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A study on Emotional Intelligence among Teaching Fraternity in Higher Educational Institutions

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Abstract:

India strives to compete in a globalized economy in areas that require highly trained professionals; the quality of higher education becomes increasingly important. At the same time the performance of higher education institutions has been less than satisfactory in terms of access, equity and quality. As such there is an urgent need to work for the development of the educational sector to meet the need of the emerging opportunities, increasing younger generation population and challenges of the 21st century. The present paper focuses on the role of emotional intelligence among teaching staff in higher educational institutions. And also tries to examine the impact/ role of emotional intelligence on teaching learning process. Scope of study had covered the important elements of the emotions faced by the lecturers in higher educational institutions. It is found that lecturers have to balance their emotions according to the situations faced in day to day working conditions and even have to balance both personal and professional life according to their goals and abilities.

Keywords: Emotional Intelligence, Higher Education, Higher Educational Institutions, Teaching Fraternity and Emotions

1. Introduction

The Higher Education sector in India has witnessed a tremendous increase in its Institutional capacity since Independence. At the time of Independence of India in 1947, there were only 20 Universities and 500 Colleges in the country with 210 students enrolled in higher education institutions. In the academic year 2011-2012 the numbers have increased to 659 universities, 33,023 colleges and 25.9 million students. India now ranks second in the world in terms of enrollment of students after China, third being USA. This tremendous increase was made possible mainly due to the large number of private institutions of higher education set up by the private sector. Currently more than 60 % of higher education institutions are private institutions in which nearly 60% of the total numbers of students are enrolled. The Indian Government has set the ambitious target of increasing the current Gross Enrollment Ratio (GER) from 15 % to 30 % by 2020.

2. Critical Issues in Indian Higher Education

As India strives to compete in a globalized economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important. Other countries are also upgrading higher education with the aim of building world class universities. Even the small top tier of higher education faces serious problems. Many IIT graduates, well trained in technology, have chosen not to contribute their skills to the burgeoning technology sector in India; perhaps half leave the Country immediately upon graduation to pursue advanced studies abroad, and most do not return. A stunning 86 per cent of Indian students in the fields of science and technology who obtain degrees in the United States do not return home immediately following their Graduation. A body of dedicated and able teacher's works at the IITs and IIMs, but the lure of Jobs abroad and in the private sector makes it increasingly difficult to lure the best and brightest to the academic profession.

The growth of higher education in India has been largely guided by the serviceable prerequisite of the economy. After independence, the role of the state in planning out a development path and also in building higher education institutions was guided by mutuality of purpose. Most observers of higher education in India feel that performance of higher education institutions has been less than

satisfactory in terms of access, equity and quality. Now there is an urgent need to work for the development of the educational sector to meet the need of the emerging opportunities, increasing younger generation population and challenges of the 21st century.

3. Challenges of Present Higher Educational System in India

India recognizes that the new global scenario poses unprecedented challenges for the higher education system. India can no longer continue the model of general education as it has been persisting in for the large bulk of the student population. Rather, it requires a major investment to make human resource productive by coupling the older general disciplines of humanities, social sciences, natural sciences and commerce to their applications in the new economy and having adequate field based experience to enhance knowledge with skills and develop appropriate attitudes.

There are many basic problems facing higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances.

The time now is to modernize our education system so that our country can get much more technically graduated people which can help our country to developed state. Today's youth always try to go to foreign countries for their higher education as they have much better facilities and quality of their system. In higher education the challenges and issues faced by institutions are just diverse. The process of education is not merely digesting books. It is also about doing several co-curricular and extra-curricular activities that give a broader meaning to life in general and education in particular.

4. Objective of the Study

- To understand the role of emotional intelligence among teaching staff in higher educational institutions.
- To examine the impact/ role of emotional intelligence in teaching.

5. Need and Importance of the Study

Emotional intelligence is observed mostly at educational institutions. Most of the lecturers facing emotional intelligence in higher educational institutions due to responsibilities at work place as the responsibilities should be performed effectively to develop student's skills.

As emotional intelligence vary from gender and their teaching experience of lecturers. This study helps in understanding the factors that assist in improving their ability and responsibility in their profession.

6. Scope

The study is restricted among higher educational fraternity in Hyderabad only. As, a part of the study, view of emotional intelligence in higher educational fraternity and the ways they follow to reduce their emotions were known. The study is expected to throw light on emotions faced by higher educational fraternity in balancing their work and personal life.

7. Limitations

- The study is limited to the execution of questionnaire only in the city of Hyderabad.
- This study does not cover all the emotions faced by working fraternity.
- The study is only limited to emotions.

8. Research Methodology

The study is conducted to examine the emotions faced by the men and women in higher educational institutions and suggestions are made for further improvement of efficient emotions to be managed.

A sample size of 50 is drawn, consisting of 25 women fraternity from higher educational institutions and 25 men fraternity from higher educational institutions.

9. Literature Survey

Emotional Intelligence Why It Can Matter More Than IQ by Daniel Goleman⁽¹⁾. This book explains all about IQ does not guarantee the success. It puts light on the emotional intelligence insight into our minds that the rational and the emotional and how they together shape our destiny. Goleman also mentions vivid examples by five crucial skills of emotion intelligence as to determine our success. The Language of Emotional Intelligence – The Five Essential Tools for Building Powerful and Effective Relationship by Jeanne Segal⁽²⁾ focuses on five simple tools to increase our emotional intelligence. There are life examples with step by step programs and relationship in work place and how to use the five basic tools of emotional intelligence in work place. A Coaches Guide to Emotional Intelligence – Strategies for Developing Successful Leader by James Bradford, Marric M. Hughes⁽³⁾. It's a ground breaking book which explains the coaches, facilitators and consultants of emotional intelligence. It offers number of elegant solutions to coaches and to develop the authentic emotional skills to meet their day to day challenges in complex world. This book gives solid coaching methods and five effective strategies for developing leadership qualities in working place. Emotional Intelligence by Travis Bradberry, Jean Greaves and Patrick M. Lencioni⁽⁴⁾. While reading this book we find a step by step program for increasing emotional intelligence that focused on four skills they are self-awareness, self-management, social awareness and relationship management and all the activities that boost each of these areas. Emotional Intelligence and Your Success by Stein and Howard⁽⁵⁾. In this book we will learn

how to improve the emotional intelligence in critical skill to be successful and find new ways to help building stronger relationship in work conditions and feel more confidence to be a better leader in work place. We find to get a head in career and in our life. A Powerful Plan for Putting Emotional Intelligence to Work by Adele B. Lynn⁽⁶⁾. This book explains the big impact of emotional intelligence in work place and mentioned many leverage lessons to learn emotional intelligence to fixed success in their careers. He showcases on that effect of emotions in work life, performance relationship and interpersonal relationship with simple changes through actions. The Seven Habits of Highly Effective People by Stephen R.Covey⁽⁷⁾. This book isn't focused on emotional intelligence but it conveys all require awareness and control of emotional intelligence. It explains the effective communication in the leadership classic that make ways to learn about emotional intelligence and apply it to everyday life. Organizational Behavior- Fourth Revised Edition By Dr.S.S.Khanka And S.Chand⁽⁸⁾. This book gives impact of the emotions and mood of an employee in a work place. This gives clear difference of emotions and mood which even explains the sources of emotions and moods come from, different aspects of emotions and their theories of emotions. This book justifies the need and significant of the emotional intelligence at work place. Organizational Behavior – Ninth Edition by K.Aswathappa⁽⁹⁾. This book explains the clear impact of the intelligence in an organizational behavior. We find the kinds of intelligence, theories of intelligence, measurement of intelligence, their factors which influence intelligence and the role of emotional intelligence in the work place how it differ from personal factors, environmental factors, organizational systems and resources at work place. Organizational Behavior – 8th Revised and Enlarged Edition by Shashi K. Gupta and Rosy Joshi⁽¹⁰⁾ stated that the emotional intelligence is all about the major components of emotional intelligence, evidence on existence of emotional intelligence in which way it affects the organization and how it differs from IQ and emotional intelligence. There are many practice cases to improve the standards of learning. Organizational Behavior by L M Prasad⁽¹¹⁾. This book makes us to understand the concepts, applications, developing and managing the emotional intelligence in an organization. It conveys the readers a simple and clear explanation which brings clarity in the subject matters. Organizational Behavior by Debra L. Nelson & James Campbell Quick⁽¹²⁾. This book focuses on the emotions at work place and in what way it affects the work behavior in an individual. He mentions the positive and negative emotion that takes place in work condition. The brief explanation of the inner work life & impact of emotions on performance and reason why emotion need to be manage at work are well mentioned in this book. Organizational Behavior Tenth Edition by Stephen P. Robbins⁽¹³⁾. This book puts light on the emotions, emotional labor there emotional dimensions. How the emotions differ from gender and in frequency or duration and mentions the external constraints of emotions in an organization. In other edition of organizational behavior by Stephen P.Robbins & Seema Sanghi mentions the all above points in different phrases. Understanding Organizational Behavior by Udai Pareek⁽¹⁴⁾. This book says emotional intelligence ability to understand the people and motivate them to work cooperatively with others and the power of positive thinking in psychology in organization in present generation. Mentions all positive aspects of positive approach in all categories and components of emotional intelligence. Organizational Behavior- An Interactive Learning Approach written by Sarma V.S.Veluri⁽¹⁵⁾. In this edition emotional behavior of every individual by facial expression, body language etc and the conceptual difference between emotions and moods are described. It explains the different implications of emotions in organization. How it affects the skills and capabilities in copying with demand and pressure of environment. 105 Tips for Creating an Emotional Intelligence Organization by Gary Vurnum & Patrick Merlevede⁽¹⁶⁾. In this book explains the people's emotion at the work place and how to maximize their strengths. Book has given many practical tips by trainer, consultant or coach to improve the emotional intelligence in their work places. Self-Scoring Emotional Intelligence Test by Mary Daniel⁽¹⁷⁾ explains and analyzes emotional intelligence in variety perspectives which help to know their strengths and weakness. Explains the eight tests which measure qualities as self-image, independence, leadership, relationships and job satisfaction .Quick Emotional Intelligence Activities for Busy Managers by Adele B.Lynn⁽¹⁸⁾. This book can help employees in improving their levels of emotional intelligence and to make it effectively. There are many exercises that include how to deal with anger, emotional triggers, encourage communication and much more. Emotional Intelligence for Dummies by Steven J.Stein⁽¹⁹⁾ in his book shows how to control and manage the emotions and how to develop their emotional intelligence in work place. Emotional awareness is critical skills for success in career and practical exercise for developing their skills and achieves the goals. The Emotional Intelligence Activity Book by Adele B. Lynn⁽²⁰⁾. This book says emotional intelligence is more success at work when compared to IQ. This book provides many innovative methods to increases the emotional intelligence either in individuals or in group. These activities cover self-awareness and control, empathy, social expertness and mastery of vision and even suggest training combinations and coaching tips. Developing Emotional Intelligence by Richard J. Bodine, Donna K. Crawford⁽²¹⁾. This book explains how to use their emotions which helps to guide their responsibilities and full fill their choices. It helps to learn the intrapersonal relationship, problem solving, adapting complex, development and changes in organization. Emotional Intelligence by Gerald Matthews, Moshe Zeidner, and Richard D. Roberts⁽²²⁾ puts light on appraisal of emotional intelligence programs which focusing on both potential and their limitations. It covers how to improve emotional intelligence including methods for measuring emotional intelligence. Emotional Intelligence by Ann Cartwright, Amanda Solloway⁽²³⁾ explains that emotional intelligence is a heart and as self-awareness, understanding of how people relate and respond. There are activities related to emotional intelligence is well described in this material. This includes instructions for the uses or facilitators. Organizational Behavior – Ninth Edition by Fred Luthans⁽²⁴⁾ explains the two conceptual components they are emotions and intelligence, which show positive orientation constructor to the organization. The book explains the important role of emotions, emotional processing's, types of emotions their categories and continuums which effect the current status and future applications. Likewise the role of intelligence its cognitive abilities. Together he gave a good description on impact of emotional intelligence in the work place. Organizational Behavior – Third Edition by Steven L Mc Shane, Mary Ann Von Glinow & Radha R Sharma⁽²⁵⁾ in his book tries to explain the dimensions around emotions are organized, how they behave at work place, problems associated with emotions and their four dimensions of emotional intelligence with the interesting

cases studies. Understanding and Managing Organizational Behavior – Fifth Edition by Jennifer M. George & Gareth R. Jones ⁽²⁶⁾ book enables us to learn how important to employees to understand the moods and emotions in which way it affects the organizational behavior. Mentions the values, attitudes, and moods & emotions differ from person to person about the work. Organizational Behavior- Concepts & Applicationals by Dipak Kumar Bhattacharyya ⁽²⁷⁾ book elicits emotional intelligence and cognitive intelligence, the implication of emotional intelligence at work, how to correlate emotional intelligence with individual behavior, performance, leadership and competence are well described. How to manage emotional their various models of emotional intelligence at work and gave relationship between neuro linguistic programming (NPL) and emotional intelligence are mentioned as well.

10. Emotional Intelligence

Emotional intelligence (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others.

As we know, it's not the smartest people that are the most successful or the most fulfilled in life. You probably know people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual intelligence (IQ) isn't enough on its own to be successful in life. Yes, your IQ can help you get into college, but it's your emotional intelligence (EQ) that will help you manage the stress and emotions when facing your final exams.

Emotional intelligence can play a role in the attributions associated with teaching and learning. Because of its four dimensions: perceiving emotions, facilitating thought, understanding emotions and managing emotions, our attributions are associate with emotional intelligence.

A high emotional intelligence quotient may indicate that the lecturer will have the skills necessarily to be more empathic, manage their emotions and exhibit self-awareness. These skills are important in teaching. Lecturer empathy is important in education because it is a means of understanding students thought the comprehensive of their experience. 'Emotional intelligence involves:

- The ability to perceive accurately, appraise and express emotion;
- The ability to access and/or generate feelings when they facilitate thought;
- The ability to understand emotions and emotional knowledge;
- And the ability to regulate emotions to promote emotional and intellectual growth.

11. Analysis of Survey

Analysis of emotional intelligence is made taking the demographic variable i.e. gender of the respondent and his perceptions with regards to Emotional intelligence. Generally, emotions differ from person to person, and more so with respect to male and female lecturers. The main objective of this study is to understand the relationship of emotional intelligence in teaching fraternity among - handling stress situations at work place, controlling their emotions at working environment, managing mood swings in department, facing tough decisions with colleagues, facing rejections by students, criticisms faced in case of losing an argument, misunderstandings among colleagues, in upset situations and in frustrated situations at work place

These aspects of emotions help in analyzing the emotional intelligence in higher educational fraternity. The main study is to understand the emotions of the teaching fraternity while teaching in higher educational institutions. The questionnaire is executed to 50 respondents consisting of teaching faculty from different institutions. The data collected is analyzed by taking the common elements of emotions faced in day to day working conditions. The hypothesis of the study being that there is no association between the gender of the respondent and their perceptions with regards to emotional intelligence. The analyses is done using SPSS statistical package and the hypothesis is tested with chi-square test value at 5% level of significance.

11.1. Gender vs. Stress

The study has been undertaken to understand the behavior of male and female lecturers under stressed situations and the data relating to it is tabulated and analyzed in table 1 below

Gender	light music	Reading books	overcome work	Be clam	Total
Male	6(12.0%)	1(2.0%)	7(14.0%)	11(22.0%)	25(50.0%)
Female	1(2.0%)	0(0.0%)	12(24.0%)	12(24.0%)	25(50.0%)
Total	7(14%)	1(2.0%)	19(38.0%)	23(46.0%)	50(100.0%)
Chi- Square Test – 0.115					

Table 1: Gender vs. Stress

Source: Primary Data

From the above table we can analyze that 14% of the total respondents listen to light music in stress situations. 2% of the total respondents read books in stress situations. 38% of both male & female respondents try to overcome the work which makes them feel stressed. 46% of respondents (male & female) try to be clam in stressed situations.

It is also found that 24% of male lecturers listen to music when stressed out. 4% of male lecturers read books when stressed out. 28% of male lecturers try to overcome the work which makes them feel stressed. 44% of male lecturers try to be clam in stress situation. From the above table 4% of female lecturers listen to music when stressed. No female lecturers read books while stressed. 48% of female lecturers try to overcome the work which makes them feel stressed. 48% of female lecturers try to be clam at stressed situations.

According to Chi – Square Test, the result found to be 0.115 which is greater than 0.05. Hence there is a relationship between gender of the respondent and in perceptions of the respondents in handling stress situations.

11.2. Gender Vs Good Relationship

The study has been undertaken to understand about building a good relationship with students among male and female lecturers and the data relating to it tabulated and analyzed in table 2 below.

Gender	Friendly	Opportunities	Feedback	Strict	Total
Male	10 (20.0%)	14 (28.0%)	0(0%)	1 (2.0%)	25 (50.0%)
Female	6 (12.0%)	15 (30.0%)	3 (6.0%)	1 (2.0%)	25 (50.0%)
Total	16 (32.0%)	29 (58.0%)	3 (6.0%)	2 (4.0%)	50 (100.0%)
Chi- Square Test – 0.258					

Table 2: Gender vs. Good Relationship

Source: Primary data

We observe 32% of male & female respondents are friendly with students. 58% of respondents give opportunities to explore students. 6% of respondents ask for feedback and 4% of respondents are strict with students.

From above table 40% of male lecturers are friendly with students. 56% of male lecturers give opportunities to students to explore. No male lecturer asks for a feedback to build up a good relationship with students. 4% of male lecturers are strict with the students to build good relationship.

24% of female lecturers are friendly with students to maintain a good relationship. 60% of female lecturers give opportunities to explore. 12% of female lecturers ask to give feedback. 4% of female lecturers are strict towards students to build good relationship.

The result found through Chi- Square Test is 0.258 which is above 0.05. Hence there is the relationship between gender of the respondent and in perceptions of the lecturers in building a good relationship with students.

11.3. Gender vs. Control Emotions

The study has been undertaken to understand the behavior of male and female lecturers under controlling their emotions and the data relating to it is tabulated and analyzed in table 3 below.

Gender	clam	handling	Move out	relaxed	Total
Male	1 (2.0%)	16 (32.0%)	3 (6.0%)	5 (10.0%)	25 (50.0%)
Female	1 (2.0%)	22(44.0%)	1 (2.0%)	1 (2.0%)	25 (50.0%)
Total	2 (4.0%)	38 (76.0%)	4 (8.0%)	6 (12.0%)	50 (100.0%)
Chi- Square Test – 0.202					

Table 3: Gender vs. Control Emotions

Source: Primary data

From above table 4% of respondents try to be clam to control emotions. 76% of male & female respondents handle emotions according to the situation demand. 8% of respondents move out from the place to control their emotions. 12% of respondents are relaxed to control emotions.

4% of male lecturers are clam to control emotions. 64% of male lecturers handle their emotions according to situation demand. 12% of male lecturers move out from the place to control emotions. 20% of male lecturers try to be relaxed to control emotions

4% of female lecturers are clam to control emotions. 88% of female lecturers handle their emotions according to situation demand. 4% of female lecturers move out from the place to control emotions. 4% of female lecturers try to be relaxed to control their emotions.

According to Chi - Square Test the result found to be 0.202. As it is more than 0.05 there is significant relationship between gender of the respondent and perceptions of the people in the way they control emotions.

11.4. Gender vs. Working Environment

The study has been undertaken to understand whether the working environment help in developing their ability and responsibility of male and female lecturers and the data relating to it is tabulated and analyzed in table 4 below

Gender	new things	from students	Involving	All of the above	Total
Male	2 (4.0%)	2 (4.0%)	3 (6.0%)	18 (36.0%)	25 (50.0%)
Female	6 (12.0%)	1 (2.0%)	4 (8.0%)	14 (28.0%)	25 (50.0%)
Total	8 (16.0%)	3 (6.0%)	7 (14.0%)	32 (64.0%)	50 (100.0%)
Chi- Square Test – 0.395					

Table 4: Gender vs. Working Environment
Source: Primary data

16% of male & female respondents try to learn new things from their colleagues from working environment. 6% of respondents learn from students to develop their ability and responsibility. 14% of respondents involve in all activities and programs in college to develop their abilities. 64% of male & female respondents accept all the above options to develop ability and responsibility.

From above table 8% of male lecturers learn new things from their colleagues. 8% of male lecturers learn from students to develop their ability in working environment. 12% of male lecturers try to involve in all activities and programs in the college. 72% of male lecturers accept all the above options to develop responsibilities and abilities at working environment.

24% of female lecturers learn new things from colleagues to develop ability in working environment. 4% of female lecturers learn from students. 16% of female lecturers involve in all activities and programs in the college to develop ability. 56% of female lecturers accept all the above develop ability and responsibility at working environment.

According to Chi – Square Test the result found to be 0.395 which is greater than 0.05. Therefore, there is a perfect relationship between gender of the respondent and perceptions of the respondents at working environment in developing the abilities and responsibilities.

11.5. Gender Vs Mood Swings

The study has been undertaken to understand how to manage mood swings with colleagues or students among male and female lecturers and the data relating to it is tabulated and analyzed in the table 5 below

Gender	cool & clam	come out	Meditating	Evaluating	Total
Male	12 (24.0%)	5 (10.0%)	1 (2.0%)	7 (14.0%)	25 (50.0%)
Female	6 (12.0%)	14 (28.0%)	0 (0%)	5 (10.0%)	25 (50.0%)
Total	18 (36.0%)	19 (38.0%)	1 (2.0%)	12 (24.0%)	50 (100.0%)
Chi – Square Test – 0.055					

Table 5: Gender vs. Mood Swings
Source: Primary data

From above table we observe 36% of male and female respondents try to be cool and calm to manage mood swings. 38% of respondents try to come out of their emotions to be normal during mood swings. 2% of male and female respondents meditate to manage mood swings. 24% of respondents try to evaluate the reasons of the moods.

48% of male respondents are calm to manage mood swings. 20% of male respondents try to come out of their moods to manage mood swings. 4% of male respondents meditate to manage mood swings. 28% of male respondents evaluate the reasons of their moods.

From above table we know 24% of female respondents keep cool and calm to manage mood swings. 56% of female respondents try to come out of their emotions to manage mood swings. No female respondents meditate to manage mood swings. 20% of female respondents try to evaluate the reasons of their moods.

According to Chi – Square Test the result found to be equal i.e., 0.055. Hence there is no association between gender of the respondent and perceptions of the sample size in managing mood swings with colleagues or students.

11.6. Gender vs. Tough Decisions

The study has been undertaken to understand the behavior of male and female lectures under tough decisions and the data relating to it is tabulated and analyzed in table 6 below

Gender	positive attitude	complicated	firm decision	move on	Total
Male	16 (32.0%)	0 (0%)	5 (10.0%)	4 (8.0%)	25 (50.0%)
Female	16 (32.0%)	0 (0%)	4 (8.0%)	5 (10.0%)	25 (50.0%)
Total	32 (64.0%)	0 (0%)	9 (18.0%)	9 (18.0%)	50 (100.0%)
Chi – Square Test – 0.895					

Table 6: Gender vs. Tough Decisions
Source: Primary data

From above table we observe that 64% of respondents try to overcome tough decisions with positive attitude. None of the respondents make issue complicate. 18% of male and female respondents take firm decisions and implement on tough decisions. 18% of respondents try to move on in tough decisions.

64% of male respondents try to overcome with positive attitude. No male respondents make issue complicated. 20% of male respondents take firm decisions and implement on tough decisions. 16% of male respondents try to move on in making tough decisions.

64% of female respondents try to overcome tough decisions with positive attitude. No female respondents make issue complicated. 16% of female respondents take firm decisions in tough decisions and implement on it. 20% of female respondents try to move on.

From above Chi – Square Test the result found to be 0.895 which is greater than 0.05. This is highly associated with gender of the respondent and perceptions of the lecturers in facing tough decisions.

11.7. Gender Vs Rejection

The study has been undertaken to understand the relationship between rejection among male and female lecturers and the data relating to it is tabulated and analyzed in table 7 below

Gender	positively	motivate	disappointed	None of the above	Total
Male	10 (20.0%)	8 (16.0%)	2 (4.0%)	5 (10.0%)	25 (50.0%)
Female	4 (8.0%)	15 (30.0%)	0 (0%)	6 (12.0%)	25 (50.0%)
Total	14 (28.0%)	23 (46.0%)	2 (4.0%)	11 (22.0%)	50 (100.0%)
Chi – Square Test – 0.079					

Table 7: Gender vs. Rejection

Source: Primary data

From above we analyze that 28% of respondents take positively in face of rejection. 46% of male and female respondents try to motivate themselves to achieve their goals in face of rejection. 4% of male respondents get disappointed in face of rejection. 22% of respondents believe that none of the above options are faced in case of rejection.

40% of male respondents face rejection in positive way. 32% of male respondents motivate themselves to achieve their goals in case of rejection. 8% of male respondents get disappointed in face of rejection. 20% of male respondents believe none of the above options are faced in case of rejection.

From above table 16% of female respondents take it in a positive way in case of rejection. 60% of female respondents try to motivate themselves in face of rejection. No female respondents get disappointed in face of rejection. 24% of female respondents believe none of the above options are faced in case of rejection.

We observe Chi – Square Test result to be 0.079 which is greater than 0.05. Hence there is highly significant between gender of respondent and perceptions of the respondents in face of rejection.

11.8. Gender Vs Rural Area

The study has been undertaken to understand when colleague taunts how they react among male and female lecturers and data relating to it is tabulated and analyzed in table 8 below

Gender	Ignore them	Shout back	Leave job half way	Accept challenge	Total
Male	4 (8.0%)	0 (0%)	2 (4.0%)	19 (38.0%)	25 (50.0%)
Female	4 (8.0%)	0 (0%)	0 (0%)	21 (42.0%)	25 (50.0%)
Total	8 (16.0%)	0 (0%)	2 (4.0%)	40 (80.0%)	50 (100.0%)
Chi – Square Test – 0.350					

Table 8: Gender vs. Rural Area

Source: Primary data

From above table 16% of male and female respondents ignore taunting from colleague. None of the respondents shout back. 4% of respondents leave job half way. 80% of male and female respondents accept the challenge.

16% of male respondents ignore them. None of the male respondents shout back for taunting them. 8% of male respondents leave the job half way. 76% of male respondents accept the challenges.

From above table we observe that 16% of female respondents ignore them. None of the female respondents shout back. None of the female respondents leave the job half way for taunting. 84% female respondents accept the challenges.

As Chi – Square Test results in 0.350 which is much greater than 0.05. Hence there is relationship between gender of the respondent and perceptions of the respondents in appointment in rural area.

11.9. Gender vs. Behavior

This study has been undertaken to understand the behavior of male and female lecturers when someone criticizes directly and data relating to it is tabulated and analyzed in table 9 below

Gender	Stop listening	Carefully listen	get upset	change	Total
Male	0 (0%)	15 (30.0%)	1 (2.0%)	9 (18.0%)	25 (50.0%)
Female	3 (6.0%)	12 (24.0%)	3 (6.0%)	7 (14.0%)	25 (50.0%)
Total	3 (6.0%)	27 (54.0%)	4 (8.0%)	16 (32.0%)	50 (100.0%)
Chi – Square Test – 0.205					

Table 9: Gender vs. Behavior

Source: Primary data

From above table we analyze that 6% of male and female respondent stop listening to criticizes of behavior. 54% of respondents carefully listen their opinion. 8% of respondents tend to get upset. 32% of respondents think ways to change behavior.

None of the male respondents stops listening criticizers on their behavior. 60% of male respondents carefully listens their opinion. 4% of male respondents tends to get upset. 6% of male respondents think to change their behavior.

From above table 12% of female respondents stop listening to their criticizers. 48% of female respondents carefully listen to their opinions. 12% of female respondents tend to get upset if someone criticizes directly. 28% of female respondents think ways to change the behavior.

The Chi – Square Test results in 0.205 which is greater than 0.05. Therefore, there is significant relationship between gender of the respondent and perceptions of the respondents in behaving when someone directly criticizes.

11.10. Gender Vs React

The study has been undertaken to understand the reaction of male and female lecturers when students comments and the data relating to it tabulated and analyzed in table 10.

Gender	Report	leave	meet after class	Listen to class	Total
Male	1 (2.0%)	0 (0%)	15 (30.0%)	9 (18.0%)	25 (50.0%)
Female	0 (0%)	0 (0%)	10 (20.0%)	15 (30.0%)	25 (50.0%)
Total	1 (2.0%)	0 (0%)	25 (50.0%)	24 (48.0%)	50 (100.0%)
Chi – Square Test – 0.174					

Table 10: Gender vs. React

Source: Primary data

From the above table we analyze 2% of male and female respondents report to principle when student comments. None of the respondents ask the student to leave the classroom. 50% of respondents ask to meet him/her after the class. 48% of respondents listen to the need of the class.

4% of male respondents report to the principle. None of the male respondents asks the student to leave the class. 60% of male respondents ask him/her to meet after the class. 36% male respondents listen to the need of the class.

None of the female respondents report to principle when student comments. None of the female respondents ask student to leave the class. 40 % of female respondents ask him/her to meet after the class. 60% of female respondents listen to the need of the class.

The Chi – Square Test results in 0.174 which is greater than 0.05 therefore, there is relation between gender of the respondent and perceptions of the lecturers if students comment how do they react.

11.11. Gender Vs lose an argument

The study has been undertaken to understand the behavior of male and female lectures when an argument lose and the data relating to it is tabulated and analyzed in table 11 below

Gender	Beaten	next opportunity	Part of game	reasons for loss	Total
Male	0 (0%)	1 (2.0%)	12 (24.0%)	12 (24.0%)	25 (50.0%)
Female	0 (0%)	3 (6.0%)	9 (18.0%)	13 (26.0%)	25 (50.0%)
Total	0 (0%)	4 (8.0%)	21 (42.0%)	25 (50.0%)	50 (100.0%)
Chi – Square Test – 0.480					

Table 11: Gender vs. Lose an argument

Source: Primary data

From above table we observe that none of the male and female respondents feels totally beaten if they lose. 8% of male and female respondents wait for next opportunity to beat the opponent. 42% of respondents feels winning and losing are a part of the game. 50% of respondents analyze the reasons for the loss.

None of the male respondents feels totally beaten if they lose. 4% of male respondents wait for the next opportunity to beat the opponent. 48% of male respondents feel winning and losing are part of the game. 48% of male respondents analyze the reasons for loss.

None of the female respondents feels totally beaten if they lose. 12% of female respondents wait for the next opportunity to beat the opponent. 36% of female respondents think winning and losing are part of the game. 52% of female respondents analyze the reason for the loss.

The Chi – Square Test results in 0.480 which is much greater than 0.05 hence, there is highly significant relationship between gender of the respondent and perceptions of the people if any argument is lose.

11.12. Gender Vs Speaking

The study has been undertaken to understand whether the students understand speaking of male and female lecturers and data relating to it is tabulated and analyzed in table 12

Gender	conveying	only follow	conveying	Don't know	Total
Male	0 (0%)	0 (0%)	22 (44.0%)	3 (6.0%)	25 (50.0%)
Female	1 (2.0%)	1 (2.0%)	22 (44.0%)	1 (2.0%)	25 (50.0%)
Total	1 (2.0%)	1 (2.0%)	44 (88.0%)	4 (8.0%)	50 (100.0%)
Chi – Square Test – 0.392					

Table 12: Gender vs. Speaking
Source: Primary data

From above table 2% of respondents find difficult to convey the ideas while speaking to students. 2% of male and female respondents find only part of students follow them. 88% of male and female respondents are comfortable in conveying the ideas to students. 8% of respondents don't know whether students follow or not.

None of the male respondents find difficult to convey the ideas while speaking. None of the male respondents finds that only part of students follow them while speaking. 88% of male respondents are comfortable in conveying the ideas to students. 12% of male respondents don't know whether students understand the ideas or not.

4% of female respondents find difficult in conveying the ideas to the students. 4% of female respondents find that only part of students follow them while speaking. 88% of female respondents are comfortable in conveying the ideas to students. 4% of female respondents don't know whether students follow or not.

According to Chi – Square Test, the above analysis results in 0.392 which is higher than 0.05 therefore, there is relationship between gender of the respondent and perceptions of the respondents while speaking to students.

11.13. Gender vs. Argument

The study has been undertaken to understand the behavior of male and female lecturers under argument situation and the data relating to it is tabulated and analyzed in table 13 below

Gender	calmly	Avoid argument	Apologies	Continue	Total
Male	5 (10.0%)	11 (22.0%)	8 (16.0%)	1 (2.0%)	25 (50.0%)
Female	7 (14.0%)	11 (22.0%)	6 (12.0%)	1 (2.0%)	25 (50.0%)
Total	12 (24.0%)	22 (44.0%)	14 (28.0%)	2 (4.0%)	50 (100.0%)
Chi – Square Test – 0.892					

Table 13: Gender Vs Argument
Source: Primary data

From above analysis we observe that 24% of respondents sit calmly when two colleagues get in to an argument. 44% of male and female respondents avoids future argument and leave the scene. 28% of respondents apologies to the colleague. 4% of male and female respondents continue with argument till it reaches to definite conclusion.

From above table 20% of male respondents sit calm when an argument arises. 44% of male respondents avoid future argument and leave the scene. 32% of male respondents' render apologies to their colleagues. 4% of male respondents continue with argument till it reaches definite conclusion.

28% of female respondents sit calmly when an argument arises. 44% of female respondents avoid future arguments. 24% of female respondents apologies to colleague. 4% of female respondents continue with argument till it reaches definite conclusion.

Chi – Square Test results in 0.892 which is much higher than 0.05 hence, there is relationship between gender of the respondent and perceptions of the lecturers in argument with colleagues.

11.14. Gender Vs Misunderstanding

The study has been undertaken to understand relationship between misunderstanding among male and female lecturers and the data relating to it is tabulated and analyzed in table 14 below

Gender	Wait	Take initiative	Own time	Mediate	Total
Male	2 (4.0%)	17 (34.0%)	6 (12.0%)	0 (0%)	25 (50.0%)
Female	1 (2.0%)	13 (26.0%)	11 (22.0%)	0 (0%)	25 (50.0%)
Total	3 (6.0%)	30 (60.0%)	17 (34.0%)	0 (0%)	50 (100.0%)
Chi – Square Test – 0.311					

Table 14: Gender vs. Misunderstanding
Source: Primary data

From above table we observe 6% of male and female respondents wait till they come and start talking again. 60% of respondents take the initiative and start talking to them. 34% of male and female respondents feel that let things take their own time to improve. None of the respondents ask someone to mediate.

8% of male respondents wait till they come and start talking again. 68% of male respondents take the initiative and start talking to them. 24% of male respondents feel things to take their own time to improve. None of the male respondents ask to mediate.

4% of female respondents wait till they come and start talking again. 52% of female respondents take initiative and start talking again. 44% of female respondents feel things to take their own time to improve. None of the female respondents ask someone to mediate.

Chi – Square Test results in 0.311 which is greater than 0.05 therefore, there is significant relationship between gender of the respondent and perception of the people at work place due to some misunderstanding.

11.15. Gender Vs Upset

The study has been undertaken to understand the male and female lecturers in face of upset and the data relating to it is tabulated and analyzed in table 15.

Gender	Talk	abuse	Move to head	Identify	Total
Male	1 (2.0%)	2 (4.0%)	7 (14.0%)	15 (30.0%)	25 (50.0%)
Female	8 (16.0%)	0 (0%)	5 (10.0%)	12 (24.0%)	25 (50.0%)
Total	9 (18.0%)	2 (4.0%)	12 (24.0%)	27 (54.0%)	50 (100.0%)
Chi – Square Test – 0.044					

Table 15: Gender vs. Upset
Source: Primary data

From above 18% of respondents talk it over with head of the department. 4% of male and female respondents start abusing the colleague. 24% of respondents move to head of the college. 54% of male and female respondents identify the short comings.

4% of male respondents talk it over with head of the department. 8% of male respondents start abusing the colleague. 28% of male respondents move to head of the college. 60% of male respondents identify short coming and improve performance.

From above table 32% of female respondents talk it over with head of the department. None of the female respondents start abusing the colleague. 20% of female respondents move to the head of the college. 48% of female respondents identify short comings to improve performance.

The Chi - Square Test results in 0.044 which is less than 0.05 hence; there is no association between gender of the respondent and perceptions of the lecturers in face of upset and frustration.

12. Findings

The hypothesis of the study is that there is no relationship between the gender of the respondent and the perceptions of the respondents with respect to emotional intelligence.

Sl. No	Findings	Chi-Square Test Value	Accepted/Rejected
1	There is a relationship between gender of the respondent and perceptions of the respondents in stress situations.	.115	Rejected
2	There is an association between gender of the respondent and perceptions of the lecturers in building a good relationship with students.	.258	Rejected
3	There is significant relationship between gender of the respondent and perceptions of the sample size in controlling emotions	.202	Rejected
4	There is a perfect relationship between gender of the respondent and perceptions of the people at working place in developing their ability and responsibility.	.395	Rejected
5	There is no association between gender of the respondent and perceptions of the respondents in managing mood swings.	0.055	Accepted
6	we find an association between the gender of the respondent and perceptions of the people in facing tough decisions.	0.895	Rejected
7	There is significant relationship between gender of the respondent and perceptions of the lecturers in facing rejection.	0.079	Rejected
8	There is a relationship between gender of the respondent and perceptions of the respondents with regards to their appointments in rural area.	0.350	Rejected
9	There is a significant relationship between gender of the respondent and perceptions of the sample size when someone criticizers their behavior.	0.205	Rejected
10	There is relation between gender of the respondent and perceptions of the lecturers when student comments on their reactions.	0.174	Rejected
11	There is a significant relationship between genders of the respondent and perceptions of the respondents when argument loses.	0.480	Rejected
12	There is relationship between gender of the respondent and perceptions of the people while speaking to students.	0.392	Rejected
13	There is a relationship between gender of the respondent and perceptions of the sample size in argument with colleagues.	0.892	Rejected
14	There is a significant relationship between gender of the respondent and perceptions of the respondents in case of misunderstanding	0.311	Rejected
15	There is no association between gender of the respondent and perceptions of the lecturers in face of upset and frustration.	0.044	Accepted

Table 16

13. Conclusion

We observe that most of the male and female respondents are clam in stress situations, control their emotions according to the situation demand, try to come out of their emotions to be normal during mood swings, overcome tough decisions with positive attitude, motivate themselves to achieve their goals when they are facing rejection, carefully listen their opinions in case of criticisms, comfortable in conveying the ideas to students, take the initiative and start talking to them in case of misunderstanding with colleagues and identify the short comings of being upset and frustration.

The analysis is done to understand the relationship between the emotional intelligence among teaching fraternity in higher educational institutions. Scope of the study had covered the important elements of the emotions faced by the lecturers in higher educational institutions. Lecturers have to balance their emotions according to the situations faced in day to day working conditions and even have to balance both personal and professional life according to their goals and abilities. As lecturers are the main resource in developing the skills and abilities of the students, they have to manage the emotions accordingly.

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