

Inter-Relationships and Predictors of Socio-Economic Factors towards Levels of Emotional Intelligence amongst Teaching Community in Private Academia

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Abstract

Emotional intelligence (EI) is expressed as an ability to understand oneself and others, particularly in understanding and usage of emotional information with competence, which includes an ability to understand, express, manage emotions of self and respond to emotions of others. The teaching professionals are generally entailed to embrace emotional competencies like compassion, comfort and harmony while dealing with group. The role of emotional intelligence in teaching community especially in private academia is very crucial as emotional skills are linked with classroom management, performance and teacher retention factors, which results in long term effects on their teaching career. The present research study addresses on higher levels of emotional intelligence which are inter-related with an array of constructive outcomes like healthier workplace behaviour for physical and mental health leads to professional enhancement. The study of emotional intelligence amongst teaching community working in private self-financing academia in Coimbatore district, Tamil Nadu was conducted with various socio-economic factors and levels of emotional intelligence to address the research gap and also to fulfil the objectives of this research study.

Keywords: Compassion, Emotional Competence, Emotional Intelligence, Emotional Skills, Harmony, Private Academia, Professional Excellence, Teaching Community.

Introduction

Emotional Intelligence (EI) is a contemporary area strongly emerged out from the field of management and behavioural psychology. Moreover, psychologists have pioneered in conducting extensive research in the field of emotional intelligence as managerial and behavioural psychology. Various research studies have confirmed the existence of strong ties between emotional intelligence and professional excellence. The advent of technological advancement has become thriving towards life in accordance with changes in educational system which results in the requirement of emotional intelligence of teaching professionals and learners who can use knowledge of engaging brains to develop transferable skills especially in literacy, numeracy, communication and self-management. In this millennium of emerging environment, professionalism demand teaching professionals to be innovative in attitude, flexible in approach, rejuvenating themselves with periodical developments in their subject area. At the same time teaching professionals should be capable of recognizing the values of human potential,

understanding diverse needs of learners to enrich an environment for growth. In reality the dream of learning society becomes certain only when teaching professionals are well equipped with professional, practical, emotional, intellectual and communication skills. Emotional intelligence predicts success in professional walks of life. Hence, it has gained paramount importance in all fields, especially in the field of teaching. Emotions have psychological aspect and learning has an emotional base as expressed by Plato (Thorndike, 1921). A higher level of negative stress and emotional consciousness leads to burn-out and / or negative outcomes. The unrealistic expectations of teaching professionals, lack of clear performance standards with constructive feedback, increasing physical demand, added responsibilities, inadequate pay resources, physically and psychologically threatening work environments leads to dissatisfaction and attrition among teaching professionals. Hence, there is a vital requirement to study the inter-relationships of various socio-economic factors in configuring the levels of emotional intelligence among teaching professionals so as to understand its importance of emotional intelligence in workplaces for professional accomplishments.

Reviews on Emotional Intelligence

The reviews of literature expresses the importance of role of emotional intelligence amongst teaching community as like emotional skills which are inter-linked with classroom management, performance and teacher retention factors, which results in long term effects on their teaching career. Emotions have psychological aspect and learning has an emotional base as expressed by Plato (Thorndike, 1921). The concept of emotional intelligence has established its roots from the fields of human resource and organizational behavior (Goleman, 1995). In 1990s the conceptualization of emotional intelligence by Salovey and Mayer predicted the set of abilities to do with emotions and processing of emotional information (Sternberg, 2016). Moreover, Mayer and Salovey in 1997 specified emotional intelligence encompasses four inter-related abilities involved in processing of emotional information like perceiving emotions, using emotions to facilitate thinking, understanding emotions and regulating their own emotions with emotions of others. The teaching professionals' with high emotional quotient seems to exhibit open and free in expression of ideas which leads to creativity and mutual respect (Singh, 2002). It has been expressed that an individual who are emotionally competent can manage, recognize and respond effectively to the feelings of others and can tolerate frustration better (Elias, 1992). Also, psychologists have explained intelligence in different ways which includes logical capacity, abstract reasoning, understanding, emotional knowledge, self-awareness, communication, wisdom, memory, planning, inventive and problem solving skills. Furthermore, human intelligence is the mental quality, which consists of abilities to learn from experience, adapt to new situations, understand and handle abstract concepts and use of knowledge in manipulating their environment (Sternberg, 2014). In an emotionally illiterate environment, professionals neither aware of their own emotions nor emotions of others that leads to poor usage of self-intelligence. In a work environment, emotions are viewed from intelligence and experience which are detached from routine activities of workplaces. It has been expressed that emotional intelligence provides competitive edge to the professionals at their workplaces (Otuedon, 2016). Also, Ates and Buluc in 2016 found the relationship between emotional intelligence, motivation and organizational commitment of teaching professionals in which emotional intelligence is related to motivation and organizational commitment. Therefore, it can be said that organizational commitment of teaching professionals would be increased if there is an increase in the levels of emotional intelligence and motivation. In this case, providing and

increasing emotional intelligence and motivation through education would bring advantage in increasing organizational commitment.

EI models have been developed, since 1995 by various authors like Mixed model of emotional intelligence (Goleman, 1995), Mayer-Salovey-Caruso Emotional Intelligence Test (Mayer & Salovey (1997), Emotional Quotient Inventory (Bar-On, 2000), Ability Model of Emotional Intelligence (Mayer et al., 2000), Trait Emotional Intelligence Questionnaire (Petrides & Furnham, 2000), Genos Emotional Intelligence Inventory (Stough et al., 2009) and so on for the development of various methods and practise of emotional intelligence in various workplaces. The following were the research studies which have sharpened the socio-economic factors raised in this study are related to both emotional intelligence and work values. Goleman in 1995 indicated that emotional intelligence increases with age and maturity. Also, (Mandell & Pherwani, 2016) in their research study on gender differences in emotional intelligence where effort was taken to examine the application of emotional intelligence to different settings vary as a function of gender. The study conducted by Mohan & Mohana in 2015 specified emotional intelligence in which self-motivation found to be insignificant between rural and urban livelihood of teaching professionals towards their emotional intelligence. Also, Extremera and Fernandez (2005) in their study seems that marriage and marital factor in people is led to more growth in an aspect of emotional intelligence. Furthermore in the study conducted by Ahmed in 2016 portrayed the result on emotional intelligence and job satisfaction that PhD qualified faculty are more emotionally intelligent as compared with other qualification levels. In addition to that, Kokkinos (2013) in his study found that demographic variables are the major sources of emotional instability. In addition, demographic variables, such as age, marital status, experience and sex, were found to be related with emotional instability. Moreover, Bhungaria and Kaji in 2015 indicated adjustment of joint and nuclear families have found no significant difference between total, home, health, social and emotional adjustment of joint and nuclear family respondents. It is clearly understood from the above reviews of literature that socio-economic status of teaching professionals are important for their level of emotional intelligence for enhancement of emotional life of learners and society.

Theoretical Framework

Several contemporary theorists have generated models to investigate and portray emotional intelligence of an individual. The definition of emotional intelligence has evolved over the course of past 20 years due to intensive research carried out by various researchers across the globe. Charles Darwin was the first to find the values of emotion. He cited that emotional circumstances occur instinctually and instantaneously in reaction to assortment of situations and people. Darwin believed that emotions ensured survival by energizing required behaviour (Salovey & Mayer, 1997). Edward Thorndike articulated and defended Intelligence Quotient (IQ) anticipated other abilities which were required to be notable from general intelligence and viewed social intelligence as a capability required to recognize and manage situations to perform intelligently in their relationships (Thorndike, 1921). However, ideas of social intelligence were neglected for many decades. It was Abraham Maslow who proposed a theory on hierarchy of needs in 1943, which was pertinent to emotional intelligence, in garnering level of self-actualization in which he emphasized self-actualizers who naturally have stronger emotional quotient. He proposed five stages of needs hierarchy, which elucidated that all stages of needs other than self-actualization, that act as drivers of deficiency, wherein emotional quotient

develop potential and weakness of an individual (Maslow, 1943). During 1990, emotional intelligence evolved as a construct and serious investigation into its usefulness. The Mixed Model developed by Goleman focused on emotional intelligence with enormous skills and abilities used in corporate and other professional settings, which influence leadership performances to train and appraise managerial skills and potential. This model outlined various EI construct comprising self-awareness, self-motivation, self-regulation, empathy and social skills for their expression of knowledge and competency (Goleman, 1995). Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was developed to assess four branches / ability based models of emotional intelligence to progress with analytical skills. This model described the areas of capabilities, which portrayed the skills of emotional intelligence like perception, understanding and usage of emotions to facilitate and enhance thought (Mayer & Salovey, 1997). However, the analysis has been similar to the scales and sub-scales developed by Reuven Bar-on argued that emotional intelligence is a crucial factor in determining successful living and inter-personal relationship of an individual. He categorized and used major scales like self-awareness, self-expression, social awareness, inter-personal aspects, emotional management, emotional regulation, change management and self-motivation (Bar-on, 2000). In addition to that, Petrides in his Trait Model specified the theoretical disparity between ability and Mixed Models of emotional intelligence. The Trait Model highlighted self-examination of personality skills and competencies (Petrides et al., 2007). In adherence to this analysis, Genos emotional intelligence model clarified that EI skills are necessary to recognize emotional differences like self-analysis, self-awareness, self-expression, self-management and self-control of a person (Stough et al. 2009). Thus, the aforementioned theoretical background performed the foundation for supporting the hypothetical framework for assessing the extensive role of emotional intelligence and understanding the individual and social behaviour among teaching professionals in this present study.

Need & Relevance

The success of curriculum depends upon guidance, teaching and advancement of knowledge amongst teaching community. Hence, emotionally intelligent teaching professionals are highly required to inculcate the quality of an educational process. Also, teaching professionals must have knowledge along with a set of emotional intelligence skills like empathy, self-control, optimism, stress tolerance, self-regard, flexibility, emotional awareness to handle their emotions and actions, thereby handling relationships with others smoothly by controlling their emotions. The concept of emotional intelligence has been coined, defined and researched within last decade to understand the diversity of literatures as well as its broadness of study, exploration and its finite research. A handful psychologists and sociologists have led research on emotional intelligence and work which were cited, quoted and built upon in professional journals and other literatures on the area. This research study has been conducted among teaching professionals working in private self-financing institutions to identify whether or not differences in emotional intelligence of teaching professional's resulted in enhancing the ability to generate meaningful relationships with their colleagues, students and society. The current research on emotional intelligence of teaching professionals in private academia has been an attempt to understand gaps found in above literatures of review to find significant relationships between various socio-economic factors to predict levels of emotional intelligence for successful work-life progress.

Objectives

To analyze inter-relationships and predictors of socio-economic factors towards levels of emotional intelligence amongst teaching community

Assumptions and hypothesis

Emotional intelligence is a blend of capabilities that incorporates the possibility to discern feelings among ‘self’ and ‘others’ to utilize feelings and improve its execution, comprehend feelings, enthusiastic information and direct feelings among self and in other individuals (Mayer & Salovey 1997). The teaching professionals who are engaged with high emotional intelligence can perform effective by than others possessing less emotional intelligence. Moreover, socio-economic factors of teaching professionals affect their level of emotional intelligence which act as a significant predictors of emotional intelligence, which played an important role in development of emotional competencies (Das & Sahu 2014). Hence, emotional intelligence can develop ability and life experiences for the professional excellence. Based on the above assumption the following hypothesis has been proposed:

H₁: There exist significant associations between the socio-economic factors with the levels of emotional intelligence

H₂: Levels of emotional intelligence of teaching professionals would be predicted positively by various socio-economic factors

Procedure

The researcher has been administered descriptive research method and survey research design with structured interview schedule to assess emotional intelligence amongst teaching professionals to achieve the objectives of this research study. The sampling has been done through the private academia in Coimbatore district at Tamil Nadu. Stratified random sampling has been used across the definite universe and interviewed 263 respondents (N=263; 96 respondents from arts & science colleges; 122 respondents from engineering colleges and 45 respondents from core management colleges (B-Schools)) constituting over 20 percent (one-fifth) of the total populace (1314). The data coded were analyzed using Statistical Package for Social Sciences (SPSS 20.0) to find the correlations and regression of various socio-economic factors and levels of emotional intelligence. The Spearman Brown coefficient and Guttman's Split-half coefficient were found as 0.78 and 0.77 respectively to test the reliability of the interview schedule.

Variables and Tools

The present study has two categories of variables, i.e., socio-economic factors and emotional intelligence (EI) variables. The socio-economic factors in the present study are College where teaching professionals employed (C); Gender (G); Age (A); Nativity (N); Educational Qualification (EQ); Marital Status (MS); Family Size (FS); Family Type (FT); Occupational Status (OS); Type of Occupation (TO); Service in Present Institution (SIPI); Monthly Income (MI) and Hobbies (H). The emotional intelligence variables in the study adhered by the researcher are EI on self-analysis (EISA), EI on self-expression (EISE), EI on self-motivation (EISM) and EI on conscientiousness (EICO).

Table 1 Sample Distribution across Socio-economic Factors

Background Variables	Frequency	Percentage	Cumulative Percent
College			
a. Arts & Science College	96	36.50	36.50
b. Engineering College	122	46.40	82.90
c. Management College (B-School)	45	17.10	100.00
Gender			
a. Male	128	51.33	51.33
b. Female	135	48.67	100.00
Age			
a. Less than 30 Years	133	50.60	50.60
b. 31 Years - 35 Years	77	29.30	79.80
c. 36 Years - 40 Years	26	09.90	89.70
d. 41 Years - 45 Years	20	07.60	97.30
e. 46 Years - 50 Years	5	01.90	99.20
f. 51 Years - 55 Years	2	00.80	100.00
Nativity			
a. Rural	80	30.40	30.40
b. Semi-Urban	59	22.40	52.90
c. Urban	124	46.80	100.00
Educational Qualification			
a. Post Graduate	95	36.10	36.10
b. Post Graduate with NET / SET	9	03.40	39.50
c. Post Graduate with M.Phil	115	43.70	83.30
d. Post Graduate with PhD	44	16.70	100.00
Marital Status			
a. Married	179	68.10	68.10
b. Unmarried	83	31.60	99.60
c. Divorced	1	00.40	100.00
Family Size			
a. Below 3 Members	65	24.70	24.70
b. 4-6 Members	186	70.70	95.40
c. 7-9 Members	11	04.20	99.60
d. 13-15 Members	1	00.40	100.00
Family Type			
a. Nuclear Family	154	58.60	58.60
b. Joint Family	109	41.40	100.00
Occupational Status			
a. Assistant Professor	232	88.30	88.30
b. Associate Professor	25	09.50	97.30

c. Professor	3	01.10	98.90
d. Director / Dean	3	01.10	100.00
Occupation Type			
a. Temporary	141	53.60	53.60
b. Permanent	122	46.40	100.00
Service in Present Institution			
a. 0-3 Years	149	56.70	56.70
b. 4-6 Years	54	20.50	77.20
c. 7-9 Years	34	12.90	90.10
d. 10-12 Years	9	03.40	93.50
e. 13-15 Years	9	03.40	97.00
f. 16 Years & Above	8	03.00	100.00
Monthly income			
a. Below INR 10000	32	12.20	12.20
b. INR 10001 - INR 20000	102	38.80	51.00
c. INR 20001 - INR 30000	80	30.40	81.40
d. INR 30001 - INR 40000	30	11.40	92.80
e. INR 40001 - INR 50000	10	03.80	96.60
f. INR 50001 & above	9	03.40	100.00
Hobbies			
a. Reading	50	19.00	19.00
b. Writing	6	02.30	21.30
c. Music	58	22.10	43.30
d. Sports	12	04.60	47.90
e. Cooking	14	05.30	53.20
f. Net surfing	7	02.70	55.90
g. All the Above	26	09.90	65.80
h. None of the above	90	34.20	100.00

N=263

Table 1 represents the socio-economic status of teaching professionals including college, gender, age, nativity, educational qualification, marital status, family size, family type, occupational status, occupation types, service in present institution, monthly income and hobbies respectively. The above table indicated that out 263 as sample size, 51.33 percent of respondents are males and 82.90 percent of teaching professionals are serving with engineering colleges. It has been found that, 50.60 percent of respondents were under the age group of less than 30 years of age, 46.80 percent are hailing from urban areas, 43.70 percent of respondents are post graduates with M. Phil and 68.10 percent respondents are married. Moreover, 58.60 percent respondents are belonging to nuclear family with a family size of 4-6 members. A vast majority of 88.30 percent of respondents whose occupational status is assistant professor and 53.60 percent of them are holding temporary positions. It has been found that 56.70 percent respondents having experience of 0-3 years in their present serving institutions. The monthly

income of respondents are lying between INR 10001 - INR 20000 and lastly, 34.20 percent of respondents have no hobbies to engage in their leisure time.

Statistical Analyses

In accordance with the conceptual and methodological framework of this research study, the findings presented in this chapter rely mainly on analysis of interviews with the respondents (teaching professionals). Chi-square analysis, correlation analysis and regression analysis were used to find out the significant associations and predictors of socio-economic factors with levels of emotional intelligence among teaching professionals. This section provides the results of descriptive research on socio-economic factors and levels of emotional intelligence of teaching professionals through description of research sample.

Table 2 Chi-Square Test on Socio-economic Factors with Levels of Emotional Intelligence

Socio-Economic Factors	Levels of EI	χ^2	df	p	Inference
C	EISA	34.66	6	0.00	S
	EISM	15.03	6	0.02	S
G	EISE	8.24	3	0.04	S
	EISM	10.36	3	0.01	S
MS	EISA	22.94	6	0.00	S
	EISE	13.73	6	0.03	S
FT	EISE	39.95	9	0.00	S
H	EISA	65.39	21	0.00	S

NS- Not Significant ($p > 0.05$); S- Significant ($p < 0.05$)

Abbreviations: Socio-economic Factors: C-College; G-Gender; MS-Marital Status; FT-Family Type and H-Hobbies

Levels of Emotional Intelligence: EISA-EI on Self-Analysis; EISE-EI on Self-Expression and EISM-EI on Self-Motivation.

The results of Chi-square test conducted between socio-economic factors and levels of emotional intelligence. The factors of levels of emotional intelligence like EI on self-expression were significantly associated with gender, marital status ($p < 0.05$) and family type ($p < 0.01$). Interestingly, EI on self-analysis were significantly associated with college where teaching professionals employed, marital status and hobbies ($p < 0.01$) of teaching professionals. Expectedly, the above table revealed that EI on self-motivation were significantly associated with college where teaching professionals employed and also based upon gender ($p < 0.05$). It shows that self-motivation of teaching professionals was the determining factor for their emotional and professional success. Surprisingly, the factor of EI on conscientiousness has not showed relationships with socio-economic factors. Thus, socio-economic factors like college where teaching professionals employed, gender, marital status, family type and hobbies sprint the levels of emotional intelligence among teaching professionals for their professional and personal accomplishment.

Table 3 Inter-relationships between Socio-economic factors and Levels of Emotional Intelligence

Factors	EISA	EISE	EISM	EICO
C	.130*	.004	.004	-.116
G	-.036	-.168**	-.158*	.066
A	.047	-.076	-.124*	-.021
N	.081	-.061	-.023	.081
EQ	.081	-.021	-.019	.083
MS	-.266**	-.123*	.010	-.031
FS	.063	.017	-.047	-.095
FT	-.031	-.128*	-.022	-.022
OS	.098	-.056	.012	.008
TO	.005	.089	.099	.053
SIPI	.054	-.126*	-.108	-.058
MI	.063	-.019	.071	-.004
H	.076	.056	.016	-.044

** . Correlation is significant at the 0.01 level (2-tailed); * . Correlation is significant at the 0.05 level (2-tailed)

Abbreviations: Socio-economic Factors: **C**-College; **G**-Gender; **A**-Age; **N**-Nativity; **EQ**-Educational Qualification; **MS**-Marital Status; **FS**-Family Size; **FT**-Family Type; **OS**-Occupational Status; **TO**-Type of Occupation; **SIPI**-Service in present institution; **MI**-Monthly Income; **H**-Hobbies.

Levels of Emotional Intelligence: **EISA**-EI on Self-Analysis; **EISE**-EI on Self-Expression; **EISM**-EI on Self-Motivation; **EICO**-EI on Conscientiousness;

From the above table it has been exhibited the results of inter-correlations between socio-economic factors and levels of emotional intelligence of teaching professionals. College where the teaching professionals employed ($r = 0.130$; $p < 0.05$), significantly correlated with emotional intelligence on self-analysis. Furthermore, marital status ($r = -0.266$; $p < 0.01$) was significantly and inversely correlated with emotional intelligence on self-analysis (EISA). These findings indicated that college were teaching professionals employed and marital status was related with emotional intelligence on self-analysis. Gender ($r = -0.168$; $p < 0.01$), marital status ($r = -0.123$; $p < 0.05$), family type ($r = -0.128$; $p < 0.05$) and service in present institution ($r = -0.126$; $p < 0.05$) showed significant and positive relationships and inversely correlated with emotional intelligence on self-expression respectively. Interestingly, Gender ($r = -0.158$; $p < 0.05$) and age ($r = -0.124$; $p < 0.05$) were significantly and inversely correlated with emotional intelligence on self-motivation. However, no correlations have been showed between emotional intelligence on conscientiousness and socio-economic factors This result implies emotional intelligence on conscientiousness has been trivial for enhancement of emotional intelligence among teaching professionals working in private academia.

Table 4 Predictors of Levels of Emotional Intelligence on various Socio-economic factors

Socio-Economic Factors	R	R ²	β	F	p
EI on Self-analysis (EISA)					
C, N, MS	0.392	0.153	0.164 0.158 -0.274	1.976	<0.01
EI on Self-Expression (EISE)					
G, MS	0.428	0.183	-0.129 -0.144	2.447	< 0.01
EI on Self-motivation (EISM)					
G, A, MI	0.365	0.133	-0.131 -0.235 0.140	1.676	<0.05

p- Level of Significance

Abbreviations: **C-** College where teaching professionals employed; **G-**Gender; **A-**Age; **N-** Nativity; **MS-**Marital Status; **MI-**Monthly Income.

Table 4 showed regressions between college where the teaching professionals employed, nativity and marital status, which emerged as the most important predictors of EI on self-analysis (EISA). It has predicted 15% ($R^2 = 0.153$) of the variance, wherein beta coefficient for college where the respondents employed ($\beta = 0.164$) and nativity ($\beta = 0.158$) made positive contributions and marital status ($\beta = -0.274$) showed negative contribution respectively. It has been identified that gender and marital status have been the predictors of emotional intelligence on self-expression of teaching professionals, which predicted 18% ($R^2 = 0.183$) of total variance whose beta coefficient for gender ($\beta = -0.129$) and marital status ($\beta = 0.144$) showed negative contributions towards emotional intelligence on self-expression (EISE) among teaching professionals. The aforementioned results proved that gender, age and monthly income are the major predictors of emotional intelligence on self-motivation, which predicted 13% ($R^2 = 0.133$) of variance. Furthermore, beta coefficients for monthly income ($\beta = 0.172$) have made positive contribution and gender ($\beta = -0.131$) and age ($\beta = -0.235$) made negative contribution respectively. The other socio-economic factors like educational qualification, nativity, family size, family type, occupational status, occupational type, service in the present institution and hobbies have not made contributions in predicting the emotional intelligence on self-analysis of teaching professionals. Surprisingly, the multiple regression coefficients for background variables are not less than the significant value of 0.05 with EI on conscientiousness. However, the other socio-economic factors did not change the percentage of variance.

Results & Discussions

Emotional intelligence predict as much as 80 percent of the person's success in life, whereas general intelligence predicts only about 20 percent. The findings of this present research showed that there exists a unique relationship and predictors between socio-economic and emotional intelligence factors in this present study. It has been specified by (Goleman, 1995) that emotional intelligence has shown its relevance to many aspects of life and the role it plays in

interaction and discussion of any given data. Also, 82.90 percent of teaching professionals were serving with engineering colleges. The results showed 51.33 percent respondents were male and the teaching professionals were in the age group less than 30 years of age. The college where teaching professionals employed exhibited more relationships with emotional intelligence on self-analysis and self-motivation. Moreover, gender of the teaching professionals is significantly associated with self-expression and self-motivation. The socio-economic factors like marital status, family type and hobbies are related with self-analysis and self-expression, which are the most important factor of levels of emotional intelligence. This exemplifies self-analysis; self-expression and self-motivation are the application of psychoanalytic techniques and theories to analyze one's own personality and behavior, particularly without the aid of a psychiatrist or other practitioners. The affective experiences become more stable as age increases and gender reflects emotional intelligence on self-analysis, self-expression and self-motivation. In addition to that, self-motivation encourages teaching professionals at their levels of age and support in revealing positive behaviours and effectively handling emotions. It has been found previously in the study conducted by (Lakshmipriya et al, 2016) that self-analysis among teaching professionals necessitated to understand their individual strengths to improve their 'self' and is more concerned in their quality. Thus, the findings highlighted that socio-economic factors like college, gender, age, nativity, marital status and monthly income predicted emotional intelligence and teaching effectiveness in which the formulated hypotheses (H_1 and H_2) has been partially accepted. This showed emotional intelligence on conscientiousness is not predicted by EI variables and socio-economic factors. Hence, conscientiousness as a focal point plays a significant role in healthy outcomes in relationship and behaviour. The teaching professionals with low conscientiousness do not suppress impulsive or risky behaviours. Thus, focuses on conscientiousness among teaching professionals, which needs to be improved so as to achieve positive life outcomes including academic achievements.

Implications & Conclusions

The findings of this research study derived several implications on emotional intelligence of teaching professionals. As educational activities are considered as lifelong activity and teaching professionals are considered as backbone for the educational system, which necessitated the developing emotional intelligence among teaching professionals over time. Hence, emotional intelligence would be advantageous to recognize their strengths and limitations and also, to build the self-worth and capabilities. This advances the self-expression and self-motivation among teaching professionals. The findings of this current research supported previous research studies conducted on teaching professionals. The study revealed that teaching professionals who possess high emotional intelligence were better able to transform their socio-economic factors to effective and emotionally balanced personal and professional life environment. Hence, it is vital for teaching professionals to adopt modern teaching techniques for utilization of their high levels of competencies to excel in their career. The findings proved the strong relationships between socio-economic factors and levels of emotional intelligence, which impose individual approaches. In furtherance, emotional intelligence would be developed by establishing positive relationship between socio-economic factors like college where teaching professionals employed, gender, age, nativity, marital status and their involvement in self-analysis, self-expression and self-motivation, which contribute to thriving emotional and self-stability. Moreover, the personality, behaviour, interest, attitude and emotions of teaching professionals affect students / learners' behavioural pattern. Hence, teaching professionals need to understand

and learn the methods of channelizing their own emotions, which is attributed through their socio-economic factors in self-analysis, self-expression and self-motivation. The detailed discussions of findings revealed that teaching professionals have to inculcate the potential areas related with present body of knowledge. The present study has focused on gaps in the previous research studies that have been carried out on levels of emotional intelligence with socio-economic factors. It has been concluded that emotional intelligence can be enriched by parameters like self-monitoring performances and periodical trainings programmes for self-improvement. The research study signified on understanding the relationships and predictors of socio-economic factors, which supported levels of emotional intelligence and socio-emotional stability. The EI aspects may surely facilitate the teaching communities in achieving academic prosperity and stability.

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