Perceived Social Support Predict Emotional Intelligence among College Teachers

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ARTICLE INFO	ABSTRACT

Emotional intelligence is a perilous factor for supporting high achievement, retaining, and optimistic behavior as well as enlightening life success. The goal of this study is to see the impact of perceived social support on emotional intelligence among college teachers. 300 teachers (M=179 and F=121) of different (public and private) colleges of Multan District participated in this study. To test hypotheses analysis of variance, t-test and regression analysis was used. Results of this study indicated the perceived social support predicts emotional intelligence among teachers but there is no difference on the basis of demographical variables like marital status.

Introduction

Social support consists of social relationships that provide substantial and relational resources to the recipient, such as access to information, skill acquisition, counseling and services, sharing of tasks and responsibilities.

Perceived social support considered as, support which is available to a person if one's need it. The class of relational resources often includes a variety of emotional supports (e.g. caring, empathy, trust, and love), instrumental supports (e.g., aid in kind, skills acquisition, sharing of tasks and responsibilities among others), and informational supports (e.g. suggestions, advice, access to

information, etc.) that either by oneself, or in amalgamation with more tangible material capitals, helps the addressee to manage and acclimatize the stressful life situations and boosts one's constructive well-being.

Sources of Social Support

There are varieties of sources through which social support can be received such as spouses, relatives, friends, neighbors, co-workers, superiors, classmates, and roommate. Friends were acknowledged as the powerful fount of support. Overall, the friend's area of social support described for the strongest associations with prosperity in their study. Chou (2000) explored that depressed individuals who are receiving high social support form friends, family, or noteworthy others showed betterment in depression. On the other hand, Clara (2003) defines that, lower levels of anxiety are positively related to support from friends and family. As association with 'close' friends and also 'safe' grownups would propose level of confidence and closeness as part of the relationship, the same postulation would not essentially be made within the associations with 'casual' friends.

Emotional intelligence

The intelligence includes the capability to surveil one's own and others' feelings and emotions (Salovey & Mayer, 1997). Emotional intelligence is define as an interconnection between cognition and emotion connecting the accommodative functioning, emotional intelligence has been hypothesized either as a set of learning outcomes and interconnected capabilities or as an individual peculiarity similar to personality traits; for example, according to Salovey and Mayer's four-branch model, emotional intelligence includes the capacity to distinguish precisely, evaluate, and demonstrate emotion; the capability to ingress and/ or engender feelings when they make mind fresh for thought; the capability to recognize emotions and emotional knowledge; and the ability to control and promote emotions and cognitive growth.

Emotional Intelligence defines the capacity, capability and skills, in the case of the trait emotional intelligence model, manage the emotions of others, a group and one's self, to recognize and assess the emotions, a self-perceived ability (Bradberry, Travis & Greaves, 2009). Advanced researches reveal that emotional intelligence has strong impact in individual's life, professional work place, social life and occupational life. Cherniss (2000) defines occupational place as the evaluator of emotional intelligence it also defines the competencies of emotional intelligence in occupational life through four main reasons:

I. Emotional intelligence capabilities are perilous for success in most jobs.

II. Most individuals join the wrong occupation and have no capabilities to succeeded they have lack of emotional intelligence and wisdom necessary for that profession.

III. Emotional intelligence training is very important for every employee, means and motivations for training are around.

IV. Most of time of employers spent at work place.

Importance of Emotional Intelligence

Emotional intelligence is a comparatively recent communicative model, rising to prominence with Daniel Goleman's 1995 Book called 'emotional intelligence'. The early emotional intelligence theory was originally developed by Peter Salovey (Yale), Howard Gardner (Harvard), and John 'Jack' Mayer (New Hampshire) during the 1970s and 80s. Emotional intelligence is progressively appropriate to administrative growth and developing people, because the EQ (emotional quotient) moralities define new conducts to comprehend and evaluate interpersonal skills, people's behaviors, attitudes, management styles, and potential. Emotional intelligence is significant deliberation in job profiling, management development, human resources planning, solicit, interviewing and selection, customer services and relations and more.

Hypothesis

    I. Perceived social support predicts emotional intelligence among college teachers.
    II. There will be differences in Emotional intelligence and perceived social support among married and unmarried teachers.

Methods

Research Design

Correlational research design was used to identify the relationship between the variables. For this purpose, survey method used for data collection, consist on self-respond questionnaires (Emotional Intelligence Scale) and (Multidimensional scale of Perceived social support).

Participants

Sample of 300 college teachers was taken from the different colleges by using convenient sampling technique. The sample was selected from various (public and private colleges) of Multan District. Participant age ranged was from 25-50. Since the specific purpose of study is to explore the impact of perceived social support on emotional intelligence among the teachers.

Instrument

I. Emotional intelligence scale (Dr. J.P Pawliw, 2002) Emotional intelligence scale used to compute the emotional intelligence. Score range is 12-24 low emotional intelligence, 25-34 moderate emotional intelligence, 35-44 above average emotional intelligence and 45-60 high emotional intelligence.

II. Multidimensional perceived social support scale (Zimet, et al. (1990) This scale is consisting of 12 Multidimensional items use to evaluate perceived social support. It consists of 12-item of social support from friends, family, and noteworthy others. As indicated below each item is scored 1-7, possible range for total score is 7-84.

Procedure

Research was conducted to explore the relationship between emotional intelligence and perceived social support. The data was collected from the teachers of different colleges of Multan. All the participants age ranges are 25-50 are already define. The participant debriefed about the goal of the study. All participants were interviewed separately and then questionnaires along with consent form and demographic sheet were given to them. They were requested to read the directions prudently and answered honestly. The respondent was given a brief introduction of the study and

requested to participate in the present study. They were given instruction to fill questioner. They were assured that their given particular data will be kept stringently private and will be used only for the research purpose. The entire participant had taken minimum time to fill the questionnaires. They all are very cooperative and showed great attitude. Nobody showed disapproval in filling questionnaires. As the language, vocabulary is very easy and understandable to everyone. At the end of the data collection all the participants were thanked for their cooperation. SPSS (statistical package for social science) for statistical analysis.

Results

Detail data analysis were drawn, SPPS (statistical packages of social science 17.00) software were used to analyze the data. The standardized test (Multidimensional Scale of Perceived Social Support) and (Emotional Intelligence Scale) were administered on 300 teachers. The attained outcomes provide the evidence that perceived social support predicts emotional intelligence among teachers.

Descriptive statistics

The descriptive statistics means, frequency, standard deviation, percentage, is also demonstrated in the former tables. The entire sample includes 300 participants. There were further divided on the basics of gender.

Table 1: Descriptive Statistics of the variance (N=300)

Demographics	N	Mean	SD
Age	300	1.97	.988
Gender	300	1.40	.491
Qualification	300	1.84	.920
Marital Status	300	1.27	.443
Scales	N	Mean	SD
EI	300	42.86	6.104
PSS	300	58.78	11.427

It characterizes evocative statistics mean and standard deviation of the variables. it demonstrated that mean of demographics of the respondent are with the SD. Mean of Emotional Intelligence is (M=42.86) with the SD (6.104). Mean of the Perceived social support is (M=42.86) with the SD (6.104).

Table 2: Perceived Social Support Predicts Emotional Intelligence among College Teachers (N=300)

Predictor	B	Std. Error	Beta	T	p
(constant)	31.266	1.72	.369	18.157	.000***
PSS	.197	.029		6.859	.000***

R^2=.136, Adjust R^2=.133 (F (1, 298) =47.05, ***p<.000)

Table 2 characterizes the regression analysis by captivating Emotional intelligence as dependent variable, which depends on perceived social support. Table shows co-efficient multiple determination R^2 (.136) and adjust R^2 (.133) which indicate the perceived social support reported

for almost 13 % of variance in Emotional Intelligence. It also specifies analysis of variance of the teachers whereas Emotional Intelligence is dependent variable which depends on Perceived Social Support $F_{(1, 298)}$, p=0.05. More over table represent significant regression co-efficient, t= 6.859. The results showed perceived social support predicts emotional intelligence among college teachers.

Table 3: Differences in perceived social support and Emotional intelligence among married and unmarried teachers (N=300)

Scale		*N*	*M*	*SD*	*T*	*P*	*95% CI Cohen's d*
EI	Married	220	43.15	6.09	1.38	.083	(-.461,2.67) 0.160
	Unmarried	80	42.05	6.32			
PSS	Married	220	58.46	10.95	-.806	.210	(-4.14,1.73)93.3
	Unmarried	80	59.66	12.65			

Table 3 indicates the comparison of Emotional intelligence and perceived social support between married and unmarried teachers. The mean score of married teachers on EI is (M=43.15) with a standard deviation of (SD=6.09) and for unmarried teacher the mean score is (M=42.05) and standard deviation is (SD=6.32). Mean score of perceived social support for married teachers is (M=58.46) and standard deviation is (SD=10.95) and mean score of perceived social support for unmarried teachers is (M=59.66) with (SD=12.65). Where's the confidence interval and Cohen's d for EI and PSS is (*(-.461, 2.67) (0.160), (-4.14, 1.73) (93.3)* respectively. Independent sample t – test has been applied. Results indicate that there is no significant difference between Perceived social support and emotional intelligence among married and unmarried teachers. So, the hypothesis is rejected.

Discussion

This study was undertaken to investigate the impact of perceived social support on emotional intelligence among college teachers. The first supposition of the study reveals that perceived social support is the predictor of emotional intelligence. A critical analysis of the tabulated results collected in the context of reviewing the level of perceived social support and emotional intelligence among college teachers. Lead to the following inferences.

   I.   Perceived social support predicts emotional intelligence among college teachers.
   II. There will be differences in Emotional intelligence and perceived social support among married and unmarried teachers.

The verdicts hold up potentials in launching a relationship between Emotional intelligence and perceived social support. In the current study, perceived social support added to the explanation of emotional intelligence. The results of hypothesis no.1 support in establishing a relationship between EI and perceived social support. But results reveal there is no difference on the basis of matrimonial status.

Suggestions

It is suggested for further studies that Sample size should be increased for more precise and confined results and predictions. Nation wise study should be done to have more reliable results.

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