

Determinants of Emotional Intelligence of Physical Education Teachers

Dr. D. Rajasekaran* & Dr. M. Chithirai Selvan**

* Assistant Professor, Department of Commerce (PA)

** Assistant Professor, PG & Research Department of Commerce,
Nallamuthu Gounder Mahalingam College, Pollachi, Tamilnadu

rajasekaran3d@gmail.com & drchithiraingm@gmail.com

Abstract

This research paper aims at investigating the nature of association of emotional intelligence of physical education teachers and the variables influencing their emotional intelligence. The data used in the study is primary in nature which has been collected through issue of structured questionnaire in both Tamil and English language. A sample of 253 physical education teachers working in Coimbatore district has been selected through Snowball sampling technique. Correlation, Multiple Regression and Step-wise Regression analysis are applied in analyzing the data. The study discloses that physical education teacher who are working with high grade designation; more number of working hours per day; male category teachers and teachers who have high family income per month have high level of emotional intelligence.

Key Words: Emotional intelligence – Physical Education Teachers.

Introduction

Emotional intelligence plays a decisive role among employees in all organizations including the educational institutions as it has directly related to the turnover or burnout, attitudes, performance and their mental well-being. Hence, it is apparent that the role of emotional intelligence is very much significant in the work place. Salaski and Gartwright (2002) disclose that people, who have more emotional intelligence have added life satisfaction, more controlled, spiritualist, prudent, affluent and participate in others emotion. Further, Law et al. (2004) reveal that employees who are emotionally intelligent have done their tasks better than others in the organization. Goleman and Boyatzis (2000) devised four dimensions of emotional intelligence namely self-awareness, self-management, social awareness and relationship management which can lift motivation to students and the teaching of them will be ideal for students and such teachers will be certainly satisfied in their service. Study conducted by Singh Dalip (2003) found that teachers need to be high in their emotional intelligence to be successful. Sutton and Wheately (2003) highlighted that emotional competence of teachers is necessary both in general for their own well-being and for effectiveness and quality in carrying out teaching learning process in the classroom and in particular for the socio-emotional development of the students. In this perspective, an endeavor has been made in this study to identify the nature of association of emotional intelligence and variables leading to emotional intelligence of physical education teachers working in different educational institutions in Coimbatore District.

Emotional Intelligence

In the present study, the **Goleman and Boyatzis Scale (2000)** have been used to measure the emotional intelligence of physical education teachers. There are four dimensions of emotional intelligence namely self-awareness, self-management, social awareness and relationship management which consist of several sub-competencies and these are briefly explained in the following paragraphs.

(i) Self-Awareness indicates understanding one's own emotions together and recognizing their impact. It includes several competencies like

- a. *Emotional self-awareness*: Recognizing one's feelings and their effect on individual performance including recognizing of a tendency to avoid problems or situations that cause distress
- b. *Accurate self-assessment*: Knowing one's own strength and limit
- c. *Self-confidence*: A strong sense of one's self-worth and capabilities

(ii) Self-Management focuses control towards achievement of goals. It contains

- a. *Emotional self-control*: Keeping disruptive emotions and impulse under control
- b. *Transparency*: Maintaining integrity and acting congruently with one's value
- c. *Optimism*: persistence in pursuing goals despite obstacles and setbacks
- d. *Adaptability*: The ability to adapt to change and work effectively as circumstances changes
- e. *Achievement*: The drive to meet an internal standard of excellence
- f. *Initiative*: The readiness to act in order to seize an opportunity

(iii) Social Awareness is adjusted to how others feel. It consists of

- d. *Empathy*: Understanding others' feelings and perspectives and taking an active interest in their concern
- e. *Organizational awareness*: Understanding the organization's issues, dynamics and politics
- f. *Service orientation*: Recognizing and meeting students' needs

(iv) Relationship Management is the ability to guide the emotional tone of the group. It involves

- g. *Developing others*: Sensing other's development needs and bolstering their abilities
- h. *Inspirational leadership*: Inspiring and guiding others either as a group or an individual
- i. *Conflict management*: Resolving disagreement when they occur or preventing a disagreement from happening or growing
- j. *Change channel*: Initiating or managing changes
- k. *Teamwork and collaboration*: Working with others towards shared goals and guiding the group to achieve a collective goal
- l. *Influence*: The ability to persuade others

Review of literature

Jaya Amantha Kumar and Balakrishnan Muniandy (2012) in their study find that emotional intelligence improves with age and experience, which shows that growth of emotional intelligence increases with maturity. Amit Kauts and Vijay Kumar (2013) in their study reveal that teachers with low emotional intelligence experienced more occupational stress than teachers with high emotional intelligence. Sudhamayi (2013) in her study discloses that there exists a significant negative correlation between emotional intelligence and personal strain. Turkey Nuri Tok and Sukran Tok and Sevda Dogan Dolapcioglu (2013) in their study find that emotional intelligence significantly predicts student-centered classroom management. Also, they disclose that there exists a positive and significant relationship between primary school teachers' level of emotional intelligence and student-centered classroom management approaches. Pravin Laxman Kothawade (2014) in his study exposes that the emotional intelligence of higher secondary school teachers is high and majority of them are satisfied in their job. Also, he observes that there exists a positive relationship between emotional intelligence and job satisfaction of higher secondary school teachers. Sarvamangala (2015) in his study shows that secondary school teachers who possess high emotional quotient are high in their attitude towards teaching profession, students, social work and professional growth. Also, she reveals

that identification of the area of emotional intelligence and teacher attitude might help the secondary school teachers to exploit their classroom activities and their personal life.

From the analysis of the review of literature, it is observed that none of the researchers have made such an attempt to study the Emotional Intelligence of Physical Education Teachers and it is considered as the research gap for this study. To fill this vacuum, the present study has been carried out on determinants of emotional intelligence of physical education teachers in Coimbatore District.

Statement of the problem

Physical education (PE) teachers are occupying a strong position in all organization including teaching and non-teaching, as they are preparing the students by not only the theoretical method, but also physically and mentally. Their daily work is exercising to fitness them and motivating students physically through giving some exercise physically or mentally. Further, it is observed that physical education teachers have to mentally balance with two factors namely, *external factors* which are institutional environment, family situation, political issues and management and other side is *internal factors* which include personal behaviour, self-emotions, etc. so their work involvement depends upon their emotions. Thus, emotions play a vital role to determine the job involvement of physical education teachers. This raises the following questions: What is their nature of relationship with emotional intelligence? What are the variables that influence their emotional intelligence?

Objectives of the study

- To find the nature of association between the select variables and level of emotional intelligence
- To identify the impact between the select variables and level of emotional intelligence
- To know the prominent association of select variables and level of emotional intelligence

Research methodology

The study is mainly based on primary data and the data required for the study have been collected through issue of structured questionnaire which is prepared both in Tamil and English language. The questionnaire contains questions relating to the personal profile, occupational details and emotional intelligence (Goleman's scale) of physical education teachers. A sample of 253 physical education teachers working in Colleges and Universities in Coimbatore district have been selected by adopting snowball sampling technique. The statistical tools like Correlation, Multiple Regression and Step-wise Regression analysis are used to analyze the data.

Findings of the study

Findings of the study is categorized in three aspects namely i) nature of association between the select variables with emotional intelligence ii) the impact between the select variables with emotional intelligence iii) prominent association of select variables with emotional intelligence of physical education teachers.

i) Nature of Association of Select Variables with Emotional Intelligence of Physical Education Teachers

In order to scrutinize the nature of association of variables with the emotional intelligence of the physical education teachers, correlation analysis is employed. Partial correlation co-efficient has been found out first to finalise the variables that can be taken up for the correlation analysis. The variables considered for partial correlation are: area of residence namely urban, semi-urban and rural, age, gender, marital status, educational qualification like B.P.Ed., M.P.Ed., M.Phil. and Ph.D., qualified with NET/SET, type of family, status in the family, number of earning members in the family, number of non-earning members in the family, size of the family, monthly income, family income per month, family expenditure per month, type of institution, location of

institution, designation, nature of employment, working hours per day, working experience in the present institution, working experience in the previous institution, total teaching experience, distance between home and workplace and mode of transport. The emotional intelligence index is the variable with which association of these variables have been found out.

The variables with negligent partial correlation co-efficient are omitted as they are likely to have very thin association with emotional intelligence. Leaving out of such variables resulted in the following: area of residence namely semi-urban and rural, age, gender, educational qualification like B.P.Ed., M.P.Ed. and M.Phil., qualified with NET/SET, type of family, status in the family, number of earning members in the family, number of non-earning members in the family, size of the family, monthly income, family income per month, family expenditure per month, type of institution, location of institution, designation, nature of employment, working hours per day, working experience in the present institution, total working experience, distance between home and workplace and mode of transport. These are the variables used in Correlation, Multiple Regression and Step-wise regression analysis. The variables like Semi-urban, rural, B.P.Ed., M.P.Ed. and M.Phil. are introduced as dummy variables.

Table 1: Variables Associated with Emotional Intelligence of Physical Education Teachers – Correlation Analysis

Variables	R	r ²
Area of residence - Semi-urban	-0.078	0.006
Area of residence – Rural	0.076	0.006
Age	0.058	0.003
Gender	-0.150*	0.023
Educational qualification - B. P.Ed.	-0.032	0.001
Educational qualification - M. P.Ed.	0.020	0.000
Educational qualification - M.Phil.	-0.015	0.000
Qualified with NET/SET	-0.060	0.004
Type of family	0.015	0.000
Status in the family	-0.050	0.003
Number of earning members in the family	0.042	0.002
Number of non-earning members in the family	-0.083	0.007
Size of the family	-0.018	0.000
Monthly income	-0.004	0.000
Family income per month	-0.072	0.005
Family expenditure per month	-0.043	0.002
Type of institution	0.123	0.015
Location of institution	-0.027	0.001
Designation	0.194**	0.038
Nature of employment	0.077	0.006
Working hours per day	0.252**	0.064
Working experience in the present institution	-0.002	0.000
Total working experience	0.065	0.004
Distance between home and workplace	0.029	0.001
Mode of transport	-0.056	0.003

* Significant at five per cent level

** Significant at one per cent level

Of the twenty-five variables selected for the Correlation analysis, the three variables have been found to be significant. Of them, the *designation and working hours per day are found to be positively significant at one per cent level. whereas gender alone is found to be negatively significant at five per cent level.*

ii) Impact of Select Variables with Emotional Intelligence of Physical Education Teachers

In order to find out the variables that determine the emotional intelligence, all the variables included for Correlation analysis have been regressed on the emotional intelligence index. The following regression equation has been framed to ascertain the impact of the variable on the emotional intelligence of the physical education teachers.

$$\text{EII} = a + b_1 \text{ SU} + b_2 \text{ RUR} + b_3 \text{ AG} + b_4 \text{ GEN} + b_5 \text{ BP} + b_6 \text{ MP} + b_7 \text{ MPH} + b_8 \text{ NS} + b_9 \text{ TOF} + b_{10} \text{ SIF} + b_{11} \text{ EM} + b_{12} \text{ NEM} + b_{13} \text{ SOF} + b_{14} \text{ MI} + b_{15} \text{ FI} + b_{16} \text{ FE} + b_{17} \text{ TOI} + b_{18} \text{ LOI} + b_{19} \text{ DES} + b_{20} \text{ NOE} + b_{21} \text{ WH} + b_{22} \text{ WEPI} + b_{23} \text{ TWE} + b_{24} \text{ DWHW} + b_{25} \text{ MT} + e$$

where,

EII	=	Emotional Intelligence Index
a	=	Intercept Term
b ₁ ...b ₂₅	=	Regression Co-efficient
SU	=	Semi-Urban
RUR	=	Rural
AG	=	Age
GEN	=	Gender
BP	=	B.P.Ed.
MP	=	M.P.Ed.
MPH	=	M.Phil.
NS	=	Qualified with NET/SET
TOF	=	Type of Family
SIF	=	Status in the Family
EM	=	Number of earning Members in the family
NEM	=	Number of non-earning Members in the family
SOF	=	Size of the Family
MI	=	Monthly Income per month
FI	=	Family Income per month
FE	=	Family Expenditure
TOI	=	Type of Institution
LOI	=	Location of Institution
DES	=	Designation
NOE	=	Nature of Employment

WH	=	Working Hours per day
WEPI	=	Working Experience in the Previous Institution
TWE	=	Total Working Experience
DWHW	=	Distance between Home and Workplace
MT	=	Mode of Transport
e	=	Error Term

Table 2: Determinants of Emotional Intelligence of Physical Education Teachers – Multiple Regression Analysis

Variables	Regression coefficient	Standard error	T (d.f. =227)
Area of Residence - Semi-urban	-0.413	1.570	-0.263
Area of Residence – Rural	5.333*	2.279	2.340
Age	1.125	1.512	0.744
Gender	-3.908*	1.904	-2.053
Educational qualification - B. P.Ed.	-2.863	3.363	-0.851
Educational qualification - M. P.Ed.	0.445	2.385	0.186
Educational qualification - M.Phil.	0.403	1.817	0.222
Qualified with NET/SET	-3.224	2.145	-1.503
Type of Family	2.098	1.657	1.266
Status in the Family	2.188	1.978	1.106
Number of earning members in the family	2.176	2.244	0.970
Number of non-earning members in the family	-2.563	1.867	-1.373
Size of the Family	1.647	2.036	0.809
Monthly Income	0.806	1.351	0.597
Family Income Per Month	-2.935*	1.337	-2.194
Family Expenditure Per Month	0.213	1.019	0.209
Type of Institution	4.361*	2.176	2.004
Location of Institution	-1.717	1.265	-1.357
Designation	1.198	0.700	1.711
Nature of Employment	0.959	1.676	0.572
Working Hours per day	4.878**	1.476	3.304
Working Experience in the Present Institution	-2.253	1.319	-1.707
Total Working Experience	1.980	1.532	1.293
Distance between home and workplace	0.462	1.077	0.429
Mode of transport	-.565	0.745	-0.759

* Significant at five per cent level

** Significant at one per cent level

Constant	:	58.415
Standard Error of estimate	:	9.40644
Adjusted R Square	:	0.112
R Square	:	0.200**

Of the twenty-five variables considered in the Multiple Regression analysis, *the five variables are found to significantly influence the emotional intelligence namely, area of residence - rural, gender, family income per month, type of institution and working hours per day*. All these significant variables are combined and influencing the emotional intelligence of the physical education teachers with R square value of 20 per cent. Of these variables, the area of residence namely rural, type of institution and working hours per day are found to be positively significant with the emotional intelligence of the physical education teachers whereas the gender and family income per month are negatively significant with the emotional intelligence of the physical education teachers.

(iii) Variables Prominently Associated with Emotional Intelligence of Physical Education Teachers

To find out variables that are prominently associated with the emotional intelligence of the physical education teachers, step-wise regression is carried out.

Table 3: Variables Prominently Associated with Emotional Intelligence of Physical Education Teachers – Step-wise Regression Analysis

Step	Constant	WH	DES	GEN	R ²
1	62.827	5.496	-	-	0.064
2	60.917	4.819	1.451	-	0.084
3	65.089	4.533	1.466	-2.871	0.100

Of the twenty-five variables considered for the Step-wise Regression analysis, *the three variables are found to be prominently influenced the emotional intelligence of the physical education teachers namely working hours per day, designation and gender*. The variable ‘Working hours per day’ alone contributes 6.4 per cent to the variation in the emotional intelligence of the physical education teachers. The ‘Designation’ along with the ‘Working hours per day’ accounts for 8.4 per cent variation in the emotional intelligence of the physical education teachers and the contribution has been increased by 2.0 per cent. The ‘Gender’ is the third variable which is introduced along with the above two variables have increased the total contribution from 8.4 per cent to 10.0 per cent with an individual contribution of 1.6 per cent.

Conclusion

The present study focuses on determinants of emotional intelligence of physical education teachers working in Coimbatore district. The **Correlation analysis** depicts that the variables like area of residence - rural, gender, family income per month, type of institution, designation and working hours per day are positively influencing the emotional intelligence of the physical education teachers. The **Multiple Regression analysis** shows that area of residence - rural, gender, family income per month, type of institution and working hours per day are found to influence the emotional intelligence of the physical education teachers with the R square value of 20 per cent. Finally, the **Step-wise Regression analysis** indicates that working hours per day, designation and gender are prominently influencing the emotional intelligence of the physical education teachers. Therefore, the physical education teachers who are working with high grade designation, who are working more than eight hours per day, who have above 1,00,000 family income per month, who are male and who are working in university are exceedingly balanced their emotions in their work place. Hence, Female physical education teachers are advised to attend more number of yoga and meditation course and

stress management programme as they are found to have the low level of emotional intelligence. The PE teachers who are working less number of hours per day are found with the low level of emotional intelligence so that they are advised to spend more time with students to gain more experience and confidence in handling the students. The PE teachers who are at depleted designation are found with the low level of emotional intelligence hence they may be suggested to enrich their emotional balance by taking part in more mind management programmes. Since the PE teachers who are working in Colleges are found to have the low level of emotional intelligence, the Colleges are suggested to invest more funds in enhancing their infrastructural and other facilities related to the physical education department in par with Universities.

References

Amit Kauts and Vijay Kumar (2013), "Occupational stress in Relation to Emotional Intelligence, Age and Qualification among Secondary School Teachers", *International Journal of Education and Psychological Research*, Vol. No.2 (4), pp. 60-74

Goleman, D., Boyatzis, R. E. and K. S. Rhee (2000), "Clustering Competence in Emotional Intelligence: Insights from the Emotional Competence Inventory", *Handbook of Emotional Intelligence*, available at http://www.eiconsortium.org/reprints/clustering_competencies_inights_from_the_eci360.html pp. 343-362

Jaya Amantha Kumar and Balakrishnan Muniandy (2012), "The Influence of Demographic Profiles on Emotional Intelligence: A Study on Polytechnic Lectures in Malaysia", *International Online Journal of Educational Sciences*, Vol. No.4 (1), pp. 62-70

Law, K., Wong, C. and L. Song (2004), "The construct and criterion validity of emotional intelligence and its potential utility for management studies", *Journal of Applied Psychology*, Vol. No. 89, pp. 483-496

Pravin Laxman and Kothawade (2014), "Study of Emotional Intelligence and Job Satisfaction of Higher Secondary School Teachers", *Indian Journal of Research*, Vol. No. 3 (6), pp. 45-47

Salaski, M., and Gartwright, S. (2002), "Health, Performance and Emotional Intelligence: an Exploratory study of Retail Managers", cited by Ngozi Sydney-Agbor, Richards E. Ebeh, Barnabas E. Nwankwo and Solomon A. Agu (2004), "Influence of Emotional Intelligence and Gender on Job Satisfaction among Local Government Employees", Vol. No. 2(4), pp. 86-89

Sarvamangala (2015), "A Correlation Study of Emotional Intelligence and Teachers Attitude among Secondary School Teachers", *Indian Journal of Applied Research*, Vol. No.5 (5), pp.769-771

Singh Dalip (2003), "Emotional Intelligence at Work: A Professional Guide", New Delhi: Sage Publications

Sudhamayi (2013), "Emotional Intelligence and Personal Strain among High School Teachers: A Correlation study", *International Journal of Advancements in Research & Technology*, Vol. No.2 (11), pp. 232-237

Sutton, R., & Wheatley, K. (2003), "Teachers' emotions and teaching: A review of the literature and directions for future research", *Educational Psychology Review*, Vol. No.15 (4), pp. 327-358

Turkey Nuri Tok and Sukran Tok and Sevda Dogan Dolapcioglu (2013), "The Relationship between Emotional Intelligence and classroom management approaches of primary school teachers", *Educational Research*, Vol. No.4 (2), pp.134-142