

Emotional Intelligence: University Teachers' Case Study

Milyausha M. Kalashnikova, Egor V. Petrov

Kazan Federal University, the Naberezhnye Chelny Institute of KFU, Russian Federation

Abstract

The analysis of modern scientific literature showed the researchers' great interest to such phenomenon as "an emotion". They study it in different aspects and introduced the term "emotional intelligence" to talk about the competencies of understanding and managing emotions effectively in the self and others [1-4]. In their works researchers try to analyze if it's possible to develop emotional intelligence by training and how training increases emotional intelligence, what kind of training works best [5-10]. The article presents a part of our investigation, devoted to studying of emotions and emotional intelligence of novice university teachers and university teachers which have an experience of professional activity. With the help of T. Dembo's method [11] we discovered that university teachers with experience are characterized by a greater awareness of different shades of their emotions. The list of experienced teachers' emotions consisted of 70 names of emotions, and in the group of novice teachers we have 47 names. So, the experienced teachers tend to have a more diverse emotional "palette" of emotions and this speaks for their higher emotional intelligence in contrast to the group of novice teachers. The results can help studying emotions of people, working in different fields, not only teachers.

Key words: Emotions, Emotional intelligence, Novice university teachers, Experienced university teachers

INTRODUCTION

Nowadays researchers study emotions in different fields: in management, education, business, sports, etc. Some of them investigate the dependence of success at work on people's emotions and ability to self-regulation [12, 13], and suppose that job engagement is characterized by the active use of emotions [5, 6]. Other researchers offer a list of discrete emotions for understanding the role of emotions in organizational context (i.e. anger, anxiety, fright, guilt, shame, sadness, envy, jealousy, joy, pride, relief, hope, love, gratitude and compassion) [1]. O. Erdil and B. Muceldili [2] studied the effects of a certain kind of an emotion - of envy - on job engagement.

As for Russian scientists, they also contribute to studying emotions. S.L. Rubinstein wrote that emotions increase or

decrease the "ability of the body to act". Emotional arousal determines the tone, pace of activity, its "mood" to a certain level., which primarily determines the dynamic side or aspect of activity "[3, p. 395]. Emotions are connected and "accompany" many manifestations of human life, penetrate into every mental process. Such a thought was also asserted by A.V. Karpov: "Between the emotional arousal and the result of the activity there is a nonmonotonic dependence: an increase in emotional excitement to a certain level positively affects the results of activity, and an even greater increase in excitement is negative, and even the same level of emotional excitement can have the opposite effect on simple or complex activities "[4, p. 26].

In general, the literature analysis shows a great interest of researchers to emotions and they study emotions, mainly, in the aspect of their influence on person's work.

The term "emotional intelligence" is used to talk about the competencies of perception, understanding, utilizing and managing emotions effectively in the self and others [5]. "Competency in understanding one's own and others' emotions consists of knowing the causes and consequences of different emotions as well as being able to differentiate between different emotions. Utilizing emotions involves

Access this article online



www.ijss-sn.com

Month of Submission : 05-2017
Month of Peer Review : 06-2017
Month of Acceptance : 07-2017
Month of Publishing : 08-2017

Corresponding Author: Elzara V. Gafiyatova, ¹Kazan (Volga Region) Federal University, Kazan, Russia, Mobile: +79172650737, E-mail: rg-777@yandex.ru

harnessing the effects of emotions, for example by drawing on positive mood to enhance creative thought. Managing emotions in the self and others consists of regulating emotions so that they are compatible with the requirements of a situation or the goals of individuals” [6, p. 56-57].

Researchers are investigating whether it is possible to increase emotional intelligence and the results show that emotional intelligence training can help to develop it, but there are many questions about how training increases emotional intelligence, what kind of training works best, etc [7, 8, 9, 10].

METHODS

We hope that our investigation will contribute to studying the problem of emotional intelligence. The empirical base of the research is the diagnostics data of teachers of the NaberezhnyeChelnyInstitute of Kazan Federal University in number of 60 people. The teachers were divided into two groups taking into account their experience of professional activity: the novice teachers whose experience is no more than 2 years (30 people) and teachers with an experience of 2-10 years (30 people).

Division of groups was done on the basis of the teachers’ length of professional activity because we have a hypothesis, that experienced teachers are more emotionally intelligent. They are getting the training of their emotional intelligence in their every day work, so the training happens in a natural way. We used the method of T.Dembo [11] for defining an emotion and measuring its dynamic characteristics (intensity and duration). The dynamic characteristics of emotions were measured by a scale rating from 0 to 100 points. The example of a task is given below.

An example

You are given cards on each of which you see the name of an emotion and two scales. Select, please, those cards which describe your emotions at work. Designate also degree of intensity and duration of the emotion specified on the card chosen by you, having placed a cross on the corresponding 100 mark scales.

anxiety	100	100
	0	0
1intensity	duration	

All variety of emotions can be reduced to four basic modalities – sadness, fear, anger, joy – which is enough for the description of emotions [14]. The degree of intensity and duration of emotions of sadness, fear, anger and joy modalities was estimated as follows: 0-19 points – low level, 20-39 – below average, 40-59 – the average level, 60-79 – above average, 80-100 points – the high level of expressiveness.

RESULTS

By means of such analysis the most frequent and significant emotions for implementation of professional activity of university teachers were revealed. It was found that novice teachers have a smaller number of the parameters describing understanding of their emotions. 47 shades of emotions were revealed in their group: 1) joy, 2) splendor, 3) severity, 4) shyness, 5) indignation, 6) jealousy, 7) winged sentiments, 8) fatigue, 9) feeling of success, 10) annoyance, 11) shyness, 12) doubt, 13) cruelty, 14) horror, 15) nervousness, 16) fear, 17) offense, 18) guess, 19) disappointment, 20) enthusiasm, 21) sense of superiority, 22) disgust, 23) feeling of failure, 24) delight, 25) power, 26) grief, 27) alarm, 28) hopelessness, 29) fright, 30) contempt, 31) disappointment, 32) concern, 33) passion, 34) rage, 35) indignation, 36) confidence, 37) perfidy, 38) care 39) grief, 40) fear, 41) pride, 42) hostility, 51) uncertainty, 43) tension, 44) cloudiness, 45) despair, 46) rage, 47) confusion.

The list of experienced teachers’ emotions consisted of 70 names: 1) fear, 2) joy, 3) chagrin, 4) grief, 5) alarm, 6) triumph, 7) rage, 8) grief, 9) indignation, 10) delight, 11) rage, 12) melancholy, 13) horror, 14) enthusiasm, 15) concern, 16) confusion, 17) fright, 18) enthusiasm, 19) anger, 20) irritation, 21) fear, 22) doubt, 23) despair, 24) apathy, 25) fear, 26) hostility, 27) concern, 28) feeling of failure, 29) disgust, 30) depression, 31) indifference, 32) suffering, 33) nervousness, 34) oppression, 35) slackness, 36) despondency, 37) fever, 38) depression, 39) excitement, 40) tension, 41) shyness, 42) disappointment, 43) feeling of alarm, 44) shyness, 45) care, 46) surprise, 47) bewilderment, 48) sense of hopelessness, 49) helplessness, 50) depression, 51) guess, 52) uncertainty, 53) sense of superiority, 54) confusion, 55) discontent, 56) contempt, 57) indignation, 58) feeling of success, 59) confidence, 60) winged sentiments, 61) offense, 62) impatience, 63) disappointment, 64) pride, 65) depression, 66) gloom, 67) vivacity, 68) elation, 69) happiness, 70) jealousy.

All parameters were contrasted by the method of comparison of average values by Student’s t-test. The

Table 1: Data of the comparative analysis of values of dynamic characteristics of emotions (the novice teachers and teachers with an experience)

Indicator No.	Indicator	X-average		ΔX	Value of student's t-test	Level of accurateness of differences (p)
		The novice (30 pers.)	The experienced (30 pers.)			
1.	IS	69.31	33.68	35.63	12.04	0.001
2.	DS	64.02	28.53	35.49	10.91	0.001
3.	IF	67.98	42.62	25.36	6.85	0.001
4.	DF	70.54	36.02	34.52	8.91	0.001
5.	IJ	14.73	45.7	-30.97	-11.2	0.001
6.	DJ	13.21	36.86	-23.65	-9.53	0.001

The table includes only those indicators that have significant differences at the level $P \leq 0.05$, $P \leq 0.01$, $P \leq 0.001$. IS: Intensity of emotions of sadness modality, DS: Duration of emotions of sadness modality, IF: Intensity of emotions of fear modality, DF: Duration of emotions of fear modality, IJ: Intensity of emotions of joy modality, DJ: Duration of emotions of joy modality

results describing intensity and duration of emotions of four modalities are presented in Table 1.

DISCUSSION

It is seen that all the differences in the value of indicators exist at a significant level $p \leq 0.001$. In the group of novice teachers high values have the indicators IS and DS (intensity and duration of emotions of sadness modality), as well as IF and DF (intensity and duration of emotions of fear modality). The lowest values have the indicators IJ and DJ (intensity and duration of emotions of joy modality). Apparently, the high values of the intensity and duration of various shades of fear and sadness exclude a vivid manifestation of the emotions of the modality of joy in novice employees. Indicators of IA and DA (intensity and duration of emotions of anger modality) do not differ significantly: the t criterion for IA is 0.9, DA is 1.19. Thus, both novice employees and experienced employees experience different shades of anger at the average level. The question is: where this anger is directed to - to yourself or to others? Most likely, in novice employees, it is aimed at themselves, because another method has revealed their sensitivity to internal stressors. Teachers with experience have more expressed values of IJ and DJ (the intensity and duration of emotions of joy modality), which correspond to below average and average levels. We suppose, this is due to greater self-confidence, sociability, emotional stability identified with the help of other methods earlier. However, it is found out that these employees also experience a variety of shades of fear, sadness and anger, which, nevertheless, do not go beyond the middle and below average levels. The combination of the intensity and duration of the emotions of the modalities of joy and moderate fear, anger and sadness creates, apparently, a "vigorous, working spirit" in the group of teachers with experience. The fact that even experienced teachers before an important event (conference, report, students' Olympiad, etc.) feel the emotions of the modality of fear, anger and sadness is not

surprising, because these are emotions associated with the subject conditions of the forthcoming activity, which help the teachers to better prepare for the situation.

Besides, correlation research done by some authors indicates that emotional intelligence is associated with a better work performance [8, 15]. Where it is so in our case - we have to study. And one more question which still remains - how to develop teachers' emotional intelligence using some special trainings? We suppose that such a training will help to develop it much faster than it happens in a natural way after long years of work at university.

CONCLUSION

Thus, university teachers with experience are characterized by their higher emotionality, by which is meant not the extremely long and over-intensive experiencing of emotions of different modalities, but the greater awareness of different shades of their emotional experiences. The experienced teachers tend to have a more diverse emotional "palette" of emotions. This speaks for their higher emotional intelligence in contrast to the group of novice teachers and shows that it is possible to develop emotional intelligence during the course of a working life of a specialist in a natural way. A further stage of the study will be the identification of correlations between these indicators, and indicators revealed by other methods and we will make an attempt to work out a kind of training for novice teachers to develop their emotional intelligence.

ACKNOWLEDGEMENTS

The authors express their gratitude to the Kazan Federal University for the opportunity to conduct this study.

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

REFERENCES

1. R. S. Lazarus and Y. Cohen-Charash, Discrete emotions in organizational life. In R. Payne, & C. Cooper (Eds.), *Emotions at work: Theory, research and applications for management*, 2001, pp. 45–84.
2. O. Erdil, B. Muceldili "The Effects of Envy on Job Engagement and Turnover Intention" 10th International Strategic Managing Conference, *Procedia - Social and Behavioral Sciences*, 150, 2014, pp. 447-454.
3. S.L. Rubinstein, *Osnovy obshchey psikhologii: uchebnoyey posobie (Fundamentals of general psychology: education guidance)* Saint Petersburg: Piter, 2006, pp. 713.
4. A.V. Karpov, *Psikhologicheskii analiz trudovoy deyatel'nosti (Psychological analysis of work)* Yaroslavl': YarGU, 1988, pp. 76.
5. J.D. Mayer, P. Salovey and D.R. Caruso, Emotional Intelligence: New ability or eclectic traits? *American Psychologist*, 63, 2008, pp. 503-517.
6. N.S. Schutte, J. M. Malouff and Einar B. Thorsteinsson "Increasing Emotional Intelligence through Training: Current Status and Future Directions" *The international Journal of Emotional Education*, Volume 5, Number 1, April, 2013, pp. 56-72
7. A. Maul "The validity of the Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT) as a measure of emotional intelligence". *Emotion Review*, 4, 2012, pp. 1-9.
8. D.L. Joseph and D.A. Newman, Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology*, 95, 2010, pp. 54–78.
9. D.H. Saklofske, E.J. Austin and P.S. Minski, Factor structure and validity of a trait emotional intelligence measure. *Personality and Individual Differences*, 34, 2013, pp. 707-721.
10. N.M. Ashkanasy and R.H. Humphrey, "Current emotion research in organizational behavior" *Emotion review*, 3(2), 2011, pp. 214-224.
11. T. Dembo. "Russkiy variant shkaly sorenovatel'noy lichnostnoy trevozhnosti. (Russian version of the scale of competitive trait anxiety)", in *Stress i trevoga v sporte: sbornik nauchnykh statey*; red. Y. L. Hanin. M, Fizkul'turay sport, 1983, pp. 146 – 156.
12. A.A. Bilyalova, Y.V. Ryseva and M.M. Kalashnikova "Levels of operating police officers' stress-tolerance development" *Journal of Organizational Culture, Communications and Conflict*, Volume 20, Special Issue 2, 2016, pp. 100-105.
13. M. M. Kalashnikova and Y. V. Ryseva "Self-regulation of Professional Activity: University Teachers' Perspective", in press.
14. L.M. Abolin, *Psikhologicheskiiy mehanizmy emotsional'noy ustoychivosty heloveka (Psychological mechanisms of emotional stability of a person)*. Kazan, Russia: Kazan University Publishing, 1983, pp. 262.
15. E. H. O'Boyle, R. H. Humphrey, J. M. Polack, T. H. Hawver and P. A. Story. The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, 32, 2011, pp. 788–818.

How to cite this article: Kalashnikova MM, Petrov EV. Emotional Intelligence: University Teachers' Case Study. *Int J Sci Stud* 2017;5(5):345-348.

Source of Support: Nil, **Conflict of Interest:** None declared.