



# A Probe into the Emotional Intelligence of the General Degree College Teachers

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## ARTICLE INFO ABSTRACT

Emotional Intelligence (EI) is the capacity to recognize, use and promote positive behaviour in order to manage stress, communicate clearly, be patient with others, overcome obstacles and find solutions to issues. Teachers with high levels of emotional intelligence are better equipped to make judgments, handle situations in the classroom with more grace and decide on the best course of action. Emotionally intelligent teachers are better able to manage stress, which lowers burnout and raises work satisfaction levels. As a result, teachers' emotional intelligence is important for better development of student's and overall learning outcomes of the college. The purpose of the study was to find out the present status of Emotional Intelligence of the General Degree College Teachers. The current study was carried out using the *descriptive survey method*. A total of 396 college teachers (292 male and 104 female) were chosen by *stratified random sampling technique*. *Emotional Intelligence Questionnaire (EIQ) (Goleman, 1995)* was administered on the sample. Results of the study shows that the general degree college teachers (irrespective of their totality and gender) possess a very high level of emotional intelligence. The emotional intelligence did not differ (statistically) significantly in between the male and female general degree college teachers.

**Keywords:** Emotional Intelligence (EI), Emotional Quotient (EQ), Learning Outcomes, Positive Behaviour, General Degree College

## 1. Introduction

Teachers are essential to the advancement of civilization. They greatly contribute to the improvement of an ideal and progressive society. They are the only motivator other than parents who can impart information and values to youngsters and it is their responsibility to develop admirable citizens. The success of teaching is largely dependent on the presence of devoted, engaged and content teachers. The capacity to recognize utilizes and controls your own emotions as well as comprehends and react to those of others is known as emotional intelligence (EI). It is an essential life skill for success in relationships, the workplace and education among other domains. **Salovey and Mayer (1990)** initially defined "emotional intelligence (EI) as a type of social intelligence that entails the capacity to observe, distinguish between utilize one's own and other's feelings and emotions as a basis for decision-making" (p. 189). Emotional intelligence, according to psychologist **Daniel Goleman (1998)**, is the capacity to recognize and comprehend our own feelings as well as those of others, to inspire one-self and to effectively regulate our behaviour in and out of relationships. Emotional intelligence sometimes known as emotional quotient (EQ), it refers to the capacity to identify, comprehend, regulate and successfully use emotions in one-self and others. Leading and inspiring others, navigating social difficulties and succeeding in both personal and professional contexts are all made possible by having high emotional intelligence. A key component of a teachers' professional development can be their understanding and development of Emotional Intelligence, which can result in more thoughtful and flexible teaching methods. The emotional intelligence of teachers has a substantial impact on their organizational commitment and work happiness (**Anari, 2012**). Greater stress management, better decision-making and stronger social connections are all benefits of higher EI in teachers and these all add up to a more productive learning

environment. The possibility for improving educational results is what makes general degree college instructor's emotional intelligence noteworthy. A more encouraging and productive learning environment results from teachers' with high EI as they are better able to control their emotions and recognize the emotional requirements of their students. Learning Motivation is more influenced by emotional intelligence (Stella et al., 2023). Teachers' who possess high emotional intelligence abilities are better able to make judgments that are both personal and professional in nature. Positive teacher-student relationships are fostered by EI and this can enhance student engagement and academic success. Emotional intelligence broadens the scope of assessing a person's general or total intellect and adds additional dimensions to our knowledge of human intelligence. To determine the teacher's perceptions about their intelligence, this study explore the present status of emotional intelligence at general degree college teachers'.

### 1.1 Significance of the Study

Recognizing Emotional Intelligence (EI) can assist teachers and parents in assisting students in building resilience, better communication skills and emotion management. Teachers have higher EI are better able to cope with life's obstacles, have less behavioural problems and manage their student's well. The study is crucial because it may change the classroom as well as overall ambience of the college by the teachers' useful Emotional Intelligence. Teachers with high emotional intelligence (EI) typically possess greater social self-efficacy, which translates into greater confidence in their social interactions and the ability to foster a more encouraging and stimulating learning environment in the classroom. The study highlights how important emotional intelligence is for teachers' since it has a big impact on how well they can teach as well as how well they can establish and sustain good connections with their pupils.

### 1.2 Objective of the Study

The main purpose of the study was to explore the emotional intelligence among the general degree college teachers.

#### 1.2.1 Specific Objectives of the Study

The present study was designed to recognize the following specific objectives –

- i) To know the present situation of **Emotional Intelligence** of the general degree college teachers, considering both **male and female as a whole**;
- ii) To know the present situation of **Emotional Intelligence** of the **male teachers** of general degree colleges;
- iii) To know the present situation of **Emotional Intelligence** of the **female teachers** of general degree colleges;
- iv) To compare the **Emotional Intelligence** of the **male and female teachers** of general degree colleges.

### 1.3 Research Questions of the Study

Research questions of the present study were –

- i) What is the present state of **Emotional Intelligence** of the degree college teachers considering both **male and female as a whole**?
- ii) What is the present state of **Emotional Intelligence** of the **male teachers** of general degree college?
- iii) What is the present state of **Emotional Intelligence** of the **female teachers** of general degree college?
- iv) Is there any difference between the **male and female** general degree college teachers with regard to their emotional intelligence?

### 1.4 Research Hypotheses of the Study

Research hypothesis of the present study were –

- H<sub>1</sub>: The Teachers considering both **male and female** as a whole have **high Emotional Intelligence**.
- H<sub>2</sub>: The **male teachers** have **high Emotional Intelligence**.
- H<sub>3</sub>: The **female teachers** have **high Emotional Intelligence**.
- H<sub>4</sub>: The **male and female teachers** do not differ with regard to their **Emotional Intelligence**.

## 2. Emotional Intelligence– the Construct

Thronthike (1920) initially mentioned **social intelligence**, where the notion of **emotional intelligence** originated. Then Daniel Goleman (1995) popularized the idea of emotional intelligence in his best-selling book "**Emotional Intelligence**". The terms "emotion" and "intellect," together, make up emotional intelligence. While intelligence is the basic mental capacity of man to deal with his surroundings, emotion refers to the deep sentiments that human's experience. It is the capacity to change with the times, draw lessons from past mistakes and think critically and abstractly. According to Goleman (1998), emotional intelligence has replaced previous criteria by which we measure our own and other people's competence. According to Northouse (2019), Emotional intelligence (EI) is the ability to recognize, understand and apply feelings to the tasks of daily life.

Emotional Intelligence (EI) is far more powerful than intelligent quotient (IQ) in fostering professional development (Rahman et al., 2016; Rahman, 2018). Davies, Stankov and Roberts (1998) propose

that emotional intelligence (EI) may be defined as the capacity to recognize emotional cues in both visual and aural inputs (p. 1001). Emotional intelligence (EI) may be crucial in problem solving. Individuals with high emotional intelligence (EI) never lose their composure or become agitated under pressure. Rather, they possess the ability to control the circumstance and the capacity to calmly analyze an issue and come up with a solution. They are experts at making wise decisions and delicately handling difficult situations. According to **Rust (2014)**, instructor's emotional intelligence has an impact on student's academic performance. Individuals who scored higher on emotional intelligence also demonstrated better levels of empathy, self-monitoring, social skills, cooperative reaction, intimate and loving relationships and partner satisfaction (**Schutte et al., 2001**). People don't treat their feelings; instead, they can be deduced from their overt actions and their reflective verbal remarks. Words and emotions are often facial expressions that we see in a variety of contexts, including joyful, sad, angry, loving, distressing, leading, insane, accident and so on. The look is always shifting. A person is emotionally intelligent when they are emotionally strong and steady. Emotional intelligence may increase social efficacy. Teachers' with high emotional intelligence will be more equipped to organize their lives, choose their careers and carry out their duties.

According to **Bradberry and Greaves (2009)**, "emotional intelligence is the capacity to identify and comprehend emotions in your-self and others, as well as the application of this knowledge to control your behaviour and interpersonal relationships."

### 3. Review on Emotional Intelligence

Individual development is greatly influenced by emotional intelligence. According to **Goleman (2005)**, emotional intelligence gives people a sense of fulfilment, camaraderie, trust, motivation, excitement, and vitality. People who are able to communicate these feelings to others feel compelled to excel in both interpersonal and professional interactions. Emotional Intelligence is more concerned with addressing problems on an emotional level than it is with the linguistic, political, or social components of social intelligence (**Mayer et al., 2000**). A research by **Khassawneh et al., (2022)** looked at the concept of emotional intelligence and how higher education instructors may use it to help students perform better in terms of their emotional intelligence. A total of 312 instructors from 25 higher education institutions in the United Arab Emirates participated in this study. The findings show that emotional intelligence abilities (EIC) have a significant impact on teacher behavior, which raises student accomplishment. **Kaur, Kumar and Roy (2022)** showed that there were no differences in emotional intelligence between the sexes in any of the areas. The results also demonstrated that there is no statistically significant difference between any of the student teachers' stream groups on almost any component of emotional intelligence.

**Biswas, Rahman and Ferdousy (2017)** revealed that employees of Bangladesh's private commercial banks would see a favourable association between their capacity for problem-solving and their level of self-awareness. This research implies that employee's ability to solve problems is enhanced by emotional intelligence. As a result, those who are more self-aware are also more likely to have strong problem-solving skills. **Bansal, Rana and Jain (2020)** conducted a study to know the effect of emotional intelligence on work performance, particularly when it comes to sales performance. The findings of the data analysis showed that sales leaders' work performance was favourably and considerably affected by emotional intelligence. **Das and Bhuyan (2021)** evaluated the emotional intelligence and efficacy of government secondary school teachers. Sixty secondary school teachers in the Balasore district provided the information. The study's findings demonstrated that there were no differences in the emotional intelligence and efficacy of teachers working in government secondary schools across different academic programs.

The results also showed that there was no discernible difference between male and female instructors' emotional intelligence and efficacy. Furthermore, there was no link between effectiveness and emotional intelligence. Using a sample of employees from Taiwan banking industry, **Wu (2011)** investigated the effect of emotional intelligence on the relationship between job performance and workplace stress. The results showed that work performance was both regulated and improved by emotional intelligence. The results also show that those with high emotional intelligence were better able to adjust to or lessen the negative effects of workplace stress on performance than people with low emotional intelligence. **Farooq (2003)** examined the relationship between academic success and emotional intelligence. The results of the study showed that children with high emotional intelligence frequently outperformed their counterparts academically, especially in the areas of interpersonal and intrapersonal skills, adaptability, general moods, and stress management abilities. Additionally, the findings showed that there were no discernible disparities in academic attainment between the sexes. **Verma and Kumar (2019)** indicated that students in higher secondary schools exhibit a significant positive link between their emotional intelligence and academic success. Higher secondary school student's academic accomplishment scores can be improved by working to raise their emotional intelligence. Curriculum makers should incorporate emotional intelligence into the curricula of the schools.

## 4. Method

The current study was carried out using the **descriptive survey approach**. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

### 4.1 Research Design

The research design of the present study is presented hereunder.

#### 4.1.1 Variables

**Emotional Intelligence** was the only variable of the present study.

### 4.2 Sample

The sample for the study was drawn from government and government-added general degree colleges under Sidho-Kanho-Birsha University in Purulia district, West Bengal.

#### 4.2.1 Sample Size

Total 292 male and 104 female college teachers were participated in the study.

**Gender-Wise Distribution of Sample**

Gender		Total
Male	Female	396
292	104	

#### 4.2.2 Sample Technique

In the present study "**Stratified Random Sampling Technique**" was adopted.

### 4.3 Tool of Research

The following research tool was used in the present study for data collection. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder.

#### 4.3.1 Emotional Intelligence Questionnaire (EIQ) (Goleman, 1995)

The term "**emotional intelligence**" was first introduced in a series of academic essays by **John D. Mayer and Peter Salovey (1990, 1993)**. In 1995, **Daniel Goleman** developed the "Emotional Intelligence Scale (EIQ)." This tool consists of 50 items, with each a **five-point Likert** scale ranging from 1 (strongly not applicable) to 5 (strongly applicable).

**Table-4.3.1: Subscales of "Emotional Intelligence Scale (EIQ)"**

Sl.No.	Subscales	Items
1	Self-awareness	10
2	Managing emotions	10
3	Motivating oneself	10
4	Empathy	10
5	Social Skill	10
<b>Total</b>		<b>50</b>

The mean score for each dimension was made comparable by normalization procedure. The normalization procedure is as follows:

Normalized mean = Mean of item responses in a subscale / Total number of items in that subscale. Thus, the normalized mean ranges from 1 to 5, with 3 representing the mid-point (moderately satisfied).

The range of Normalized means score of "**Emotional Intelligence Scale (EIQ)**" may be interpreted as –

<b>1.00 to 1.99</b>	<b>:</b>	<b>Very Low</b>
<b>2.00 to 2.99</b>	<b>:</b>	<b>Low</b>
<b>3.00 to 3.99</b>	<b>:</b>	<b>High</b>
<b>4.00 to 5.00</b>	<b>:</b>	<b>Very High</b>

### 4.4 Procedure for Data Collection

For approval to gather the data, the head of the institute was approached. The above-mentioned tools were administered to the study subjects in accordance with the instructions detailed in the associated manuals of the tools in order to gather the pertinent data on several constructs.

#### 4.5 Statistical Techniques

The descriptive statistics as well as inferential statistics was found by computing with the help of SPSS-20 software.

(a) To prove the hypotheses  $H_1$ ,  $H_2$  &  $H_3$  descriptive statistics such as minimum, maximum, range, mean and standard deviation have been calculated and interpreted by the different statistical techniques.

(b) To prove the hypothesis  $H_4$  different inferential statistics such as F test, t-test have been calculated.

### 5. Results

Quantitative research in **Descriptive Survey Method** was used in this study. Results are presented in two separate sections –a) Descriptive Presentation and b) Comparative Analysis

#### 5.1 Descriptive Presentation

The results are presented herewith.

##### 5.1.1 Descriptive Presentation of the General Degree College Teachers' (Considering Male and Female as a Whole)

Descriptive statistics of the scores of **Emotional Intelligence** of the male and female (as a whole) General Degree College Teachers' are reported herewith in the following table.

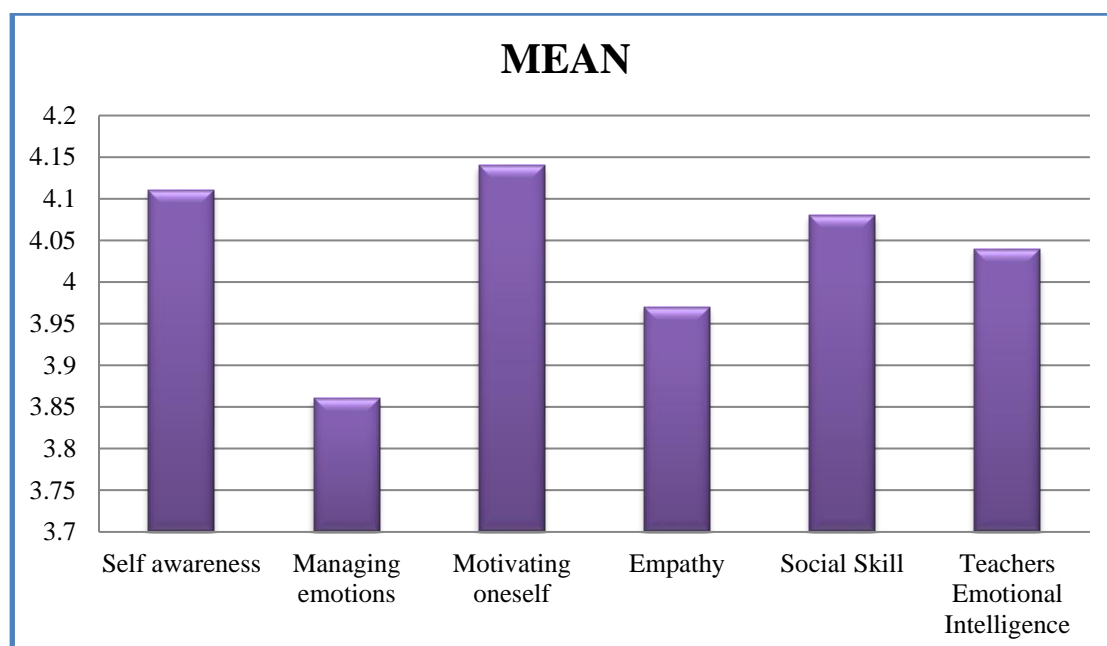
**Table-5.1.1: Descriptive Statistics of Emotional Intelligence of General Degree College Teachers (Considering Male and Female as a Whole)**

Different Facets of Teacher Emotional Intelligence	N	Range	Min	Max	Mean	S.D.	Remark
Self awareness	396	1.90	3.00	4.90	4.11	0.33	Very High
Managing Emotions	396	2.20	2.60	4.80	3.86	0.36	High
Motivating Oneself	396	2.30	2.40	4.70	4.14	0.38	Very High
Empathy	396	1.80	2.90	4.70	3.97	0.27	High
Social Skill	396	2.40	2.40	4.80	4.08	0.40	Very High
Teachers Emotional Intelligence (in totality)	396	1.60	2.94	4.54	4.04	0.25	Very High

Table-5.1.1 exhibits the descriptive statistics of “**Emotional Intelligence**” score obtained by the general degree college teachers (both male and female as a whole) in the present study. In case of **Self Awareness**, the “minimum” of the scores was 3.00 and the “maximum” of those was 4.90 and the range was 1.90; the “mean” and “standard deviation” of the said distribution were 4.11 and 0.33 respectively. Next, in case of **Managing Emotions** the “minimum” of the scores was 2.60 and the “maximum” of those was 4.80 and the range was 2.20; the “mean” and “standard deviation” of the said distribution were 3.86 and 0.36 respectively. Then, in case of **Motivating Oneself** the “minimum” of the scores was 2.40 and the “maximum” of those was 4.70 and the range was 2.30; the “mean” and “standard deviation” of the said distribution were 4.14 and 0.38 respectively. Then, in case of **Empathy** the “minimum” of the scores was 2.90 and the “maximum” of those was 4.70 and the range was 1.80; the “mean” and “standard deviation” of the said distribution were 3.97 and 0.27 respectively. Then, in case of **Social Skill** the “minimum” of the scores was 2.40 and the “maximum” of those was 4.80 and the range was 2.40; the “mean” and “standard deviation” of the said distribution were 4.08 and 0.40 respectively. Finally, in **Teachers Emotional Intelligence (in totality)** the “minimum” of the scores was 2.94 and the “maximum” of those was 4.54 and the range was 1.60; the “mean” and “standard deviation” of the said distribution were 4.04 and 0.25 respectively.

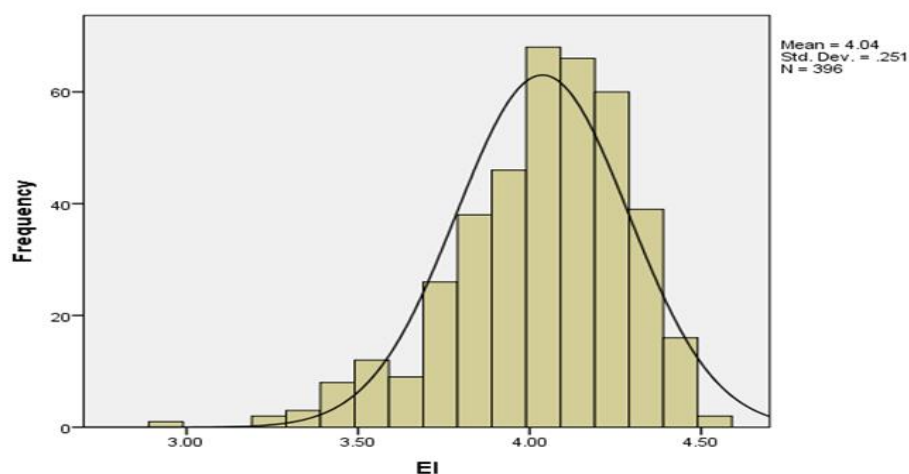
Figure-5.1.1(a) Bar Diagram of Different Facets of emotional intelligence Scores of Teachers considering male and female as a whole.





**Figure-5.1.1(a): Bar Diagram of Different Facets of Emotional Intelligence Scores of Teachers Considering Male and Female as a Whole.**

Figure-5.1.1(b) depicts the histogram with normal curve of emotional intelligence scores of teachers considering male and female as a whole. This distribution was similar to normal, as can be seen from the visual observation (Fein, Gilmour, Machin & Hendry, 2022).



**Figure-5.1.1(b): Histogram with Normal Curve of Emotional Intelligence Scores of Teachers Considering Male and Female as a Whole.**

### 5.1.2 Descriptive Presentation of the Male General Degree College Teachers'

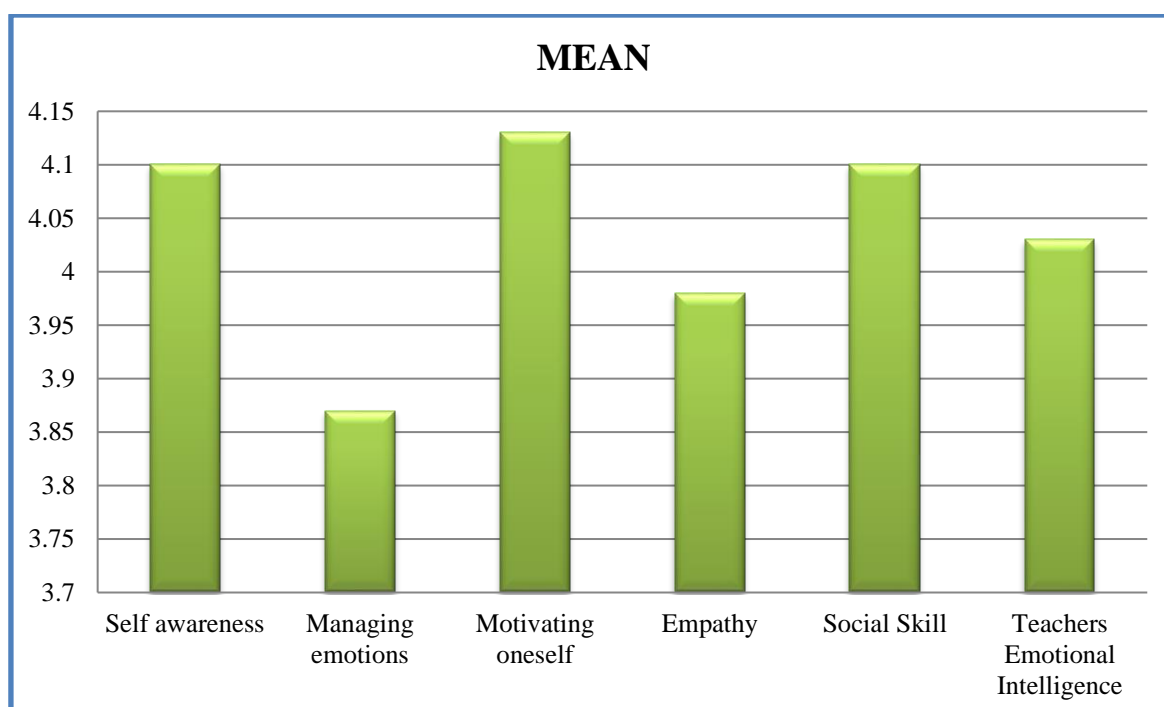
Descriptive statistics of the **Emotional Intelligence scale scores** of the male General Degree College Teachers' are reported herewith in the following table.

**Table-5.1.2: Descriptive Statistics of Emotional Intelligence of Male General Degree College Teachers**

Different Facets of Teacher Emotional Intelligence	N	Range	Min	Max	Mean	S.D.	Remark
Self awareness	292	1.90	3.00	4.90	4.10	0.34	Very High
Managing emotions	292	2.20	2.60	4.80	3.87	0.35	High
Motivating oneself	292	2.30	2.40	4.70	4.13	0.39	Very High

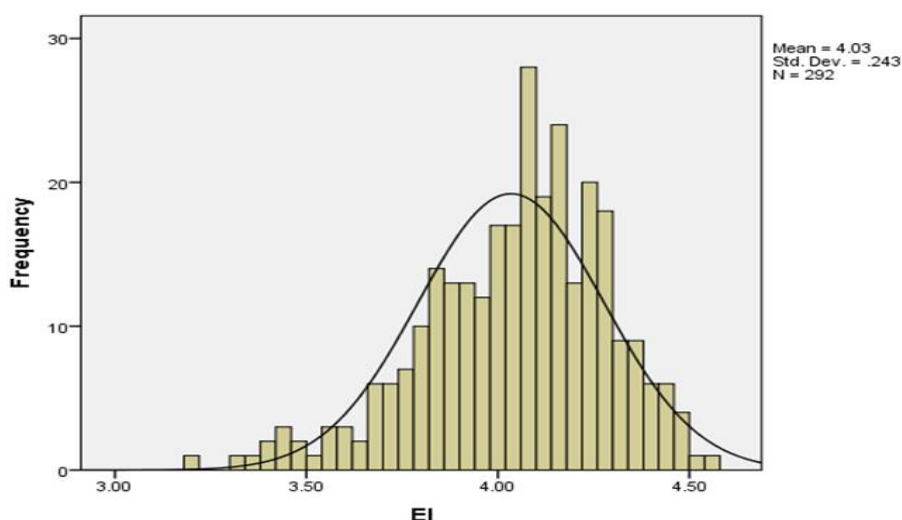
Empathy	292	1.70	2.90	4.60	3.98	0.26	High
Social Skill	292	2.30	2.50	4.80	4.10	0.38	Very High
<b>Teachers' Emotional Intelligence (in totality)</b>	292	1.34	3.20	4.54	4.03	0.24	Very High

Table-5.1.2 exhibits the descriptive statistics of “**Emotional Intelligence**” score obtained by the male general degree college teachers in the present study. In case of **Self Awareness**, the “minimum” of the scores was 3.00 and the “maximum” of those was 4.90 and the range was 1.90; the “mean” and “standard deviation” of the said distribution were 4.10 and 0.34 respectively. Next, in case of **Managing Emotions** the “minimum” of the scores was 2.60 and the “maximum” of those was 4.80 and the range was 2.20; the “mean” and “standard deviation” of the said distribution were 3.87 and 0.35 respectively. Then, in case of **Motivating Oneself** the “minimum” of the scores was 2.40 and the “maximum” of those was 4.70 and the range was 2.30; the “mean” and “standard deviation” of the said distribution were 4.13 and 0.39 respectively. Then, in case of **Empathy** the “minimum” of the scores was 2.90 and the “maximum” of those was 4.60 and the range was 1.70; the “mean” and “standard deviation” of the said distribution were 3.98 and 0.26 respectively. Then, in case of **Social Skill** the “minimum” of the scores was 2.50 and the “maximum” of those was 4.80 and the range was 2.30; the “mean” and “standard deviation” of the said distribution were 4.10 and 0.38 respectively. Finally, in **Teachers Emotional Intelligence (in totality)** the “minimum” of the scores was 3.20 and the “maximum” of those was 4.54 and the range was 1.34; the “mean” and “standard deviation” of the said distribution were 4.03 and 0.24 respectively.



**Figure-5.1.2(a): Bar Diagram of Different Facets of Emotional Intelligence Scores of Teachers Considering Male Only.**

Figure-5.1.2(b) depicts the histogram with normal curve of Emotional Intelligence scores of teachers considering male only. This distribution was similar to normal, as can be seen from the visual observation (Fein, Gilmour, Machin & Hendry, 2022).



**Figure-5.1.2(b): Histogram with Normal Curve of Emotional Intelligence Scores of Teachers Considering Male Only.**

### 5.1.3 Descriptive Presentation of the Female General Degree College Teachers'

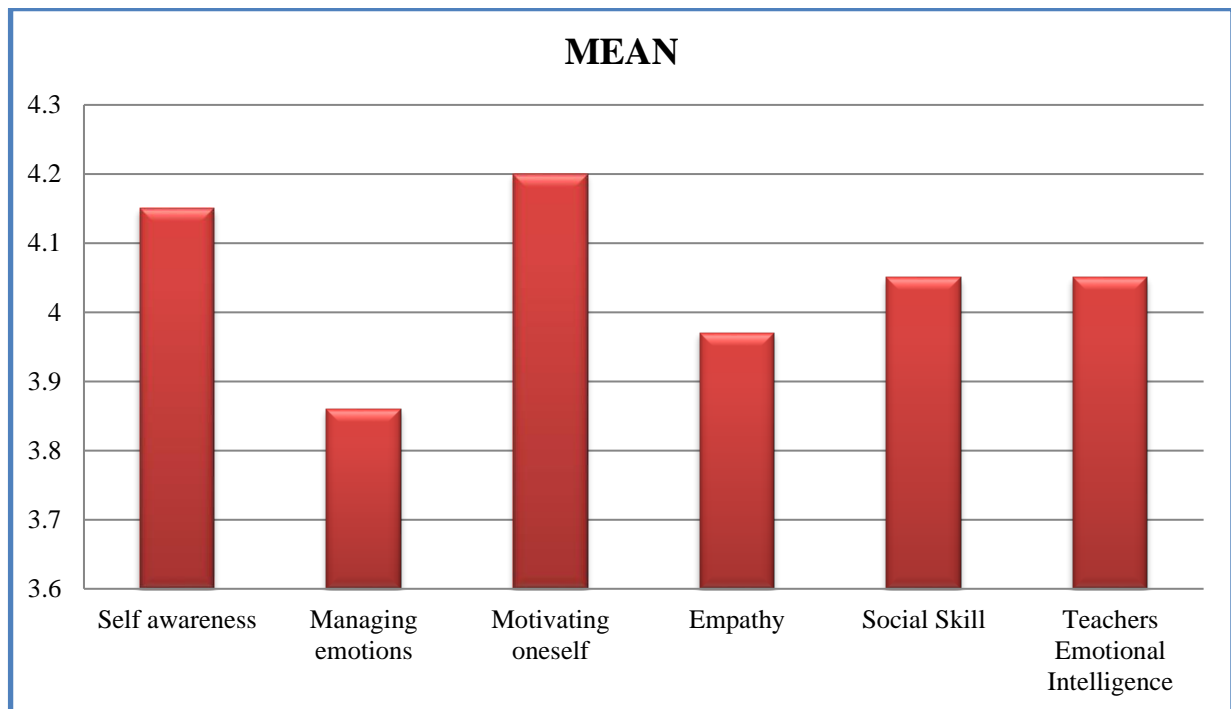
Descriptive statistics of the scores of **Emotional Intelligence** of the female General Degree College Teachers' are reported herewith in the following table.

**Table-5.1.3: Descriptive Statistics of Emotional Intelligence of Female General Degree College Teachers**

Different Facets of Teachers' Emotional Intelligence	N	Range	Min	Max	Mean	S.D.	Remark
Self awareness	104	1.70	3.10	4.80	4.15	0.32	Very High
Managing emotions	104	2.00	2.60	4.60	3.86	0.37	High
Motivating oneself	104	1.80	2.90	4.70	4.20	0.34	Very High
Empathy	104	1.80	2.90	4.70	3.97	0.30	High
Social Skill	104	2.30	2.40	4.70	4.05	0.45	Very High
<b>Teachers Emotional Intelligence</b>	104	1.52	2.94	4.46	4.05	0.27	Very High

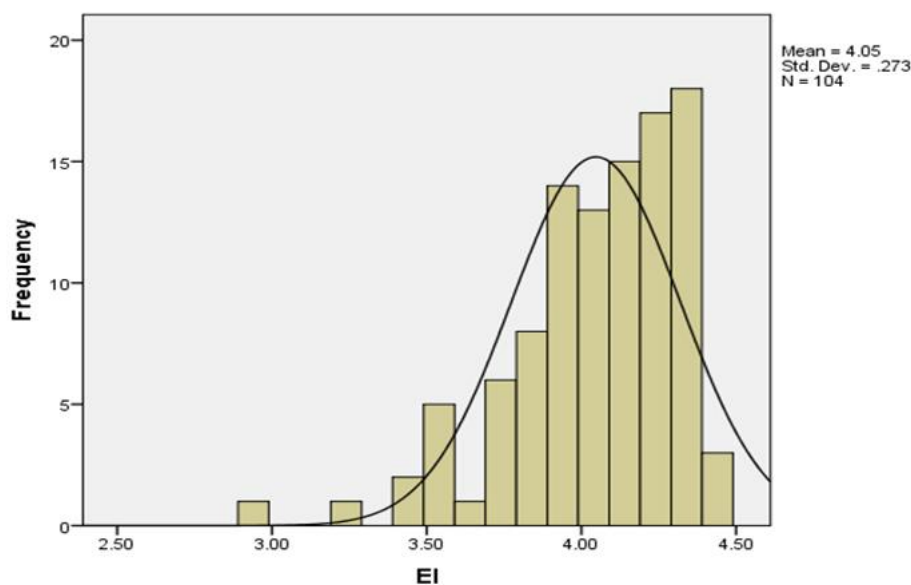
Table-5.1.3 exhibits the descriptive statistics of "**Emotional Intelligence**" score obtained by the female general degree college teachers in the present study. In case of **Self Awareness**, the "minimum" of the scores was 3.10 and the "maximum" of those was 4.80 and the range was 1.70; the "mean" and "standard deviation" of the said distribution were 4.15 and 0.32 respectively. Next, in case of **Managing Emotions** the "minimum" of the scores was 2.60 and the "maximum" of those was 3.86 and the range was 2.00; the "mean" and "standard deviation" of the said distribution were 3.86 and 0.37 respectively. Then, in case of **Motivating Oneself** the "minimum" of the scores was 2.90 and the "maximum" of those was 4.70 and the range was 1.80; the "mean" and "standard deviation" of the said distribution were 4.20 and 0.34 respectively. Then, in case of **Empathy** the "minimum" of the scores was 2.90 and the "maximum" of those was 4.70 and the range was 1.80; the "mean" and "standard deviation" of the said distribution were 3.97 and 0.30 respectively. Then, in case of **Social Skill** the "minimum" of the scores was 2.40 and the "maximum" of those was 4.70 and the range was 2.30; the "mean" and "standard deviation" of the said distribution were 4.05 and 0.45 respectively. Finally, in **Teachers Emotional Intelligence** (in totality) the "minimum" of the scores was 2.94 and the "maximum" of those was 4.46 and the range was 1.52; the "mean" and "standard deviation" of the said distribution were 4.05 and 0.27 respectively.





**Figure-5.1.3(a): Bar Diagram of Different Facets of Emotional Intelligence Scores of Teachers Considering Female Only.**

Figure-5.1.3(b) depicts the histogram with normal curve of Emotional Intelligence scores of teachers considering female only. This distribution was similar to normal, as can be seen from the visual observation (Fein, Gilmour, Machin & Hendry, 2022).



**Figure-5.1.3(b): Histogram with Normal Curve of Emotional Intelligence Scores of Teachers Considering Female Only.**

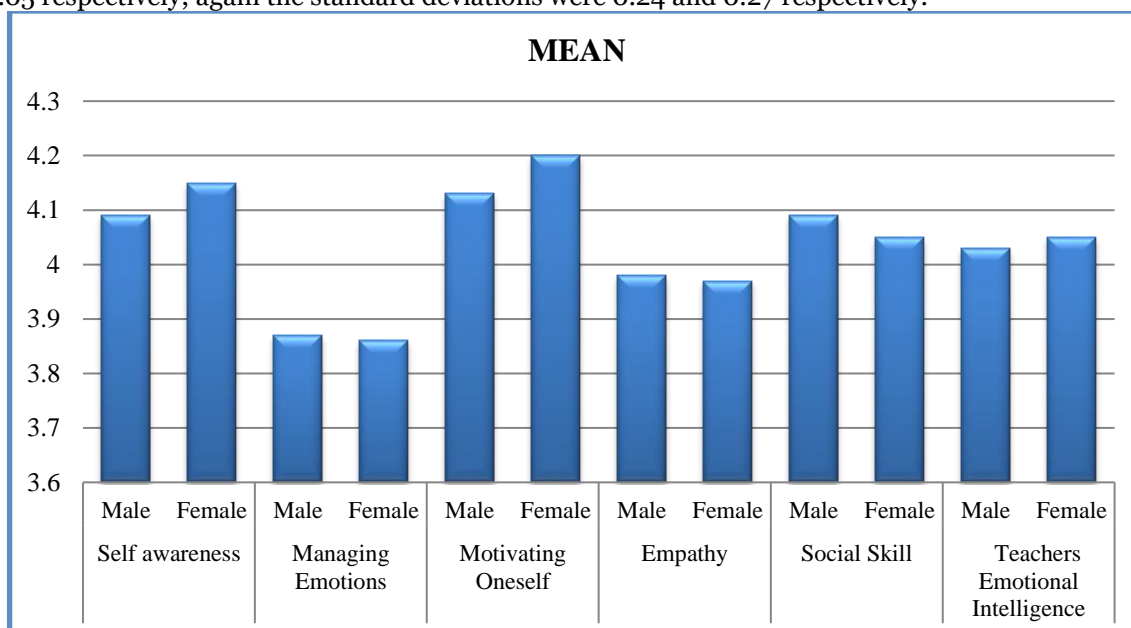
## 5.2 Comparative Analysis

In this section group statistics as well as comparative analysis of different dimension of “*Emotional Intelligence*” scores are presented herewith.

**Table-5.2(a): Group Statistics of Emotional Intelligence Scores of General Degree College Teachers (Gender Wise)**

Teachers Emotional Intelligence	Gender	N	Mean	Std. Deviation	Remark
Self awareness	Male	292	4.09	0.34	Very High
	Female	104	4.15	0.32	Very High
Managing Emotions	Male	292	3.87	0.35	High
	Female	104	3.86	0.37	High
Motivating Oneself	Male	292	4.13	0.38	Very High
	Female	104	4.20	0.34	Very High
Empathy	Male	292	3.98	0.26	High
	Female	104	3.97	0.29	High
Social Skill	Male	292	4.09	0.38	Very High
	Female	104	4.05	0.45	Very High
<b>Teachers Emotional Intelligence</b>	Male	292	4.03	0.24	Very High
	Female	104	4.05	0.27	Very High

Table-5.2(a) exhibits the group statistics of **Emotional Intelligence** scores of male and female general degree college teachers (gender wise). In case of **Self Awareness**, the mean of male and female teachers was 4.09 and 4.15 respectively; again, the standard deviations were 0.34 and 0.32 respectively. Next, in case of **Managing Emotions** the mean of male and female teachers were 3.87 and 3.86 respectively; again the standard deviations were 0.35 and 0.37 respectively. Then in **Motivating Oneself** the mean of male and female teachers were 4.13 and 4.20 respectively; again the standard deviations were 0.38 and 0.34 respectively. Next, in case of **Empathy** the mean of male and female teachers were 3.98 and 3.97 respectively; again the standard deviations were 0.26 and 0.29 respectively. Next, in case of **Social Skill** the mean of male and female teachers were 4.09 and 4.05 respectively; again the standard deviations were 0.38 and 0.45 respectively. Finally, in **Teachers Emotional Intelligence (in totality)** the mean of male and female teachers were 4.03 and 4.05 respectively; again the standard deviations were 0.24 and 0.27 respectively.

**Figure-5.2(a): Bar Diagram of Means of Teachers Emotional Intelligence Score of Male and Female Teachers****Table-5.2(b): Results of Independent Samples Test of Gender Wise Comparison of Means of Teachers Emotional Intelligence Score General Degree College Teachers**

Teachers Emotional Intelligence		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig.(2tailed)
Self awareness	Equal variances assumed	0.67	0.42	-1.31	394	0.19
	Equal variances not assumed			-1.35	193.17	0.18

Managing Emotions	Equal variances assumed	0.02	0.96	0.16	394	0.87
	Equal variances not assumed			0.15	174.26	0.88
Motivating Oneself	Equal variances assumed	1.65	0.20	-1.75	394	0.08
	Equal variances not assumed			-1.88	207.85	0.06
Empathy	Equal variances assumed	1.50	0.22	0.30	394	0.76
	Equal variances not assumed			0.28	161.47	0.78
Social Skill	Equal variances assumed	1.52	0.22	1.03	394	0.30
	Equal variances not assumed			0.95	157.96	0.34
Teachers Emotional Intelligence	Equal variances assumed	1.16	0.28	-0.43	394	0.66
	Equal variances not assumed			-0.41	164.39	0.68

From table-5.2(b) it is transparent that the two groups (male and female) did not differ (statistically) significantly in any facets of Teachers Emotional Intelligence score.

## 6. Discussions

The findings of the study are presented in two separate sections –

### 6.1: Discussion on the Results of Descriptive Presentation

From the table-5.1.1, it was observed that on an average the general degree college teachers (considering male and female as a whole) experienced **high** emotional intelligence in *Managing Emotions* and *Empathy*, **very high** emotional intelligence in *Self-Awareness*, *Motivating Oneself*, *Social Skill* and also in *Emotional Intelligence (in Totality)*. Therefore, the hypothesis  $H_1$  was **accepted**.

From the table-5.1.2, it was observed that on an average the general degree college male teachers experienced **high** emotional intelligence in *Managing Emotions* and *Empathy*, **very high** emotional intelligence in *Self-Awareness*, *Motivating Oneself*, *Social Skill* and also in *Emotional Intelligence (in Totality)*. Therefore, the hypothesis  $H_2$  was **accepted**.

From the table-5.1.3, it was observed that on an average the general degree college female teachers experienced **high** emotional intelligence in *Managing Emotions* and *Empathy* and **very high** emotional intelligence in *Self-Awareness*, *Motivating Oneself*, *Social Skill* and also in *Emotional Intelligence (in Totality)*. Therefore, the hypothesis  $H_3$  was **accepted**.

**Bala (2017)** observed high emotional intelligence teachers' in secondary schools were more effective than low emotional intelligence teachers'. In general degree college teachers' are better able to manage stress, foster a cooperative and supportive atmosphere and appropriately address student issues, all of which help them maintain pleasant and productive classes. This shown disposition is the evidence of their strong emotional intelligence (EI) at their workplace. Problem solving was shown to have a strong correlation with emotional intelligence (**Deniz, 2013**). Making decisions quickly is the character of emotional intelligent teacher that is essential to effective teaching and also found in general degree college teacher. Better performance at work is anticipated from the person with higher emotional intelligence (**Kaur, Kumar & Roy, 2022**). Better emotional resilience is a result of high EI, which enables educators to overcome failures and preserve their wellbeing. As a result, general degree college teachers' are more effective at workplace, due to their high emotional intelligence.

### 6.2 Discussion on the Results of Comparative Analysis

From results of the table-5.2(a) and 5.2(b) it was transparent that the two groups (female and male) did not differ (statistically) significantly in the facets of Self awareness, Managing Emotions, Motivating Oneself, Empathy, Social Skill and also in composite scores of Teachers Emotional Intelligence. Both the male and female teachers exhibited **high** emotional intelligence in *Managing Emotions* and *Empathy*; **very high** emotional intelligence in *Self Awareness*, *Motivating Oneself*, *Social Skill* and also in *Emotional Intelligence (in totality)*. Therefore, the hypothesis  $H_4$  was **accepted**.

In general degree colleges, teachers of both genders receive comparable professional development and training, which frequently includes lessons on emotional intelligence and classroom management. Regardless of gender, the teaching profession encourages the development of emotional intelligence via the successful management of emotions and interactions with parents, colleagues, and pupils. Emotional intelligence comprises interpersonal skills, self-awareness, and empathy, all of which are demanded of teachers', irrespective of their gender. So, gender is not a significant factor in determining emotional intelligence in this profession.

## 7. Conclusion

From the results and subsequent discussions of the descriptive presentation, it might be concluded that general degree college teachers demonstrated better levels of emotional intelligence in all domains. High emotional intelligence of general degree college teachers tends to better control their emotions, which benefits the entire educational community. These skills support improved resilience, well-being and management in the academic environment.

From the results and subsequent discussions of the gender wise comparative analysis, it might be concluded that male and female general degree college teachers' emotional intelligence did not differ based on their gender. Emotional intelligence may enhance their capacity for creativity while solving difficult problems and provide workers precise instructions on how to proceed. Overall, the study finds that developing teachers' emotional intelligence is advantageous for both their own personal well-being and the overall health of the learning environment.

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