teachers of Management education.

Objectives of the Study:-

Core Objective:-

To study and understand the factors influencing the Emotional Intelligence of teachers of management education in Coimbatore City.

Secondary Objectives:-

1. To trace the theoretical perspective of Emotional Intelligence.
2. To study the relationship between the demographic variables and factors of the Emotional Intelligence.

Hypotheses:-

1. The influencing factors of Emotional Intelligence have a positive relationship when compared with Age.
2. The influencing factors of Emotional Intelligence have a positive relationship when compared with Gender.
3. The influencing factors of Emotional Intelligence have a positive relationship when compared with Working Experience.
4. The influencing factors of Emotional Intelligence have a positive relationship when compared with Marital status.

Methodology:-

Present study is descriptive in nature and convenient sampling technique was adopted. Both primary and secondary data were collected for the study. The major sources of the data used to carry out the analysis were primary data. First-hand information was collected through a questionnaire from 250 management education teachers working in various colleges in Coimbatore city. The secondary data namely literature relating to the study was gathered from the national and international journals, newspaper, magazines, articles, other records and also from web sources on the internet. Pilot study was done for 50 among the sample respondents. The data were first evaluated for their validity and Reliability. Incomplete and ambiguous responses were rejected. The tools of analysis like Percentage Analysis, ANOVA were used in the study. The Statistical Package for Social Sciences (SPSS) was used to analyse the data and draw the inference.

Table – 2:- Gender

S.No	Gender	Frequency	Percent
1	Male	117	46.8
2	Female	133	53.2
	Total	250	100.0

From the table it could be understood that a 53.2 percent of the teachers were female and a remaining 46.8 percent of the teachers were Male. It is understood that the Female respondents were higher in the management education appointments.

Chart-1:- Gender

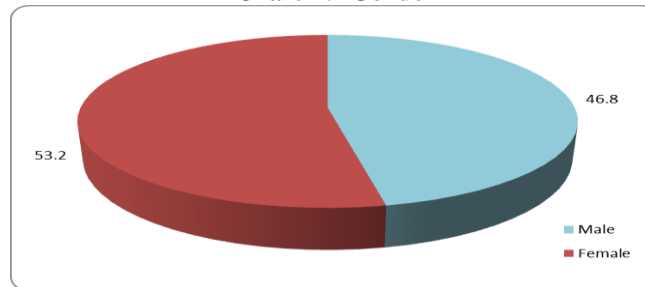


Table – 3:-Age

S.No	Age	Frequency	Percent
1	20-25yrs	36	14.4
2	25-30yrs	71	28.4
3	30-35yrs	57	22.8
4	35-40yrs	54	21.6
5	>40yrs	32	12.8
	Total	250	100.0

It is clear from the analysis that 28.4 percent of the teachers age ranges from 25 – 30 years, 22.8 percent of the respondents age ranges between 30 – 35 years, 21.6 percent of the respondents age ranges between 35 – 40 years, 14.4 percent of the respondents age ranges between 20 – 25 years, and a least of 12.8 percent of the respondents age was above 40 years.

Chart-2:- Age

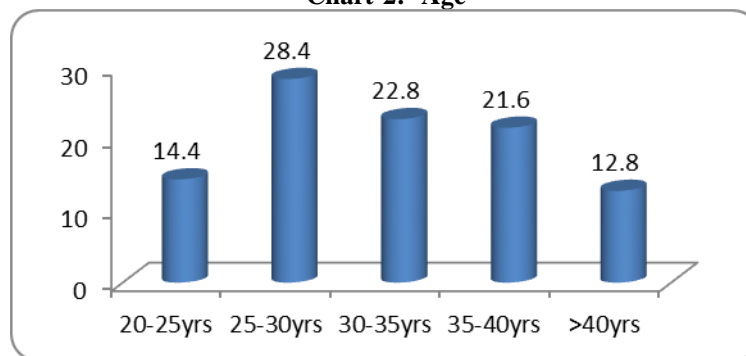


Table – 4:- Marital status

S.No	Marital Status	Frequency	Percent
1	Single	39	15.6
2	Married	102	40.8
3	Widow	52	20.8
4	Divorcee	57	22.8
	Total	250	100.0

From the table it could be understood that 40.8 percent of the respondents were married, 22.8 percent of the respondents were Divorcees, 20.8 percent of them were Widow, and a least of 15.6 percent of them were Single. It is well understood from the table that a 40.8 percent of the respondents were married.

Chart-3:- Marital Status

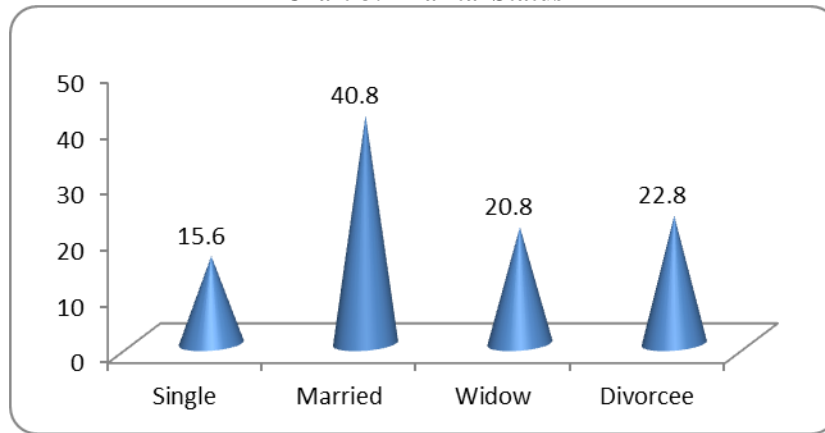


Table – 5:- Work Experience

S.No	Work Experience	Frequency	Percent
1	Less than 5 yrs	33	13.2
2	5-10yrs	72	28.8
3	10-15yrs	53	21.2
4	15-20yrs	52	20.8
5	Above 20yrs	40	16.0
	Total	250	100.0

It could be learnt from the table that 28.8 percent of the respondents have an experience of 5- 10 years, 21.2 percent of the respondents have an experience of 10 -15 years, 20.8 percent of them have an experience of 15 – 20 years, 16 percent of the respondents have an experience of above 20 years, 13.2 percent of the respondents have an experience of less than 5 years.

Chart-4:- Work Experience

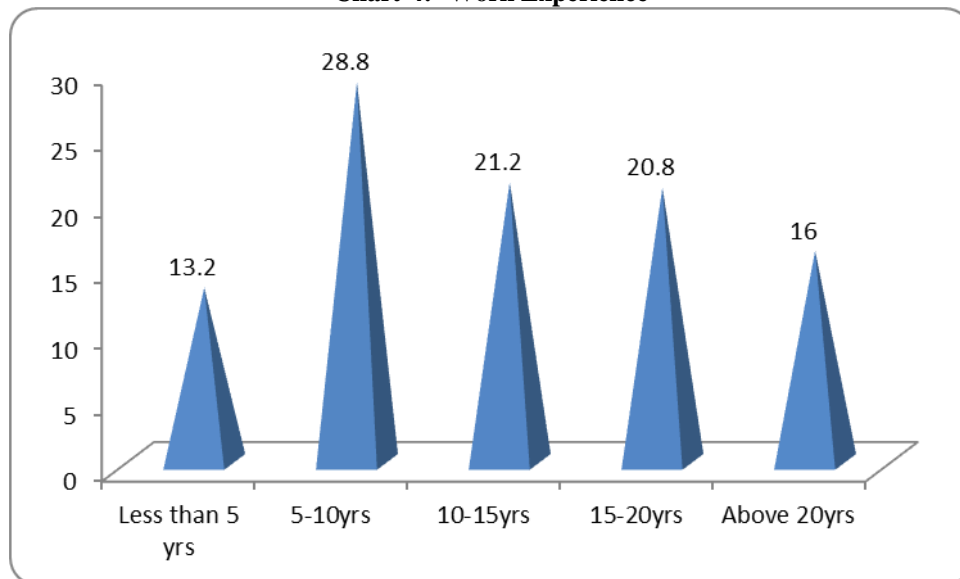


Table – 6:- Influencing Factors of Emotional Intelligence

S.No	Statements	Agree	Disagree	Total
1	I enjoy establishing a good working relationship with a group	110 (44)	140 (56)	250
2	They often seem just not motivated to join in	134 (53.6)	116 (46.4)	250
3	I am always worried I am going to be asked the question that will catch me out.	135 (53.6)	116 (46.4)	250
4	When teaching I see myself as making the best of a bad situation	73 (29.2)	177 (70.8)	250
5	Although I get anxious, I feel confident and relaxed in my role.	124 (49.6)	126 (50.4)	250
6	There always seem to be learners who are simply lazy.	128 (51.2)	122 (48.8)	250
7	Sometimes I wonder what is the point	142 (51.2)	108 (43.2)	250
8	I do worry I am going to be found out as knowing as much as they think.	111 (44.4)	139 (55.6)	250
9	It is really like casting pearls before swine.	139 (55.6)	111 (44.4)	250
10	I sense that nothing really changes.	123 (49.2)	127 (50.8)	250
11	I often feel that I have let at least some of the learners down .	125 (50.0)	125 (50.0)	250
12	When I approach a new session I expect that both they and i will enjoy ourselves and learn something useful.	111 (44.4)	139 (55.6)	250
13	No matter how much effort I put in there will always be some who are just not going to get it.	128 (51.2)	122 (48.8)	250
14	I am always conscious of some members not getting much from it.	128 (51.2)	122 (48.8)	250
15	I enjoy corresponding to the challenges each new session brings	122 (48.8)	128 (51.2)	250
16	Sometimes I think they look as despondent as I feel.	124 (49.6)	126 (50.4)	250

The above table shows how many percent of respondents agree and disagree to the statements regarding the factors influencing the Emotional Intelligence. The numbers within the brackets indicate the respective percentage value. These statements are clustered into four life positions and those are given below.

Table-6.1 Get Rid of Position

S.NO	GET RID OF POSITION	Agree	Disagree	Total
2	They often seem just not motivated to join in	134 (53.6)	116 (46.4)	250
6	There always seem to be learners who are simply lazy.	128 (51.2)	122 (48.8)	250
9	It is really like casting pearls before swine.	139 (55.6)	111 (44.4)	250
13	No matter how much effort I put in there will always be some who are just not going to get it.	128 (51.2)	122 (48.8)	250

The agreeability towards the statements 2,6,9 ,13 indicates that the teaching professionals spends time and on the idea on “**Defensive or Get Rid of Position**”. These statements responds to the life position that “I am ok, You are not ok. A defensive position where generally see the teaching professionals as blameless but good at seeing failings in others.

Table-6.2 Get Away Position

S.NO	GET AWAY POSITION	Agree	Disagree	Total
3	I am always worried I am going to be asked the question that will catch me out.	135 (53.6)	116 (46.4)	250
8	I do worry I am going to be found out as knowing as much as they think.	139 (55.6)	111 (44.4)	250
11	I often feel that I have let at least some of the learners down .	125 (50.0)	125 (50.0)	250
14	I am always conscious of some members not getting much from it.	128 (51.2)	122 (48.8)	250

The agreeability towards the statements 3,8,11 and 14 indicates that the teaching professionals spends time on the idea on “**Get Away Position**”. These statements indicate to the life position that “I am not ok, you are ok”. Where in the teaching professionals find fault with themselves and feels that others are capable and as “Potential prosecutors”.

Table-6.3 Get –Nowhere- With Position

S.NO	GET- NOWHERE-WITH POSITION	Agree	Disagree	Total
4	When teaching I see myself as making the best of a bad situation	73 (29.2)	177 (70.8)	250
7	Sometimes I wonder what is the point	142 (51.2)	108 (43.2)	250
10	I sense that nothing really changes.	123 (49.2)	127 (50.8)	250
16	Sometimes I think they look as despondent as I feel.	124 (49.6)	126 (50.4)	250

The agreeability towards the statements 4,7,10 and 16 indicates that the teaching professionals spends time on the idea on “**Get nowhere with**” position. These statements indicate to the life position that “I am not ok, you are not ok”. And can be acknowledged as the teaching professionals are having negative view of yourself and everyone else and feel “Despair”.

Table-6.4

S.NO	GET ON WITH POSITION	Agree	Disagree	Total
1	I enjoy establishing a good working relationship with a group	110 (44)	140 (56)	250
5	Although I get anxious, I feel confident and relaxed in my role.	124 (49.6)	126 (50.4)	250
12	When I approach a new session I expect that both they and I will enjoy ourselves and learn something useful.	111 (44.4)	139 (55.6)	250
15	I enjoy corresponding to the challenges each new session brings	122 (48.8)	128 (51.2)	250

The agreeability towards the statements on 1,5,12 and 15 indicates that the teaching professionals spends time and on the idea on “**Get on with**” position. These statements indicate to the life position that “I am ok, you are ok”. These statements link to the life position I am ok and you are ok. The teaching professionals are open minded and tackle problems.

Analysis of Variance:-

H1 : The influencing factors of emotional intelligence have a positive relationship when compared with Age.

Table – 7:- The influencing factors of emotional intelligence have a positive relationship when compared with Age.

Source of variance		Sum of Squares	Df	Mean Square	F	Sig.	Result
Defensive position	Between Groups	78.389	4	19.597	3.067	.017*	S
	Within Groups	1565.547	245	6.390			
	Total	1643.936	249				
Get rid of position	Between Groups	66.758	4	16.690	2.915	.022*	S
	Within Groups	1402.558	245	5.725			
	Total	1469.316	249				
Get away position	Between Groups	557.483	4	139.371	29.001	.000**	S
	Within Groups	1177.401	245	4.806			
	Total	1734.884	249				
Get on with position	Between Groups	193.555	4	48.389	7.485	.000***	S
	Within Groups	1583.809	245	6.465			
	Total	1777.364	249				

*significant at 5%, **Significant at 1%

H2 : The influencing factors of emotional intelligence have a positive relationship when compared with Gender.

Table – 8:- The influencing factors of emotional intelligence have a positive relationship when compared with Gender

Source of variance		Sum of Squares	Df	Mean Square	F	Sig.	Result
Defensive position	Between Groups	.109	1	.109	.016	.898	NS
	Within Groups	1643.827	248	6.628			
	Total	1643.936	249				
Get rid of position	Between Groups	.295	1	.295	.050	.824	NS
	Within Groups	1469.021	248	5.923			
	Total	1469.316	249				
Get away position	Between Groups	32.989	1	32.989	4.807	.029*	S
	Within Groups	1701.895	248	6.862			
	Total	1734.884	249				
Get on with position	Between Groups	36.961	1	36.961	5.267	.023*	S
	Within Groups	1740.403	248	7.018			
	Total	1777.364	249				

*significant at 5%, **Significant at 1%

H3 : The influencing factors of emotional intelligence have a positive relationship when compared with Working experience.

Table – 9:- The influencing factors of emotional intelligence have a positive relationship when compared with Working experience

Source of variance		Sum of Squares	Df	Mean Square	F	Sig.	Result
Defensive position	Between Groups	126.067	4	31.517	5.087	.001**	S
	Within Groups	1517.869	245	6.195			
	Total	1643.936	249				
Get rid of position	Between Groups	23.218	4	5.805	.983	.417	NS
	Within Groups	1446.098	245	5.902			
	Total	1469.316	249				
Get away position	Between Groups	379.379	4	94.845	17.143	.000**	S
	Within Groups	1355.505	245	5.533			
	Total	1734.884	249				
Get on with position	Between Groups	569.189	4	142.297	28.856	.000**	S
	Within Groups	1208.175	245	4.931			
	Total	1777.364	249				

*significant at 5%, **Significant at 1%

H4 : The influencing factors of emotional intelligence have a positive relationship when compared with Marital status.

Table – 10:- The influencing factors of emotional intelligence have a positive relationship when compared with Marital status.

Source of variance		Sum Squares	Df	Mean Square	F	Sig.	Result
Defensive position	Between Groups	15.122	3	5.041	.761	.517	NS
	Within Groups	1628.814	246	6.621			
	Total	1643.936	249				
Get rid of position	Between Groups	27.181	3	9.060	1.546	.203	NS
	Within Groups	1442.135	246	5.862			
	Total	1469.316	249				
Get away position	Between Groups	36.349	3	12.116	1.755	.156	NS
	Within Groups	1698.535	246	6.905			
	Total	1734.884	249				
Get on with position	Between Groups	54.110	3	18.037	2.575	.055*	S
	Within Groups	1723.254	246	7.005			
	Total	1777.364	249				

*significant at 5%, **Significant at 1%

Findings:-

- 53.2 percent of the teachers were female and a remaining 46.8 percent of the teachers were Male. It is understood that the Female respondents were higher in the B- school appointments.
- 28.4 percent of the teachers age ranges from 25 – 30 years, 22.8 percent of the respondents age ranges between 30 – 35 years, 21.6 percent of the respondents age ranges between 35 – 40 years, 14.4 percent of the respondents age ranges between 20 – 25 years, and a least of 12.8 percent of the respondents age was above 40 years.
- 40.8 percent of the respondents were married, 22.8 percent of the respondents were Divorcees, 20.8 percent of them were Widow, and a least of 15.6 percent of them were Single. It is well understood from the table that a 40.8 percent of the respondents were married.
- 28.8 percent of the respondents have an experience of 5- 10 years, 21.2 percent of the respondents have an experience of 10 -15 years, 20.8 percent of them have an experience of 15 – 20 years, 16 percent of the respondents have an experience of above 20 years, 13.2 percent of the respondents have an experience of less than 5 years.
- The agreeability towards the statements on They often seem just not motivated to join in, There always seem to be learners who are simply lazy, It is really like casting pearls before swine, No matter how much effort I put in there will always be some who are just not going to get it, indicates that the teaching professionals spends time and on the idea on “**Get rid of Position**”. These statements respond to the life position that “I am ok, you are not ok. A defensive position where generally see the teaching professionals as blameless but well at seeing failings in others.
- The agreeability towards the statements on, I am always worried I am going to be asked the question that will catch me out, I do worry I am going to be found out as knowing as much as they think, I often feel that I have let at least some of the learners down, I am always conscious of some members not getting much from it. Indicates that the teaching professionals spends time and on the idea on “**Get away from Position**”. These statements indicate to the life position that “I am not ok, you are ok”. Where in the teaching professionals find fault with themselves and feels that others are capable and as “Potential prosecutors”.
- The agreeability towards the statements on when teaching I see myself as making the best of a bad situation, Sometimes I wonder what is the point, I sense that nothing really changes, Sometimes I think they look as despondent as i feel, indicates that the teaching professionals spends time and on the idea on “**Get nowhere with position**”. These statements indicate to the life position that I am ok, you are ok”. And can be acknowledged as the teaching professionals are having negative view of yourself and everyone else and feel “Despair”.
- The agreeability towards the statements on I enjoy establishing a good working relationship with a group, Although I get anxious, I feel confident and relaxed in my role, When I approach a new session i expect that both they and i will enjoy ourselves and learn something useful, I enjoy corresponding to the challenges each new session brings, indicates that the teaching professionals spends time and on the idea on “**Get on with**”

position. These statements indicate to the life position that “I am ok, you are ok”. These statements link to the life position I am ok and you are ok. The teaching professionals are opening minded and tackle problems.

Results of hypothesis:-

1. The influencing factors of emotional intelligence have a positive relationship when compared with Age.
2. The influencing factors of emotional intelligence have a positive relationship when compared with Gender.
3. The influencing factors of emotional intelligence have a positive relationship when compared with Working Experience.
4. The influencing factors of emotional intelligence have a positive relationship when compared with Marital status.

Suggestions:-

1. Emotional literacy can be introduced into the standard curriculum of Faculty Development Programmes.
2. Teachers can be given Affirmation training which helps build in their self- confidence and self –esteem not only in their teaching profession but in their personality too.
3. Students can be given orientations on Emotional Intelligence before even they step in to their curriculum which may help in better co-operation with the teachers.
4. Provision of good organization climate from the institutions will induce positive emotions in teachers.
5. Relaxation and recreation programmes can be organized for the teachers.

Conclusion:-

It is found that the teachers are aware of overt behavior which helps them to identify the emotions. When they are capable of identifying the emotions then they can understand and manage their emotions. This means that they are emotionally intelligent. The study reveals that the respondents have a high level of emotional awareness. This is good sign. In their reaction they seem to be wiser and everyone wants to have healthy relationship with in defense of their position, power and other factor. And in handling grievances and problems they adopt a smooth way of expressing their feelings, redressing grievances and solving problem. The study emphasizes the importance and the value of imparting emotional intelligence through continuous Faculty Development Programs by claiming that teachers with emotional intelligence skills will be able to maintain better classroom management. Thus the study will help the teachers to identify the situations in which the negative emotions arise and help them to overcome those through various coping strategies like relaxation and recreation programmes. This will directly or indirectly create positive emotions in them.

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Website

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