

“A study of Emotional intelligence in educational management”

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Abstract:

The empirical study conducted at the selected educational institutions at Mysore to understand how the level of emotional intelligence of the management members and their representatives including principals, directors, and administrative officers directly controlling the teaching fraternity in these institutions is affecting the organizational environment of the schools and colleges.

The study revealed the institutions with lower level of emotional intelligence (of management members) showed lower levels of results in the examination of students (though this was not the objective of the research paper), lower or no motivational levels, higher absenteeism of employees, lower ownership feeling, lesser retention capability of the institution even with institutions who commended better infrastructure and facilities and also comparable better pay.

Basically the research revealed that teaching fraternity calls for a place with organisational environment ambience (where they have rather “free and delegation” based environment and where the interference of the management is friendly rather than unfriendly, suffocating and sometimes filled with angry words from management representatives showing very low EI levels) rather than the external infrastructural ambience.

The teaching fraternity expressed their disgust on the management members who are inhuman in their attitude and behavior and didn't give respect for the educational qualification of the teachers and their contribution to the field of education and rather were ready to treat them as class four servants. The lack of required leadership abilities to manage special type of personnel i.e the educational institution's highly qualified and dignified teaching professionals was evident in most of the institutions.

The teaching fraternity expressed the sorry state of affairs in most of the educational institutions that they were being managed by business men, industrialists, politicians, religious mutts and real estate professionals rather than board of persons from teaching and allied research areas. The research revealed that much more heartening fact that the principals, directors, administrators were puppets under the hands of management members were equally treated their subordinate teaching faculty with very little respect and dignity adding salt to the fire in most of institutions.

There were some exceptions to the above rule and some of those educational institutions with liberal and friendlier management members and principals and director have created happy environment in colleges and the teacher's in-turn transmitted their happiness, knowledge and freedom to the students who are the final customers of this industry.

The research revealed that the teachers preferred to work with colleges with management possessing high degree EI* with lesser pay which commended them freedom and learning environment rather than high profile, high-tech, high salary but with greater control and command by Low EI* based management members at the helm of affairs.

The study was conducted with twenty three educational institutions with help of discussions and questionnaire survey with management members and the academic heads of the institutions to understand the level of EI and its relationship with the organizational environment parameters like motivation, job-satisfaction, leadership, quality of service delivery, happiness level among employees, freedom , delegation, ownership feeling among teachers, the retention level , the results of students and the brand name held by the institution etc..The names of the educational institutions selected for study are kept in confidence as the research has been executed for the academic purpose and partially creating a social awareness of the requirement of EI- training, meditation camps, personality development training, Bhgavad-geetha camps, behavioral training for the management members and principals of the educational institutions in India to improve the organizational environment in the colleges and schools.

Key words: EI* - Emotional intelligence, organisational environment ambiance, learning environment

1. Introduction to research :

The research would like to find whether there is any relationship between the emotional intelligence level of management members (including principals, directors, administrators in charge of management and administration of institutions) and the organizational environment parameters such as motivation, job-satisfaction, faith on leadership, quality of service delivery, happiness level among employees and students, level of freedom, level of delegation, level of ownership feeling among teachers, the retention level among teachers and finally the results of students (end customers) and the brand name of institution in society.

2. Literature survey :

2.1 Introduction to educational management :

The author Tony Bush in his article “Theories of Educational Management” state as follows explaining the aspects of educational management -

Educational management is a field of study and practice concerned with the operation of educational organizations. The present author has argued consistently (Bush, 1986; Bush, 1995; Bush, 1999; Bush, 2003) that educational management has to be centrally concerned with the purpose or aims of education. These purposes or goals provide the crucial sense of direction to underpin the management of educational institutions. Unless this link between purpose and management is clear and close, there is a danger of “managerialism . . . a stress on procedures at the expense of educational purpose and values” (Bush, 1999, p. 240). “Management possesses no super-ordinate goals or values of its own. The pursuit of efficiency may be the mission statement of management – but this is efficiency in the achievement of objectives which others define” (Newman & Clarke, 1994, p. 29).

The process of deciding on the aims of the organization is at the heart of educational management. In some settings, aims are decided by the principal, often working in association with senior colleagues and perhaps a small group of lay stakeholders. In many schools, however, goal setting is a corporate activity undertaken by formal bodies or informal groups.

School aims are strongly influenced by pressures from the external environment. Many countries have a national curriculum and these often leave little scope for schools to decide their own educational aims. Institutions may be left with the residual task of interpreting external imperatives rather than determining aims on the basis of their own assessment of student need. The key issue here is the extent to which school managers are able to modify government policy and develop alternative approaches based on school-level values and vision.

Distinguishing educational leadership and management: The concept of management overlaps with two similar terms, leadership and administration. “Management” is widely used in Britain, Europe, and Africa, for example, while “administration” is preferred in the United States, Canada, and Australia. “Leadership” is of great contemporary interest in most countries in the developed World. Dimmock (1999) differentiates these concepts whilst also acknowledging that there are competing definitions:

School leaders [experience] tensions between competing elements of leadership, management and administration. Irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration). (p. 442)

Administration is not associated with “lower order duties” in the U.S. but may be seen as the overarching term, which embraces both leadership and management. Cuban (1988) provides one of the clearest distinctions between leadership and management.

By leadership, the author means influencing others actions in achieving desirable ends Managing is maintaining efficiently and effectively current organisational arrangements prize both managing and leading and attach no special value to either since different settings and times call for varied responses. (p.xx)

Leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives. “Leading and managing are distinct, but both are important The challenge of modern organisations requires the objective perspective of the manager as well as the flashes of vision and commitment wise leadership provides” (Bolman & Deal, 1997, p. xiii-xiv). The English National College for School Leadership: The contemporary emphasis on leadership rather than management is illustrated starkly by the opening of the English National College for School Leadership (NCSL) in November 2000. NCSL’s stress on leadership has led to a neglect of management. Visionary and inspirational leadership are advocated but much less attention is given to the structures and processes required to implement these ideas successfully. A fuller discussion of the NCSL may be found in Bush (2006).

The significance of educational context: Educational management as a field of study and practice was derived from management principles first applied to industry and commerce, mainly in the United States. Theory development largely involved the application of industrial models to educational settings. As the subject became established as an academic field in its own right, its theorists and practitioners began to develop alternative models based on their observation of, and experience in, schools and colleges. By the 21st century the main theories, featured in this chapter, have either been developed in the educational context or have been adapted from industrial models to meet the specific requirements of schools and colleges. Educational management has progressed from being a new field dependent upon ideas developed in other settings to become an established field with its own theories and research.

Conceptualizing educational management: Leadership and management are often regarded as essentially practical activities. Practitioners and policy-makers tend to be dismissive of theories and concepts for their alleged remoteness from the “real” school situation. Willower (1980, p. 2), for example, asserts that “the application of theories by practicing administrators [is] a difficult and problematic undertaking. Indeed, it is clear that theories are simply not used very much in the realm of practice.” This comment suggests that theory and practice are regarded as separate aspects of educational leadership and management. Academics develop and refine theory while managers engage in practice. In short, there is a theory/ practice divide, or “gap” (English, 2002):

The theory-practice gap stands as the Gordian knot of educational administration. Rather than be cut, it has become a permanent fixture of the landscape because it is embedded in the way we construct theories for use . . .

The theory-practice gap will be removed when we construct different and better theories that predict the effects of practice. (p. 1, 3)

These predicted times are now here, and given the turmoil in which the higher education environment is currently under, it has become imperative that university and college leaders/presidents effectively manage the necessary change(s) that will adapt these institutions to the 21st century's demands. The success of planning these changes, communicating them effectively, and implementing them ultimately depends on the president's leadership and his/her leadership effectiveness. Mayer and Caruso's believe leaders—who can think about emotions accurately and clearly may often be better able to anticipate, cope with and effectively manage change (2002, p. 1).

Leadership theory has focused in recent years on the importance of Emotional Intelligence (EQ) in effective management. According to Goleman (1998a) high IQ is not the only ingredient a successful leader needs, but rather a high EQ (emotional intelligence quotient) predicts effective leadership. Cherniss and Goleman (2001) stated that emotional intelligence (EI) has an influence on organizational effectiveness in multiple areas: employee recruitment and retention, development of talent, teamwork, employee commitment, morale and health, innovation, productivity, efficiency, sales, revenues, quality of service, customer loyalty, and client or student outcomes.

Reference: Theories of Educational Management, Module by: Tony Bush. (web source)

2.2 Introduction to Emotional Intelligence:

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.

2.3 Review of research papers - Emotional intelligence and teaching fraternity:

2.3.1 Sreekala Edannur speaks in her article on EI of educators titled "Emotional Intelligence of Teacher Educators" as follows "Character development is to be the foundation of a society wherein, selfishness, violence and out of control emotions tear apart the goodness of day to day life of people. Our children have to be taught the ability to read emotions in others, to value others' needs, to care for fellow human beings, to show compassion and to exercise self-restraint. These are qualities that possess proven benefits and are relevant to and appreciated in all human societies.

An individual who has control over urge of emotions will be able to take another person's perspective, which leads to tolerance and acceptance of differences. These capacities are crucial in an increasingly pluralistic democratic world.

This can lead to the development of a community wherein people live together in mutual respect and peace. Working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever before.

Researches show that academically successful people had higher levels of emotional competencies. For helping students to acquire the skills of emotional competencies, in the first place, teachers need to be trained in Emotional Intelligence, to manage their own emotions and those of others. Emotional Intelligence is as relevant for teacher educators as it is for the teachers and learners. The present study assesses the Emotional Intelligence level of teacher educators of Barak Valley region in the Indian state of Assam. The results show that the group under study possessed average Emotional Intelligence. The gender and locality of the teacher educators did not make any differential influence on their Emotional Intelligence.

This study also revealed that the entry point of teacher education courses itself, the level of emotional competence in students can be assessed so as to plan programmes for them to improve in these skills. Scientific research indicates that the formation of emotional skills is much easier in the formative years from birth to the late teens. Looking at existing structures, school is the major activity in that age group. But that should not stop anyone acquiring these skills at a later stage too.

More and more children are being bombarded by the messages of mass culture, Internet, television, and other outlets unfiltered by teachers and parents (Elias 2006). So it becomes very important that parents and teachers acquaint themselves with the skills of emotional competencies to handle the children at various age groups, carefully. The study has implications for future policy recommendations for teacher preparation institutions. Qualitative and quantitative analyses on the emotional intelligence ability development of teacher candidates at all levels can be made. Along with this, a longitudinal evidence of greater student outcomes within the classroom on social, emotional, and academic measures will reveal its relationship with the emotional skills of teachers. Innovative programmes of emotional intelligence can be practiced within teacher education programme to provide teacher candidates with additional skills to meet the challenges of an increasingly diverse student population.

Reference:

Sreekala Edannur 's article "Emotional Intelligence of Teacher Educators" - School of Education, Pondicherry University, Pondicherry, India

2.3.2 Corina N slaff states in her research article "the emotional intelligence of college and university presidents: an exploratory study " that this study measured the emotional intelligence (EI) as determined by the MSCEIT in 7 presidents of a college/university in the Central and Eastern Pennsylvania. The data revealed that most presidents scored in the average ranges of emotional

intelligence and that there were no significant correlations between demographic factors and the EI. Keywords: Emotional Intelligence,

Leadership, Higher Education

1. Introduction Higher education is at the crossroads and the landscape of higher education is rapidly changing. As a result, higher education institutions are now under constant pressure to increase enrollments and become as flexible as possible in delivery methods to adapt to the needs of their customers—the students. Eddy and Murphy argued that —advanced and improved leadership practices for higher education are needed in the 21st century if universities and colleges are to raise standards, status, and improve overall campus environment (1997, p. 327). Along the same lines, in 1998 Zusman stated that —during the difficult period that lies ahead, higher education will need greater leadership at all levels: administrative, faculty, trustees, student, and public. Yet the exercise of effective leadership may become more difficult (as cited in Altbach, Gumport, & Berdahl, 1998; p. 109). These predicted times are now here, and given the turmoil in which the higher education environment

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References:

The research article titled “the emotional intelligence of college and university presidents: an exploratory study” by corina n. slaff, ph.d assistant professor of business (graduate programs) Misericordia University 301 Lake Street Dallas, PA 18612 United States of America International Journal of Humanities and Social Science Vol. 1 No. 11 [Special Issue – August 2011]

3. Research methodology :

The Empirical survey was conducted with twenty three educational institutions with help of discussions and questionnaire survey with management members and the academic heads, principals and directors of the institutions to understand the level of EI and its relationship with the organizational environment parameters like motivation, job-satisfaction, leadership, quality of service delivery, happiness level among employees, freedom , delegation, ownership feeling among teachers, the retention level , the results of students and the brand name held by the institution etc.. (The names of the educational institutions selected for study are kept in confidence as the research has been executed for the academic purpose and partially creating a social awareness of the requirement of EI- training to the management members)

4. The final conclusions and recommendations:

1. The research revealed that there is a strong relationship between the level of EI level of management members and its representatives and the level of the organizational environment parameters like motivation, job-satisfaction, leadership, quality of service delivery, happiness level among employees, freedom , delegation, ownership feeling among teachers, the retention level
2. They also research revealed that there is a strong relationship between the level of EI level of management members and its representatives and the level of internal customer's (teachers) happiness and their motivational levels and in-turn the delight and happiness of the final customer's (students/ parents/ society) and their academic results and character building.
3. The study revealed the colleges with lower level of emotional intelligence (of management members) showed lower levels of results in the examination of students (though this was not the objective of the present research paper), lower or no motivational levels, higher absenteeism of employees, lower ownership feeling, lesser retention capability of the teachers though the institutions commended better infrastructure and facilities and also favorably better pay.
4. Basically the research revealed that teaching fraternity calls for a place with organisational environment ambiance - where they have free and delegation based environment and where the interference of the management is friendly rather than unfriendly, suffocating and sometimes filled with angry words from management representatives showing very low EI levels - rather than the external infrastructural ambiance of institution
5. Some teaching fraternity expressed their disgust over the management members who are inhuman in their attitude, behavior and didn't give respect for the educational qualification of the teachers and their contribution to institution but rather always were ready to treat them as class four servants. The lack of required leadership skills and abilities to manage special type of

personnel i.e the educational institution's highly qualified and dignified teaching professionals was evident in most of the institutions.

6. The teaching fraternity expressed the sorry state of affairs that most of the educational institutions were being managed by business men, industrialists, politicians, religious mutts and real estate professionals rather than board of professionals from teaching and allied research areas.

7. The research revealed that much more heartening fact that the principals, directors, administrators (though they were academicians) were puppets under the hands of management members were equally treated their subordinate teaching faculty with very little respect and dignity adding salt to the fire in most of institutions.

8. The research revealed that there were some exceptions to the above rule and those educational institutions with liberal and friendlier management members, principals and directors have created happy environment in colleges and the teacher's in-turn transmitted their happiness, knowledge and freedom to the students who are the final customers of this industry.

9. The research revealed that the teachers preferred to work with colleges with management possessing high degree EI* with lesser pay which commended them freedom and learning environment rather than high profile,high-tech, high salary but with greater control and command by Low EI* based management members at the helm.

The research study strongly recommend that there is a need of EI- training, meditation camps, personality development training, Bhgavad-geetha camps, behavioral training for the management representatives (directly controlling the staff and teachers), principals, directors and administrators of the educational institutions to improve their people handling skills and to take their organisations on a smooth path of academic progress, freedom, delegation, research and happiness in which environment the teachers would be able to create not only great engineers, doctors and lawyers but also good citizens who place and keep value for "knowledge" and "humanity" as the building blocks rather than "money" and "power".

5. Final word :

The research shows the importance of Emotional Intelligence among the management members and the board managing the educational institutions, colleges, schools and universities in India and emergency and urgent need in the society (and its educational institutions) to re-define their own behavior towards teachers (to treat them as equal human-beings with dignity and honor) teachers - who build a great future their sons and daughters as future architects of our nation.