Personality and Coping as Correlates of
Emotional Intelligence among University Teachers

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ABSTRACT

Globalization and technological development has induced a significant level of aspiration in the modern education sector for international recognitions. Educational institutions are in a constructive as well as a challenging phase where visions are being spelt out to enable them a place in the global top rankings. The policies of administration are strategically modified in a way to facilitate this achievement but on ground reality it may be perceived as stressful and quite complex. The question lies whether the faculty members employed in the education institutions are emotionally equipped to survive these complex policies and strategies. To find the answer, this study aims at exploring the emotional intelligence among faculty members of a university, India in relation to their personality and stress coping styles. For this purpose, 150 faculty members from various disciplines of university were selected through simple random sampling. The study adopted survey research design using Emotional Intelligence Scale by Schute et. al. (1997), Big Five Locator by Howard & Medina (1996) and Coping Inventory for Stressful Situations is the (CISS-21) shortened version developed by Endler and Parker, (1999). The Pearson product moment correlation and t-ratio was used for the analysis of data. Results indicated that emotional intelligence is positively correlated with agreeableness, conscientiousness and task coping whereas negatively correlated with neuroticism. t- ratios revealed that there is no significant difference between males and females regarding their personality (except agreeableness) , emotional intelligence and coping styles.

Deepika Rajya Laxmi Shah

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Deepika Rajya Laxmi Shah

DECLARATION

I hereby declare that work entitled " **Personality and Coping as Correlates of Emotional Intelligence among University Teachers** " has been carried out by me under the supervision of Dr. Radhika Gupta, Assistant Professor, Department of Psychology, Lovely Professional University, Phagwara. No part of this dissertation has formed the basis for the award of any degree or fellowship previously.

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CHAPTER - I

INTRODUCTION

Emotional intelligence is the capability to identify the meanings of emotions and their associations. It is a set of skills and abilities which is unknown that increases the person's skill in managing stress. This concept was popularized after the publication of Daniel Goleman's book on Emotional Intelligence: "Why it can matter than I.Q?" in which he presented the significance of emotional quotient in workplace. He noted that intelligence quotient is a less dominant forecaster of exceptional headship than emotional quotient. Goleman in 2004 defined that emotional intelligence is a skill that any person who possesses it attempts to manage his life with awareness and develop it with self-management and reduce its effects through understanding and tries to boost his or others' moral. Mayer and Salovey (1997) and their associates defined emotional intelligence as a person's ability to recognize emotions, to access and produce emotions so as to assist thought, to recognize emotions and emotional understanding, and to contemplatively adjust emotions so as to promote emotional and intellectual growth. Mayor and Salovey's (1997) theory of emotional intelligence is focused on skills that can be obtained from learning and experiencing things. Though, characters and skills depend upon one another.

The different dimensions of emotional Intelligence are-

- Self-awareness- being aware of oneself
- Self-motivation- being motivated internally
- Commitment- to keep promises
- Integrity-knowing one's weakness, strengths and beliefs
- Managing relations- to handle relationship with others
- Empathy- feeling and understanding the other person
- Value orientation- to maintain ethical standards
- Emotional stability- to stay composed in all situations

Emotional Intelligence (EI) is a skill to learn one's own and other people's emotions, to differentiate between various emotions and label them correctly and to use emotional information to direct thinking and behavior or actions. There are three models of EI:

1. The ability model, developed by Peter Salovey and John Mayer, focuses on the process of individual's emotional information ability and use it to explore the social environment.
2. The trait model, developed by Konstantin Vasily Petrides, focuses on dispositions and self-perceived abilities and is measured through self-report.
3. The mixed model is a combination of both ability model and trait model.

One of the most effective model which describes emotional intelligence is Goleman's Model**.** Goleman in 2001 presented a model of emotional intelligence that included 25 capabilities in various five different dimensions. These five dimensions are:

Self-Awareness:At times self-awareness is defined as thinking and concentrating attention on one's personal experiences and in other words on mindfulness. The self-awareness is the first part of emotional intelligence. It means to have a deep insight of emotions, the strength and weak points, various needs, self-motivations. Those individuals who have a strong level of self-awareness are too much depressed or too much hopeful. However, they are honest with themselves and with the other person's.

Self-Regulation: Socrates the famous philosopher thinks that the sense of self-control as the ability of facing the emotional storms of destiny is a good quality. It is not necessary that we have to escape bad feelings to feel consent, although we should not let bad uncontrolled feelings substitute all our good spiritual attitudes.

Motivation: Even if the results are contrary to highly motivated people, they maintain and protect their optimism. In these cases, those person who have a high level of motivation can overcome disappointment.

Empathy: Empathy stands on self-awareness. If the person's self-awareness is higher, the better that person is able to understand the feelings of other individual. In most relationships, the head of giving attention to others is the ability to feel empathy for them. This ability which is the ability to identify the others' feelings has a role in all stages of life comprising managing, being in love, to be a father or mother, and developing empathy with others.

Social Skills: Having more social skills usually result in more friendly relationships. Usually those individuals who have high social skills have many friends and associates and can easily find common ground with others in building a relationship together.

Overall, Daniel Goleman stated that," EI is a collection of skills and characteristics that turns into leadership performance." Individuals who scores high EI tends to have better mental health, high job performance, and more powerful leadership skills. EI engages behavior related to the experience of emotions, expressing, recognizing, understanding and managing emotions. Therefore, Emotional Intelligence is the capacity to be aware of, control, and convey one's emotions and to handle interpersonal relationships sensibly and compassionately.

Emotions are integral part of human beings. Emotions help individuals in making good decisions, and they also make us focus on what we do. In early 1950's, Abraham Maslow was mainly focusing on growth of humans. He discussed about the enhancement of individuals' emotional, religious, physical, and mental strength. Hence, it can be concluded that emotional intelligence is the ability to recognize emotions, and to generate thoughts, and how to understand emotions and emotional knowledge.

1.1: Emotional Intelligence and Personality

Emotional Intelligence is a part of human personality and personality provides the context in which emotional intelligence works. Personality can be described as an individual's pattern of internal experiences and social interaction that occurs from the actions of that person's major psychological subsystems. Major psychological subsystems involve emotion, cognition, and the self. There are various reasons to comprehend this association:

1. Considering "where" and "what" of EI (e.g., a mental ability inside, or, a part of, personality) can help in identifying the kind of material necessary to collect to study the idea.
2. Placing emotional intelligence in its psychological context allows one to compare and contrast it with different parts of personality:
    1. Those that are similar
    2. Those that are related, and,
    3. Those that is different.
3. If an individual's final goal is to comprehend a target variable -such as anger or misconduct- comprehending the personality system as a sum total can help associate EI with other important parts of personality for empirical study.
4. Comprehending EI as a part of the wider personality system can also make researchers to find out what parts of personality may influence EI, raise its effects, or lowers them.

Significant research exists explains how personality's elements are expressed.

S-Theory is the initial theory of the 21st century that talks about personality; it came into existence 50 years ago. S-Theory is the first major theory to define and explain emotional intelligence. A human must develop motivation to effectively change from common recurring tendencies into violence, greed, and oft-accompanying ruin. S-Theory allows such motivation to readers by explaining, and allowing knowledge of personality and emotional intelligence. Understanding S-Theory allows the reader to assess the level of personality and emotional

intelligence they possess. This theory also allows the reader a clear insight of adaptive and maladaptive behavior, how these behaviors develop, and how to change them when required. It is hoped by the author that the knowledge will lead to arousal of motivation which will be sufficient enough to create effective change in individual's personality, and it also leads to ultimate enhancement of future human.

The Big Five Personality Model (Goldberg, 1990, Goldberg,1992, Goldberg, Sweeney, Meerendaive & Hughes, 1998) came into view in recent years as a robust model or great Theory of Personality. The five parameters include agreeableness, extraversion, and openness to experience, conscientiousness, and neuroticism.

Agreeableness- This trait reflects person differences in general concern for social harmony. Agreeable people get along with other's very easily. They are very easy going, kind, bighearted, and they are very trustworthy people. They are helpful in nature and they also compromise with other people's interest. They are positive thinker and optimistic people. Thus, agreeableness is a social trait.

Neuroticism- Neuroticism is an essential personality attribute in the psychological characteristic described by anxiety, fear, moodiness, worry, envy, frustration, jealousy, and aloneness. People who score high on neuroticism experience such feelings as nervousness, annoyance, jealousy, fault, sadness. They react to stressors very poorly, and translate normal circumstances as threatening situation, and interpret minor frustrations as miserably troublesome. They are usually uncomfortable and introvert and they fail to control urges and feel unsatisfied. The individuals who are high in this trait tend to experience bad temper. They are often nervous, unpredictable and unstable. The people who are low on this dimension are usually secured, stress-free, self contented quite emotional and calm and peaceful.

Extraversion- People with extraversion behavior is directed toward others and they are more interested and are focused on the surrounding environment rather than in oneself. Extraversion described as being more entertaining and happening personality. They enjoy interacting with people. This trait includes characteristics such as being outgoing, conversational, friendly and enjoying community situations. An extrovert individual is outgoing, like social gatherings,

makes friends easily and has many friends and talks a lot and does not like learning or interpretation by himself. He obtains odds, long for thrill. He has all set response, is fond of sensible jokes, he is trouble-free, optimistic, care free, and likes to express amusement and be joyous. He has a propensity to be destructive, is not always dependable and he have a preference to continue moving. An introvert is deep in thought and calm. He seizes theme of life with seriousness, unlike the thrill and like to live well-organized manner of existence. He rarely acts in a violent way, and manages his feelings very well. He is typically negative, but gives worth to moral principles and highly dependable. Extraverts have distinctive sub-traits which include: warmth, trying variety, gregariousness, emphatic, sprightly, talkative. Teaching, sales, marketing, public relation and politics are jobs where extraversion is required. Introverts communicate less. Therefore, jobs that require more of independent work are suitable for introverts. Writing, engineering, computer programming, and accounting are areas where a person with low extraversion can work.

Openness to experience: Openness to experience includes appreciation for art, feeling, investigation, surprising ideas, curiosity, and diversity of knowledge. Openness reveals a person with innovative mind. It is also defined as the degree to which a person is imaginative or self-governing, which at sometimes called "intelligence" instead of openness to experience.

Conscientiousness: A tendency to be planned, ordered, controlled and dependable, show self-discipline act obediently for better achievement, and they prefer planned rather than spontaneous behavior. A propensity to be planned and trustworthy, show self-control, act obediently, aim for achievement, and prefer planned rather than spontaneous activities.

Freud's model focused on the influence of psychosexual drives as intervened by the structural components of the id, ego and superego and the interplay of conscious and unconscious motives. He further claimed that an individual personality is a character drawn from the collective unconscious a pool of inherent memories. Later theories by Erikson, Allport, Rogers were also influential. Modern personality studies tends to be experimental and less theoretical and comprehensive. Thus, personality traits play an important role in our life.

Personality measures tend to reflect unique performance, while ability tests may reflect finest performance. Personality is known as a set of behavioral, emotional and cognitive

tendencies that people display over and across situations and that distinguishes individuals from each other. Every individual possess different characteristics and uniqueness. In day to day life the word personality is liberally used by different people with different meanings. Some people take physical appearance like tallness, weight, complexion, body built, tone of voice etc into consideration while others prefer intellectual virtues like intellect, energy, and way of speech, judgment and interpretation. It is also referred to community features like cooperation, kindness, humanity etc. On the basis of these features we evaluate individuals as strong or weak personalities or good or bad personalities.

Several psychologists have defined the personality in different ways. **Carver and Scheier (2000)** gave the statement that personality is an effective organization, within the individual, of psycho physical system that create patterns of actions, thinking, and perception of the person. There are various factors which influence a personality of a person. **Hall & Lindzey (1991)** stated that personality is characteristics or qualities, that define an individual and is crucial in forming impression on others. **Allport (1961)** gave the statement that personality is the active association within the persons of those psychophysical system that verify features, behavior and thought. By dynamic organization, Allport means that although personality is continuously altering and growing, the growth is structured not unsystematic. Personality consists of an individual's behavioral and emotional characteristics. Thus, personality comprises of individual's moods, attitudes, motivation, opinions, and style of thinking, acting, speaking, and perceiving. Personality thus is an element that differentiates one individual from another. Theories of personality do exist in many cultures, they play a major role in our life and they have different validity in different cultures. The ancient Greeks revealed differences and similarities in personality by using their knowledge in psychological context.

1.2: Emotional Intelligence and Coping Styles

Coping has been defined as a person's efforts to remove, reduce, or manage threatening events or situations that are appraised as challenging or stressful (Lazarus & Folkman, 1984). Coping is expending conscious effort to solve personal and interpersonal problems, and seeking to master, minimize, or tolerate stress or conflict. The effectiveness of the coping efforts depends on the type of stress and/or conflict, the particular individual, and the circumstances. Psychological coping mechanisms are commonly termed coping strategies or coping skills. Subconscious or non-conscious strategies (e.g. defense mechanism) are generally excluded. The

term coping generally refers to adaptive or constructive coping strategies, i.e. the strategies reduce stress levels. However, some coping strategies can be considered maladaptive, i.e. stress levels increase. Maladaptive coping can thus be described, in effect, as non-coping. Furthermore, the term coping generally refers to reactive coping, i.e. the coping response follows the stressor. This contrasts with proactive coping, in which a coping response aims to head off a future stressor.

Coping reactions are mostly regulated toward identity i.e. habitual traits. The psychological reading material by Weiten and Lloyd (2008) identifies three types of coping strategies:

• Appraisal-focused: guided towards testing one's identity or assumptions, versatile cognitive.

• Problem-focused: guided towards lessening or eliminating a stressor, versatile behavioral.

• Emotion-focused: guided towards evolving one's own enthusiastic response.

Appraisal-focused coping happen when an individual modifies their thinking pattern, for example- using denial, alternately their goals and values and distancing oneself from the issue. Individuals they change their thinking level. "Some have proposed that humor plays an important role in reducing stress in ladies than men".

Problem-focused coping is that methodology in which individuals try to use different strategies to find the solution of the problem and minimize the stress. They try to find out new skills to solve or cope up with the problem. Folkman and Lazarus (1984) stated three methodologies to cope up with the problem that is- taking control, information seeking, evaluating pros and cons.

Emotion-focused coping include pent of emotions, distracting one, overseeing dangerous feelings, mediating or utilizing precise unwinding methods. Emotion-focused coping are those feelings that go with the observation about stress. Folkman and lazarus discovered five emotion focused coping strategies- . escape-avoidance, accepting responsibility or blame, exercising self-control, and positive reappraisal. The relationship between individual and emotions of the faculties' emotional intelligence

Endler and Parker, (1999) has also suggested three main kinds of coping styles that are considered:

Task Coping- Task coping is a main control style that is useful when situations are evaluated as variable. Attention is sustained and emotions are regulated. This can be maladaptive for difficult varying social issues.

Avoidance Coping- Avoidance coping, gateway coping and avoid is a maladaptive coping instrument described by the attempt to manage a stressor. Coping is the behavior that is practiced to guard oneself from psychological harm. Variations of avoidance coping include modifying or eliminating the states that offered problem and changing the perception of an experience in a way that reduce the effect of the problem.

Emotion-focused coping- It tries to reduce the negative emotional comebacks connected with stress such as humiliation, panic, nervousness, hopelessness, enthusiasm and disturbance. This can be the only practical alternative when the cause of stress is not in the control of the person. Medication can be used as emotion focused coping because it focuses on the stimulation caused by stress not the issue. For instance, when you think about the ways your colleagues deal with stressors like examinations, you will find a variety of diverse coping comebacks. Some individuals will tell you that they are nervous; others will study, or refer to teachers for help.

EI is the unique connection of intelligence and emotion. It also helps in establishing best possible results in a relationship with oneself and others. It can also be conclude by saying that emotional intelligence is a combination of non-cognitive capabilities, competencies, and skills that affects one's ability to succeed in coping and to cope up with environmental pressure. Thus, success depends on different intelligence levels and on the degree to what extent an individual can control their emotions. IQ alone is no more the measure for success. Emotional intelligence plays an important role in person's success. Emotional Intelligence is a mental skill that helps an individual to enhance thought and feelings and helps an individual in becoming fully functioning person. An emotionally intelligent person is more likely to achieve personal, professional, emotional and spiritual development which ultimately influences the personality and coping styles of an individual.

CHAPTER - II

REVIEW OF LITERATURE

The concept of emotional intelligence has always been a major area of interest to researchers working in the field of psychology. There has been a continuous effort by the researchers in defining explaining and exploring the multidimensional characteristics associated with emotional intelligence. The personality of and individual and coping style is considered to be important determinants of emotional intelligence. A brief review of the relevant studies based on the available literature is presented in this chapter.

For convenience these studies have been summarized under the following headings.

2.1 Emotional Intelligence and Personality

2.2 Emotional Intelligence and Coping Styles

2.1: EMOTIONAL INTELLIGENCE AND PERSONALITY

Emotional intelligence and personality plays an important role. Emotional intelligence is an element of human personality. Researchers have conducted various studies to check the connection between emotional intelligence and personality. Following are the some of the researches conducted:

Tyagi (2004) discussed the relation of Emotional Intelligence of secondary teachers to their sex and age. The results of the study discovered that the level of Emotional Intelligence of the secondary teachers was low. It was found to be free of gender and age.

Animasahun and Akinade, (2014) opined that this study examined the association between gender, personality types and emotional intelligence, and creativity skills among Secondary school adolescents in Ibadan. 300 students were randomly selected from 10 secondary schools in Ibadan. They choose 113 males and 187 females. Data collected were analyzed using multiple regression analysis, student t-test and Pearson Product Moment Correlation Coefficient. Three research questions were raised and 3 hypotheses were guided for this study. Results obtained showed that there is major positive association between each of the independent variables and creativity skills. The result revealed that emotional Intelligence is the best predictor of creativity skills.

Fayombo,G (2010) studied the connection among big five personality traits and psychological resilience amongst the Caribbean higher secondary school students. He took the sample of 397 adolescents out of which 220 were boys and 177 were girls. The results revealed

were that there was a statistically important optimistic association between personality traits and psychological resilience, while only neuroticism was pessimistically linked with psychological resilience. The personality traits also equally contribute 32% of the discrepancy being accounted for in emotional resilience and this was found to be statistically considerable with conscientiousness being the best analyst while agreeableness, neuroticism and openness to experience were other significant predictors, however, extraversion did not put in considerably.

Vayghan, Ghasemzade, Ohammadzadeh (2013) stated that the association between Emotional intelligence and teachers for Islamic Azad college. 193 members were chosen. Information have been gathered through emotional intelligence questionnaire. The optional effects for research demonstrated that as stated by gender, marital status and age variables, emotional intelligence of the teaching staff of exhibit examination need support practically and equivalent and there may be no huge contrast.

Patil(2006) studied the Emotional Intelligence between student-teachers in relation to gender, faculty and achievement on the academics. The outcomes through the study were that there is no variation between gender, arts and science faculty. However, it influenced the student-teachers academic achievement

Nooraie and Arsi (2012) stated to identify the roles of universities' quality working life between emotions. The study was conducted in northwest part of the university. The outcomes of regression analysis indicate that the emotional intelligence dimensions are considerably associated with the level of faculties' academic performance. The results of hierarchical regression analysis indicate that the extent of universities' working life is able to significantly change the total variations in the academic performance explained by emotional intelligence dimensions and faculties' academic performance. The results of regression analysis indicate that the extent of universities' quality working life is able to significantly change the total variations in the academic performance clarified by emotional intelligence. The composite nature of emotional intelligence process as a research topic places limitation on this study particularly in the area of sample collection and data accessibility and collection.

Antonanzas, Salavera, Teruel, Sisamon, Anaya, barcelona. (2014) stated that Emotional intelligence and personality qualities are connected with personal fulfillment encountered by those subjects, as stated by investigations. The association of personality factors, Emotional intelligence and faculty's self-sufficiently is also imperative. A study conducted on Emotional intelligence on 160 students at University of Zaragoza, specializing in the zones of physical education, essential education, outside dialect and exceptional education, measuring levels about Emotional intelligence and personality qualities. The result showed that an individual pursuing specialties which requires more vocational profile are different from others pursuing different specialties.

Md Nawi, Redzuan, & Hamsan (2012) proposed that study is to know about the relationship of emotional intelligence and personality trait among school educator leaders in High Performance Schools. Questionnaires were categorized into two sets to measure emotional intelligence and personality trait. They were administered to 306 individuals who were chosen by stratified random sampling in Malaysia. The correlation values of the personality Conscientiousness trait are higher than the correlation values of the rest of others personality traits and emotional intelligence. This finding suggests that personality Conscientiousness trait have stronger relationship with emotional intelligence compare to the others traits. In real world scenario, the assessment of emotional intelligence and personality in educational institute can help in enhancing the work performances and delivering benefits in educational context.

Mohammed & Mahasneh (2013)) opined that the association between emotional intelligence and personality traits. The study consisted of 624 male and females students. They were selected randomly from different faculties of Hashemite University. Two questionnaires on emotional intelligence and personality traits were constructed for the members, Pearson correlation and multiple regression analysis were used for establishing the dependence of the two variables. Results indicate that there is a significant positive correlation between personality traits and emotional intelligence.

Priya (2014) stated the relationship between personality and emotional intelligence among the experts. The study was also focused on the influence of demographic variables on

personality and emotional intelligence. In the investigation a sample of 100 professionals were selected by random sampling from Madurai area, Tamil Nadu. Girdano (1986) scale was used to measure emotional intelligence and Eysenck Personality Inventory (1964) scale was used to measure personality. Primary data were collected from the respondents using standardized scales. After data collection, data were coded by using Microsoft excel tool. The data were analyzed using standard statistical package. Correlation, t-test and F-ratio were used to test the hypotheses. Result stated that there is a positive correlation between emotional intelligence and personality.

Alessio (2006) proposed that personality domains, critical thinking, emotional intelligence and transformational leadership styles. This study is also the first attempt to develop such research in a developing country. The final model developed indicated that agreeableness, critical thinking, and emotional intelligence has no significant effects on transformational leadership styles. Personality traits were the most important aspects for influencing transformational leadership styles. The extraversion and conscientiousness personality domains may encourage individuals to emerge as leaders.

Atta, Ather, Bano (2013) stated that the current study was to examine relationship pattern between personality traits and emotional intelligence studying various gender differences. Sample of the study was consisting 163 university teachers. Wong and Law Emotional Intelligence Scale and Neo-Five Factor Inventory developed by Costa & McCrae (1992) were used to measure EI and personality traits. Correlation analysis revealed that EI was positively correlated with extraversion, conscientiousness, openness to experience and agreeableness, and had negative relation with neuroticism. Analysis verified that there were no gender differences in EI, openness to experience and agreeableness, whereas significant gender differences were demonstrated on extraversion, conscientiousness and neuroticism.

Seemanthini and Manjula (2010) proposed that study is exploratory in nature and aims at understanding the personality traits and Emotional intelligence of Transsexuals. A purposive sample of 100 Male to female transsexuals residing in different areas of Bangalore city was

selected for the study. Data was collected using Neo Five Factor Inventory – Findings show that 63% scored high on Neuroticism indicating that they may be at risk for some type of psychiatric problem. 54% score high on extraversion revealing that they like excitement, stimulation and tend to be cheerful in disposition. 44% score low on openness showing that they tend to be conventional in their behavior and have conservative outlook. 73% score low on agreeableness which reveals that they are antagonistic, egocentric, skeptical of others intentions and competitive rather than co-operative. 44% score low on conscientiousness which explains that they are less exacting in applying moral principles and are lack adaisical in working towards their goals. On 8 of the dimensions emotional intelligence scale, large percentages of them have secured score within the normal range. On the dimension of emotional stability 22% score high indicating that they do not mix unnecessary emotions with issues at hand. On integrity 53% score high indicating that they stand by their beliefs, are aware of their weaknesses and pursue goals beyond what is required of them. Statistical correlation depicts positive correlation between personality dimensions of extraversion, openness and conscientiousness with factors of emotional intelligence like empathy, emotional stability, managing relation, commitment and altruistic behavior.

Poornima and Reddy (2011) in their study on the emotional intelligence and occupationalstress of special education teachers who are working in the schools for children that have hearing impairment found that 90% incorporate only low and reasonable level of emotional intelligence. And 80% experienced a high and adequate level of work-related stress. Those teachers getting lesser pay possess lower levels of emotional intelligence. Also the teachers who were management lower level of classes experience higher level of stress management. It also exposed that there is a significant negative relationship between the variables.

Briody (2005) opined that those commitment for different constructs connected with keen intelligence, namely, empathy, also personality qualities. A sample of 94 students from northeastern university was used as participants. Students were governed by the Bar-On Emotional Quotient Inventory: the projected model included culture and gender along with personality factors, to provide a comprehensive emotional intelligence. culture also emerge as a significant factor of emotional intelligence and total EQ scores were higher among empa thic females. The first hypothesis was supported as a multiple regression analysis indicated that the projected model of emotional intelligence accounted for 69% of the variance in EQ scores. A major implication of these findings is that personality may serve a larger role in emotional intelligence than many theorists at test.

Khanmohammadi, Fathi, Dehkordi, Sasani (2012) opined that there are several factors which affect on Entrepreneurial intention such as entrepreneurial knowledge, desirability of the entrepreneurial activity, or its feasibility, culture and work experience, and role model. In this paper, we focused on two main factors that have important effect on Entrepreneurial intention but have been studied their effects together less. At first we have tried to identify factors of Personality traits and Emotional intelligence affective on Entrepreneurial intention and after that we have ranked these factors using decision-making trial and evaluation laboratory .According to result, need of achievement is the most important factor that affect on Entrepreneurial Intention.

Andi (2012) proposed that the association between Emotional Intelligence (EI) and the personality traits using Malaysian Youth Emotional Intelligence Test and Big Five Inventory . MYEIT is a newly developed measures to meets the need of a consistent instrument to measure EI among Malaysian samples. The finding of this study shows that there are strong associations between EI and Big Five, consistent with previous studies. Conscientiousness and Agreeableness strongly correlates with EI, followed by Extraversion, Openness and Neuroticism. Regression analyses further confirm that EI measured by MYEIT is overlap with the higher–order personality dimensions. The association between EI and personality has been widely discussed, and the extent of the association depends on the measures used in order to access.

Palazzeschi (2009) opined that the role of emotional intelligence and personality traits in relation to career decision difficulties. The Italian version of the Career Decision Difficulties Questionnaire, -On Emotional Quotient Inventory: Short (Bar-On EQ-i: S), and the Big Five Questionnaire were administered to 296 interns of the tertiary sector. The emotional intelligence dimensions add a significant percentage of incremental variance compared to variances due to personality traits with respect to career decision difficulties. The results highlight the role of emotional intelligence and its association with career decision difficulties. This study has helped the researcher but it does not deal with EI of university teachers. Hence this conducted research brings to light about EI of university teachers.

Downey, Lomas, Billings, Hansen, and Stough,(2014) proposed that the current study was to examine the role of fluid intelligence, personality traits, and emotional intelligence (EI) in predicting female Year 9 students' grade point average (GPA) and to determine whether any differences in academic performance were related to differences in EI or 243 female secondary students who were enrolled in year 9 completed the Adolescent Swinburne University EI Test, Raven's Standard Progressive Matrices, and the Mini International Personality Item Pool (Mini-IPIP) and a GPA was calculated from the core subjects. The results revealed that higher GPAs were related to higher levels of Emotional Management and Control , Conscientiousness, and lower levels of Extraversion. It was concluded that the consistent predictive value of EI skills in relation to scholastic outcomes, although unpretentious in comparison to IQ must be considered important, especially in the context of students achieving grades appropriate to their intellect across their schooling occurrence.

Ziaaddini and Makiabadi (2013)proposed that the relationship between employees' kind of personality and their emotional intelligence in Sirjan executive systems. In this regard size of employees' personality include: introversion, extroversion and also size of emotional intelligence include recognizing personal emotions, using emotions correctly, recognizing others' emotions, self-motivation and communication. Analyzing data shows that there is a significant and overturn association between employees' introversion and emotional intelligence

and there is a positive and direct meaningful association between employees' extroversion and emotional intelligence.

Mehta (2013) conducted a study of how emotional intelligence moderates occupational stress among teachers. In the study 300sample of secondary school teachers were taken. Through the study it was found that by increasing the emotional intelligence, occupational stress can be reduced and the productivity can be enhanced.

EMOTIONAL INTELLIGENCE AND COPING STYLE

Emotional intelligence and coping goes hand in hand. Emotional intelligence is focused on understanding oneself and others, identifying the people, and adapting to and coping with direct environment. Emotional intelligence is how a person applies knowledge to immediate situation and how he/she can cope up with the particular situation. If any person is having some problem then how he can cope up or tackle with the problem. Thus, emotional intelligence and coping go hand in hand coping thus solve personal and interpersonal issues and seeks to tolerate stress or clash.

Mishra (2013) discussed the role of emotional intelligence in managing stress. He mentioned that EI can control one's career and generate abilities and skills that improve one's value at work. He believed management employees and leaders need high EI because they characterize the organization. However everything has not been dealt with, this research thesis will help to fulfill the gap.

Mehta (2013) mentioned that EI refers to a capability to distinguish the meaning of emotions and associations to reason and trouble solving. It was suggested that our emotional awareness and ability to handle feelings rather than our IQ will determine success and happiness. An employee having high EI is able to retort appropriately to workplace stress and to deal with emotional behavior of his co-workers and it will lead to better satisfaction in job and performance of work. Thus, EI was quite important to allow human being to counter suitably to variety of circumstances. This book has been of help to the researcher; however it lacks other necessary aspects. This research will fill the gap in knowledge.

Gardner (2005) discussed about the job-related stress and sentiment and how it plays a significant role in the stress outcomes connection. She said that emotions are essential and indivisible part of everyday organization. Here she involved activities related to the experience of emotions, expressing, recognizing, perceptive and running emotions. Thus, EI was less likely report feeling of stress, ill-health and lowered contentment and promise. It has helped the researcher in conduction of research but all necessary information's could not be generated and this research will provide that information.

Khaniyan, Foroughan, Biglarian (2013) conducted a study on Emotional Intelligence and Occupational Stress among Rehabilitation Staffs working in Tehran's Training Hospitals. A cross-sectional study was conducted. This study confirmed the affiliation between emotional intelligence and occupational stress. By promoting emotional intelligence through applying training courses may decrease occupational stress or even avert it.

Agrawal (2013) has opined that requirement for assessment of the association of Emotional Intelligence as an over arching thought to the organization of pressure. It is a community intelligence that facilitates people to recognize their own and other people's emotion. Moreover EI facilitates people to make different feelings to make suitable choice for thoughts and deed. EI can be learned and strengthen. EI is the aptitude to express sentiment, considerate, and feeling directive. It has helped the researcher to conduct research but things that are lacking have been included in this thesis.

Mishra (2012) opined about the emotional aptitude in organization tension, he mentioned that EI can sway one's occupation and create abilities and skills that recover one's importance at work. He also believed association workers and leaders need high EI because they stand for the

association. Mishra's book has been of great help to the researcher, however there are materials that are lacking in his book. This research thesis fills up that gap.

Kakali and Rani (2013) conducted a study on the relation amid emotional intelligence and job stress amongst the engineers at managerial level of public segment organization. The study was intended to explore and check the relation between emotional intelligence and job stress among engineer at public sector organization. The mean and SD values indicated that it had a moderate level in instance of stress and a higher level in case of emotional intelligence. Regression analysis of the results indicated that the impact of emotional intelligence was substantial in occupational stress level between those engineers at the managerial level.

Krishna kumar(2014) conducted a study on Emotional Intelligence and Occupational Stress. The study consist of 42 samples, workers who works for a BPO engage in E-publishing and digital solutions located in Puducherry, South India. The study revealed there is positive association between emotional intelligence and occupational stress.

Brown, Bhrolchain, and Harris (1975) conducted a study which investigated the role of social support in moderating the relationship between life change stress and psychiatric disorder. The study was conducted in a large sample of 18-65 year old women. The results from the study indicated that those women who had someone to share their grievances were considered to have high level of support and adapted to stress better. And those not reporting such tie were considered to have low level of support..

Tay., & Tam. (2011) examined the association linking parenting styles and coping ability of pubescent children. The survey study was used on 140 students to find out that which parenting styles are linked with pubescent 'coping potential. Result came out as that authoritarian

fatherly and trustworthy maternal parenting was linked with adolescents' ability to cope from situations.

Leila and Hossein (2015) did a study to see the affiliation between emotional intelligence and occupational stress between managers, trainers and lifeguards of eastern Azerbaijan province swimming pools. The findings from the study showed that, that there is a noteworthy relationship between emotional intelligence and occupational stress among managers. However, there was no significant relationship in emotional intelligence with occupational stress between managers and lifeguards. The study suggested that in order to increase emotional intelligence it is necessary to take measures and undertake interventions to lessen occupational stress.

Neelakandan (2002) conducted a study on occupational stress, job satisfaction, achievement motivation and organizational climate of industrial employees'. This study was carried out on a sample of 320 organization workers. The tools like occupational stress (Srivastava & Singh), job satisfaction (Muthayya Job Satisfaction scale) achievement motivation (Shah Beena motivation scale), and organizational climate (Likert organizational climate) were used for the study. The findings of the study pointed out that the occupational stress of an employee is swayed by variables like marital status, schooling, work skill and the years of experience of the employee

Lone and Nataraj (2014) stated that the emotional intelligence of student-teachers in District Anantnag of Jammu and Kashmir State. The sample size is of 300 student-teachers from all the five Colleges of District Anantnag. A standardized tool Emotional Intelligence Scale (EIS) is used for the study. The result is analysed by using descriptive and differential statistical techniques. The result indicated that: Gender wise and faculty wise, there is no major mean dissimilarity between the levels of emotional intelligence of student and teachers.

Emotional intelligence plays an important role in our life. All this literature reviews has helped the researcher in data collection and understanding EI, however it does not deal with EI related to university teachers. These research findings highlight some gap in the knowledge which needs to be addressed.

2.3 STATEMENT OF PROBLEM

The term "Stress" is actually pressure. It is caused by inner pressure or pressure that is coming from outside. Stress as we know, it is psychological and physiological response to events that upset to us in our day to day life. It is linked to outside factors such as – while working in some institutions or else your environment where you live or your family. Stress comes from us from our own irresponsible behavior, feelings, that are a negative attitudes or unrealistic expectations. Many different things cause stress like-fear, threat, uncertainty. Sometimes when there is a gap between what one does and what one thinks, there is cognitive dissonance and then one feels stressed. Dissonance also occurs when one cannot meet commitments. As we know, we are in the society; we have many causes of stress like- death, ill health, victim of crime, self-abuse, family change, sexual problem, arguments, moving to new locations, financial crisis, work pressure etc. Everyone reacts to stress differently.

The current belief in our society is that university teaching is not an easy job and that university teacher's life is to be envied for they have lots of pressures, more working hours, lot of pressure of work and rigors of bureaucratic rules, procedures and discipline to stifle or crumble them. It is also believed that university teacher's role is quite difficult having complexities, tension and conflicts. This widely prevalent belief is incorrect for this is outsider's perception of the role of women university teachers. They take more stress than male faculties. Therefore a thorough research was done in order to discover the validity of popular beliefs. The study will provide insights into the factor that lead to emotional intelligence. By this study the causes can be identified how emotional intelligence is co-related to personality and coping. Besides in the last 20 years number of people is reporting that the stress affecting their work has gone up to four times as studying many researches. Teachers are at high risk of being stress, since it can be caused by range of situations. Most of them are able to cope with it others could not although stress is usual part of life, prolonged or extreme stress can lead to illness. The stress faced by teachers is substantial.

The problem in the present study is "Workplace stress among faculties". It is harmful, painful, and emotional response that can happen when there's conflict between job and work pressure. Sometime work pressure is so high that they act as a negative stressor. Sometimes higher expectation of the authority may make the pressure of stress then they might be dissatisfied with the job, reduces efficiency, illness and sometimes frustrated, sometime the workload, sometimes autonomy that is sometimes you can't make your own ability or decision about your work, Sometimes the environment of your surroundings, sometimes working alone at the workplace. Sometimes there may be role conflict in the organization where people they do not want you to come up may be experiencing lack of clarity about responsibility, expectation etc.

Sometimes faculty's stress involves a transaction between individual and environment. Classroom discipline also is a significant source of stress among faculties. How the students are? Whether they are disciplined students? Nowadays, teachers are high risk of being stress in universities. Most of them they are able to cope up but other's they think stress is usual part of life. Therefore the focus in the study is to identify the factors what is mainly affecting the emotional intelligence and stress for faculty's. This will lead to a better environment, health and productivity in work.

2.4: OBJECTIVES

Keeping in mind the nature and aim of present study, the following objectives were framed:

1. To study the relationship of emotional intelligence of faculty members with their personality and coping styles.
2. To study the gender differences on emotional intelligence, personality and coping styles of faculty members.

2.5: HYPOTHESES

On the basis of previous studies and theoretical consideration, following hypotheses were framed:

1. There will be a significant relationship of emotional intelligence with personality and coping styles of faculty members.
2. There will be a significant gender differences on emotional intelligence, personality and coping styles of faculty members.

CHAPTER - III

RESEARCH DESIGN

The intention of the present research is to study the emotional Intelligence in the context of personality and coping as correlates of EI among university Teachers. Research methodology is a way to scientifically solve the research difficulties. It may be understood as a science of studying how research is done. Research methodology is a systematic procedure which carries on the research work in the scientific and valid manner. It provides tools and techniques by which research problem is dealt with. The following methods and procedures were used to study these correlates. This chapter is organized under following headings.

3.1 Research Design

3.2 Sample

3.3 Psychological measures

3.4 Administration of Psychological Measures

3.5 Statistical analysis

3.1: RESEARCH DESIGN

The course of this study includes first to select the sample group to carry out the study. In this case, sample includes a group of male and female faculties. Suitable scales were used to assess the variables. For the data analysis, appropriate statistical approaches were applied. At last, the proposed hypothesis as well as the old literature was crosschecked with the original results to clarify the purposeful result. The present study is the normative survey and is non- experimental in nature. Normative research seeks to clearly define the study population, outline the phenomena under research and appropriately interpret the results.

3.2: SAMPLE

In the present study, a sample of 150 faculties was taken from the different departments of Lovely Professional University. The simple random sampling is used to collect the data. All the individuals in the population get an equal chance of being selected as a sample.

3.3: PSYCHOLOGICAL MEASURES

Keeping in view our variables of study to be measured, the aim of the study, and the nature of the sample, the following tools were used to assess the variables. The data has been gathered with the assistance of questionnaires. Three questionnaires were used for the collection of data.

3.3.1: Emotional Intelligence scale by Schute, Malouff, Hall, Haggerty, Cooper, Golden, & Dornheim (1998)

The emotional intelligence scale by Schute et.al. has 33 items. The response categories ranges from strongly agreed and disagree. One has to indicate his/her agreement and disagreement with the statements. The Schutte Self Report Emotional Intelligence Test (SSEIT) is a 33 item self-report measure of emotional intelligence developed by Schutte et al. (1998). The SREIS has been designed to map onto the Salovey and Mayer (1990) model of EI. Items of the test relate to the three aspects of EI:

(1) Appraisal and expression of emotion- An individual is able to identify, evaluate and express his/her emotions.

(2) Regulation of emotion- An individual will be able to regulate and control his/her emotions.

(3) Utilization of emotion- An individual will be able to utilize and operate his/her emotions.

3.3.2: Big Five Locator by Howard & Medina and Howard (1996)

The Big-Five Personality Model came into view in recent years as a robust model of personality. The five parameters of personality include adjustment, sociability, conscientiousness, agreeableness, and intellectual openness. The questionnaire contains 25 items with rating scale starting from 5 to 1.

Openness to experience: openness to experience includes Appreciation for art, feeling, investigation, surprising ideas, curiosity, and diversity of knowledge. Openness reveals the degree of researcher interest, innovative mind a person has.

Conscientiousness: A propensity to be planned and trustworthy, show self-control, act obediently, aim for achievement, and prefer planned rather than spontaneous activities.

Extraversion: Energy, optimistic emotions, courage, warmness and the tendency to seek inspiration in the group, and talkativeness.

Agreeableness: It is a tendency to be concerned and helpful rather than hesitant and conflicting with others. It is also a degree of one's unquestioning and cooperative character, and a person is normally well tempered or bad tempered.

Neuroticism: The tendency to show unpleasant feelings easily, such as irritation, anxiety, sorrow, and weakness. Neuroticism also refers to the extent of emotional stability and impulse control.

3.3.3. Coping Inventory for Stressful Situations (CISS) by Endler and Parker (1999).

Coping Inventory for Stressful Situations is the (CISS-21) edited version developed by Endler and Palker (1999).There are 21items in the questionnaire related to three styles of coping. Three main kinds of coping styles are:

Task Coping- Task coping is a main control style that is useful when situations are evaluated as variable. Attention is sustained and emotions are regulated. This can be maladaptive for difficult varying social issues.

Avoidance Coping- Avoidance coping, gateway coping, or cope and avoid is a maladaptive coping instrument described by the attempt to manage a stressor. Coping is the behavior that is practiced to guard oneself from psychological harm. Variations of avoidance coping include modifying or eliminating the states that offered problem and changing the perception of an experience in a way that reduce the effect of the problem.

Emotion-focused coping- It tries to reduce the negative emotional comebacks connected with stress such as humiliation, panic, nervousness, hopelessness, enthusiasm and disturbance. This can be the only practical alternative when the cause of stress is not in the control of the person. Medication can be used as emotion focused coping because it focuses on the stimulation caused by stress not the issue. For instance, when you think about the ways your colleagues deal with stressors like examinations, you will find a variety of diverse coping comebacks. Some individuals will tell you that they are nervous; others will study, or refer to teachers for help.

3.4 ADMINISTRATION OF PSYCHOLOGICAL MEASURES:

A rapport was established with the subjects before administrating the tests. The subjects were assured that the information was being collected purely for research purpose and would be kept confidential. The tests were administrated to faculties within the university premises. 150 Samples were taken from various departments. The instructions were provided to faculties as based on manuals. The questions and doubts were cleared from time to time. All the tests were filled up by the faculty themselves. Scoring was done according to the instructions available in the respective manuals.

3.5: STATISTICAL ANALYSES

Keeping in view the variables, objectives and hypothesis following techniques were used.

- Pearson's product moment correlation coefficients were computed to study the relationship of personality and coping as correlates of EI among university teachers in the study.
- Independent sample t-test was applied to study the difference between male and female personality coping of EI among university's faculty.

CHAPTER - IV

RESULT & DISCUSSION

4.1: Inter-Correlation

Pearson product moment correlation is the most common and suitable parametric method to know the relationship between two variables. One of the objectives of presently conducted research was to examine the association of emotional intelligence with personality and coping styles. Therefore, Pearson product moment correlations were computed between emotional intelligence, personality and coping styles. The results are presented in following Table:

Table 4.1: Showing Correlations of Emotional Intelligence with Personality and Coping Styles (N=300)

Sr. N.	**Variables**	**Emotional Intelligence**
1	Neuroticism	-.212*
2	Extraversion	.006
3	Openness to experience	.092
4	Agreeableness	.289*
5	Conscientiousness	.223*
6	Task Coping	.409*
7	Avoidance Coping	.050
8	Emotional Coping	-.029

The correlation pattern shows that the emotional intelligence significantly correlates negatively (r=-2.12) with neuroticism. The negative correlation between variables implies that the individuals who are able to control their own and others' emotions are less likely to experience emotions such as short temper, nervousness, gloominess and helplessness. Wilkinson (2013) also found that EI has significant negative correlation with neuroticism.

A further perusal of table shows significant positive correlation of emotional intelligence (r=.289) with agreeableness. It recommends that those persons who are highly emotional

intelligent are compassionate, cooperative, and show empathy towards people and society. As emotionally intelligent people are better able to manage and express theirs and other's emotions so they are able to articulate the tender feelings like kindness, sympathy, and warmth. **Atta, Ather , Bano** (2013) also showed positive correlation between agreeableness and emotional intelligence. **Marquez, Palomera, Brackett,** (2006) stated positive correlation of emotional intelligence with agreeableness.

Still further, it is significant to point out the positive correlation (r=.223) which has emerged between EI and conscientiousness. The high association between EI and conscientiousness suggest that emotionally intelligent people are organized and they are also responsible towards their work. They have the propensity to consider carefully before responding. They are vigilant and reliable. **Libbrecht, Lievens and Curette** (2014) also found that EI have positive correlation with conscientiousness. **Rajaeepour and Mohammadi** (2014) also reflected a high positive correlation between emotional intelligence and conscientiousness.

A further perusal of the correlation matrix revealed a positive correlation between EI and task coping (r=.409). It implies that individual having high emotional intelligence is able to cope up with problems and tolerate pressure or clash. Such persons can make their own decisions and can solve their problems successfully and proficiently. **Kim and Agrusa** (2010) also stated that people with high emotional intelligence can easily cope up with the situation. **Austin, Saklofske, Mastoras** (2010) also hold that emotionally intelligent individuals can easily cope up with stress. **Burns** (2011) also found that high EI is positively related to coping styles.

Overall, the correlation analysis revealed that EI is significantly related to neuroticism, agreeableness, conscientiousness, and task coping and insignificantly related to extraversion, openness to experience, avoidance coping, and emotional coping.

4.2: DIFFERENCES BETWEEN MEANS – t-ratios (GENDER DIFFERENCES)

One of the objectives of the study was to learn the gender difference in emotional intelligence, personality and coping styles. For this purpose t-ratio analysis was used to know any significant differences in the males and females concerning their development of emotional Intelligence. Table shows the means, standard deviations, and t-ratios of all the measured

variables for both the males and females. Figural representations of t-ratios of all the variables included in the study have been presented in the fig 4.1 to fig 4.3.

Table 4.2: Showing Means, Standard Deviation and t-ratios of Samples of Males and Females on Emotional Intelligence, Personality and Coping Styles

S. No.	Variables	Males		Females		
		Mean	S.D.	Mean	S.D.	t-ratios
1	Emotional intelligence	124.65	13.67	126.12	9.529	-.684
2	Neuroticism	14.20	2.709	13.81	2.822	.816
3	Extraversion	15.80	3.113	15.15	2.999	1.214
4	Openness to experience	15.46	2.953	14.90	3.145	1.061
5	Agreeableness	17.23	3.141	18.65	3.301	-2.558*
6	Conscientiousness	17.62	3.382	17.71	3.897	-.155
7	Task Coping	25.97	4.523	26.35	3.809	-.510
8	Avoidance Coping	18.16	5.067	18.35	5.537	-.199
9	Emotional Coping	21.74	5.281	21.21	5.403	.567

*Significant at .05 level = 1.98

**Significant at .01 level = 2.61

t-ratios revealed that males and females have no significant differences regarding emotional intelligence. t-ratios suggest that males and females are equally able to control and express their emotions. Ahmad, Bangash and Khan (2009) also stated that there is no difference

in EI of males and females. Fayombo (2012)also stated that there is no similarity between males and females regarding their EI.

Further, t-ratio suggest that males and females do not differ on personality factors such as neuroticism, extraversion, openness to experience, but they differ significantly on one of the personality factor i.e. agreeableness ($t(150)=1.98, p, <0.05$).The higher mean score of girls ($x-=18.65$) on agreeableness suggests that girls are more cooperative, kind, sympathetic, loving and caring than males. Rubinstein (2004) also stated that females are more agreeable than male. Muller and Plug (2003) also stated that females are more agreeable than males.

Still further, t-ratio found that there is no major difference between males and females on coping styles. Both males and females exhibit same styles of coping while handling their problems. Wang, Dai(2011) stated that there is no major difference between males and females on coping styles. Gentry, Chung, Aung, Keller, Heinrich, & Maddock (2006) also studied that there is no major difference between males and females.

In conclusion, it can be suggested that males and females do not differ from one another regarding emotional intelligence, coping styles and personality factors except agreeableness. It may be due to the fact that now-a-days boys and girls get equal opportunities, love, care and attention from their parents and also they are facing same challenges and problems in life. Due to this similarity in their life experiences both males and females are equally able to express their emotions, exhibit similar ways of coping with the problems and have no much difference in the personality structure. So, one can conclude that males and females they can easily handle their bad situation in a proper way with their stable mind.

Fig-4.1 Showing the mean score of males and females on Emotional Intelligence

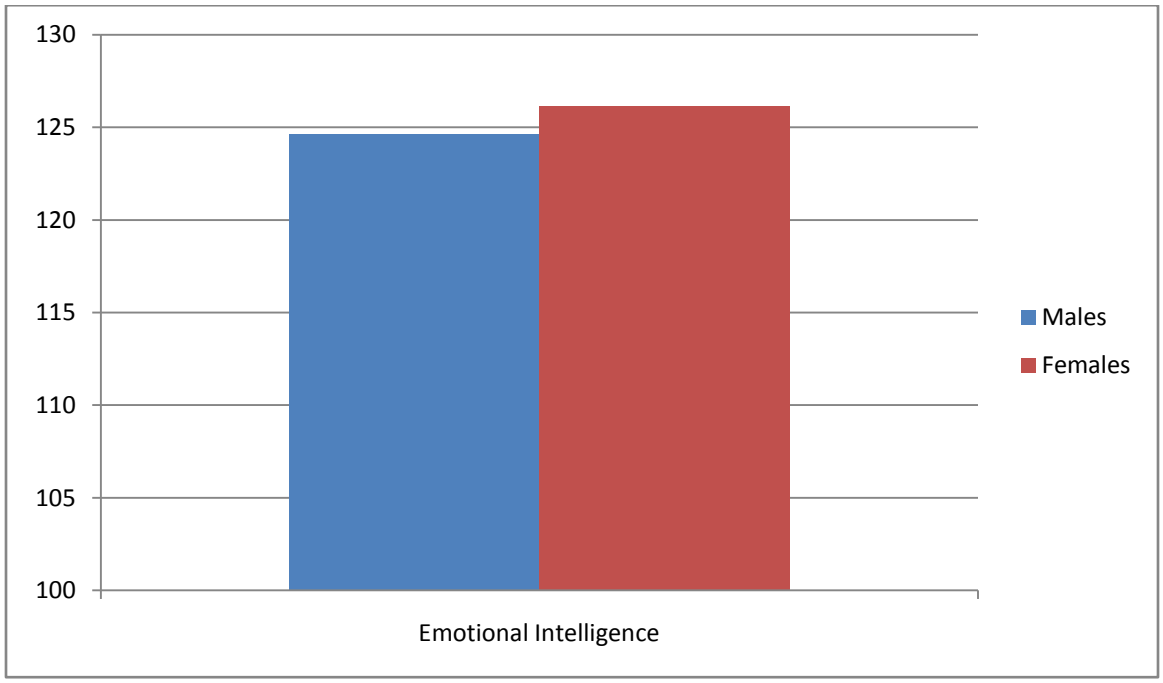


Fig-4.2 Showing the mean score of males and females on Personality Factors

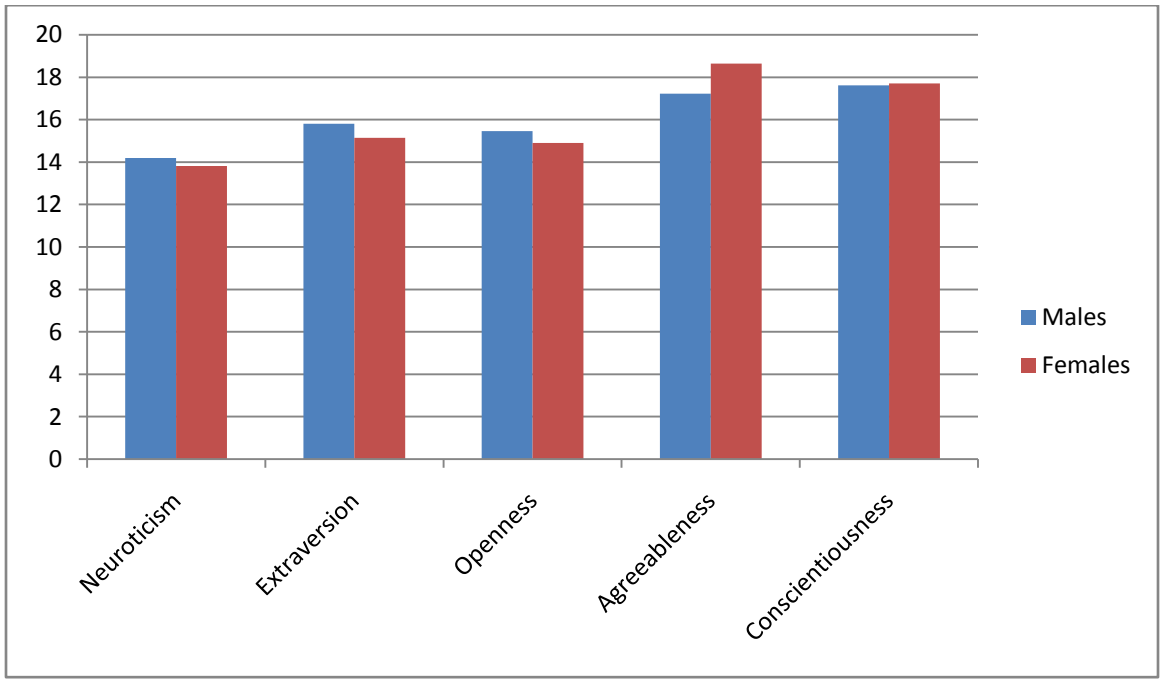
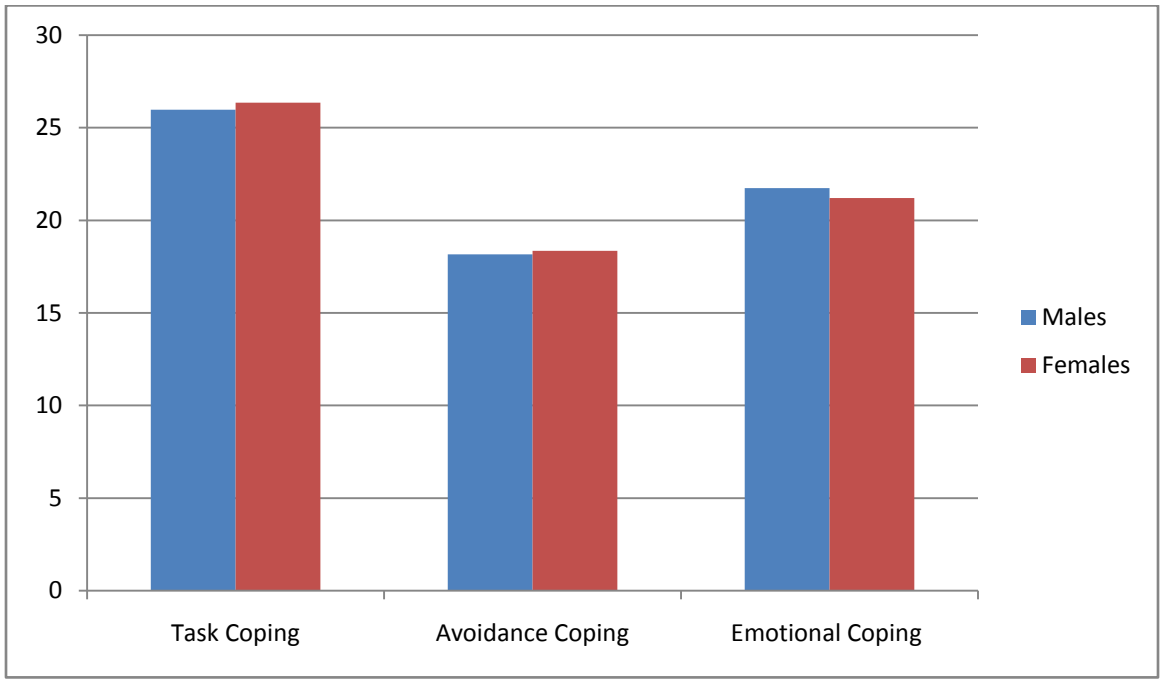


Fig-4.3 Showing the mean score of males and female on Task Coping



4.3: CONCLUSION

The present study aimed at finding the relationship and gender difference among emotional intelligence, personality, and coping styles. The results revealed that EI have significant negative correlations with neuroticism, their positive correlation of EI with agreeableness, conscientiousness and task coping whereas insignificant correlation with avoidance coping and emotional coping. The hypothesis 1 stated that "there will be a significant relationship of emotional intelligence with personality and coping styles" is partially accepted. Hypothesis 2 stated that "there will be a significant difference between emotional intelligence, personality, and coping styles of male and female faculty members" is partially accepted. It suggests that male &female do not differ on personality factor such as neuroticism, extraversion, openness to experience, but they differ significantly on one of the personality factor i.e. agreeableness. Moreover, further result reveals that there's no major difference between males and females on coping style.

4.4: FUTURE SCOPE

As it has been seen that today many university's faculty are having lots of pressure, more working hours, and rigors of bureaucratic rules and procedures. They are facing lot of pressure of work, tensions and conflict. This study was attempted to study the relationship of personality and coping as correlates of EI among university teachers. The results revealed that personality and coping styles play a major role in the development of emotional intelligence. So in an organization attempts should be taken to develop emotional intelligence and appropriate coping styles among faculty members to deal with the problems and challenges of life. This will lead to a better environment, health and productivity in work.

4.5: LIMITATIONS AND SUGGESTIONS

As every research has some limitations, there are also some limitations in my research. The following are the some limitations of this study:

1. In this research, the sample size was small, so the results of the present study cannot be generalized. In future, the large sample size should be taken.

2. In present study, psychological problems among teachers is studied in context of personality and coping. In future, psychological problems should be study with others variables like self-esteem, well being, marital satisfaction etc.

CHAPTER - V

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LOVELY PROFESSIONAL UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

Deepika Rajya Laxmi Shah
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Senthil Kumaran J
UID: 17777
Asst. Professor & Supervisor

Respected Teacher!

Greetings. I am doing my research on "**Emotional intelligence of Teachers**" for my dissertation. I would be grateful if you could kindly fill in these questionnaires. I assure that the information provided will be used purely for research purpose and kept strictly confidential.

Expecting your kind co-operation in this regard.

Thank you,

Yours sincerely,

(Deepika Rajya Laxmi Shah)

PERSONAL INFORMATION

1. Name (Optional) :
2. Gender : Male / Female
3. Age :
4. Educational Qualification :
5. Type of Stay : Hosteller / Day scholar
6. Campus Atmosphere : Satisfied / not satisfied
7. Type of your family : Nuclear / Joint family.
8. Birth order : 1st born/ 2nd born/ Later born / Only child
9. Relationship status : Single / Committed / Married / Cannot say

Questionnaire - 1

Instructions: Below are several statements about you with which you may agree or disagree. Using the response scale below, indicate your agreement or disagreement with each item by placing the appropriate number on the line succeeding that item.

1	2	3	4	5
Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**

1. I know when to speak about my personal problems to others _____
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them _____
3. I expect that I will do well on most things I try _____

4. Other people find it easy to confide in me _____
5. I find it hard to understand the non-verbal messages of other people _____
6. Some of the major events of my life have led me to re-evaluate what is important and not important _____
7. When my mood changes, I see new possibilities _____
8. Emotions are one of the things that make my life worth living _____
9. I am aware of my emotions as I experience them _____
10. I expect good things to happen _____
11. I like to share my emotions with others _____
12. When I experience a positive emotion, I know how to make it last _____
13. I arrange events others enjoy _____
14. I seek out activities that make me happy _____
15. I am aware of the non-verbal messages I send to others _____
16. I present myself in a way that makes a good impression on others _____
17. When I am in a positive mood, solving problems is easy for me _____
18. By looking at their facial expressions, I recognize the emotions people are experiencing _____
19. I know why my emotions change _____
20. When I am in a positive mood, I am able to come up with new ideas _____
21. I have control over my emotions _____
22. I easily recognize my emotions as I experience them _____
23. I motivate myself by imagining a good outcome to tasks I take on _____
24. I compliment others when they have done something well _____
25. I am aware of the non-verbal messages other people send _____
26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself _____
27. When I feel a change in emotions, I tend to come up with new ideas _____
28. When I am faced with a challenge, I give up because I believe I will fail _____
29. I know what other people are feeling just by looking at them _____
30. I help other people feel better when they are down _____
31. I use good moods to help myself keep trying in the face of obstacles _____
32. I can tell how people are feeling by listening to the tone of their voice _____
33. It is difficult for me to understand why people feel the way they do _____

Total : _____

Questionnaire - 2

Instructions: One each numerical scale that follows indicates which point is generally more descriptive of you. If the two terms are equally descriptive mark the midpoint.

1.	Eager	5	4	3	2	1	Calm
2.	Prefer being with other people	5	4	3	2	1	Prefer Being Alone
3.	A Dreamer	5	4	3	2	1	No-Nonsense
4.	Courteous	5	4	3	2	1	Abrupt
5.	Neat	5	4	3	2	1	Messy
6.	Cautious	5	4	3	2	1	Confident
7.	Optimistic	5	4	3	2	1	Pessimistic
8.	Theoretical	5	4	3	2	1	Practical
9.	Generous	5	4	3	2	1	Selfish
10.	Decisive	5	4	3	2	1	Open-Ended
11.	Discouraged	5	4	3	2	1	Upbeat
12.	Exhibitionist	5	4	3	2	1	Private
13.	Follow imagination	5	4	3	2	1	Follow Authority
14.	Warm	5	4	3	2	1	Cold
15.	Stay Focused	5	4	3	2	1	Easily Distracted
16.	Easily Embarrassed	5	4	3	2	1	Don't Give a Dam
17.	Outgoing	5	4	3	2	1	Cool
18.	Seek Novelty	5	4	3	2	1	Seek Routine
19.	Team Player	5	4	3	2	1	Independent
20.	A preference for order	5	4	3	2	1	Comfortable with Chaos
21.	Distractible	5	4	3	2	1	Unflappable
22.	Conversational	5	4	3	2	1	Thoughtful
23.	Comfortable with ambiguity	5	4	3	2	1	Prefer Things Clear-Cut
24.	Trusting	5	4	3	2	1	Skeptical
25.	On Time	5	4	3	2	1	Procrastinate

N (1, 6, 11,16, 21) -

E (2, 7, 12, 17, 22) -

O (3, 8 ,13, 18, 23) -

A (4, 9, 14,19, 24) -

C (5, 10 ,15, 20,25) -

Questionnaire - 3

Instructions: Below are a question and several statements about you with which you may consider true or otherwise when are facing a stressful situation. Using the response scale below, indicate your opinion with each item by placing the appropriate number on the line succeeding that item.

Qn: What would you do if you are facing a stressful situation?

1	2	3	4	5
Not at all true	**Slightly true**	**Somewhat true**	**Moderately true**	**Very much true**

1. Take some time off and get away from the situation _____
2. Focus on the problem and see how I can solve it _____
3. Blame myself for having gotten into this situation _____
4. Treat myself to a favorite food or snack _____
5. Feel anxious about not being able to cope _____
6. Think about how I solved similar problems _____
7. Visit a friend _____
8. Determine a course of action and follow it _____
9. Buy myself something _____
10. Blame myself for being too emotional about the situation _____
11. Work to understand the situation _____
12. Become very upset _____
13. Take corrective action immediately _____
14. Blame myself for not knowing what to do _____
15. Spend time with a special person _____
16. Think about the event and learn from my mistakes _____
17. Wish that I could change what had happened or how I felt _____
18. Go out for a snack or meal _____
19. Analyze my problem before reacting _____
20. Focus on my general inadequacies _____
21. Phone a friend _____