
Personal and Social Competence: A Study of Emotional Intelligence of the Teachers of Government and Private Management Institutions in India

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Abstract:

This research study analyses two aspects of emotional intelligence, namely; personal and social competence. These two competencies of the teachers in government and private management institutions in India were the basis of the research. Researcher also studied the perception of the teachers and association between the dependent variable (government and private institutions) and its association with various personal and social competencies (independent variables) of the teachers. The present research is intended to find out the various qualities that makes a teacher personally as well as socially competent. As teachers are directly dealing with students, they are supposed to be emotional intelligent; and their personal and social competence plays a major role in the effectiveness of teaching. Teaching methodology depends on the emotional Intelligence of the teachers of management institutions. The universe of the present study was the management institutions of India. Investigation was carried out to identify the factors of emotional intelligence (personal and social competence) for management teachers in India, using the survey method to collect the primary data. Crosstabulation analysis was performed to analyse the association

between the dependent variable and independent variables. The analysis found that several factors related to self-awareness, personal and social competencies, empathy were identified as the major factors of personal and social competence that affect the performance of management teachers.

Key words: Emotional Intelligence, Personal Competence, Social Competence & Management Teachers

I. INTRODUCTION

1.1. Emotional Intelligence and Educational Institutions

For too long, education has focused solely on academic needs, offering advanced coursework for students with high IQ's, and remedial coursework for students with low IQ's or special educational needs. Although IQ may be a strong contributor to academic achievement, it is not necessarily a determining factor of success in educational institutions and fulfilment in life.

Unlike IQ, which cannot be significantly changed by experience or education, emotional competencies can be learned, practiced, and improved. Although the family may be the first "institution" in which children are trained emotionally, the teaching is often indirect, through actions; the lessons and examples are often negative in nature. As these emotionally deprived children enter school, they can either become a problem, the school must control, or an opportunity the school is responsible to educate. As schools assume responsibility for educating students to act emotionally intelligent, the school, family and society benefit. And when these students go for the professional or technical education, it becomes a great challenge for the faculties in the management institutions to groom such students and make them skilled and emotionally intelligent.

1.2 Aims of the Study

The present study is intended to find out the perception of the teachers of government and private management institutions and association of emotional intelligence and its two major dimensions- personal and social competence with the dependent variable (government and private institutions) of the teachers of government and private management institutions in India. As it was assumed that teachers who are emotionally intelligent can definitely influence their students, and can help in their all-round development. Thus there is a need for study EI among the management teachers.

1.3. Research Objectives and Research Hypotheses

Research objective-1: To study association between the dependent variable (government and private institutions) and its association with Personal Competencies (independent variables) of the teachers in India.

Research objective-1: To study association between the dependent variable (government and private institutions) and its association with Social Competencies (independent variables) of the teachers in India.

II. LITERATURE REVIEW

2.1. Emotions, Emotionality and Emotional Intelligence

Emotion is the subjective reality associated with personality, attitude, and temperament. Ekman (1972) (a Professor of Psychology, University of California) has identified “happiness, surprise, disgust, fear, anger & sadness” as six primary emotions.

Emotionality is (often) the observable and physiological component of emotion and is a measure of person’s

emotional reactivity to a stimulus. The noun 'emotionality' refers to the quality or state of being emotional. A person is emotional if an emotion is dominant in him. Emotionality refers to the state of an individual by which s/he exhibits her/his emotions.

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. 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:** The cognitive level of emotional response is marked by the use of language by a person to label her/his feelings.
- **Behavioural level:** In the second level of emotional answer, emotions are expressed in a person's action.
- **Neurophysiological & biochemical level:** The neurophysiological & biochemical emotional responses are characterized by variations in heart rate, blood flow, respiration, and hormonal secretions.

2.2. Emotional Intelligence

EI 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,

- a) The maturation of person's neurological inhibitory system.
 - b) The person's temperament and developmental status.
 - c) Parental socialization and environmental support.
 - d) 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.

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.

Peter Salovey and John Mayer (1990) carried out research based on these earlier works in order to establish Emotional intelligence and a genuine intelligence based on the concept and definition of intelligence. According to them intellect and emotional intelligence are two different constructs and they use different parts of the brain. Therefore as a term, emotional intelligence first made its first appearance in 1989 in an article by two American academic psychologist, John D. Mayer and Peter Salovey. They defined emotional intelligence as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions.’ They came up with an ability model with four separate elements of Emotional intelligence namely identifying emotions, using emotions, understanding emotions and managing emotions. Mayer, Caruso & Salovey (1998).

Daniel Goleman (1995) developed further the work of Mayer, and Salovey and in association with the Hay Group developed the following models of competencies. Personal competences which determine how we manage we manage ourselves including self-awareness, emotional self-awareness, accurate self-assessment, self-management, self-control, trustworthiness, conscientiousness, adaptability, achievement orientation and initiative.

Social competencies are the competences that determine how we handle relationships including social awareness, empathy, organizational awareness, self orientation, social skills, developing others, leadership, communication, change catalyst, conflict management, building bonds and teamwork and collaboration. He argues further that the traits are human qualities that every person has access to and it is merely a case of developing these skills to increase emotional intelligence. He came up with one hundred and thirty seven item Emotional Quotient to measure the five

dimensions of Emotional intelligence. IQ by itself is not a very good predictor of job performance. Hunter and Hunter (1984) estimated that the best IQ accounts for about 25% of the variance. Sternberg (1996) has pointed out that studies vary and that 10% may be a more realistic estimate. Bar-On (1997) also developed an EI model using fifteen conceptual constructs in the operationalization of the model. He developed one hundred and thirty three item questionnaires with a rating of five points.

2.3. Importance of emotional intelligence

In a world of work where people are increasingly accepted to be the competitive edge, any theory that seems to offer the possibility of enabling them to work together more cooperatively and productively is likely to raise a great deal of interest. Such was the case when the concept of emotional intelligence first came to public prominence in 1995. Higgs and Dulewicz (1999) identified seven elements of emotional intelligence broken down into three areas. Drivers, which include motivation and decisiveness, traits that energize people and drive them towards achieving goals. Constrainers: Conscientiousness, integrity and emotional resilience, factors that control and curb the excesses of the drivers. Enablers: Sensitivity, influence and self-awareness, traits that facilitate performance and help individuals to succeed.

Goleman (1999) on emotional intelligence in the workplace argues that emotionally intelligent managers are better able to resolve workplace conflict and are better negotiators and leaders. Emotional intelligence is also an effective way of identifying leadership potential because the qualities that constitute good leadership such as decisiveness, empowering others and openness to change all reflect aspects of emotional intelligence. Therefore there are aspects of management, leadership and teamwork in which

competencies owing their origin to emotional states are at least as important as technical abilities. Managing personal emotions and adapting them to circumstances and understanding others' emotions, is an important aspect of leadership and teamwork. Emotional intelligence has become a vital part of how today's leaders meet the significant challenges they face. Emotional intelligence can help leaders in an evermore difficult leadership role. In the middle of the "Talent War", especially at the highest level in organizations, emotional intelligence can give developing leaders a competitive edge. A certain level of emotional intelligence is necessary to learn the emotional competencies (Gowing, in Press). Emotional competencies are linked to and based on 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 India with 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 **215 teachers**. 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 & FINDINGS

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 the teachers surveyed were 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 west U.P., India

4.2. CROSS TABULATION ANALYSIS: Personal Competence & Social Competence

4.2.1. CROSS TABULATION ANALYSIS: Personal Competence

Cross Tabulation: I take responsibility for personal performance.

Organisation			I take responsibility for personal performance.					Total
			Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree	
Private Institute	I am able to master my emotions.	Strongly Agree	Count 8	6	2	0	0	16
			% of Total 4.1%	3.1%	1.0%	0.0%	0.0%	8.2%
		Agree	Count 1	14	7	18	3	43
			% of Total 0.5%	7.2%	3.6%	9.3%	1.5%	22.2%
		Undecided (neither agree nor disagree)	Count 0	21	7	1	5	34
			% of Total 0.0%	10.8%	3.6%	0.5%	2.6%	17.5%
	Disagree	Count 6	21	28	7	7	69	
	% of Total 3.1%	10.8%	14.4%	3.6%	3.6%	35.6%		
	Strongly Disagree	Count 0	0	0	12	20	32	
		% of Total 0.0%	0.0%	0.0%	6.2%	10.3%	16.5%	
	Total	Count 15	62	44	38	35	194	
		% of Total 7.7%	32.0%	22.7%	19.6%	18.0%	100.0%	
Government Institute	I am able to master my emotions.	Strongly Agree	Count 2	0	0	0	2	
			% of Total 9.5%	0.0%	0.0%	0.0%	9.5%	
		Agree	Count 2	1	3	0	6	
			% of Total 9.5%	4.8%	14.3%	0.0%	28.6%	
		Undecided (neither agree nor disagree)	Count 3	1	0	0	4	
			% of Total 14.3%	4.8%	0.0%	0.0%	19.0%	
	Disagree	Count 3	4	1	0	8		
	% of Total 14.3%	19.0%	4.8%	0.0%	38.1%			
	Strongly Disagree	Count 0	0	1	0	1		
		% of Total 0.0%	0.0%	4.8%	0.0%	4.8%		
	Total	Count 10	6	5	0	21		
		% of Total 47.6%	28.6%	23.8%	0.0%	100.0%		

Interpretation & Findings: From the above crosstab, it can be said that out of total 215 respondents (teachers), 194

respondents are from Private Sector i.e; 90.23 %. Out of which 7.7 % respondents strongly agreed, 32.0 % respondents agreed, 22.7 % respondents were neutral, 19.6 % respondents disagreed and 18.0% respondents strongly disagreed that 'I take responsibility for personal performance.'

Out of total 215 respondents (teachers), 21 respondents are from Government Sector i.e; 9.76 %. Out of which 0.0 % respondents strongly agreed, 47.6 % respondents agreed, 28.6 % respondents were neutral, 23.8 % respondents disagreed and 0.0 % respondents strongly disagreed that 'I take responsibility for personal performance.'

Cross Tabulation: I am careful in my dealings others

Crosstab				I am careful in my dealings others.					Total
Organisation				Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree	
Private Institute	I am able to master my emotions.	Strongly Agree	Count	8	8	0	0	0	16
			% of Total	4.1%	4.1%	0.0%	0.0%	0.0%	8.2%
		Agree	Count	0	15	7	21	0	43
			% of Total	0.0%	7.7%	3.6%	10.8%	0.0%	22.2%
		Undecided (neither agree nor disagree)	Count	7	13	7	7	0	34
			% of Total	3.6%	6.7%	3.6%	3.6%	0.0%	17.5%
	Disagree	Count	28	14	21	0	6	69	
		% of Total	14.4%	7.2%	10.8%	0.0%	3.1%	35.6%	
	Strongly Disagree	Count	0	0	1	11	20	32	
		% of Total	0.0%	0.0%	0.5%	5.7%	10.3%	16.5%	
Total		Count	43	50	36	39	26	194	
		% of Total	22.2%	25.8%	18.6%	20.1%	13.4%	100.0%	
Government Institute	I am able to master my emotions.	Strongly Agree	Count	0	2	0	0	2	
			% of Total	0.0%	9.5%	0.0%	0.0%	9.5%	
		Agree	Count	0	2	1	3	6	
			% of Total	0.0%	9.5%	4.8%	14.3%	28.6%	
		Undecided (neither agree nor disagree)	Count	1	2	1	0	4	
			% of Total	4.8%	9.5%	4.8%	0.0%	19.0%	
	Disagree	Count	4	1	3	0	8		
		% of Total	19.0%	4.8%	14.3%	0.0%	38.1%		
	Strongly Disagree	Count	0	0	0	1	1		
		% of Total	0.0%	0.0%	0.0%	4.8%	4.8%		
Total		Count	5	7	5	4	21		
		% of Total	23.8%	33.3%	23.8%	19.0%	100.0%		

Interpretation & Findings: From the above crosstab, it can said that out of total 215 respondents (teachers), 194 respondents are from Private Sector i.e; 90.23 %. Out of which

22.2 % respondents strongly agreed, 25.8 % respondents agreed, 18.6 % respondents were neutral, 20.1 % respondents disagreed and 13.4 % respondents strongly disagreed that ‘I am careful in my dealings others.’

Out of total 215 respondents (teachers), 21 respondents are from Government Sector i.e; 9.76 %. Out of which 23.8 % respondents strongly agreed, 33.3 % respondents agreed, 23.8 % respondents were neutral, 19.0 % respondents disagreed and 0.0 % respondents strongly disagreed that ‘I am careful in my dealings others.’

Cross Tabulation: I feel that I must further develop myself even when my job does not demand it

Crosstab				I feel that I must further develop myself even when my job does not demand it					Total
Organisation				Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree	
Private Institute	I am able to master my emotions.	Strongly Agree	Count	8	8	0	0	0	16
			% of Total	4.1%	4.1%	0.0%	0.0%	0.0%	8.2%
		Agree	Count	13	1	7	19	3	43
			% of Total	6.7%	0.5%	3.6%	9.8%	1.5%	22.2%
		Undecided (neither agree nor disagree)	Count	0	0	28	0	6	34
			% of Total	0.0%	0.0%	14.4%	0.0%	3.1%	17.5%
	Disagree	Count	13	14	21	15	6	69	
		% of Total	6.7%	7.2%	10.8%	7.7%	3.1%	35.6%	
	Strongly Disagree	Count	0	1	0	0	31	32	
		% of Total	0.0%	0.5%	0.0%	0.0%	16.0%	16.5%	
	Total	Count	34	24	56	34	46	194	
		% of Total	17.5%	12.4%	28.9%	17.5%	23.7%	100.0%	
Government Institute	I am able to master my emotions.	Strongly Agree	Count	0	2	0	0	0	2
			% of Total	0.0%	9.5%	0.0%	0.0%	0.0%	9.5%
		Agree	Count	2	0	1	3	0	6
			% of Total	9.5%	0.0%	4.8%	14.3%	0.0%	28.6%
		Undecided (neither agree nor disagree)	Count	0	0	4	0	0	4
			% of Total	0.0%	0.0%	19.0%	0.0%	0.0%	19.0%
	Disagree	Count	2	1	3	2	0	8	
		% of Total	9.5%	4.8%	14.3%	9.5%	0.0%	38.1%	
	Strongly Disagree	Count	0	0	0	0	1	1	
		% of Total	0.0%	0.0%	0.0%	0.0%	4.8%	4.8%	
	Total	Count	4	3	8	5	1	21	
		% of Total	19.0%	14.3%	38.1%	23.8%	4.8%	100.0%	

Interpretation & Findings: From the above crosstab, it can be said that out of total 215 respondents (teachers), 194

respondents are from Private Sector i.e; 90.23 %. Out of which 17.5 % respondents strongly agreed, 12.4 % respondents agreed, 28.9 % respondents were neutral, 17.5 % respondents disagreed and 23.7 % respondents strongly disagreed that ‘I feel that I must further develop myself even when my job does not demand it.’

Out of total 215 respondents (teachers), 21 respondents are from Government Sector i.e; 9.76 %. Out of which 19.0 % respondents strongly agreed, 14.3 % respondents agreed, 38.1 % respondents were neutral, 23.8 % respondents disagreed and 4.8 % respondents strongly disagreed that ‘I feel that I must further develop myself even when my job does not demand it.’

Cross Tabulation: I am willing to learn how to improve my performance

Crosstab				I am willing to learn how to improve my performance.					Total
Organisation				Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree	
Private Institute	I am able to master my emotions.	Strongly Agree	Count	15	0	1	0	0	16
			% of Total	7.7%	0.0%	0.5%	0.0%	0.0%	8.2%
		Agree	Count	1	14	6	22	0	43
			% of Total	0.5%	7.2%	3.1%	11.3%	0.0%	22.2%
		Undecided (neither agree nor disagree)	Count	21	0	7	6	0	34
			% of Total	10.8%	0.0%	3.6%	3.1%	0.0%	17.5%
		Disagree	Count	6	28	28	0	7	69
		% of Total	3.1%	14.4%	14.4%	0.0%	3.6%	35.6%	
		Strongly Disagree	Count	0	0	1	11	20	32
		% of Total	0.0%	0.0%	0.5%	5.7%	10.3%	16.5%	
	Total	Count	43	42	43	39	27	194	
	% of Total	22.2%	21.6%	22.2%	20.1%	13.9%	100.0%		
Government Institute	I am able to master my emotions.	Strongly Agree	Count	2	0	0	0	0	2
			% of Total	9.5%	0.0%	0.0%	0.0%	0.0%	9.5%
		Agree	Count	0	2	1	3	0	6
			% of Total	0.0%	9.5%	4.8%	14.3%	0.0%	28.6%
		Undecided (neither agree nor disagree)	Count	3	0	1	0	0	4
			% of Total	14.3%	0.0%	4.8%	0.0%	0.0%	19.0%
		Disagree	Count	0	4	4	0	0	8
		% of Total	0.0%	19.0%	19.0%	0.0%	0.0%	38.1%	
		Strongly Disagree	Count	0	0	0	1	0	1
		% of Total	0.0%	0.0%	0.0%	4.8%	0.0%	4.8%	
	Total	Count	5	6	6	4	0	21	
	% of Total	23.8%	28.6%	28.6%	19.0%	0.0%	100.0%		

Interpretation & Findings: From the above crosstab, it can be said that out of total 215 respondents (teachers), 194 respondents are from Private Sector i.e; 90.23 %. Out of which 22.2 % respondents strongly agreed, 21.6 % respondents agreed, 22.2 % respondents were neutral, 20.1 % respondents disagreed and 13.9 % respondents strongly disagreed that ‘I am willing to learn how to improve my performance.’

Out of total 215 respondents (teachers), 21 respondents are from Government Sector i.e; 9.76 %. Out of which 23.8 % respondents strongly agreed, 28.6 % respondents agreed, 28.6 % respondents were neutral, 19.0 % respondents disagreed and 0.0 % respondents strongly disagreed that ‘I am willing to learn how to improve my performance.’

Cross Tabulation: I take the feedback and suggestions from my students to improve my performance

Crosstab			I take the feedback and suggestions from my students to improve my performance.						Total
Organisation			Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree		
Private Institute	I am able to master my emotions.	Strongly Agree	Count 15 % of Total 7.7%	Count 0 % of Total 0.0%	Count 1 % of Total 0.5%	Count 0 % of Total 0.0%	Count 0 % of Total 0.0%	Count 16 % of Total 8.2%	
		Agree	Count 0 % of Total 0.0%	Count 15 % of Total 7.7%	Count 7 % of Total 3.6%	Count 19 % of Total 9.8%	Count 2 % of Total 1.0%	Count 43 % of Total 22.2%	
		Undecided (neither agree nor disagree)	Count 21 % of Total 10.8%	Count 0 % of Total 0.0%	Count 7 % of Total 3.6%	Count 5 % of Total 2.6%	Count 1 % of Total 0.5%	Count 34 % of Total 17.5%	
		Disagree	Count 0 % of Total 0.0%	Count 41 % of Total 21.1%	Count 21 % of Total 10.8%	Count 0 % of Total 0.0%	Count 7 % of Total 3.6%	Count 69 % of Total 35.6%	
		Strongly Disagree	Count 0 % of Total 0.0%	Count 0 % of Total 0.0%	Count 1 % of Total 0.5%	Count 7 % of Total 3.6%	Count 24 % of Total 12.4%	Count 32 % of Total 16.5%	
		Total	Count 36 % of Total 18.6%	Count 56 % of Total 28.9%	Count 37 % of Total 19.1%	Count 31 % of Total 16.0%	Count 34 % of Total 17.5%	Count 194 % of Total 100.0%	
	Government Institute	I am able to master my emotions.	Strongly Agree	Count 2 % of Total 9.5%	Count 0 % of Total 0.0%	Count 0 % of Total 0.0%	Count 0 % of Total 0.0%	Count 0 % of Total 0.0%	Count 2 % of Total 9.5%
Agree			Count 0 % of Total 0.0%	Count 2 % of Total 9.5%	Count 1 % of Total 4.8%	Count 3 % of Total 14.3%	Count 6 % of Total 28.6%	Count 6 % of Total 28.6%	
Undecided (neither agree nor disagree)			Count 3 % of Total 14.3%	Count 0 % of Total 0.0%	Count 1 % of Total 4.8%	Count 0 % of Total 0.0%	Count 4 % of Total 19.0%	Count 4 % of Total 19.0%	
Disagree			Count 0 % of Total 0.0%	Count 5 % of Total 23.8%	Count 3 % of Total 14.3%	Count 0 % of Total 0.0%	Count 8 % of Total 38.1%	Count 8 % of Total 38.1%	
Strongly Disagree			Count 0 % of Total 0.0%	Count 0 % of Total 0.0%	Count 0 % of Total 0.0%	Count 1 % of Total 4.8%	Count 1 % of Total 4.8%	Count 1 % of Total 4.8%	
Total			Count 5 % of Total 23.8%	Count 7 % of Total 33.3%	Count 5 % of Total 23.8%	Count 4 % of Total 19.0%	Count 21 % of Total 100.0%	Count 21 % of Total 100.0%	

Interpretation & Findings: From the above crosstab, it can be said that out of total 215 respondents (teachers), 194 respondents are from Private Sector i.e; 90.23 %. Out of which 18.6 % respondents strongly agreed, 28.9 % respondents agreed, 19.1 % respondents were neutral, 16.0 % respondents disagreed and 17.5 % respondents strongly disagreed that ‘I take the feedback and suggestions from my students to improve my performance.’

Out of total 215 respondents (teachers), 21 respondents are from Government Sector i.e; 9.76 %. Out of which 23.8 % respondents strongly agreed, 33.3 % respondents agreed, 23.8 % respondents were neutral, 19.0 % respondents disagreed and 0.0 % respondents strongly disagreed that ‘I take the feedback and suggestions from my students to improve my performance.’

Cross Tabulation: 4.4.2.6 I take the feedback and suggestions from my seniors to improve my performance

Crosstab				I take the feedback and suggestions from my seniors to improve my performance.					Total
Organisation				Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree	
Private Institute	I am able to master my emotions.	Strongly Agree	Count	16	0	0	0	0	16
			% of Total	8.2%	0.0%	0.0%	0.0%	0.0%	8.2%
		Agree	Count	14	8	18	3	0	43
			% of Total	7.2%	4.1%	9.3%	1.5%	0.0%	22.2%
		Undecided (neither agree nor disagree)	Count	7	21	1	5	0	34
			% of Total	3.6%	10.8%	0.5%	2.6%	0.0%	17.5%
		Disagree	Count	21	28	14	0	6	69
		% of Total	10.8%	14.4%	7.2%	0.0%	3.1%	35.6%	
		Strongly Disagree	Count	0	1	5	26	0	32
		% of Total	0.0%	0.5%	2.6%	13.4%	0.0%	16.5%	
	Total	Count	58	58	38	34	6	194	
	% of Total	29.9%	29.9%	19.6%	17.5%	3.1%	100.0%		
Government Institute	I am able to master my emotions.	Strongly Agree	Count	2	0	0			2
			% of Total	9.5%	0.0%	0.0%			9.5%
		Agree	Count	2	1	3			6
			% of Total	9.5%	4.8%	14.3%			28.6%
		Undecided (neither agree nor disagree)	Count	1	3	0			4
			% of Total	4.8%	14.3%	0.0%			19.0%
		Disagree	Count	3	3	2			8
			% of Total	14.3%	14.3%	9.5%			38.1%
Strongly Disagree	Count	0	0	1			1		
	% of Total	0.0%	0.0%	4.8%			4.8%		

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Total	Count	8	7	6			21
	% of Total	38.1%	33.3%	28.6%			100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 215 respondents (teachers), 194 respondents are from Private Sector i.e; 90.23 %. Out of which 29.9 % respondents strongly agreed, 29.9 % respondents agreed, 19.6 % respondents were neutral, 17.5 % respondents disagreed and 3.1 % respondents strongly disagreed that ‘I take the feedback and suggestions from my seniors to improve my performance..’

Out of total 215 respondents (teachers), 21 respondents are from Government Sector i.e; 9.76 %. Out of which 38.1 % respondents strongly agreed, 33.3 % respondents agreed, 28.6 % respondents were neutral, 0.0 % respondents disagreed and 0.0 % respondents strongly disagreed that ‘I take the feedback and suggestions from my seniors to improve my performance.’

4.3. CROSS TABULATION ANALYSIS: Social Competence

Cross Tabulation: I offer useful feedback to others only after systematic assessment

Crosstab			I offer useful feedback to others only after systematic assessment.						Total
Organisation			Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree		
Private Institute	I am able to master my emotions.	Strongly Agree	Count	16	0	0	0	0	16
			% of Total	8.2%	0.0%	0.0%	0.0%	0.0%	8.2%
		Agree	Count	0	1	17	13	12	43
			% of Total	0.0%	0.5%	8.8%	6.7%	6.2%	22.2%
		Undecided (neither agree nor disagree)	Count	7	14	8	0	5	34
			% of Total	3.6%	7.2%	4.1%	0.0%	2.6%	17.5%
		Disagree	Count	7	20	21	21	0	69
		% of Total	3.6%	10.3%	10.8%	10.8%	0.0%	35.6%	
	Strongly Disagree	Count	0	0	0	7	25	32	
		% of Total	0.0%	0.0%	0.0%	3.6%	12.9%	16.5%	
	Total	Count	30	35	46	41	42	194	
		% of Total	15.5%	18.0%	23.7%	21.1%	21.6%	100.0%	
Government Institute	I am able to master my emotions.	Strongly Agree	Count	2	0	0	0	0	2
			% of Total	9.5%	0.0%	0.0%	0.0%	0.0%	9.5%
		Agree	Count	0	0	2	2	2	6
			% of Total	0.0%	0.0%	9.5%	9.5%	9.5%	28.6%

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	Undecided (neither agree nor disagree)	Count	1	2	1	0	0	4
		% of Total	4.8%	9.5%	4.8%	0.0%	0.0%	19.0%
	Disagree	Count	1	2	3	2	0	8
		% of Total	4.8%	9.5%	14.3%	9.5%	0.0%	38.1%
	Strongly Disagree	Count	0	0	0	0	1	1
		% of Total	0.0%	0.0%	0.0%	0.0%	4.8%	4.8%
Total		Count	4	4	6	4	3	21
		% of Total	19.0%	19.0%	28.6%	19.0%	14.3%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 215 respondents (teachers), 194 respondents are from Private Sector i.e; 90.23 %. Out of which 15.5 % respondents strongly agreed, 18.0 % respondents agreed, 23.7 % respondents were neutral, 21.1 % respondents disagreed and 21.6 % respondents strongly disagreed that ‘I offer useful feedback to others only after systematic assessment.’

Out of total 215 respondents (teachers), 21 respondents are from Government Sector i.e; 9.76 %. Out of which 19.0 % respondents strongly agreed, 19.0 % respondents agreed, 28.6 % respondents were neutral, 19.0 % respondents disagreed and 14.3 % respondents strongly disagreed that ‘I offer useful feedback to others only after systematic assessment.’

Cross Tabulation: I am willing to mentor my juniors in my profession

Crosstab			I am willing to mentor my juniors in my profession.					Total
Organisation			Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree	
Private Institute	I am able to master my emotions.	Strongly Agree	Count	9	7	0	0	16
			% of Total	4.6%	3.6%	0.0%	0.0%	8.2%
		Agree	Count	15	7	21	0	43
			% of Total	7.7%	3.6%	10.8%	0.0%	22.2%
		Undecided (neither agree nor disagree)	Count	7	14	13	0	34
			% of Total	3.6%	7.2%	6.7%	0.0%	17.5%
		Disagree	Count	27	35	0	0	69
		% of Total	13.9%	18.0%	0.0%	0.0%	35.6%	
	Strongly Disagree	Count	0	0	25	7	32	
		% of Total	0.0%	0.0%	12.9%	3.6%	16.5%	
Total		Count	58	63	59	7	194	
		% of Total	29.9%	32.5%	30.4%	3.6%	100.0%	
Government Institute	I am able to master my emotions.	Strongly Agree	Count	1	1	0		2
			% of Total	4.8%	4.8%	0.0%		9.5%
		Agree	Count	2	1	3		6
		% of Total	9.5%	4.8%	14.3%		28.6%	

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	Undecided (neither agree nor disagree)	Count	1	2	1		4
		% of Total	4.8%	9.5%	4.8%		19.0%
	Disagree	Count	3	5	0		8
		% of Total	14.3%	23.8%	0.0%		38.1%
	Strongly Disagree	Count	0	0	1		1
		% of Total	0.0%	0.0%	4.8%		4.8%
Total		Count	7	9	5		21
		% of Total	33.3%	42.9%	23.8%		100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 215 respondents (teachers), 194 respondents are from Private Sector i.e; 90.23 %. Out of which 29.9 % respondents strongly agreed, 32.5 % respondents agreed, 30.4 % respondents were neutral, 3.6 % respondents disagreed and 3.6 % respondents strongly disagreed that ‘I am willing to mentor my juniors in my profession.’

Out of total 215 respondents (teachers), 21 respondents are from Government Sector i.e; 9.76 %. Out of which 33.3 % respondents strongly agreed, 42.9 % respondents agreed, 23.8 % respondents were neutral, 0.0 % respondents disagreed and 0.0 % respondents strongly disagreed that ‘I am willing to mentor my juniors in my profession.’

Cross Tabulation: 4.4.8.3 I articulate and arouse enthusiasm for a shared vision and mission

Crosstab			I articulate and arouse enthusiasm for a shared vision and mission.					Total	
Organisation			Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree		
Private Institute	I am able to master my emotions.	Strongly Agree	Count	8	8	0	0	0	16
			% of Total	4.1%	4.1%	0.0%	0.0%	0.0%	8.2%
		Agree	Count	2	16	9	16	0	43
			% of Total	1.0%	8.2%	4.6%	8.2%	0.0%	22.2%
		Undecided (neither agree nor disagree)	Count	20	1	10	3	0	34
			% of Total	10.3%	0.5%	5.2%	1.5%	0.0%	17.5%
		Disagree	Count	19	20	21	2	7	69
		% of Total	9.8%	10.3%	10.8%	1.0%	3.6%	35.6%	
	Strongly Disagree	Count	1	0	9	15	7	32	
		% of Total	0.5%	0.0%	4.6%	7.7%	3.6%	16.5%	
Total		Count	50	45	49	36	14	194	
		% of Total	25.8%	23.2%	25.3%	18.6%	7.2%	100.0%	
Government Institute	I am able to master my emotions.	Strongly Agree	Count	2	0	0	0	2	
		% of Total	9.5%	0.0%	0.0%	0.0%	0.0%	9.5%	

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my emotions.	Agree	Count	0	2	1	3		6
		% of Total	0.0%	9.5%	4.8%	14.3%		28.6%
	Undecided (neither agree nor disagree)	Count	3	0	1	0		4
		% of Total	14.3%	0.0%	4.8%	0.0%		19.0%
	Disagree	Count	2	3	3	0		8
		% of Total	9.5%	14.3%	14.3%	0.0%		38.1%
Strongly Disagree	Count	0	0	0	1		1	
	% of Total	0.0%	0.0%	0.0%	4.8%		4.8%	
Total		Count	7	5	5	4		21
		% of Total	33.3%	23.8%	23.8%	19.0%		100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 215 respondents (teachers), 194 respondents are from Private Sector i.e; 90.23 %. Out of which 25.8 % respondents strongly agreed, 23.2 % respondents agreed, 25.3 % respondents were neutral, 18.6 % respondents disagreed and 7.2 % respondents strongly disagreed that ‘I articulate and arouse enthusiasm for a shared vision and mission..’

Out of total 215 respondents (teachers), 21 respondents are from Government Sector i.e; 9.76 %. Out of which 33.3 % respondents strongly agreed, 23.8 % respondents agreed, 23.8 % respondents were neutral, 19.0 % respondents disagreed and 0.0 % respondents strongly disagreed that ‘I articulate and arouse enthusiasm for a shared vision and mission.’

Cross Tabulation: 4.4.8.4 I bring disagreements into the open in order to de-escalate it

Crosstab			I bring disagreements into the open in order to de-escalate it.					Total	
Organisation			Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree		
Private Institute	I am able to master my emotions.	Strongly Agree	Count	16	0	0	0	0	16
			% of Total	8.2%	0.0%	0.0%	0.0%	0.0%	8.2%
		Agree	Count	0	15	19	9	0	43
			% of Total	0.0%	7.7%	9.8%	4.6%	0.0%	22.2%
		Undecided (neither agree nor disagree)	Count	20	0	8	6	0	34
			% of Total	10.3%	0.0%	4.1%	3.1%	0.0%	17.5%
		Disagree	Count	0	39	23	0	7	69
		% of Total	0.0%	20.1%	11.9%	0.0%	3.6%	35.6%	
Total	Strongly Disagree	Count	0	0	0	18	14	32	
		% of Total	0.0%	0.0%	0.0%	9.3%	7.2%	16.5%	
		Count	36	54	50	33	21	194	
		% of Total	18.6%	27.8%	25.8%	17.0%	10.8%	100.0%	

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Government Institute	I am able to master my emotions.	Strongly Agree	Count	2	0	0	0	2
			% of Total	9.5%	0.0%	0.0%	0.0%	9.5%
		Agree	Count	0	2	3	1	6
			% of Total	0.0%	9.5%	14.3%	4.8%	28.6%
		Undecided (neither agree nor disagree)	Count	3	0	1	0	4
			% of Total	14.3%	0.0%	4.8%	0.0%	19.0%
	Disagree	Count	0	5	3	0	8	
	% of Total	0.0%	23.8%	14.3%	0.0%	38.1%		
	Strongly Disagree	Count	0	0	1	1	1	
		% of Total	0.0%	0.0%	0.0%	4.8%	4.8%	
	Total	Count	5	7	7	2	21	
		% of Total	23.8%	33.3%	33.3%	9.5%	100.0%	

Interpretation & Findings: From the above crosstab, it can be said that out of total 215 respondents (teachers), 194 respondents are from Private Sector i.e; 90.23 %. Out of which 18.6 % respondents strongly agreed, 27.8 % respondents agreed, 25.8 % respondents were neutral, 17.0 % respondents disagreed and 10.8 % respondents strongly disagreed that ‘I bring disagreements into the open in order to de-escalate it.’

Out of total 215 respondents (teachers), 21 respondents are from Government Sector i.e; 9.76 %. Out of which 23.8 % respondents strongly agreed, 33.3 % respondents agreed, 33.3 % respondents were neutral, 9.5 % respondents disagreed and 0.0 % respondents strongly disagreed that ‘I bring disagreements into the open in order to de-escalate it.’

Cross Tabulation: 4.4.8.5 I carefully arrange win-win solutions

Crosstab				I carefully arrange win-win solutions.					Total
Organisation			Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree		
Private Institute	I am able to master my emotions.	Strongly Agree	Count	16	0	0	0	16	
			% of Total	8.2%	0.0%	0.0%	0.0%	8.2%	
		Agree	Count	0	15	25	3	43	
			% of Total	0.0%	7.7%	12.9%	1.5%	22.2%	
		Undecided (neither agree nor disagree)	Count	20	7	1	6	34	
			% of Total	10.3%	3.6%	0.5%	3.1%	17.5%	
	Disagree	Count	6	41	15	0	69		
	% of Total	3.1%	21.1%	7.7%	0.0%	35.6%			
	Strongly Disagree	Count	0	0	0	25	7		
		% of Total	0.0%	0.0%	0.0%	12.9%	3.6%		
	Total	Count	42	63	41	34	14		
		% of Total	21.6%	32.5%	21.1%	17.5%	7.2%		
Government	I am able to	Strongly	Count	2	0	0	0	2	

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Institute	master my emotions.	Agree	% of Total	9.5%	0.0%	0.0%	0.0%	9.5%
			Count	0	2	4	0	6
	Agree	% of Total	0.0%	9.5%	19.0%	0.0%	28.6%	
	Undecided (neither agree nor disagree)	Count	3	1	0	0	4	
		% of Total	14.3%	4.8%	0.0%	0.0%	19.0%	
	Disagree	Count	1	5	2	0	8	
		% of Total	4.8%	23.8%	9.5%	0.0%	38.1%	
	Strongly Disagree	Count	0	0	0	1	1	
		% of Total	0.0%	0.0%	0.0%	4.8%	4.8%	
	Total	Count	6	8	6	1	21	
		% of Total	28.6%	38.1%	28.6%	4.8%	100.0%	

Interpretation & Findings: From the above crosstab, it can be said that out of total 215 respondents (teachers), 194 respondents are from Private Sector i.e; 90.23 %. Out of which 21.6 % respondents strongly agreed, 32.5 % respondents agreed, 21.1 % respondents were neutral, 17.5 % respondents disagreed and 7.2 % respondents strongly disagreed that ‘I carefully arrange win-win solutions.’

Out of total 215 respondents (teachers), 21 respondents are from Government Sector i.e; 9.76 %. Out of which 28.6 % respondents strongly agreed, 38.1 % respondents agreed, 28.6 % respondents were neutral, 4.8 % respondents disagreed and 0.0 % respondents strongly disagreed that ‘I carefully arrange win-win solutions.’

4.3. T-Test: Social Competence

Cross Tabulation: 4.4.7.1 T-Test: Social Competence Group Statistics

Group Statistics					
	Organisation	N	Mean	Std. Deviation	Std. Error Mean
I offer useful feedback to others only after systematic assessment.	Private Institute	194	3.1546	1.36454	.09797
	Government Institute	21	2.9048	1.33809	.29199
I am willing to mentor my juniors in my profession.	Private Institute	194	2.1856	1.02133	.07333
	Government Institute	21	1.9048	.76842	.16768
I articulate and arouse enthusiasm for a shared vision and mission.	Private Institute	194	2.5825	1.25335	.08999
	Government Institute	21	2.2857	1.14642	.25017
I bring disagreements into the open in order to de-escalate it.	Private Institute	194	2.7371	1.25006	.08975
	Government Institute	21	2.2857	.95618	.20866
I carefully arrange win-win solutions.	Private Institute	194	2.5619	1.21254	.08706
	Government Institute	21	2.0952	.88909	.19401

Cross Tabulation: 4.4.7.2 T-Test: Social Competence Independent Samples Test

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
I offer useful feedback to others only after systematic assessment.	EQUAL VARIANCES ASSUMED	.267	.606	.799	213	.425	.24988	.31290	-.36691	.86666	
	EQUAL VARIANCES NOT ASSUMED			.811	24.724	.425	.24988	.30799	-.38480	.88456	
I am willing to mentor my juniors in my profession.	EQUAL VARIANCES ASSUMED	2.868	.092	1.222	213	.223	.28081	.22979	-.17216	.73377	
	EQUAL VARIANCES NOT ASSUMED			1.534	28.273	.136	.28081	.18302	-.09392	.65553	
I articulate and arouse enthusiasm for a shared vision and mission.	EQUAL VARIANCES ASSUMED	.434	.511	1.039	213	.300	.29676	.28571	-.26642	.85994	
	EQUAL VARIANCES NOT ASSUMED			1.116	25.466	.275	.29676	.26586	-.25028	.84380	
I bring disagreements into the open in order to de-escalate it.	EQUAL VARIANCES ASSUMED	2.843	.093	1.603	213	.110	.45140	.28152	-.10353	1.00632	
	EQUAL VARIANCES NOT ASSUMED			1.987	27.986	.057	.45140	.22714	-.01389	.91668	
I carefully arrange win-win solutions.	EQUAL VARIANCES ASSUMED	6.001	.015	1.713	213	.088	.46662	.27244	-.07040	1.00364	
	EQUAL VARIANCES NOT ASSUMED			2.194	28.743	.036	.46662	.21265	.03153	.90171	

V. FINDINGS & CONCLUSION

• **T-test & Cross Tabulation**

T-test was conducted to know the discrepancy gap between the EQ of management teachers of private institutions and EI of management teachers of government institutions. Researcher, further applied cross tabulation on each and every variable of the EI dimension to see to the exact difference of the emotional

intelligence of both private and government management teachers. Major finding of the study is that in all the seven EI dimensions, teachers of government institutions have better EI than the teachers of private management institutions. This finding can be verified from the results of cross tabulation.

- **Major Findings**

- **❖ Teachers**

- Teachers of government institutions are more emotionally intelligent than the teachers of private institutions.
- Teachers of government institutions are more willing to learn to improve their performance than the teachers of private institutions.
- Teachers of government institutions are more open to their feedback from students as well as seniors than the teachers of private institutions.
- Teachers of government institutions are more effective in dealing with difficult issues straight forwardly than the teachers of private institutions.
- Teachers of government institutions are keener to take initiatives than the teachers of private institutions.
- Teachers of government institutions are more able to manage the conflicts and problems faced in workplace than the teachers of private institutions.
- Teachers of government institutions and the teachers of private institutions, both are equally willing to play the role of leader in their work place.
- Teachers of government institutions are more willing to mentor juniors in their profession than the teachers of private institutions.
- Teachers of government institutions have more have the confidence to discharge duties in life than the teachers of private institutions.

- Teachers of government institutions are more articulate and arouse enthusiasm for a shared vision and mission than the teachers of private institutions.
- Teachers of government institutions offer more useful feedback to others only after systematic assessment than the teachers of private institutions.
- Teachers of government institutions bring disagreements into the open in order to de-escalate it than the teachers of private institutions.
- Teachers of government institutions and the teachers of private institutions; both do not keep grudges or any other kind of ill feeling.

❖ **Management**

- Management of government institutions prefers supporting teachers in their learning and development more than the management of private institutions.
- Management of government institutions emphasises more on Training and development of teachers than the management of private institutions.
- Management of government institutions encourages teachers more to attend seminars and conferences than the management of private institutions.
- Management of government institutions encourages teachers to participate in management decisions than the management of private institutions.

Discussion, Suggestions & Implications

The present study was designed to study the emotional intelligence of the teachers of the management institutions. In order to study the EI, researcher focused on the two dimensions as described by Goleman, D. (1995); personal competence and social competence. Study was conducted in government and

private management institutions in India. Several items related to personal and social competence were considered to test the emotional intelligence of the management teachers of government and private management institutions.

Taking responsibility for personal performance is a very important factor of EI, as it helps in team performance and make one careful in one's dealings with others. Teachers must develop themselves to teach students in more efficient manner. For this teacher must be willing to learn how to improve performance; and if necessary they can take the feedback and suggestions from students and seniors to improve my performance. Teachers ought to offer useful feedback to others only after systematic assessment and should be willing to mentor juniors in the profession. Teachers must articulate and arouse enthusiasm among all the others for a shared vision and mission of the institution. As all these qualities helps teachers to improve their personal and social competence leading to enhanced emotional intelligence. Practical implication of these competencies is in managing conflict with others in the institutions. Highly emotionally intelligent teacher will bring disagreements into the open in order to de-escalate it and will carefully arrange win-win solutions for all.

The present study explored the ways 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 scope for teacher educators and educational policy makers to re-evaluate their perceptions and beliefs about ways in which they deal with the situation.

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