A Study of the Factors of Emotional Intelligence, Determining the Performance of Management Teachers.

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Abstract: The purpose of this research study is to identify the major factors of emotional intelligence that affect the performance of management teachers in India. Management institutions in India are facing challenges to cope up with the requirements of the industry. This requires several changes and improvements in their teaching methodology, management style and way of governance. The present research is intended to find out the various qualities that makes a teacher emotionally intelligent. Effectivenessofteachers and teaching methodologydepends on the emotional Intelligence of the teachers of management institutions. The study concentrated on the teachers working in management institutions of India. Investigation was carried out to identify the factors of emotional intelligence for management teachers in India, using the survey method to collect the primary data. Factor analysis was performed to identify the most important factorsof emotional intelligence that affect the performance of management teachers. The analysis found that several factors related to personal and social competencies, empathy and proper training and development, were identified as the major factors of Emotional Intelligence affecting the performance of management teachers.
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I. Introduction

1.1. Background

Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought (http://www.assessmentpsychology.com/intelligence.htm) and because of all this, they differ in their performances also. Although these individual differences can be substantial, they are never entirely consistent: a given person's intellectual performance will vary on different occasions, in different domains, as judged by different criteria. Concepts of "intelligence" are attempts to clarify and organize this complex set of phenomena. Different researchers have proposed different concepts of 'intelligence'. The concept of 'intelligence' and its impact on performance has been the subject of extensive research. And role of cognitive and non-cognitive components of 'intelligence' have been a debatable issue.

Researchers focused on cognitive aspects (IQ), such as memory and problem solving. But over the time period researcher started thinking about the non-cognitive aspect. MacCann, Roberts,Matthews (2003)wrote about social intelligence. Then later on David Wechsler (2001) defined intelligence as aggregate of non-intellective (affective, personal and social) and intellective elements. it was proposed that non-intellective abilities are essential for predicting one's ability to succeed in life. Then Howard Gardner (1999) wrote about multiple-intelligence and proposed that intrapersonal and interpersonal intelligence are as important as the type of intelligence measured by IQ tests.

The theory first captured public imagination with the release of 'EI: Why it Can Matter More than IQ,' (Bantam, 1995) by Daniel Goleman. According to him, Emotional Intelligence (EI) matters more than IQ. IQ takes second spot to emotional intelligence in determining out-standing job performance. Goleman proposed four domains of emotional intelligence: Self-awareness, Self- management, Social awareness and Relationship Management. According to him, by working on these four domains, we can enhance our performance.

1.2 Statement of the Problem

Teachers do influence the personality of a student. The existing education system is a hybrid variety of conventional / traditional, and modern/new generation type. There is a serious need for standardization. The on-going pattern of management education is linear oriented or 'left-brain' oriented. We seriously lack a holistic and integrated approach. The concepts of EI / EQ with their enhancements are the need of the hour. EI helps in changing the mind-set of an individual. Some studies carried out at the international level, do reveal that

educators have not perceived the need for enhancement of EI skills in their strive for excellence among their management students. Only when the teachers are emotionally intelligent, they can manage the emotional development of their students. The present research envisaged enhancement of emotional intelligence through the experiential learning process among sampled management teachers.

1.3. Justification and Significance of the research

There is extensive literature on the subject of emotional intelligence, but very little focuses on the use of this concept in the practice of student counselling especially in management institutions. (http://www2.uwstout.edu/content/lib/thesis/2001/2001mcmanusm.pdf) Learning how to be emotionally intelligent is not simply an issue for students from deprived backgrounds, it is a lesson that benefits all students, all people irrespective of their backgrounds, course etc. Noticing distinctions among others in their moods, temperaments, motivations and intentions, as well as truly understanding one's own range of emotions, labelling the emotions and guiding one's behaviour are skills that management institutions can teach, and most professional students can learn at different levels of proficiency. (http://www2.uwstout.edu/content/lib/thesis/2001/2001mcmanusm.pdf) The another aspect of EI, should be addressed in management institutions, and that is the increased awareness of emotional. Professional education has a responsibility to prepare students for the "real corporate world," including; the work force, and life. Emotionally intelligent teachers create a good atmosphere and productive workforce. As management colleges expect teachers to be emotionally intelligent. Management institutions' may use emotional intelligence as a framework for their curriculum also.

1.4. Research objective and Hypothesis
Main Research objective-1: To identify the factors of Emotional Intelligence of management teachers.
Main Alternate Hypothesis-1 (H1): There are some factors that are responsible for Emotional Intelligence of management teachers.
Main Null Hypothesis-1 (H0): There are some factors that are not responsible for Emotional Intelligence of management teachers.

II. Literature Review

2.1 Emotion
Emotion is the subjective reality associated with personality, mood, temperament and disposition. Emotion is a passion that is private and subjective. Humans can report an unusual series of states, which they can feel or experience.

Emotion is a state of emotional arousal, an expression or display of distinguishing somatic and autonomic responses. This importance suggests that emotional states are "a complex feeling state with psychic, somatic and behavioural factors which affect mood" (Kalpan&Sadock, 1998). Emotion impacts behaviour and they can have a negative effect on learning (Johnson, 1996: 185). It is a complex psychological and physiological phenomenon involving an individual's state of mind and its communication between that individual and her/his environment. Among human beings, an emotion basically involves "physiological arousals, expressive behaviours, and conscious experience" (Myers, 2001). Emotion is correlated with mood, temperament, personality and motivation. Ekman (1972) (a Professor of Psychology, University of California) has identified "happiness, surprise, disgust, fear, anger & sadness" as six primary emotions.

Emotions are responses to stimuli or situations that affect a person strongly. According to Webster-Stratton (1999), the emotional responses mainly occur at three levels:
  ☐ Cognitive level.
  ☐ Behavioural level and
  ☐ Neurophysiological & biochemical level,
• The cognitive level of emotional response is marked by the use of language by a person to label her/his feelings..
• In the second level of emotional answer, emotions are expressed in a person's action.
• The neurophysiological & biochemical emotional responses are characterized by variations in heart rate, blood flow, respiration, and hormonal secretions.

2.2 Emotional Regulation
Emotional regulation is the ability of a person to adequately control her/his emotional responses to arousing situations. A person's ability to regulate his emotions is determined by,
  ☐ The maturation of person's neurological inhibitory system.
  ☐ The person's temperament and developmental status.

- Parental socialization and environmental support.
- School and teachers' emphasis on emotional education. (Webster-Straton, 1999)

Further Webster-Straton opines that contrasts in the ways that management teachers talk to students about feelings and respond to students' feeling of invalidating emotions in response to conflict conditions at school are related to children's ability to regulate emotions.

Management Teachers can encourage the emotional regulation capacity of students by giving environmental balance and uniformity in the learning situation. A teacher should receive students' emotions and emotional responses. By getting students about their emotional status, they can be helped to tolerate increasing amounts of emotional stress. Teachers who often use feeling words to express their own emotional states and to understand others' emotional feelings are providing their students with a powerful mechanism for emotional regulation. Students should be helped to grow the capacity to talk about emotions; this helps them to regulate their contradictory emotions and gives them greater power to express affection and concern, and to achieve new intimacy in their relationships with their peer group as well as their teachers.

2.3 Emotional Intelligence

Peter Salovey and John Mayer (1990) conducted out research based on EI and according to them intellect and emotional intelligence are two different dimensions and they use different parts of the brain. Therefore as a term, emotional intelligence was used by John D. Mayer and Peter Salovey. They defined EI as "an ability to control one's own and others' sentiments and emotions, to discriminate, and to apply this information to guide one's thinking and acts.' (Garg, S., & Singh, A., 2016). They developed with an ability model with four different items of Emotional intelligence namely identifying emotions, using emotions, understanding and managing emotions. (Mayer, Caruso &Salovey (1998).

Daniel Goleman (1995) explained further the following competencies-
- ❖ Personal competences which determine how we control and manage ourselves and include following competencies-
- Self-awareness,
- Self-control,
- Trustworthiness,
- Conscientiousness,
- Adaptability,
- Achievement.

- ❖ Social competencies determine how we handle relationships including
- Awareness,
- Empathy,
- Organizational awareness,
- Self-orientation,
- Social skills.

Goleman argues further that the traits are human qualities that every person has access to and it is simply a case of improving these skills to develop emotional intelligence.

III. Research Methodology

This chapter defines the research design, research objectives, population samples, data collection procedures and the techniques of data analysis for examining the factors that affect EI of the management teachers in India. The said factors are related to the overall EI of teachers responsible for the performance of the teachers. This research is **exploratory** in nature. A survey was designed to measure the EI of the management teachers in Indiawith the help of the **questionnaires and schedules** using five point **LIKERT scale**such as strongly agree-1, agree-2, neutral-3, disagree-4, and strongly disagree-5.

To collect information / **primary data** for the research purpose we have used *quota sampling*. The target population, to which we would like to draw inferences, comprises the teacher working in a management institution in India, which can be said as the **universe** of the study. We know that the population is heterogeneous in nature which is an advantage for the sampling, as it reduces the biasness of the data. This research study is comparative in nature, so the data of teachers from both the government and private institutions have been used. The total **Sample size** was of **215teachers**. For the analysis of the data, IBM SPSS STATISTICS 20 version software has been used to perform Frequency analysis and factor analysis.

IV. Data Analysis & Interpretation

4.1 Demographic Profile of the Teachers of Management Institutions

Table 4.1 Gender

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	127	59.1	59.1	59.1
	Female	88	40.9	40.9	100.0
	Total	215	100.0	100.0	

Table 4.2 Age

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 30	28	13.0	13.0	13.0
	31 to 35	77	35.8	35.8	48.8
	36 to 40	58	27.0	27.0	75.8
	41 to 45	34	15.8	15.8	91.6
	46 to 50	4	1.9	1.9	93.5
	51 and above	14	6.5	6.5	100.0
	Total	215	100.0	100.0	

Table 4.3 Marital Status

Marital Status		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	175	81.4	81.4	81.4
	Unmarried	40	18.6	18.6	100.0
	Total	215	100.0	100.0	

Table 4.4 Designation

Designation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Asstt. Professor	132	61.4	61.4	61.4
	Associate Professor	53	24.7	24.7	86.0
	Professor	30	14.0	14.0	100.0
	Total	215	100.0	100.0	

Table 4.5 Educational Qualifications

Educational Qualifications		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PG	71	33.0	33.0	33.0
	UGC NET	49	22.8	22.8	55.8
	MPhil	47	21.9	21.9	77.7
	PhD	27	12.6	12.6	90.2
	PHD and Net	21	9.8	9.8	100.0
	Total	215	100.0	100.0	

Table 4.6 Organisation

Organisation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private Institute	194	90.2	90.2	90.2
	Government Institute	21	9.8	9.8	100.0
	Total	215	100.0	100.0	

The main demographic information of respondents is summarized below:
In case of the teachers of management institutions in west, U.P., India, the majority of theteachers surveyedwere males (59.1%) and females were (40.9%).

We can see that 13.0 % teachers belong to below 30 age group, 35.8% teachers belong to 31-35 age group while 27.0% teachers belong to 36-40 age group, 15.8% teachers belong to 41-45 age group, 1.9% teachers belong to 46-50 age group while 6.5% teachers belong to 50-above age group.

81.4% respondents were married and 18.6% respondents were unmarried.

61.45 respondents were Assistant Professors, 24.7% respondents were Associate Professors and 14% respondents were Professors of management institutions.

33.0% respondents were PG, respondents were 22.8% UGC NET, 21.9% respondents were MPhil, 12.6% respondents were PhD & 9.8% respondents were PHD and NET.

Out of total 215 respondents, 90.2% respondents were from private management institutions and 9.8% respondents were from government institutions in India.

4.1.1. Factor Analysis: Teachers' Emotional Intelligence

Factor Analysis was performed to determine the Factors which decide the EI of management teachers.

Table 4.1.1: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**.745**
Bartlett's Test of Sphericity	Approx. Chi-Square	34862.266
	df	2211
	Sig.	.000

Adequacy of the data is tested on the basis of results the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity (homogeneity of Variance) provided in **table-4.1.1** The KMO measure of sampling adequacy is **0.745**, which indicates the present data is suitable for factor analysis. Similarly, Bartlett's test of sphericity is significant ($p < 0.001$); that explains existence of sufficient correlation between variables to proceed with the analysis.

Table 4.1.2 Total Variance

Total Variance Explained								
Compo nent	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	40.477	60.413	60.413	40.477	60.413	60.413	24.713	36.885	36.885
2	3.887	5.801	66.214	3.887	5.801	66.214	12.208	18.220	55.106
3	3.014	4.499	70.712	3.014	4.499	70.712	6.789	10.133	65.239
4	2.013	3.004	73.717	2.013	3.004	73.717	2.993	4.468	69.706
5	1.520	2.268	75.985	1.520	2.268	75.985	2.514	3.752	73.458
6	1.431	2.136	78.121	1.431	2.136	78.121	2.126	3.173	76.631
7	1.350	2.015	80.136	1.350	2.015	80.136	1.645	2.455	79.086
8	1.193	1.781	81.917	1.193	1.781	81.917	1.461	2.181	81.268
9	1.107	1.653	83.570	1.107	1.653	83.570	1.374	2.051	83.318
10	1.081	1.613	85.183	1.081	1.613	85.183	1.249	1.864	85.183
11	.933	1.392	86.575						
12	.876	1.308	87.882						
13	.811	1.210	89.093						
14	.722	1.077	90.170						
15	.691	1.031	91.201						
16	.603	.900	92.101						
17	.533	.796	92.897						
18	.511	.762	93.659						
19	.455	.679	94.338						
20	.410	.612	94.950						
21	.344	.514	95.464						
22	.325	.485	95.949						
23	.279	.416	96.365						
24	.256	.382	96.747						
25	.231	.345	97.092						
26	.203	.304	97.396						
27	.197	.294	97.689						
28	.166	.248	97.937						
29	.148	.220	98.157						
30	.140	.209	98.367						
31	.119	.177	98.544						
32	.102	.153	98.697						
33	.094	.141	98.838						
34	.094	.140	98.978						
35	.086	.129	99.107						
36	.070	.104	99.211						
37	.062	.093	99.304						
38	.057	.085	99.388						
39	.048	.072	99.461						
40	.046	.068	99.529						

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41	.039	.058	99.587							
42	.035	.052	99.639							
43	.032	.047	99.687							
44	.029	.043	99.730							
45	.025	.038	99.768							
46	.023	.034	99.802							
47	.018	.027	99.830							
48	.016	.024	99.854							
49	.016	.024	99.877							
50	.014	.021	99.898							
51	.014	.020	99.919							
52	.011	.016	99.935							
53	.009	.014	99.949							
54	.007	.010	99.959							
55	.006	.009	99.968							
56	.004	.006	99.974							
57	.004	.006	99.980							
58	.004	.006	99.985							
59	.003	.004	99.990							
60	.002	.003	99.993							
61	.002	.002	99.995							
62	.001	.002	99.997							
63	.001	.002	99.999							
64	.001	.001	99.999							
65	.000	.000	100.000							
66	.000	.000	100.000							
67	1.962E-005	2.929E-005	100.000							
Extraction Method: Principal Component Analysis.										

In table-4.1.2., this output lists the eigen values associated with each linear component (factor) before extraction, after extraction and after rotation. Before extraction, Output has identified 67 linear components within the data set (we know that there should be as many eigenvectors as there are variables and so there will be as many factors as variables). The Eigen values associated with each factor represent the variance explained by that particular linear component and output also displays the Eigen value in terms of the percentage of variance explained. Before rotation, some factors accounted for considerably more variance, and some factors accounted for considerably less variance. It should be clear that the first few factors explain relatively large amounts of variance (especially factor 1) whereas subsequent factors explain only small amounts of variance. **Then all factors with Eigen values greater than 1 are extracted**, which leaves us with **ten factors**. According to Kaiser Criterion, only first **10 factors** should be used because subsequent eigenvalues are less than 1.

But after extraction and rotation, all the 5 factors explain the following percentage of total variance.
So, factor 1 explains 36.885 % of total variance, factor 2 explains 18.220 % of total variance, factor 3 explains 10.133 % of total variance, factor 4 explains 4.468 % of total variance, factor 5 explains 3.752 % of total variance, factor 6 explains 3.173 % of total variance, factor 7 explains 2.455 % of total variance, factor 8 explains 2.181 % of total variance, factor 9 explains 2.051 % of total variance & factor 10 explains 1.864 % of total variance.
As evident from the **table-4.1.2.** (Total Variations Explained) we find out that from the total 67 components (play role in EQ of teachers), 10 factors are extracted and these 10 factors together account for only **85.183%** of the total variance (Information contained in original 67 variables) hence we have reduced the number of variable from 67 to 10 underlying factors. There by sacrificing around **14.817%** of the total variation or Information, that is sacrificed.

Figure 4.1 Cartell's Scree test
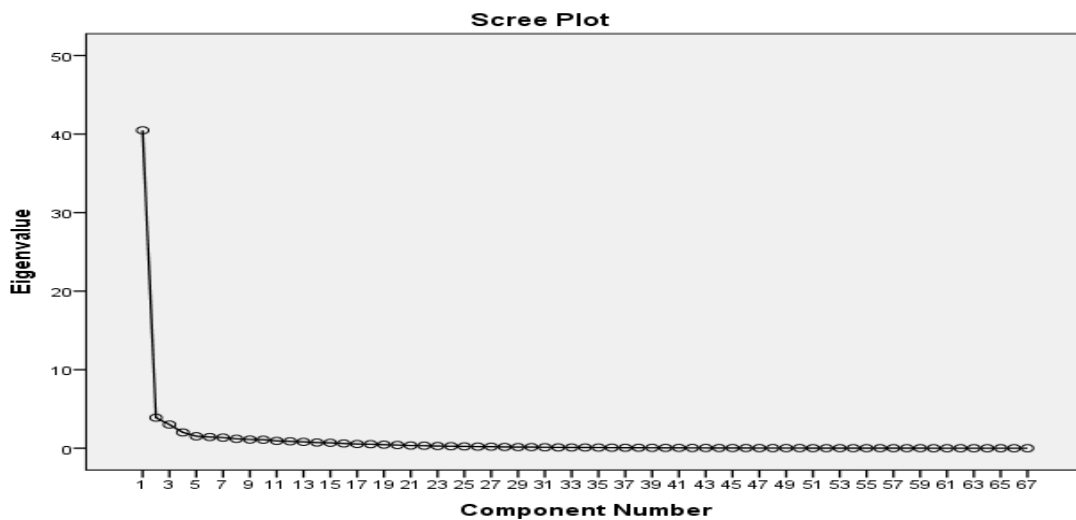
Cartell's Scree test (**Figure-4.1**) involves plotting each of the eigenvalues of the factors and inspecting the plot to find a point at which the shape of the curve changes direction and becomes horizontal. This test recommends retaining all factors above the elbow or break in the plot as these factors contribute the most to the explanation of the variance of the data set.

Usually the number of factors can also be extracted using the scree plot yet such a decision may be rather subjective. The analysis also showed that 10 factors may be obtained, as the line afterwards was almost straight. After careful examination researcher decided to obtain 10 factors as they produce the most meaningful solution.

Table 4.1.3 Component Matrix

Component Matrix[a]										
	Component									
	1	2	3	4	5	6	7	8	9	10
I operate from hope of success rather than fear of failure	.960	-.026	-.052	-.029	-.024	.043	-.162	.021	.008	-.003
I take the feedback and suggestions from my students to improve my performance.	.960	-.096	-.104	-.032	-.065	.010	-.017	.043	-.014	.049
I prefer controlling any potentially emotional outbursts.	.958	-.058	-.058	.059	-.100	-.006	-.027	-.011	-.025	.031
I show sensitivity to understand others' perspectives.	.957	-.080	.010	-.016	-.067	-.043	.036	-.060	.006	.104
I bring disagreements into the open in order to de-escalate it.	.950	-.070	-.129	.003	-.072	-.068	-.014	-.027	-.110	-.009
understand the vision and mission of my institute.	.949	.000	-.135	-.088	.060	.025	-.052	-.066	.088	.004
I persist in seeking goals despite obstacles and setbacks	.946	-.175	-.078	.014	.139	-.022	-.025	-.033	-.006	-.005
I am willing to learn how to improve my performance.	.944	.021	-.141	.020	.050	.026	-.006	.024	-.056	.032
I carefully arrange win-win solutions.	.937	-.133	-.117	-.027	.043	-.114	.129	.032	-.050	.001
Whenever I fail, I accept its reality.	.935	-.138	-.104	-.103	-.006	.046	-.009	-.063	-.070	-.057
I offer useful feedback to others only after systematic assessment.	.919	.121	-.011	-.047	-.085	.031	-.005	.092	.110	-.078
I take responsibility for personal performance.	.918	-.052	-.186	-.143	.124	.042	-.046	-.014	.105	.001
I now understood the importance of conscientiousness in performing a job.	.913	.178	.041	-.044	.048	-.090	-.034	.032	-.055	.067
I have the ability to tackle all problems with analytical approach	.903	-.166	-.026	.041	.070	.016	-.031	.116	.053	-.140
I am now aware of what I think and feel and how I act in a situation	.903	-.052	-.142	-.026	-.065	-.050	-.132	.142	-.030	-.055
I have the confidence to discharge my duties in life.	.894	.053	.030	-.228	-.040	-.045	-.122	-.041	-.034	.076
I think that I will be able to take the initiative to do something in some crucial situations.	.892	-.218	-.116	-.214	-.032	-.018	.067	-.128	-.046	.090
Criticisms won't loosen my heart	.890	-.230	-.067	.074	-.025	-.017	.145	.030	-.065	-.029
I am careful in my dealings others.	.888	-.233	-.082	-.058	.043	.133	-.116	.135	.048	-.029

I take the feedback and suggestions from my seniors to improve my performance.	.887	-.244	-.126	-.131	.155	.029	-.019	-.076	.027	.000
I don't keep grudges.	.885	-.126	-.101	.076	.034	-.014	.100	.074	-.042	.025
I can accurately read organizational realities.	.884	-.092	-.064	.033	-.273	.175	.039	.011	.198	-.053
I deal with difficult issues straight forwardly.	.869	.039	-.070	-.090	-.262	-.017	-.169	-.019	-.076	-.099
I prefer making my actions match my words.	.868	.096	.080	-.296	-.034	.024	.008	-.099	.005	.194
I am unable to feel anything in certain situations	.865	-.146	.193	-.108	-.157	.071	.102	-.001	.013	-.033
I break down completely when things happen against my expectations.	.853	-.331	.247	.118	-.083	-.077	.086	-.029	-.057	.092
I articulate and arouse enthusiasm for a shared vision and mission.	.852	.001	.060	.022	.034	.020	-.212	-.013	-.046	.131
I prefer maintaining a calm appearance when my situation becomes uncomfortable	.849	.387	.161	-.037	-.086	-.019	-.140	.023	.103	-.029
I am able to manage the conflicts and problems faced in my workplace.	.848	-.069	-.101	.062	-.239	.219	.060	-.041	.142	-.175
Management give the fees of seminars and conferences.	.829	-.156	.239	.167	-.058	-.101	.085	-.105	-.094	.239
I step forward to lead as needed regardless of my position.	.820	.355	-.171	.161	.013	.006	-.068	.068	-.034	-.005
I am willing to mentor my juniors in my profession.	.819	-.147	-.103	-.140	.314	.144	-.212	-.135	-.081	.065
I prefer handling disagreements and confrontations positively.	.817	.287	.177	-.340	.088	-.007	-.003	-.001	-.008	-.120
I feel that I must further develop myself even when my job does not demand it	.804	-.148	-.217	-.207	.179	.185	.010	-.176	.080	-.091
I have a clear understanding about my own strengths and weakness	.803	-.210	-.171	.032	.230	.106	.206	-.040	.051	-.174
I consider all the possibilities before making a decision	.799	-.171	.172	.076	.174	-.240	-.029	.144	.068	-.172
I handle difficult people and tense situations with diplomacy and tact.	.793	.117	.176	.005	-.278	.027	.238	.014	.039	.008
I prefer supporting others in their learning and development.	.787	.367	.158	-.095	.071	.104	-.120	.110	.095	-.026
Teachers are encouraged to attend seminars and conferences.	.786	.292	.218	.080	.030	.056	-.045	-.029	.085	.109
I like to get others' encouragement to do my work well.	.764	-.477	.025	.057	.160	.105	-.002	.078	.048	.113
I think a lot before I act	.757	.086	.028	-.098	.079	-.100	.192	.294	.036	-.266
I consider forgiveness and reconciliation as two major principles in life.	.745	.036	-.244	.274	-.223	.193	.218	-.186	-.051	-.159
I prefer spotting where personality clashes may impact on work performance.	.725	.475	.135	-.032	-.048	-.099	.015	.084	-.223	-.038
I listen well, seek mutual understanding and welcome sharing of information fully.	.722	.227	.027	-.048	-.221	.272	-.215	-.068	.142	.018
I lose heart if I fail in my attempts	.721	-.483	.259	.179	.045	-.062	.002	-.152	-.029	.121
I prefer holding back from expressing criticism of others.	.697	-.041	.231	-.331	-.027	-.316	.201	-.106	-.137	.237
I tend to avoid confrontations	.687	-.143	.335	.301	.041	-.069	.007	.161	.144	-.154
I am skilled at winning over people.	.684	-.011	.035	.154	-.058	.193	-.183	-.095	-.198	-.338
I am willing to help others after understanding and accepting them as they are.	.682	.364	.216	-.061	-.143	-.133	-.191	-.030	.155	.007
My annoyance is visible	.681	-.267	.400	.267	.019	-.062	-.007	.000	-.006	-.062
I am able to change my style of teaching easily, whenever required.	.680	.241	-.222	.342	-.025	.005	.058	.288	-.114	.135
I express my views frankly in front of management.	.669	.061	-.311	.038	-.020	-.310	-.016	.102	.259	.202
I am able to understand the feeling of others.	.662	.550	.156	-.101	-.031	.042	.085	-.118	-.176	-.129
In crisis situations, I lose my ability to take the decisions	.633	-.324	.431	.198	-.058	.058	-.038	-.070	-.019	.082
Training and development of teachers are emphasised upon.	.626	.483	.132	.284	.120	.102	.130	-.138	.097	.118
I am able to make sound decisions despite uncertainties and pressures	.601	-.096	-.447	-.196	-.068	-.115	.252	-.012	-.027	.225

I prefer taking the lead whenever there is an opportunity to do so.	.583	-.010	-.323	.088	.012	-.034	-.442	.058	.043	.159
I am unable to work when I am in a bad mood	.559	-.248	.354	.213	.240	-.146	.135	.293	.045	-.138
At times, I am unable to keep promises	.524	.223	.500	-.442	.011	-.111	.106	.209	-.126	-.005
Teachers are encouraged to participate in management decisions.	.417	.406	.210	.234	.388	-.142	-.246	-.286	.019	-.103
Faculty Development Programmes are organised frequently.	.415	.232	.324	.369	.059	.365	.216	-.254	-.173	.228
I pursue goals beyond what's required or expected of me.	.535	.591	-.267	.271	-.192	-.161	.210	.141	.030	.058
I am able to master my emotions.	.424	.008	-.562	.158	-.121	-.300	.161	-.263	-.103	-.250
I am ready to seize opportunities to teach my students apart from the scheduled classes.	.366	.259	-.422	.332	.348	-.091	-.123	.155	-.322	.147
I take the feedback and suggestions from my peers to improve my performance.	.343	.371	-.115	-.256	.517	.200	.385	-.090	.068	-.089
I am satisfied with my work performance.	-.087	-.019	-.083	-.069	.015	.587	.084	.474	-.110	.215
I think emotional intelligence help to enhance work permanence.	.027	.161	-.060	.146	.128	-.033	.141	-.065	.649	.173
Extraction Method: Principal Component Analysis.										
a. 10 components extracted.										

Table 4.1.4 Rotated Component Matrix

Rotated Component Matrix[a]										
	Component									
	1	2	3	4	5	6	7	8	9	10
I take the feedback and suggestions from my seniors to improve my performance.	.873	.210	.259	.087	.003	.042	.143	.049	.068	.010
I think that I will be able to take the initiative to do something in some crucial situations.	.872	.264	.173	.005	.097	.085	.056	.222	.069	-.046
I feel that I must further develop myself even when my job does not demand it	.854	.209	.074	.010	.036	.070	.276	-.079	.048	.038
I take responsibility for personal performance.	.842	.364	.172	.154	.050	-.007	.149	.009	.026	.106
Whenever I fail, I accept its reality.	.841	.341	.239	.083	.139	.078	.074	.034	.049	-.092
I am careful in my dealings others.	.830	.274	.332	.106	.026	-.017	.003	-.070	-.122	-.001
I am willing to mentor my juniors in my profession.	.826	.243	.145	.199	-.226	.142	.174	-.058	.060	-.070
I persist in seeking goals despite obstacles and setbacks	.823	.281	.360	.192	.061	.089	.095	.032	.091	.012
understand the vision and mission of my institute.	.817	.429	.186	.150	.090	.064	.096	.007	.074	.098
I take the feedback and suggestions from my students to improve my performance.	.814	.385	.276	.159	.163	.066	-.029	.086	-.020	.005
I operate from hope of success rather than fear of failure	.790	.470	.262	.170	.066	.063	-.045	-.040	.018	-.002
I bring disagreements into the open in order to de-escalate it.	.786	.379	.260	.203	.217	.079	-.022	.091	.091	-.082
I carefully arrange win-win solutions.	.776	.303	.348	.186	.211	.027	.111	.182	.065	-.010
I like to get others' encouragement to do my work well.	.772	-.003	.486	.065	-.076	.117	.008	.049	-.108	.044
I show sensitivity to understand others' perspectives.	.766	.412	.314	.098	.139	.163	-.030	.164	.067	.043
I prefer controlling any potentially emotional outbursts.	.764	.411	.304	.169	.198	.136	-.071	.052	.039	.003
I am willing to learn how to improve my performance.	.757	.412	.241	.273	.157	.110	.077	.043	.002	.006
I can accurately read organizational realities.	.749	.386	.255	-.065	.318	.112	-.112	-.078	-.099	.148
Criticisms won't loosen my heart	.749	.214	.411	.123	.255	.108	.046	.108	.007	-.044
I am now aware of what I think and feel and how I act in a situation	.746	.410	.269	.227	.155	-.083	-.067	-.006	-.005	-.045
I have a clear understanding about my own strengths and weakness	.744	.106	.338	.106	.207	.081	.339	-.060	.023	.049
I have the ability to tackle all problems with analytical approach	.739	.317	.443	.134	.127	-.019	.068	-.076	-.003	.010
I am able to manage the conflicts and problems faced in my workplace.	.721	.355	.227	-.063	.374	.131	-.030	-.173	-.062	.077
I don't keep grudges.	.719	.272	.362	.218	.205	.092	.064	.101	-.023	.013
I have the confidence to discharge my duties in life.	.718	.554	.159	.073	-.017	.041	-.008	.140	.070	-.043
I deal with difficult issues straight forwardly.	.698	.525	.141	.071	.211	.002	-.162	-.027	.075	-.132
I prefer making my actions match my words.	.692	.570	.101	-.012	-.035	.149	.064	.252	.011	.031
I am unable to feel anything in certain situations	.669	.423	.391	-.152	.149	.135	-.007	.111	-.043	-.050
I am able to make sound decisions despite uncertainties and pressures	.668	.072	-.093	.179	.280	-.048	.090	.388	-.029	.089

I articulate and arouse enthusiasm for a shared vision and mission.	.659	.448	.268	.213	-.075	.166	-.094	.018	.037	-.009
I offer useful feedback to others only after systematic assessment.	.656	.575	.271	.098	.205	.011	.038	-.019	-.028	.092
I break down completely when things happen against my expectations.	.654	.231	.583	-.018	.092	.234	-.123	.197	.064	-.052
I lose heart if I fail in my attempts	.633	.024	.587	-.034	-.062	.297	-.130	.127	.153	-.029
I now understood the importance of conscientiousness in performing a job.	.605	.593	.266	.245	.066	.094	.066	.132	.069	.009
I prefer taking the lead whenever there is an opportunity to do so.	.596	.209	-.014	.418	-.079	-.060	-.261	-.129	.041	.098
I consider forgiveness and reconciliation as two major principles in life.	.591	.234	.128	.120	.570	.326	.041	-.137	.034	.004
Management give the fees of seminars and conferences.	.570	.309	.479	.098	.064	.360	-.128	.270	.103	.001
I express my views frankly in front of management.	.552	.271	.112	.339	.173	-.159	-.094	.211	.117	.369
I am skilled at winning over people.	.510	.344	.259	.089	.175	.180	-.002	-.354	.085	-.282
I prefer maintaining a calm appearance when my situation becomes uncomfortable	.452	.801	.207	.128	.079	.087	-.016	-.040	.069	.107
I am able to understand the feeling of others.	.242	.778	.041	.104	.189	.222	.241	.023	.101	-.132
I prefer spotting where personality clashes may impact on work performance.	.271	.762	.172	.265	.170	.103	.098	.117	.047	-.148
I am willing to help others after understanding and accepting them as they are.	.321	.744	.163	.051	.017	.039	-.118	.008	.165	.140
I prefer supporting others in their learning and development.	.432	.743	.202	.141	-.028	.066	.123	-.079	-.067	.098
I prefer handling disagreements and confrontations positively.	.513	.735	.170	-.016	-.021	-.015	.269	.076	.062	-.060
At times, I am unable to keep promises	.162	.692	.306	-.177	-.145	-.087	.188	.338	-.089	-.193
Teachers are encouraged to attend seminars and conferences.	.412	.644	.275	.152	.010	.272	.030	.012	.022	.156
I listen well, seek mutual understanding and welcome sharing of information fully.	.541	.600	.007	-.011	.077	.189	-.138	-.193	-.086	.107
I step forward to lead as needed regardless of my position.	.499	.573	.127	.432	.237	.114	.049	-.073	.018	.079
Training and development of teachers are emphasised upon.	.199	.571	.181	.274	.149	.448	.179	-.030	.061	.274
I handle difficult people and tense situations with diplomacy and tact.	.463	.546	.314	-.082	.343	.200	-.021	.170	-.053	.053
I think a lot before I act	.457	.467	.419	.104	.253	-.209	.276	.048	-.061	-.011
Teachers are encouraged to participate in management decisions.	.073	.464	.189	.321	-.196	.253	.195	-.225	.449	.093
I am unable to work when I am in a bad mood	.266	.146	.794	.087	-.002	-.028	.130	.038	-.019	.018
I tend to avoid confrontations	.354	.304	.714	.051	.094	.084	-.046	-.109	.043	.100
My annoyance is visible	.410	.222	.692	-.014	.014	.230	-.100	-.015	.113	-.041
I consider all the possibilities before making a decision	.540	.315	.625	.136	.023	-.109	.080	.016	.168	.017
In crisis situations, I lose my ability to take the decisions	.442	.184	.590	-.114	-.071	.339	-.187	.032	.032	-.049
I am ready to seize opportunities to teach my students apart from the scheduled classes.	.221	.095	-.006	.835	.059	.074	.122	-.021	.005	-.064
I am able to change my style of teaching easily, whenever required.	.371	.362	.226	.565	.326	.121	-.043	.038	-.187	.081
I am able to master my emotions.	.435	-.029	-.098	.277	.577	-.062	.071	.011	.416	-.042
I pursue goals beyond what's required or expected of me.	.127	.547	-.007	.470	.549	.068	.011	.113	.001	.238
Faculty Development Programmes are organised frequently.	.093	.301	.218	.102	.072	.783	.110	-.003	-.094	.014

I take the feedback and suggestions from my peers to improve my performance.	.212	.291	-.091	.098	.015	.104	.790	.042	-.052	.156
I prefer holding back from expressing criticism of others.	.493	.418	.250	-.073	-.029	.075	.072	.583	.179	-.089
I am satisfied with my work performance.	.004	-.069	-.088	.064	-.066	.058	.062	-.052	-.787	-.060
I think emotional intelligence help to enhance work permance.	-.024	.031	.008	-.006	.021	.035	.090	-.021	.053	.728

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 12 iterations.

Interpretation: Factors of EQ for Teachers in Management Institutions

In the present study Factor Analysis exhibits the rotated factor loading for the statements (Variables) of **EQ for Teachers in west**, U.P., India. Looking at Rotated Component Matrix (**Table-4.1.3.**), we find out that **Factor/Component 1** contains the 39 items-

1. I take the feedback and suggestions from my seniors to improve my performance.
2. I think that I will be able to take the initiative to do something in some crucial situations.
3. I feel that I must further develop myself even when my job does not demand it
4. I take responsibility for personal performance.
5. Whenever I fail, I accept its reality.
6. I am careful in my dealings others.
7. I am willing to mentor my juniors in my profession.
8. I persist in seeking goals despite obstacles and setbacks
9. I understand the vision and mission of my institute.
10. I take the feedback and suggestions from my students to improve my performance.
11. I operate from hope of success rather than fear of failure
12. I bring disagreements into the open in order to de-escalate it.
13. I carefully arrange win-win solutions.
14. I like to get others' encouragement to do my work well.
15. I show sensitivity to understand others' perspectives.
16. I prefer controlling any potentially emotional outbursts.
17. I am willing to learn how to improve my performance.
18. I can accurately read organizational realities.
19. Criticisms won't loosen my heart
20. I am now aware of what I think and feel and how I act in a situation
21. I have a clear understanding about my own strengths and weakness
22. I have the ability to tackle all problems with analytical approach
23. I am able to manage the conflicts and problems faced in my workplace.
24. I don't keep grudges.
25. I have the confidence to discharge my duties in life.
26. I deal with difficult issues straight forwardly.
27. I prefer making my actions match my words.
28. I am unable to feel anything in certain situations
29. I am able to make sound decisions despite uncertainties and pressures
30. I articulate and arouse enthusiasm for a shared vision and mission.
31. I offer useful feedback to others only after systematic assessment.
32. I break down completely when things happen against my expectations.
33. I lose heart if I fail in my attempts
34. I now understood the importance of conscientiousness in performing a job.
35. I prefer taking the lead whenever there is an opportunity to do so.
36. I consider forgiveness and reconciliation as two major principles in life.
37. Management give the fees of seminars and conferences.
38. I express my views frankly in front of management.
39. I am skilled at winning over people.

While the **Factor/Component 2 contains** the 19 items-

1. I prefer maintaining a calm appearance when my situation becomes uncomfortable
2. I am able to understand the feeling of others.

3. I prefer spotting where personality clashes may impact on work performance.
4. I am willing to help others after understanding and accepting them as they are.
5. I prefer supporting others in their learning and development.
6. I prefer handling disagreements and confrontations positively.
7. At times, I am unable to keep promises
8. Teachers are encouraged to attend seminars and conferences.
9. I listen well, seek mutual understanding and welcome sharing of information fully.
10. I step forward to lead as needed regardless of my position.
11. Training and development of teachers are emphasised upon.
12. I handle difficult people and tense situations with diplomacy and tact.
13. I think a lot before I act
14. Teachers are encouraged to participate in management decisions.
15. I am unable to work when I am in a bad mood
16. I tend to avoid confrontations
17. My annoyance is visible
18. I consider all the possibilities before making a decision
19. In crisis situations, I lose my ability to take the decisions

Hence, we can say that our **Alternate hypothesis: 1 (H1), is accepted and Main Nullhypothesis: 1 (H0), is rejected and finally our Research Objective-1** is fulfilled.

Conclusion:
A major contribution of this study is to identify the factors of EQ for Teachers, U.P., India.
Results of factor analysis have produced aforementioned factors, which can be considered as most important factors of **EQ for Teachers**.

Table 4.1.5 Component Transformation Matrix

Component	1	2	3	4	5	6	7	8	9	10
1	.761	.488	.338	.157	.145	.123	.047	.053	.042	.022
2	-.412	.718	-.369	.298	.131	.093	.198	-.059	.029	.147
3	-.358	.349	.569	-.442	-.366	.270	-.067	.081	.022	-.113
4	-.233	-.228	.410	.472	.315	.425	-.265	-.329	.092	.189
5	.015	-.184	.180	.377	-.532	.007	.692	-.087	.105	.105
6	.153	-.023	-.209	-.218	-.062	.448	.157	-.479	-.651	-.045
7	-.122	-.157	.155	-.206	.559	.189	.525	.477	-.160	.129
8	-.151	.098	.346	.279	.025	-.549	-.077	.051	-.678	-.013
9	.052	.029	.055	-.314	-.033	-.218	-.027	-.206	.036	.895
10	.064	-.062	-.190	.244	-.358	.371	-.312	.608	-.258	.313

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

V. Conclusion

Management teaching is a creative profession where passion for gaining knowledge as well as imparting it, plays a vital role. Teachers with a passion for teaching are committed, zealous, intellectual, emotionally intelligent in their work with management students, as well as with their colleagues, parents and the members of the society. This positivity of passion is imperative to achieve high quality in education and teaching. As such teachers are the guide and mentors in creating and enhancing social cohesion, national integration, global understanding and producing ready managers.

Institutions are not fully capable of inculcating the type of knowledge required to produce a full-fledged manager. Their incapability has become a hole in the wall connecting to the industry. The industry remains unsatisfied with the students of the institution and hence considers them to be non-eligible for the job assignments; and therefore they prefer to provide training, just after the selection, to the fresh graduates. There must be industry-institute interaction in order to reduce the gap.

We all know that no educational reformation can be successful unless the quality of teaching is improved; but in turn the quality of teaching depends to a great extent, on the quality of the pre-service teacher education agenda. Educational reformation requires the teachers to implant the knowledge about management and industry relations to shape pre-prepared individuals fit as professionals. Students experiencing professional teacher education programme – i.e., student-teachers, should be encouraged, not only in their cognitive domains,

but also in affective domains, particularly to take care of students' emotional developments.

Emotional intelligence is a competency thatinfluences one's ability to succeed in coping with job demands and various pressures.

Self-awareness is the necessity for the development of emotional intelligence. If teachers lack emotional intelligence there can be miscommunications and misunderstanding while expressing one's emotions. Emotional illiteracy can cause several harms to teachers as well as management officials and to the students with whom they interact. A person may possess the potential for increasing the quality of social interaction, but if that technique is not developed and nourished through practice, it will not be available to the person when it is needed.

Emotionally intelligent teachers have a commitment to other people or cause, for accepting responsibility, and for having a good outlook;   they are sympathetic, empathetic and caring in their relationships.

Their (emotional) life is vibrant and they are comfortable with themselves, others and the social environment they live in. Moreover they express their feelings rightly and adjust themselves well to stress. Thus the word emotional intelligence has come to stay in the literature in the fields of Psychology and Education to describe that knowledge which enables individuals to thrive in their lives, in their careers, in their families and in their communities. It may also predict how well a person will perform in a job.

VI. Suggestions & Implications

The present study was especially regarding the application of the concept of emotional intelligence for teachers. The investigator could come across, so far, only no study was directly related to the area of the present investigation, i.e. the EI / EQ of management faculties / teachers in west UP, till January, 2015. From some of the reviewed studies the concept of relation between logical intelligence (in terms of IQ), emotional intelligence gets strengthened.

The present study examined the methods in which teachers understand their own intellectual & emotional growth within the teaching environment during their practical sessions in their management institutions. The findings of this study has given reach for teacher educators and educational policy makers to re-evaluate their opinions and views about ways in which certification program can be best provided from the country's teachers for taking up the challenges of the classroom.

Thus, the reviewed previous studies do throw light into the level of emotional intelligence of management teachers, the relationship between EI and achievement or performance of teachers, and on the importance of the development of a programme for the enhancement of emotional competence of management teachers.

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