

Pilot Study on the Impact of Demographic Variables on Emotional Intelligence Among Private School Teachers in Tambaram

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ABSTRACT

Background: Managing emotions at workplace is a very important to ensure success that too in a challenging field like education. Educational institutions are not only providing primary learning but it also teaches moral ethics and help to build interest and motivate students towards career enrichment. Teacher assists to provide children with opportunity to gain and expand their knowledge in every possible field of learning. To attain this each and every teacher need to update, adapt, and understand the various factors that influence emotional intelligence. It consists of most important skills that is identifying, applying, solving and managing and regulating.

Objective: The study focused on the demographic variables and also its impact on emotional intelligence factors among Private school teacher in Tambaram. The main objective of the research work is to identify the factors influencing emotional intelligence and to analyze the relationship between the demographic variable and the Emotional Intelligence of teachers in Tambaram area.

Methods: The primary source of data collection has been used with structured questionnaire and the convenient sampling method was used to collect necessary information from the respondents. The teachers working with private schools in and around Tambaram were identified and included for the study. The questionnaire consists of two parts, one is to know about the demographic profile of the respondents and the other is to find the significant relationship between emotional intelligent and demographic variables. The total sample collected for purpose of the investigation was 80 and percentage analysis and ANOVA are the statistical tools used for the analysis and interpretation.

Results: Based on the study, it was found that the management of emotional intelligence benefits the work environment of teachers in many ways. The demographic variables like age, educational qualification and the income level of the respondents are statistically significant with the emotional intelligence study variables except few relationships like age with self-regulation, educational qualification with self-awareness and income level with self-regulation.

Conclusions: Private school teachers have diverse personalities with different requirements and desires. It is the ability of each individual to discover, evaluate and manage the emotions of one's self and of others. It's all about the capacity to be aware of, control and express one's emotions and to handle interpersonal relationships sensibly and compassionately.

Keywords: Emotional intelligence, Information technology, demographic variable, self regulation, self awareness, motivation etc.,

1. Introduction

Emotional intelligence is all about an individual's capacity to know their personal feelings, reactions and the emotions of others. It is the capacity and capability to understand, use and succeed with emotions in a positive way to relieve all stress, to converse with effectively, to overcome all the challenges and defuse each conflict. It helps to build stronger relationships, to succeed at work place and to attain career and personal goals. It is a prerequisite tool for every human being to deal with the external environment, understanding the psychology of humans. Employers at workplaces have considered this as the key element that can influence the performance of employees at workplace. Success of an individual at workplace does not depend on education, knowledge and experience alone, but it also depends on the emotional quotient of the employee. It is not being soft to everyone at workplace rather it is being smart by understanding the emotions of the individuals at workplace and behaving appropriately to each individual based on various situations. It is the capacity of a person to sense, recognize and efficiently regulate the emotions of others and their own Kannaiah & Shanthi (2015), [1].

Educational institutions play a major role among youth towards career enrichment. Well-structured educational system with strong curriculum will nurture student in all aspects and provide them bright and prosperous future. Nowadays both government and private schools are providing outstanding training along with the academic activities. School education must focus on the social, mental and physical aspects, which contributes immensely towards the development of young minds with the support of teachers. The advancement or achievement is not possible without the determination and commitment of teachers. Teachers are playing a very important role in the life of school students in order to focus on that, they are forced to face many challenges. They need to stimulate interest, motivation, and involvement and empowers students to utilize the opportunities and to become successful individuals.

To be a successful in teaching, one ought to have a concrete understanding of how their emotions and actions have an effect on the people around them. It also plays an important role to keep their mind relaxed and balanced, facilitating the art of learning differently. It develops critical thinking which helps in logical decision-making based on a chronology in solving various problems one would face in day-to-day life in work place, Wallace, Hunt, & Richards (1999), [2], Guldenmund, (2000), [3]. Working in an educational institution is quite a tough task. A teacher needs to satisfy the students by inculcating value education, the parents by balancing their expectation and requirement and the management with good reputation. As a good teacher one needs to satisfy the management with good result. Without enhancing the emotional competencies it becomes highly difficult for the institutions to build dynamic and competitive workforce. Emotions define a person and highlight how an individual perceives

life. As humans face various situations in life, their skill and ability to manage emotions get better. People with lower emotional intelligence face more stressful situations in life, become depressed and feel disappointed often. Studies have identified that people with high emotional intelligence had fewer negative consequences in life as they had expertise in adapting and managing various situations in life. Hence the study focused on the impact of the demographic variable on emotional intelligence among private school teachers residing in Tambaram region.

Bansal & Jain, (2020) [5] study was conducted on sales executives who have direct contact and dealing with customers. Random sampling technique was used to collect the data from Delhi NCR region with 233 respondents. Researcher has used emotional intelligence inventory by Schutte et al.,2009 and for job performance inventory by Behrman and Perreault (1982). To know the connection of emotional intelligence and its impact Linear regression analysis technique was used. It is observed from the findings that emotional intelligence has a positive and significant impact on job performance. As it is known that emotionally intelligent people have the ability to regulate their emotions and they are much aware about their emotions hence their performance can be improved. Likewise, it is reflected from the study that sales executives can improve their customer relations by focusing on emotions. It also improves their selling behavior. Factors of the study were positive mindset, motivation, insight of emotions, management of emotions and utilization of the same.

Rebecca Teethe et.al., (2021) [6] assessed the nature and the effect of demographic factors on emotional intelligence among the respondents in public and private institutions in Suntan, Ghana. The study identified that the attentiveness of own emotions; management of individual emotions; understanding and management of others' emotions are affected by demographic features differently.

Debes (2021) [7] explored in his study emotional intelligence and its relation with self-efficacy. The study was conducted on the school principals. For conducting the research 50 principals were taken as sample which includes 26 males and 24 females. The principals are selected randomly. The study was conducted with the objective to find whether principals put their efforts in developing emotional intelligence and to check whether emotional intelligence improve self-efficacy of principals or not. The factors in the study were self regulation, relationship managing, optimism and emotional competency, efforts and determination, ability and confidence, general self-efficacy. For the study Emotional intelligence competency scale was established hence confirmatory factor analysis was done to check its validity. ANOVA is used to check the effect of demographic variables on emotional intelligence and self-efficacy in relation to gender, age, and working experience. The result of the study shown that emotional intelligence and self -efficacy has positive relation. The findings show that female's perception on self-efficacy is higher than males.

MK & Gupta (2021) [8] examined the connection between emotional intelligence and subjective wellbeing among women employees. A sample of 103 working women was collected through purposive sampling technique. The study has used the scale recommended by National Health Service for EI and Rosa et al for subjective well being. To know the

relationship of emotional intelligence and subjective well-being of the women the coefficient of correlation was used. It is also revealed from the study that women with high emotional intelligence have improved subjective well-being. It is found that emotional intelligence and subjective well-being has significantly correlated with each other. Study also focus on the social pressure that a working women face and that also affect their emotional well-being.

2. Objectives:

- To identify the factors influencing emotional intelligence of the respondent
- To analyze the relationship between the demographic variable and the Emotional Intelligence factors among the employees working in Information Technology companies in Chennai.

3. Methods and Results:

The researcher to collect data from the respondents with the focus to examine the factors influencing the emotional intelligence among private school teachers has used the structured questionnaire. The questionnaire was distributed to 90 teachers working in Private schools in Tambaram were identified and included for the study. The structure of the questionnaire consists of two parts, one is to understand about the demographic profile of the respondents and the other is to find the significant relationship between emotional intelligent and demographic variables. The method of sampling used by the researcher is convenient sampling method, which is the non-random sampling technique. Out of the total 90 sample collected for the purpose of the investigation was finalized with 80 samples by avoiding unanswered samples. The simple percentage analysis and ANOVA are the statistical tools used by the researcher for analysis and interpretation purpose.

The targeted study mainly aims to convert the raw data into valuable information with the uses of various demographic personal aspects of the respondents. Therefore the research study on demographic variable such as gender, age groups, educational qualification, marital status, family type, number of family members, job positioning, experience, monthly income, total hours working per day are studied for better understanding of the subject.

Table No: 1.1 - Demographic Details of the Employees in IT Sector

Demographic Variables	Options	Frequency	Percentage
Gender	Male	48	60
	Female	32	40
	Total	80	100
Age	Below 20	15	18.8
	21-30	25	31.2
	31-40	24	30.0

	Above 41	16	20.0
	Total	80	100
Education	UG	32	40.0
	PG	34	42.5
	Professional course	10	12.5
	Diploma	04	05.0
	Total	80	100
Marital Status	Married	49	61.25
	Unmarried	31	38.75
	Total	80	100
Designation	Primary teacher	28	35.0
	Trained graduate teacher	25	31.25
	Post graduate teacher	27	33.75
	Total	80	100
Type of Family	Nuclear Family	49	61.3
	Joint Family	31	38.8
	Total	80	100
Members in Family	Less than 2	8	10.0
	2 - 4	33	41.3
	4 - 6	23	28.8
	More than 6	16	20.0
	Total	80	100
Monthly Income	below 20000	11	13.8
	20001- 30000	16	20.2
	30001 - 40000	31	38.8
	Above 40001	22	27.5
	Total	80	100

Experience	< 2 Years	13	16.3
	2 - 4 Years	19	23.8
	4 - 6 Years	25	31.3
	> 6 Years	23	28.8
	Total	80	100
Mode of Transport	School Transport	30	37.5
	Public Transport	24	30.0
	Own Vehicles	26	32.5
	Total	80	100
Working Hours	Less than 7 hrs	14	17.5
	7 - 10 hrs	34	42.5
	10 - 12 hrs	20	25.0
	More than 12 hrs	12	15.0
	Total	80	100

Source: Primary data collection

It is apparent from the above table that 35% of the respondents are male and the remaining 65% are female. 31.2% of the teachers are under the age category of 21-30 years, followed by 30% of teachers under the age category of 31- 40 years. Nearly 20% of the respondents are above 41 years, whereas the respondents in the age group less than 20 years are 18.8%. With reference to the result on educational qualification, 40% of the respondents were undergraduates, 42.5% of the respondents had completed their post graduate and the rest of the respondents were knowledgeable with diploma or professional course qualification. It is clear that nearly 61.25% of the private teachers were married and 38.75% were unmarried. With relate to designation of the respondents, 35% of the teachers designated as primary teachers followed by 33.75% as post graduate teacher and the balance 31.25% as trained graduate teacher. To mention with the type of family, it is inferred that 61.3% of the respondents are from nuclear family and the rest 38.8% of the respondents are from joint family. With regards to the size of the family nearly 41.3% of the teachers family sized with 2-4 members, followed by 28.8% with 4-6 members and nearly 10% of the family sized with less than two members. Perusal of the results depicted in the table states that nearly 38.8% of the private school teachers were earning Rs. 30,001 to 40000 per month, 27.5% of the teachers were earning above Rs. 40,001 per month. The table also shows that only 13.8% of the teachers were earning less than Rs. 20,000 per month. Work experience provides the proficiency and capability for the employees. It is evident from the table, that the work experience of 31.3% the respondent are from 4-6 years of experience, followed by 28.8% with more than 6 years of experience and 23.8% with 2-4 years of experience. With mention

transportation, 28 respondents use school bus as their mode of transportation followed by bus users, own vehicles users and trains users.

It is apparent from Table that the work timing of the respondents are from less than 7 hours with 17.5% , 7 to 10 hours with 42.5% followed by 10–12 hours with 25%. Therefore the study results that majority of the private school teachers are from different demographic background, with different educational qualification and income level.

Hypothesis:

Ho1: There is no significant difference between age group of the respondents and the emotional intelligence factors

Ho2: There is no significant difference between educational qualification of the respondents and the emotional intelligence factors

Ho3: There is no significant difference between income level of the respondents and the emotional intelligence factors

Table: 1.2 ANOVA – Age group with respect to Emotional intelligence dimensions

ANOVA		Sum of Squares	Df	Mean Square	F	Sig.
SELF REGULATION	Between	8.219	3	2.740	2.594	.059
	Within	80.268	76	1.056		
	Total	88.488	79			
SELF AWARENESS	Between	18.446	3	6.149	3.408	.022
	Within	137.104	76	1.804		
	Total	155.550	79			
MOTIVATION	Between	28.456	3	9.485	6.831	.000
	Within	105.532	76	1.389		
	Total	133.988	79			
EMPATHY	Between	23.698	3	7.899	4.162	.009
	Within	144.252	76	1.898		
	Total	167.950	79			
SOCIAL SKILL	Between	17.202	3	5.734	4.082	.010
	Within	106.748	76	1.405		
	Total	123.950	79			

The P value is less than or equal to 0.01 for motivation, empathy and social skill factors in relation to age group of the respondents. As per the value analyzed and stated in the table,

the null hypothesis is rejected and confirmed that there is a significant relationship between the dependent and independent variable. It has been found that self-regulation ($F=2.594$, $P=.059$) is not statistically significant in relation to the age of the respondents when compare to self-awareness ($F=3.408$, $P=.022$) which is significant at 5 % level. The rest of the factors are highly significant when compare to age group of the respondents.

Table: 1.3 ANOVA Educational qualifications with respect to Emotional intelligence dimensions

ANOVA		Sum of	df	Mean	F	Sig.
SELF REGULATION	Between	15.627	3	5.209	5.433	.002
	Within	72.861	76	.959		
	Total	88.488	79			
SELF AWARENESS	Between	7.473	3	2.491	1.278	.088
	Within	148.077	76	1.948		
	Total	155.550	79			
MOTIVATION	Between	25.301	3	8.434	5.897	.001
	Within	108.686	76	1.430		
	Total	133.988	79			
EMPATHY	Between	24.871	3	8.290	4.404	.007
	Within	143.079	76	1.883		
	Total	167.950	79			
SOCIAL SKILL	Between	26.289	3	8.763	6.820	.000
	Within	97.661	76	1.285		
	Total	123.950	79			

From the above table, the researcher infers that there exist a significant difference between Emotional intelligence factors with relation to the educational qualification of the respondents. From the table it is found that self-regulation ($F=5.433$, $P=.002$), motivation ($F=5.897$, $P=.001$), empathy ($F=4.404$, $P=.007$) and social skill ($F=6.820$, $P=.000$) factors are highly significant when compare to self-awareness ($F=1.278$, $P=0.088$) of Emotional intelligence which is not statistically significant.

Table: 1.4 ANOVA – Income level with respect to Emotional intelligence dimensions

ANOVA		Sum of	df	Mean	F	Sig.
SELF REGULATION	Between	6.244	3	2.081	1.923	.133
	Within	82.244	76	1.082		

	Total	88.488	79			
SELF AWARENESS	Between	33.831	3	11.277	7.041	.000
	Within	121.719	76	1.602		
	Total	155.550	79			
MOTIVATION	Between	47.763	3	15.921	14.033	.000
	Within	86.225	76	1.135		
	Total	133.988	79			
EMPATHY	Between	27.581	3	9.194	4.978	.003
	Within	140.369	76	1.847		
	Total	167.950	79			
SOCIAL SKILL	Between	25.450	3	8.483	6.546	.001
	Within	98.500	76	1.296		
	Total	123.950	79			

From the above table it has been observed that self-awareness ($F=7.041$, $P=.000$), motivation ($F=14.033$, $P=0.000$), empathy ($F=4.978$, $P=.003$) and social skill ($F=6.546$, $P=.001$) are highly significant in relation to the income level of the respondents. It is also found that the self-regulation ($F=1.923$, $P=.133$) is not statistically significant with reference to the income level of the respondents.

Managing emotions at workplace is a very important to ensure success of the organization. Based on the study it was found that the management of emotional intelligence benefits the institution in many ways. The demographic variables like age, educational qualification and the income level of the respondents are statistically significant with the emotional intelligence study variables of the private school teachers except for age with self-regulation, educational qualification with self-awareness and income level with self-regulation.

4. Discussion

The study concluded that effective management of emotions has led to productivity, happiness, job satisfaction and it also helps to enhance the relationship with their employees. Therefore emotional intelligence helps the teachers to improve their skills and to build a common ground by understanding the emotions of the students and their superiors. Emotions can be handled appropriately and effectively based on recognizing, understanding, expressing, and regulating both in terms of monetary and non-monetary ways. The emotions need to be understood properly by relating better to other people. The ability to express and control own emotions is important among teachers, which automatically leads to balance their work environment. At the same time the ability to understand, interpret and respond to the emotions of the students and colleagues is also equally important. Institutions need to

identify self-regulatory measures and it is also the duty of the superiors to create awareness among the subordinates. The ability of a teacher to understand the expectations and cognitive sense of the students is also significantly important. Social skills deal with the expectations of the society as a whole. These holistic approaches gives importance to the agile teaching pattern of emotions in order to deal with the expectations of the students as well as the society.

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