

Level of Emotional Intelligence among Teaching Faculties in Namakkal, Tamilnadu

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Abstract: This research expresses the teacher effectiveness delivered by educational specialists with a comparatively clear understanding of the essential principles for actual instructional practice. Effective teaching means the process of creating students learning possible excite engagement and conversation and respect for students and exploiting students' academic fulfillment. The main objective of this study is to find the level of emotional intelligence among the teaching faculties and the teaching aids for student's betterment for the purpose of improving their career. In this research around 200 faculties are randomly selected and the data were gathered through the distribution of questionnaire. Descriptive research showed that the positive result and the significance relationship between Emotional Intelligence and the Teaching Effectiveness. It is concluded, the faculties need to learn, master and practice EI skills for identifying their strength and weakness for making a better relationship between students and faculties.

Keywords: *Teaching Effectiveness, Emotional Intelligence, Descriptive research, Faculties, Student career.*

INTRODUCTION

Education is a social process. The form and content of education of all ages and societies are the products of the educational dialectic of society. Education, especially higher education, as an instrument of individual, social and economic transformation in India, was recognized in the second half of the 20th century. Since independence in 1947, there has been a greater investment in higher education, with the concomitant increase in the number of students opting for higher education. The transformation of Indian education system from the ancient. Effective teaching means the process of creating students learning possible excite engagement and conversation and respect for students and exploiting students' academic fulfillment. The basic appearances of Emotional Intelligence are Self-awareness, Self-regulation, Inspiration, Understanding, Social assistance and skills.

REVIEW OF LITERATURE

The relationship between emotional intelligence (EI) and teaching effectiveness among lecturers at University Technology MARA in Malaysia was studied by **Narehan Hassan et al., (2015)**. The total perpetrators involved were 155 professors. An investigation of 50 people is led by distributing the questionnaires. The statistical software used to examine the data collected based on mean, standard deviation) and also it was provided confident and important. This article inspects the link between EI and the effectiveness of the coaching of knowledge workers that are sessions in public and private colleges in Perak, Malaysia. This study is based on the EI model (**Nelson & Low, 1998**). In the academia, the quality of teaching is related to teaching effectiveness **Emery et. al., (2013)**. However, the environment of local universities is very challenging due to the increasing demands, standards, and expectations of the public, stakeholders and the Ministry of Higher Education. The lecturers are overwhelmed with multiple roles and tasks such as conducting research for promotion purposes, attending seminars, project presentations and engaging in students' and community service activities **Iskandar (2003)**. A total of 275 public and private lectures were selected as respondents using the random sampling technique. The results indicated that teaching effectiveness was significantly related to the five components of IS at the 0.01 level. The study was carried out using a set of approaches (mixed consecutive descriptive and analyzed using SPSS 20.0 descriptive statistics. The results indicate that teachers in private educational institutions in the Sultanate of Oman have a fairly high level of emotional intelligence.

STATEMENT OF THE PROBLEM

The concept of Emotional Intelligence (EI) is comparatively a new idea in popular culture. However, with the popularization of the concept of 'Emotional Intelligence' has raised a very great deal of interest in the field of psychology, management and education. The term Emotional Intelligence was launched when people started to realize that a high Intelligence Quotient is no guarantee against failure in everyday life. At best IQ contributes about 20% to the factors that determine life success, which leaves 80% to other forces. So if one wants to succeed in life, he need to introduce his emotions very well.

OBJECTIVE OF THE STUDY

The main objective of the study is to find the effect of Emotional Intelligence on Teaching Effectiveness and to know the level of Emotional Intelligence among the teaching faculties.

METHODOLOGY

The study is Descriptive .The sample consisted of 200 faculties form the various institutions. Selected Colleges are Vivekanandh, Selvam, Sengunthar, KSR and PGP College of Arts and Science. Statistical tools used included t test, ANOVA was used to find the best fit equation to determine the relationship between Teacher Effectiveness and Emotional Intelligence.

FINDINGS OF THE STUDY

Particulars	Respondents	Frequency	Percentage
Gender	Male	83	41.5
	Female	117	58.5
Age	23-28	10	5
	29-34	59	29.5
	35-40	116	58
	Above 40	15	7.5
Qualification	M.phil	136	68
	Ph.d	64	32
Marital status	Single	11	5.5
	Married	189	94.5
Experience	Below 2 yrs	10	5
	3-5 yrs	15	7.5
	6-8 yrs	136	68
	< 9 yrs	39	19.5
Monthly income	<10,000	0	0
	10,001-12000	2	1
	12,001-14,000	74	37
	>14,000	124	62
Family members	Two	9	4.5
	Three	41	20.5
	Four	73	36.5
	More than 4	77	38.5
Designation	Assistant professor	108	54
	Associate professor	70	35
	Professor	22	11
College name	Vivekanandha Institutions	60	30
	KSR Institute	39	19.5
	Sengunthar college	43	21.5
	PGP college	34	17
	Selvam arts	24	12

T-TEST

H₁: There is no association between Gender and level of T.E; **H₂:** There is no association between Marital Status and level of T.E;

H₃: There is no association between Gender and level of T.E; **H₄:** There is no association between Marital Status and level of Emotional Intelligence

Variables	Particulars	Frequency	N	Mean	Std. Deviation	Sig	Hypothesis
Teaching effectiveness	Gender	Male	83	25.96	3.05	0.69	Accepted
		Female	117	26.36	2.88		
	Marital Status	Single	11	26.27	2.64	0.98	Accepted
		Married	189	26.19	2.97		
Emotional intelligence	Gender	Male	83	30.19	3.19	0.51	Accepted
		Female	117	30.24	3.31		
	Marital Status	Single	11	27.45	2.58	0.46	Accepted
		Married	189	30.38	3.22		

ONE WAY ANOVA:

H₅: There is no significance between Age group and E.I; **H₆:** There is no significance between Qualification and the level of E.I; **H₇:** There is no significance between Teaching Experience and the level of E.I **H₈:** There is no significance between Monthly income and the level of E.I; **H₉:** There is no significance between Working Institutions and the level of E.I ; **H₁₀:** There is no significance between Working designation and the level of E.I; **H₁₁:** There is no significance between Qualification and the level of E.I ; **H₁₂:** There is no significance between Teaching Experience and the level of E.I; **H₁₃:** There is no significance between Monthly Income and the level of E.I; **H₁₄:** There is no significance between Working Institute and the level of E.I; **H₁₅:** There is no significance between working Designation and the level of E.I

Test	Particulars	F	Sig.	Hypothesis
TE	Age group	14.112	.000	Rejected
	Qualification	86.512	.000	Rejected
	Teaching Experience	8.223	.000	Rejected
	Monthly Income	16.983	.000	Rejected
	College Name	.756	.715	Accepted
	Designation	.940	.517	Accepted
EI	Qualification	29.743	.000	Accepted
	Teaching Experience	18.468	.000	Accepted
	Monthly Income	16.640	.000	Accepted
	College Name	.608	.875	Rejected
	Designation	.948	.516	Accepted

SUGGESTION AND CONCLUSION

Faculties need to cooperate efficiently with different people.. So they have to develop their intrapersonal skills like self-regard, emotional self-awareness, confidence for the purpose of taking correct decision built through healthy working relationship. A faculty has to develop his/her interpersonal skills for the purpose of making identify with one's social group and to create cooperate with others. So they want to improve their personal leadership skill which helps to make effective teaching to the students. Effective training is important for establishing a standard of student's knowledge.

The role of a teacher in the rearrangement of society is invincible, as well as teaching. Emotional capability of teaching is necessary, both in general, for own ease and for competence and quality in the process of teaching and learning in the classroom, and in specifically for the social and emotional growth of students. They can be elevated with the active intellect of instructors.

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