An Empirical Study on the Emotional Intelligence of College Teachers in Malappuram District, Kerala

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This study examines the emotional intelligence of college teachers in Malappuram District, Kerala, focusing on its role in managing academic challenges and enhancing well-being. By exploring factors influencing emotional intelligence across government, aided, and self-financed colleges, the research highlights how institutional contexts shape educators' emotional skills, offering insights to improve teacher well-being and educational quality.

Keywords: Emotional Intelligence, self- awareness, empathy, motivation, social skills, academia

INTRODUCTION

This study examines the role of emotional intelligence (EI) in the lives of college teachers in Malappuram District, Kerala, focusing on its impact on professional effectiveness, well-being, and job satisfaction. It explores variations in EI across government, aided, and self-financed institutions, offering insights into how emotional capabilities influence educators' quality of life and their contributions to academia.

SIGNIFICANCE OF THE STUDY

College teachers face significant stress and burnout, making emotional intelligence (EI) a key factor in enhancing their well-being, job satisfaction, and effectiveness. EI shapes classroom dynamics, student-teacher relationships, and the learning environment, positively influencing student outcomes such as performance and engagement. With faculty development and retention gaining focus, understanding EI provides insights into creating supportive work environments. This study adds to the limited research on EI in academia, highlighting its role in improving educators' emotional resilience and institutional effectiveness.

SCOPE OF THE STUDY

The study analyzes college teachers' Emotional Intelligence (EI), exploring whether they are emotionally intelligent and examining differences in EI across government, aided, and self-financed colleges in Malappuram District, Kerala. It identifies factors influencing EI and includes data from 500 teachers across 50 institutions—5 government, 10 aided, and 35 self-financing colleges. The findings aim to provide insights into enhancing EI.

OBJECTIVES OF THE STUDY

- To identify the factors influencing emotional intelligence of college teachers in Malappuram District, Kerala.

- To know the significant difference between Govt, Aided, and Self-finance college teachers on various dimensions of emotional intelligence.

RESEARCH METHODOLOGY

This study focuses on Emotional Intelligence (EI) among college teachers in Malappuram District, Kerala. The population comprises 97 colleges, including 9 government, 19 aided, and 69 self-financing institutions. From the total population of colleges in Malappuram District, Kerala, a lot basis selection method is used to choose 5 Government Colleges, 10 Aided Colleges, and 35 Self-financing Colleges. A sample of 500 teachers was selected using Proportionate Stratified Random Sampling. Ten teachers are randomly chosen within each of these selected colleges. Selection criteria considered the years of existence of colleges to include leading institutions. By analyzing EI across diverse types of colleges, the study aims to identify influencing factors and institutional differences, offering insights into improving educators' emotional capabilities.

HYPOTHESIS OF THE STUDY

Null Hypothesis – 1 – Kruskal Wallis test : H0: There is no significant difference between the mean scores of Government college teachers, aided college teachers, and self-financed college teachers on various dimensions of emotional intelligence.

SOCIO-ECONOMIC PROFILE AND FACTORS INFLUENCING EMOTIONAL INTELLIGENCE AMONG GOVERNMENT, AIDED AND SELF-FINANCE COLLEGE TEACHERS

Socio-Demographic Characteristics of the College Teachers

	SEP Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	211	42.2	42.2	42.2
	Female	289	57.8	57.8	100.0
	Total	500	100.0	100.0	
Age	Upto 25	35	7.0	7.0	7.0
	26-35	280	56.0	56.0	63.0
	36-45	170	34.0	34.0	97.0
	46-55	15	3.0	3.0	100.0
	Total	500	100.0	100.0	
Educational Qualification	Post Graduation	136	27.2	27.2	27.2
	Post Graduation with NET	135	27.0	27.0	54.2
	M.Phil Only	71	14.2	14.2	68.4
	M.Phil with NET	132	26.4	26.4	94.8
	PhD	26	5.2	5.2	100.0
	Total	500	100.0	100.0	
Type of College	Self-Financing	350	70.0	70.0	70.0
	Aided	100	20.0	20.0	90.0

	SEP Variables	Frequency	Percent	Valid Percent	Cumulative Percent
	Government	50	10.0	10.0	100.0
	Total	500	100.0	100.0	
	Below 20000	258	51.6	51.6	51.6
	20001-40000	127	25.4	25.4	77.0
Monthly Income (in ₹)	40001-60000	25	5.0	5.0	82.0
	60001-80000	20	4.0	4.0	86.0
	Above 80000	70	14.0	14.0	100.0
	Total	500	100.0	100.0	
	Less than 5 years	143	28.6	28.6	28.6
	5-10 years	262	52.4	52.4	81.0
Teaching Experience	11-15 years	85	17.0	17.0	98.0
	16-20 years	10	2.0	2.0	100.0
	Total	500	100.0	100.0	
	Part-time	11	2.2	2.2	2.2
Employment Status	Full Time	489	97.8	97.8	100.0
	Total	500	100.0	100.0	
	Divorce / Widow	36	7.2	7.2	7.2
	Unmarried	98	19.6	19.6	26.8
Marital Status	Married	366	73.2	73.2	100.0
	Total	500	100.0	100.0	
	Only 2 members	40	8.0	8.0	8.0
Number of Dependents	3-5 members	340	68.0	68.0	76.0
	6 and more than 6 members	120	24.0	24.0	100.0
	Total	500	100.0	100.0	
	Nuclear family	308	61.6	61.6	61.6
Type of Family	Joint Family	192	38.4	38.4	100.0
	Total	500	100.0	100.0	
	Professor	5	1.0	1.0	1.0
Designation	Associate Professor	6	1.2	1.2	2.2
	Assistant Professor	489	97.8	97.8	100.0

SEP Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Total	500	100.0	100.0	

The study's sample of 500 college teachers in Malappuram District highlights the following insights into Emotional Intelligence (EI) and demographics:

Gender: 42.2% male, 57.8% female. Age: Majority aged 26-35 years, followed by 36-45 years. Education: 27.2% hold post-graduate degrees, 27% with post-graduation and NET, 26.4% with M.Phil and NET, and 5.2% hold Ph.D's. Employment Type: 70% in self-financing colleges, 20% in aided, and 10% in government colleges. Income: 51.6% earn below ₹20,000, with 14% earning above ₹80,000. Experience: 52.4% have 5-10 years of experience, with fewer teachers in higher experience brackets. Employment Status: 97.8% are full-time. Marital Status: 73.2% married, 19.6% unmarried. Dependents: 68% have 3-5 dependents. Family Type:61.6% in nuclear families. Designation: 97.8% are Assistant Professors.

THE FACTORS INFLUENCING EMOTIONAL INTELLIGENCE OF COLLEGE TEACHERS

Factors Influencing Emotional Intelligence

	Number	Mean	Rank
Communication skill	500	4.1040	**1**
Optimism	500	3.6760	2
Empathy	500	3.2380	3
Assertiveness	500	2.3260	4
Problem-solving	500	1.6320	**5**
Valid N	500		

According to the Weighted Average Method, the study identifies the following key factors influencing Emotional Intelligence (EI) among college teachers:
Communication Skills (Mean: 4.1040): Ranked as the most influential factor, highlighting its critical role in enhancing EI. Optimism (Mean: 3.6760): Ranked second, emphasizing the importance of a positive outlook in managing emotions. Empathy (Mean: 3.2380): Ranked third, reflecting the value of understanding and sharing others' emotions. Assertiveness (Mean: 2.3260): Ranked fourth, indicating the importance of expressing needs respectfully and confidently. Problem-Solving (Mean: 1.6320): Ranked as the least influential factor, suggesting a lower perceived impact on EI.
The analysis underscores communication skills as the most significant factor for improving Emotional Intelligence among college teachers.

THE DIFFERENCE BETWEEN GOVT, AIDED, AND SELF-FINANCE COLLEGE TEACHERS ON VARIOUS DIMENSIONS OF EMOTIONAL INTELLIGENCE
Null Hypothesis – 1 – Kruskal Wallis Test

H0: There is no significant difference between the mean scores of Government college teachers, aided college teachers, and self-financed college teachers on various dimensions of emotional intelligence.

Dimensions of Emotional Intelligence

Dimensions	Type of College	N	Mean Rank
I usually recognize when I am stressed	Self Financing	350	235.74
	Aided	100	318.57
	Govt	50	217.67
	Total	500	
I realize immediately when I lose my temper	Self Financing	350	231.77
	Aided	100	321.80
	Govt	50	238.99
	Total	500	
Awareness of my own emotions is very important to me at all times	Self Financing	350	234.87
	Aided	100	301.78
	Govt	50	257.33
	Total	500	

Test Statistics

	I Usually Recognize When I Am Stressed	I Realize Immediately When I Lose My Temper	Awareness of My Own Emotions is Very Important to Me at All Times
Chi-Square	31.543	34.023	19.887
df	2	2	2
Asymp. Sig.	.000	.000	.000

Source: Primary Data

Table reveals significant differences in self-awareness among college teachers from different types of colleges. The small p-values for statements on recognizing stress, losing temper, and valuing emotional awareness indicate that these differences are statistically significant. The high Chi-Square values further support the conclusion that self-awareness varies across college types.

Self-Regulation

Dimensions	Type of College	N	Mean Rank
I can 'reframe' bad situations quickly.	Self Financing	350	226.51
	Aided	100	347.40
	Govt	50	224.65
	Total	500	

I can suppress my emotions when I need to	Self Financing	350	248.94
	Aided	100	291.68
	Govt	50	179.09
	Total	500	

Source: Primary Data

Test Statistics

	I Can 'Reframe' Bad Situations Quickly	I Can Suppress My Emotions When I Need to
Chi-Square	65.835	24.091
df	2	2
Asymp. Sig.	.000	.000

Table shows significant differences in self-regulation responses among college teachers from different types of colleges. The small p-values (Asymp. Sig.) for both statements on self-regulation—"reframing" bad situations and suppressing emotions—indicate that these differences are not due to random chance. The high Chi-Square values further support the conclusion that self-regulation varies significantly across college types. This suggests that the type of college (Self-Financing, Aided, or Government) influences how teachers respond to self-regulation-related situations.

Self- Motivation

Dimensions	Type of College	N	Mean Rank
I am always able to motivate myself to do difficult tasks	Self Financing	350	233.49
	Aided	100	306.16
	Govt	50	258.28
	Total	500	

Dimensions	Type of College	N	Mean Rank
I can usually prioritize important activities at work and get on with them.	Self Financing	350	222.79
	Aided	100	346.22
	Govt	50	253.01
	Total	500	
I always encourage my students to take part in curricular and non-curricular activities.	Self Financing	350	243.96
	Aided	100	276.47
	Govt	50	244.32
	Total	500	

Source: Primary Data

Test Statistics			
	I am always able to motivate myself to do difficult tasks	I am usually able to prioritize important activities at work and get on with them	I always encourage my students to take part in curricular and non-curricular activities
Chi-Square	22.222	66.814	5.050
df	2	2	2
Asymp. Sig.	.000	.000	.080

Table shows significant differences in self-motivation responses among college teachers from different types of colleges. The small p-values for the first two statements—"I can motivate myself for difficult tasks" and "I prioritize important work activities"—indicate significant differences. However, the higher p-value (0.080) for the statement "I encourage my students to participate in activities" suggests no strong evidence of significant differences across college types for this statement. The analysis suggests that the type of college (Self-Financing, Aided, or Government) influences how teachers respond to self-motivation statements, especially in motivating themselves and prioritizing work. However, for the statement on encouraging students' participation in activities, the differences among college types are less pronounced. A higher percentage of teachers show significant differences in self-motivation for the first two statements, while the difference is lower for the third statement.

Empathy

	Type of College	N	Mean Rank
I am always able to see things from the other person's viewpoint	Self Financing	350	238.24
	Aided	100	292.35
	Govt	50	252.65
	Total	500	
I am excellent at empathizing with someone else's problem	Self Financing	350	232.52
	Aided	100	318.87
	Govt	50	239.60
	Total	500	
I feel bad, when I can't give enough time to spend with my family	Self Financing	350	254.30
	Aided	100	236.43
	Govt	50	252.07
	Total	500	
I was emotionally down, when my pay was not on time.	Self Financing	350	246.07
	Aided	100	257.49
	Govt	50	267.50
	Total	500	
I feel stress for balancing my personal life	Self Financing	350	231.52
	Aided	100	345.80
	Govt	50	192.74
	Total	500	

Test Statistics

	I am always able to see things from the other person's viewpoint	I am excellent at empathizing with someone else's problem	I feel bad when I can't give enough time to spend with my family	I was emotionally down when my pay was not on time.	I feel stressed for balancing my personal life.
Chi-Square	12.511	34.537	1.456	1.393	62.239
df	2	2	2	2	2
Asymp. Sig.	.002	.000	.483	.498	.000

Table 4.7 significant differences in empathy responses among college teachers from different types of colleges. The small p-values for "seeing things from another's viewpoint" and "empathizing with others' problems" suggest significant differences, while higher p-values for other empathy aspects indicate no strong evidence of differences. The analysis suggests that college type influences teachers' empathy, particularly in understanding others' perspectives, but not as much for other empathy-related aspects.

Social Skill

Dimensions	Type of College	N	Mean Rank
I am an active listener	Self-Financing	350	249.39
	Aided	100	273.53
	Govt	50	212.20
	Total	500	
I generally build solid relationships with those I work with	Self-Financing	350	245.93
	Aided	100	283.47
	Govt	50	216.53
	Total	500	
I love to meet new people and get to know about them	Self-Financing	350	239.26
	Aided	100	295.58
	Govt	50	239.02
	Total	500	

Source: Primary Data

Test Statistics

	I am an active listener	I generally build solid relationships with those I work with	I love to meet new people and get to know about them
Chi-Square	7.265	10.504	14.414
df	2	2	2
Asymp. Sig.	.026	.005	.001

Table shows significant differences in social skill responses among college teachers from different types of colleges. The p-values for all three statements on active listening, building relationships, and meeting new people are below 0.05, indicating significant differences. The Chi-Square values further support this. The analysis suggests that college type influences teachers' social skills, particularly in listening, relationship-building, and interacting with new people, with high percentages of teachers showing significant differences.

Descriptive Statistics (Emotional Intelligence)

Items	Mean	SD	Cronbach's Alpha
I usually recognize when I am stressed. (EI 1)	3.76	1.126	
I realize immediately when I lose my temper (EI 2)	3.81	1.095	
Awareness of my own emotions is very important to me at all times (EI 3)	4.20	1.011	
I can reframe bad situations quickly (EI 4)	3.63	.934	
I can suppress my emotions when I need to (EI 5)	3.57	.863	
I am always able to motivate myself to do difficult tasks (EI 6)	3.88	1.073	
I am usually able to prioritize important activities at work and get on with them (EI 7)	4.07	.9331	
I always encourage my students to take part in curricular and noncurricular activities (EI 8)	4.04	.994	.875
I am always able to see things from the other's point of view (EI 9)	3.97	.870	
I am excellent at empathizing with someone else problem (EI 10)	4.35	.783	
I feel bad when I can't give enough time to spend with my family (EI 11)	3.75	1.053	
I was emotionally down, when my way was not on time (EI 12)	4.19	.970	
I feel stress for balancing my personal life (EI 13)	4.32	.678	
I am an active listener (EI 14)	4.05	.879	
I generally build solid relationships with those I work with (EI 15)	3.77	.969	
I love to meet new people and get to know about them (EI 16)	3.38	1.105	

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.817
	Approx. Chi-Square	3491.516
Bartlett's Test of Sphericity	df	120
	Sig.	.000

Total Variance Explained

Comp.	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.888	36.801	36.801	5.888	36.801	36.801	3.358	20.987	20.987
2	1.613	10.084	46.885	1.613	10.084	46.885	2.744	17.153	38.140

| 3 | 1.401 | 8.756 | 55.641 | 1.401 | 8.756 | 55.641 | 1.938 | 12.114 | 50.254 |
| 4 | 1.073 | 6.708 | 62.349 | 1.073 | 6.708 | 62.349 | 1.935 | 12.095 | 62.349 |

Extraction Method: Principal Component Analysis.

Rotated Component Matrix

Statements	Components			
	Motivation	**Comprehension**	**Resourceful**	**Perfunctory**
I am excellent at empathizing with someone else problem (EI 10)	**.832**	.077	-.060	.260
I am always able to see things from the others point of view (EI 9)	**.714**	.259	.105	.286
I am usually able to prioritize important activities at work and get on with them (EI 7)	**.698**	.313	.254	.068
I was emotionally down, when my way was not on time (EI 12)	**.695**	.208	.138	.157
I realize immediately when I lose my temper (EI 2)	.275	**.716**	.165	-.029
I usually recognize when I am stressed. (EI 1)	.054	**.705**	.302	.137
I can suppress my emotions when I need to (EI 5)	.108	**.613**	-.043	-.020
I always encourage my students to take part in curricular and noncurricular activities (EI 8)	.544	**.550**	.052	.205

Statements	Components			
	Motivation	**Comprehension**	**Resourceful**	**Perfunctory**
I am always able to motivate myself to do difficult task (EI 6)	.420	**.536**	.081	.206
Awareness of my own emotions is very important to me at all times (EI 3)	.409	**.484**	.137	-.220
I generally build solid relationships with those I work with (EI 15)	.008	.067	**.817**	.131

I love to meet new people and get to know about them (EI 16)	.096	.258	**.670**	.397
I feel bad, when I can't give enough time to spend with my family (EI 11)	.474	.079	**.655**	-.261
I am an active listener (EI 14)	.226	-.138	.066	**.817**
I feel stress for balancing my personal life (EI 13)	.388	.136	.376	**.655**
I can reframe bad situations quickly (EI 4)	.144	.453	.025	**.515**

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Rotation converged in 7 iterations.

The analysis revealed four factors explaining 62.349% of the variance in Emotional Intelligence. Motivation: Explained 36.801% of the variance with an Eigenvalue of 5.888. Comprehension: Explained 10.084% of the variance with an Eigenvalue of 1.613. Resourceful: Explained 8.756% of the variance with an Eigenvalue of 1.401. Perfunctory: Explained 6.708% of the variance with an Eigenvalue of 1.073.

After seven iterations, these four factors—Motivation, Comprehension, Resourceful, and Perfunctory—cumulatively explained 62.349% of the variance in Emotional Intelligence.The analysis infers that the four-factor solution for Emotional Intelligence includes Motivation, Comprehension, Resourcefulness, and Perfunctory constructs, explaining a total variance of 62.349%.

KEY FINDINGS

- The Weighted Average Method ranks communication skills highest in emotional intelligence, while problem-solving ranks lowest with a mean score of 1.6320.
- Significant Differences in Self-Awareness: College teachers from different types of colleges show significant differences in their self-awareness, specifically in recognizing stress, losing temper, and valuing emotional awareness.
- Significant Differences in Self-Regulation: College teachers from different types of colleges exhibit significant differences in self-regulation, particularly in their ability to "reframe" bad situations quickly and suppress emotions when needed.
- Significant Differences in Self-Motivation: The type of college (Self-Financing, Aided, or Government) may influence how teachers approach self-motivation, particularly in personal motivation and work prioritization, but may have less impact on encouraging student participation in activities.
- Significant Differences in Empathy: College teachers from different types of colleges exhibit significant differences in empathy, particularly in their ability to see things from another person's viewpoint and empathize with others' problems.
- Limited Differences in Other Aspects of Empathy: The differences among college types are less pronounced in other empathy-related aspects, such as feeling bad about not spending time with family or feeling stressed about balancing personal life.
- Influence of College Type: The type of college (Self-Financing, Aided, or Government) may impact teachers' responses to specific aspects of empathy, especially in understanding and empathizing with others, but may have less effect on other emotional aspects like family and work-life balance.

- Significant Differences in Social Skills: College teachers from different types of colleges display significant differences in social skills, particularly in being active listeners, building solid work relationships, and enjoying meeting new people.
- Strong Agreement on Emotional Intelligence: Teachers in Malappuram District generally have a strong positive perception of Emotional Intelligence, with all mean perception scores exceeding the midpoint of 3.0. The Emotional Intelligence measure showed excellent reliability with a Cronbach's Alpha of 0.875, indicating high internal consistency.
- **Four Emotional Intelligence Components Identified**

The Emotional Intelligence dimension from 500 respondents was successfully extracted into four factors, explaining 62.349% of the variance together. These factors are Motivation, 36.801% variance (Eigenvalue = 5.888); comprehension, 10.084% variance (Eigenvalue = 1.613); resourceful, 8.756% variance (Eigenvalue = 1.401); and Perfunctory, 6.708% variance (Eigenvalue = 1.073). They represent distinct sub-groups of Emotional Intelligence, with the extraction process involving seven iterations.

- Motivation: Includes items like empathizing with others, seeing things from different viewpoints, prioritizing work, and managing emotional setbacks.
- Comprehension: Includes recognizing temper and stress, suppressing emotions, encouraging student participation, motivating oneself, and valuing emotional awareness.
- Resourcefulness: Includes building relationships, meeting new people, and managing family time.
- Perfunctory: Includes active listening, managing personal stress, and reframing bad situations. The items within each component have high factor loadings, indicating solid associations with their respective Emotional Intelligence constructs.

CONCLUSION

The results emphasize how crucial it is to develop college instructors' emotional intelligence in order to support their well-being and productivity. The suggestions made offer a structure for establishing a motivating and encouraging workplace where educators can flourish both personally and professionally. By putting these suggestions into practice, educational institutions can develop emotionally intelligent and contented educators who are ready to motivate and support the upcoming generation of students.

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