A STUDY ON IMPACT OF EMOTIONAL INTELLIGENCE ON TEACHING EFFECTIVENESS OF SCHOOL TEACHERS WITH SPECIAL REFERENCE TO COIMBATORE CITY

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ABSTRACT
The quality of any educational institution depends mainly on the professional competence and emotional stability of teachers because emotional stability of teachers affects that of pupils. Unhappy, frustrated, dissatisfied teachers cannot help their pupils to become happy, well-adjusted young people. Emotionally stable teachers are able to find out their own shortcomings and try to remove them so that the students may be saved from the adverse influence of their unbalanced personality.

Emotions are personal and subjective feelings that arise from complex glandular activities, cognitive and conditional variables. It provides signal, information, and attention and facilitate how to achieve our goal. It gives us a guideline to complete our task. If emotions are managed in a proper way, it may be a strong tool for bringing success and happiness in the life of human beings. But if it is not managed or cannot be controlled then it may be dangerous for human beings. An uncontrolled emotion may be expressed in the form of struggle and conflicts which may be interpersonal or intrapersonal. In day to day life, they affect our relations with other members of family, society, nation, our self-image, and overall our performance.

Therefore this skill is really required to make the teachers performance very effective. This skill can make the teachers not only able to deal with their students but with their colleagues as well. Therefore, the impact on Emotional Intelligence (EI) of teaching effectiveness of school teachers in Coimbatore city is conducted.

Keywords Family, Society, Nation, Emotional Intelligence

INTRODUCTION OF THE STUDY
The quality of any educational institution depends mainly on the professional competence and emotional stability of teachers because emotional stability of teachers affects that of pupils. Unhappy, frustrated, dissatisfied teachers cannot help their pupils to become happy, well-adjusted young people. Emotionally stable teachers are able to find out their own shortcomings and try to remove them so that the students may be saved from the adverse influence of their unbalanced personality.

Emotions are personal and subjective feelings that arise from complex glandular activities, cognitive and conditional variables. The Oxford English Dictionary defines Emotion as, “Affection of mind (Example-love, pity) which comes and goes according to one’s personality experience and bodily state, a mental feeling. It provides signal, information, and attention and facilitate how to achieve our goal. It gives us a guideline to complete our task. If emotions are managed in a proper way, it may be a strong tool for bringing success and happiness in the life of human beings. But if it is not managed or cannot be controlled then it may be dangerous for human beings. An uncontrolled emotion may be expressed in the form of struggle and conflicts which may be interpersonal or intrapersonal. In day to day life, they affect our relations with other members of family, society, nation, our self-image, and overall our performance.
As we know that teacher is an agent of change by developing the character and personality of a child he brings a drastic change in society. It is a well-known fact that no people can rise above the level of his teacher. In this context, emotional intelligence of a teacher plays a significant role. Because a teacher having high level of emotional intelligence can handle their student with love and care, with balanced personality, improved motivation, by the effective use of time and other resources, with a good leadership quality, with high level of performance etc.

Emotional Intelligence plays a vital role in social sciences. It has direct impact on the teacher’s behavior working in an organization and it is important for the success of their profession. Teachers are considered as the main pillar in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society. Teachers cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents. In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance. In fact, emotional intelligence is a type of social intelligence that includes to control own and others emotions, make a choice between them and the ability of using these emotions to set his life. Therefore this skill is really required to make the teachers performance very effective. This skill can make the teachers not only able to deal with their students but with their colleagues as well. Therefore, the impact on Emotional Intelligence (EI) of teaching effectiveness of school teachers in Coimbatore city is conducted.

OBJECTIVES OF THE STUDY

1. To study the phenomena related to the impact of Emotional Intelligence (EI) on teaching effectiveness of school teachers in Coimbatore city.
2. To examine the level of emotional intelligence among teachers working in higher secondary educational institutions in Coimbatore city based on gender, age, qualification and work experience.
3. To find out the importance of emotional intelligence in personal, academic and career success of teachers in higher secondary educational institutions in Coimbatore city.
4. To find out the importance of emotional intelligence in teachers to improve the student performances.
5. To improve the teachers performance for the betterment of management in higher secondary schools in Coimbatore.

SIGNIFICANCE OF THE STUDY

The study focused on identifying the phenomena related to emotional intelligence among teachers in higher secondary educational institutions in Coimbatore District. It helps to establish social relationships and managing emotions in others. The teachers who have high emotional intelligence communicates with constructive goal in mind and controls his or her emotions carefully more than reacting to situation on the basis of impulse generated by emotion generated event. This may help the higher secondary educational institutions in Coimbatore District to initiate some change in work environment so as to increase the level of emotional intelligence among the teachers at work place.
REVIEW OF LITERATURE

McDowelle and Bell (1999) found that lack of emotional intelligence skills lowered team effectiveness and created dysfunctional team interaction and most effective performance lost the best networking skills. Tapia and marsh (2001) found an overall significant main effect of gender GPA on emotional intelligence. Annaraja and Jose (2005) found that rural and urban B.Ed trainees did not differ in their self-awareness, self-control, social skills and emotional intelligence. Suresh, and Rajalaxmi (2005) studied that there is no gender difference in emotional intelligence of teachers working in rural area and urban areas. Teachers from government schools are found to be better in their intelligence than teachers from aided and private schools. Amirtha and Kadhiravan (2006) found that gender, age and qualification influenced the emotional intelligence of school teachers.


Tod (2006) tried to determine whether student-teacher performance was associated with emotional intelligence (EI). The results indicated that EI and College Supervisors’ assessments of student teacher performance were significantly related. Medley and Mitzel (2007) examined the relationships between measures of teacher effectiveness and teacher behavior variables obtained through a study on the graduates of a coordinated teacher preparation program in the municipal colleges of New York City. The study was based on a sample group of 49 teachers and employed five variables purporting to measure aspects of teacher effectiveness, three measuring dimensions of classroom behavior, and a number of variables designed to control extraneous variation. The five measures of effectiveness were found to center around the distinct aspects of effectiveness. Supervisory ratings and pupils’ reactions to their teachers appeared to reflect the teachers’ ability to get along with students; teachers’ self-ratings and measures of pupil gains (in reading and social skill) appeared to reflect effectiveness in stimulating pupils to improve their reading skills. It was found that measured gains in reading and gains in group problem solving skills were not related to recorded classroom behaviors of teachers and pupils. Pupil-teacher rapport was found to be related to emotional climate most probably to verbal emphasis in classroom behavior. Supervisors rated those teachers who had the friendliest classroom as most effective.

As we know that teacher is an agent of change. By developing the character and personality of a child he brings a drastic change in society. It is a well-known fact that no people can rise above the level of his teacher .In this context, emotional intelligence of a teacher plays a significant role. Because a teacher having high level of emotional intelligence can handle their student with love and care, with balanced personality, improved motivation, by the effective use of time and other resources, with a good leadership quality, with high level of performance etc.

Hence, it is quite necessary to keep a crow’s eyes and gather information about EI of the teachers and some measures must be taken for the improvement of emotional intelligence of teachers. Due to this reason, the present study aims at “A Study on Emotional intelligence of teaching effectiveness of School Teachers in Coimbatore.” is taken.
RESEARCH METHODOLOGY

RESEARCH DESIGN

A research design is namely and simply the framework or plan for a study that guides the collection and analysis of data. The personal study can be conducted by the following three different types of research design.

- Exploratory research design.
- Descriptive research design.
- Conclusive or Experimental research design.

Since the present study of the research is connected with the teachers, there is necessary for the researcher to go for descriptive research design.

DESCRIPTIVE RESEARCH

Descriptive research is one that simply describes something such as demographics of teachers. It is typically concerned with which something occurs or how two variables vary together. Descriptive research design is generally concerned with specific prediction with negation of facts and characters concurring groups.

SURVEY DETAILS

The survey was conducted in higher secondary schools in Coimbatore, where Questionnaire were given to the teachers who were working for various higher secondary schools and the questions are framed on the basis of teachers' views and depended on morale.

SAMPLING

Sampling may be defined as the section of some part of an aggregate for totality. On the basis of which a judgment or inference about the aggregate or totally is made. Research conducted only a few units of population are called as sampling. Sampling is an important and persuasive activity. Sampling technique has got its own range of advantages.

- Reduce cost owing to a study selected units from the population.
- Greater speed is their due to smaller units to be studied.
- Greater accuracy is results.
- Greater depth of information.
- Reservation of units for rescue in destructive nature of experiments is possible.

SAMPLE SIZE

The Sample size of the study is 100 respondents.

SAMPLING METHOD

For this study the non-probability sampling procedure is used. In the non-probability sampling technique, convenience sample is obtained by selecting a “Convenience sample unit”.

METHODS OF DATA COLLECTION

In this survey in order to meet the objectives of the study, the data were collected through the following methods.
Primary Data Collection.
Secondary Data Collection.

PRIMARY DATA

It is the first hand information which is collected from the respondents by the researcher is Primary Data. In this study the Primary Data was collected through structured questionnaire. The survey was conducted in higher secondary schools in Coimbatore where Questionnaire were given to the teachers who were working in various schools and the questions are framed on the basis of teacher views and depended on morale.

SECONDARY DATA

Secondary data is based on the second hand information which has been collected magazines, journals and from internet

TOOLS OF THE STUDY

Simple percentage method

\[
\text{% of respondents} = \frac{\text{No. of respondent indicating an option}}{\text{100}}
\]

Sample size

The collected data are classified and suitable tables are formed in analyzing the data, the following tools are used. Percentage (or) Descriptive Analysis.

Chi square test

The test used in the analysis was chi-square test. Karl Pearson in 1990 developed a test for testing the significance of discrepancy between experimental values and theoretical values obtained under some theory or hypothesis. This test is known as Chi-Square test of goodness of fit.

\[
\chi^2 = \frac{(O-E)^2}{E}
\]

\(O\) - The observed frequency
\(E\) - The expected frequency

DATA ANALYSIS AND INTERPRETATION

TABLE - AGE OF RESPONDENTS

<table>
<thead>
<tr>
<th>SL.NO.</th>
<th>AGE GROUP</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Less Than 25 Years</td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td>26 Years To 30 Years</td>
<td>51</td>
</tr>
<tr>
<td>3</td>
<td>31 Years To 40 Years</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Above 40 Years</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Source Primary Data
INTERPRETATION

The above table shows that 51% of respondent’s age lies between 26 years to 30 years, 29% percentage of respondent’s age less than 25 years, 18% of respondent’s age lies above 40 years, and 2% of respondent’s age lies between 31 years to 40 years.

INFERENCE

The above table reveals that 51% of respondents come under the age of 26 years to 30 years.
The above table is depicted in the Chart

CHART - AGE OF RESPONDENTS

TABLE - NATIVITY OF RESPONDENTS

<table>
<thead>
<tr>
<th>SL.NO.</th>
<th>NATIVITY</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rural</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>Semi-urban</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>Urban</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary Data

INTERPRETATION

The above table shows that 37% of respondents are from rural area, 32% of respondents are from urban area and 31% of respondents are from semi-urban area.
Inference

The above table reveals 37% of respondents are from rural area. The above table is depicted in the chart.

Chart - Nativity of Respondents

Table - Educational Qualification of Respondents

<table>
<thead>
<tr>
<th>SL.NO.</th>
<th>Educational Qualification</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UG Graduate</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>PG Graduate</td>
<td>42</td>
</tr>
<tr>
<td>3</td>
<td>M.Phil.</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>Ph.D.</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>Others specify</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary Data

Interpretation

The above table shows 42% of respondents are PG graduates, 24% respondents are M.Phil. Graduates, 18% of respondents are UG graduates, 16% are Ph.D. graduates and nil respondents for others category.

Inference

The above table reveals 42% of respondents are PG graduates The above table is depicted in chart.
TABLE - ABILITIES AND TALENCTS OF STUDENTS

<table>
<thead>
<tr>
<th>SL.NO.</th>
<th>ABILITIES &amp; TALENTS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly agree</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>63</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Strongly disagree</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary Data

INTERPRETATION

The above table shows 63% of respondents agree, 26% of respondents strongly agree, 5% of respondents strongly disagree, 4% of respondents neutral and 2% of respondents disagree to the student abilities and talents.

INFERENC

The above table reveals 68% of respondents agree to the abilities & talents of students. The above table is depicted in Chart.
The above table shows that 33% of respondents are neutral, 32% of respondents are agree, 18% of respondents are disagree, 17% of respondents strongly agree to the regional, national & global influences.

The above table reveals 33% of respondents are neutral to the regional, national & global influences under facilitate variables. The above table is depicted in Chart.
### TABLE - POLICIES AND IMPLICATIONS OF THE RESULT ORIENTED EDUCATION SYSTEM

<table>
<thead>
<tr>
<th>SL.NO.</th>
<th>POLICIES AND IMPLICATIONS OF THE RESULT ORIENTED EDUCATION SYSTEM</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Agree</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
<td>33</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Disagree</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Primary Data

**INTERPRETATION**

The above table shows 45% of respondents agree, 33% of respondents neutral, 19% of respondents strongly agree, 16% of respondents disagree, 8% of respondents strongly disagree to the Policies and implications of the result oriented education system.

**INFERENCE**

The above table reveals 45% of respondents agree to the Policies and implications of the result oriented education system. The above table is depicted in chart.


**CHI SQUARE TEST**

**AIM**

To know the relationship between Regional, National & global influences versus the Nativity of respondents of facilitate variables.

**Null Hypothesis (H₀)**

- There is no significant relationship between the Regional, national & global influences with nativity of respondents

**Alternative Hypothesis (H₁)**

- There is relationship between Regional, national & global influences with nativity of respondents.

<table>
<thead>
<tr>
<th>NATIVITY</th>
<th>REGIONAL, NATIONAL &amp; GLOBAL INFLUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>STRONGLY AGREE</td>
</tr>
<tr>
<td>Rural</td>
<td>6</td>
</tr>
<tr>
<td>Semi-urban</td>
<td>8</td>
</tr>
<tr>
<td>Urban</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Table value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi square test</td>
<td>5.35293741</td>
<td>15.507</td>
</tr>
</tbody>
</table>

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Inference

The calculated chi square value is 5.35293741 is less than table value 15.507 with level of significance 5% and degrees of freedom at 8.

So null hypothesis is accepted. There is no significant relationship between the Regional, national & global influences with nativity of respondents.

AIM

To know the relationship between age group versus abilities and talents of student variables.

Null Hypothesis (H₀) - There is no significant relationship between age group with abilities and talents of student variables.

Alternative Hypothesis (H₁) - There is relationship between age group with abilities and talents of student variables.

<table>
<thead>
<tr>
<th>ABILITIES AND TALENTS</th>
<th>AGE GROUP</th>
<th>LESS THAN 25 YEARS</th>
<th>26 TO 30 YEARS</th>
<th>31 TO 40 YEARS</th>
<th>ABOVE 40 YEARS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>14</td>
<td>0</td>
<td>7</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>33</td>
<td>0</td>
<td>9</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>51</td>
<td>2</td>
<td>18</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chi square test</th>
<th>Value</th>
<th>Table value</th>
<th>D.F</th>
</tr>
</thead>
<tbody>
<tr>
<td>person chi square</td>
<td>12.494975</td>
<td>26.212</td>
<td>12</td>
</tr>
</tbody>
</table>

Inference

The calculated chi square value 12.494975 is less than the table value 26.212 with 1% level of significance with degrees of freedom at 12.

So null hypothesis is accepted. There is no significant relationship between age group with abilities and talents of student variables.

AIM

To know the relationship between policies and implications versus educational qualification of respondents.

Null Hypothesis (H₀) - There is no significant relationship between policies and implications with educational qualification of respondents.

Alternative Hypothesis (H₁) - There is relationship between policies and implications with educational qualification of respondents.
Inference

The calculated chi square value 12.4949475 is less than the table value 15.338 with 5% level of significance with degrees of freedom 16.

So null hypothesis is accepted. There is no significant relationship between policies and implications with educational qualification of respondents.

FINDINGS AND INFERENCES

- Findings shows 58% of respondents are female.
- Most of the respondents fall between the age 26-30 years of age
- 37% of respondents are from rural background.
- 60% of respondents are married
- Most of the respondents are PG graduate holders.
- 30% of respondents have 2-3 years of experience.
- 63% of respondents agree to the abilities and talents of students
- 32% of respondents strongly agree to the relationship among students
- Majority 40% of respondents are neutral to the linguistic variables
- 44% of respondents are neutral to the mental and emotional states and conditions
- 48% of respondents are neutral to the social maturity
- 51% of respondents are neutral to the teaching experience
- 43% of respondents strongly agree to the learning experience
- 50% of respondents agree to the consultancy experience
- 35% of respondents are neutral to the administrative experience
- 36% of respondents are disagree to the parental support for education
- 27% of respondents are neutral to the multi-cultural environment
- 33% of respondents are neutral to the regional, national & global influences
- Majority 50% of respondents agree to the inter-agency collaboration
- 33% of respondents strongly agree to the common support for education
- 45% of respondents agree to the policies and implications of the result oriented education system
42% of respondents are agree to the caring, knowledge and reasonable on education
40% of respondents are agree to the understanding of knowledge, concepts, methodologies and assumptions
Majority 40% of respondents are agree to the communicates openly with students, parents and colleagues
Majority 45% of respondents are agree to the establishing of positive relationship with students, colleagues by mutual respect, trust and harmony
34% of respondents are agree to the moral belief, principals, values and intellectual characteristics for guidance
42% of respondents are neutral to the understanding of technologies at national and international levels.
Majority 55% of respondents strongly agree to the sharing professional expertise to the benefit of others learning

SUGGESTION
➢ By knowing the importance of emotional intelligence for a teacher there is a need to develop and maintain a high level of emotional intelligence.
➢ There is a need to develop and maintain emotional competencies in teachers. Which in turn helps them to develop the same quality among their students.
➢ Teachers must be provided in leisure period to study the inspirational books and some indoor games. Which will help in developing and appreciation of beauty and sublime emotions in life.
➢ There should be no suppressions of emotions, it can be sublimated through some constructive and creative activities like sports, games, drama, workshop, seminar, conference and other training programs.
➢ Skills, confidence, creativity as well as a healthy sense of humor are basic to emotional intelligence. Which can be developed by these type of activities.
➢ Therefore these type of facilities must be provided to the teachers to improve their performances and for the benefit of students

CONCLUSION

The study focused on Emotional Intelligence among teachers in higher secondary schools in Coimbatore. Study was extended to report the emotional intelligence among teachers based on descriptive statistics. It was inferred that the teachers would not compromise with their core values while imparting the quality knowledge. It was also concluded that teachers had more awareness about the feelings and emotions of students and self, which is good for an effective pedagogy in private educational institution. Study found that the teachers of private educational institutions have high level of Emotional Intelligence. The high level of EI among teachers indicated that they had the ability to identify, assess and control the emotions of self, peers and students in their teaching institutions in Coimbatore. Research on EI and faculty effectiveness may identify new sets of emotion-based skills, which could be used in higher secondary schools to enhance both management and teachers effectiveness.
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