

The impact of Emotional Intelligence on Teaching effectiveness and Research Quality of University Faculty in India

Dr. Anil Kumar C¹, Dr. S. Bhargavi², Dr. Prabha Ravi³, Dr. Rohith S⁴

1 Associate Professor & HoD¹, Dept: Electronics and Communication Engineering, R L Jalappa Institute of Technology, Doddaballapur, Karnataka, India. E-mail: canilkumarc22@gmail.com.

2 Professor², Dept: Electronics and Communication Engineering, S J C Institute of Technology, Chickballapur, Karnataka, India. E-mail: bhargavisunil@gmail.com.

3 Associate Professor³, Dept: Medical electronics engineering, M S Ramaiah Institute of Technology, Bangalore, Karnataka, India. E-mail id: prabharavi@msrit.edu

4 Associate Professor⁴, Dept: Electronics and Communication Engineering, Nagarjuna college of engineering and Technology, Bangalore, Karnataka, India. E-mail: rohithvjp2006@gmail.com.

Abstract

The education system in India has changed drastically with the teaching methods used by the faculty members to come up with the overall intellectual development of the students. The education system or the teaching profession is the one within which, an individual can reap great advantage from the knowledge of emotional intelligence owing to recurrent human communication that exists. As our society is becoming more progressive, change has become order of the day and this transformation has influenced our culture and our education system. This rapid change has put lot of responsibilities on the shoulder of the teachers who are prepared and educated by teacher educators. An emotionally healthy, competent, and effective teacher helps in national development.

In this century, the role of the teacher is to focus on student by developing their higher order thinking skills, effective communication, collaboration, and other skills that are needed along with intelligent decisions about practice to achieve various outcomes with and for students in their classes and make judgments about how best to help their students learn in the environments in which they teach. Teachers must also possess Emotional Intelligence as it's the ability to understand the emotions of the self and the people around us. Emotional intelligence is a sort of self-awareness that enables us to recognize our feelings and manage our emotions and which will also have the great impact in the learning curve.

I INTRODUCTION

Bharat Ratan Dr. Sarvepalli Radhakrishnan, India's former President once said, "Teachers are the backbone of our education system. True teachers are those who help us think for ourselves." When teacher becomes mentor, they open the doors of knowledge and life. The quality of education in a country depends on the quality of a teacher. Therefore, quality teachers and quality in teaching have become important elements which ensure the quality of student life. Effectiveness of teaching is understandable and successful delivery of concepts which is significant factor in teaching. Teachers can improve their knowledge with their effective teaching as well as it will also create a great experience of content and satisfaction. The characteristics associated with effective teachers are confidence, trustworthiness, respect, commitment, analytical thinking, conceptual thinking, drive for improvement, information seeking initiative, flexibility,

accountability, and passion for learning etc. An effective teacher plays the roles as a facilitator, assessor, participant, and motivator to promote student participation and provide update information. The teacher should present facts and concepts from related fields, discuss point of view of students as well as present origins of ideas and concepts.

The emotional connection between the teacher and the student is important as it stays forever. Although in a short period burdened with syllabi, a teacher has limitations to interact with children at an emotional level. However, with little effort and sensitivity towards student's emotional needs, the teacher can develop citizens of tomorrow with a positive outlook towards life. The understanding of emotions for a teacher in the workplace is gaining importance as they act as a precursor in determining an individual's response as well as attitude. Faculty members will have a lot of duties and responsibilities in terms of workload, work longer hours under stress, which may affect their performance as a result. Emotional intelligence as a predictor for job performance, generally arguing that employees with higher levels of Emotional intelligence are likely to perform better. Teaching itself is also a form of emotional practice: emotion is at the heart of the teaching job. There has been an increasing call for a greater focus on teacher's Emotional intelligence to enhance performance. However, research directly addressing the Emotional intelligence in job performance relationship among teachers is relatively scarce.

Origin of the word emotion is derived from the Latin word "emovere" that means "to stir up" or "to exite". Emotions can thus be understood as an agitated or excited state of our mind and body. According to Woodworth Emotion is stirred-up state of feeling that is the way it appears to the individual himself. The concept of emotional intelligence began to appear in the early 1990s and it was popularized in 1995 by Daniel Goleman's book, Emotional Intelligence. Salovey and Mayer (1990) defined emotional intelligence as a form of intelligence that involves the ability to monitor one's own and other feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. It is the ability to perceive emotions, integrate emotions, to facilitate thoughts, understand emotions, and to regulate emotions to promote personal growth. Thus, Emotional Intelligence can be described as having four branches: the ability to accurately perceive and express emotion, assimilate emotion into thought, understand emotion, and regulate emotions in the self and others.

College students in many countries are at elevated risk of serious health issues, substance abuse and problems from anxiety and depression. It is very important to understand the factors that relate to academic performance. Perceived stress says how much a person stressed is under at a given point of time or over given time. There is a high level of impact of perceived stress due to lack of emotional intelligence among college students on academic performance and further excellence. The level of perceived stress differs depending on the courses which the students are learning and there are gender related differences. Female students were found to have greater levels of stress due to a lower level of emotional intelligence level and more health problems which affects their academic performance. Emotional intelligence is a dynamic construct influenced by diverse biological, psychological, and social factors. Studies on emotional intelligence with respect to various psychosocial correlates have been found in a variety of fields.

This paper provides the complete analysis of how a teacher/faculty plays a very essential and a vital role in every pre-graduates or post-graduates (students) for the overall development for their career and there exists a significant correlation between emotional intelligence and effectiveness of teacher faculty. An effective teacher is emotionally intelligent. So, to be an effective teacher it is necessary to be emotionally intelligent or an emotionally intelligent teacher is an effective teacher.

II LITERATURE SURVEY

Mayer and Salovey have a **16-step developmental model of emotional intelligence from childhood to adulthood**, which says “*Emotional Intelligence involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.*” (et.al[7]).

Thus, Emotional Intelligence can be described as having four branches: the ability to accurately perceive and express emotion, assimilate emotion into thought, understand emotion, and regulate emotions in the self and others.

It is important to note that Emotional Intelligence has been at the Centre of a host of research beginning in the mid-1990s. Scholars have explored the role of Emotional Intelligence in organizational behavior (et.al[2]). A seven-year longitudinal study conducted by Dolowitz and Higgs (1998) identified three domains of ability, namely, emotional skill ability, intellectual quotient ability and managerial ability, that contribute to on-the-job performance of an individual. McClelland (1998) showed that a wide range of Emotional Intelligence competencies such as achievement drive, developing others, adaptability, self-confidence, leadership, etc., contribute to performance at the workplace. Studies have been conducted on how Emotional Intelligence can be useful to signal ‘new rules’ for work engagement involving demands for workers to develop character that is more intelligent, adaptive and reflexive. And if statistically significant differences can be found in Emotional Intelligence between effective and ineffective leaders in the public sector.

Some of the surveys were conducted to find the Correlation between Emotional Intelligence and Effectiveness of Teacher

Variables	N	Mean	Standard Deviation	Coefficient of Correlation	Remarks
Teacher Effectiveness	300	195.08	18.32	0.536	Significant
Emotional Intelligence	300	565.37	87.23		

Table 2.1 Correlation between Emotional Intelligence and Effectiveness of Teacher Educators

This table depicts co-efficient of correlation between emotional intelligence and effectiveness of teacher educators was calculated to be 0.536 which is significant at 0.01 level of significance. Thus, it can be concluded that there **exists a significant correlation** between emotional intelligence and effectiveness of teacher educators.

Integrating Emotional Intelligence Training into the Education System

Et.al[15]The positive changes seen here with student and teachers in the emotional intelligence program when told to add the relevance and importance of including emotional intelligence training in teacher education programs. Practically speaking, the teacher training period is a key time in which prospective educators build the foundational skills for their teaching careers, thus making this an ideal period for building increased personal capacity. This time also serves as a critical period in the prevention of mental and physical health challenges. Many professional development programs for in-service teachers include components targeted toward helping teachers cope with personal and professional difficulties in addition to promoting pedagogical skills. These programs include numerous components that overlap with skills taught within emotional intelligence specific programs

Despite showing a range of positive outcomes through professional development programs – some of them with specific emotional intelligence components– the teaching of skills that may lead to less stress, lower rates of burnout, and prevent leaving the profession early is currently not integrated into teacher education. Integrating an emotional intelligence program into teacher training could have a considerable impact on the future careers of teachers, by improving their emotional skills and preparing them to deal more effectively with the multiple stresses associated with this profession. Specific empirically evaluated programs, including the emotional intelligence program presented in this chapter, can provide an avenue through which education systems gain financial benefit, retain good teachers, improve their mental health and well-being, and thus positively impact the next generations of learners. By improving their own emotional intelligence skills, teachers have a chance to identify, reappraise, practice, and thus reduce their use of less effective strategies, prior to entering the professional workforce.

Importantly, individuals with high task-related self-efficacy are more likely to seek out challenging goals, put forth effort, persevere in the face of adversity, and interpret failures as learning opportunities. This provides an even stronger rationale for offering those programs that develop the needed personal resources and professional capacity during the formative period of teacher training. However, emotional intelligence training is not a one-shot, short-term program that can carry a teacher throughout their career. As observed in the research program reviewed here, the drop-off of some outcome scores at longer-term follow-ups indicates the need to routinely and both directly and systemically build these supports into teacher training programs and into the educational structure that would allow for ongoing support and development to continue throughout one’s professional career. A focus on skill building and prevention rather than intervention, utilizing emotional intelligence training, will not only benefit the teacher personally but also their effectiveness in meeting the full range of their students’ educational and personal needs. And a final most encouraging observation is the high program satisfaction ratings given by the preservice teachers receiving the emotional intelligence training: they saw strong “value added” at both the professional and personal levels.

The Positive Impact of Emotional Intelligence

The evidence continues to accumulate supporting that higher levels of emotional intelligence can modulate stress escalation and improve its management that emotional intelligence can help facilitate effective teaching, emotional intelligence skills overlap with and may contribute to or underlie a large

portion of the positive factors comprising teacher efficacy and emotional intelligence can be developed through specific emotional intelligence program training. Some of the main variables seen when making this connection are the constructs of teacher efficacy and teacher stress and well-being. emotional intelligence in the promotion of personal well-being, adding to the literature highlighting conceptual differences between individuals with varying levels of emotional management, stress tolerance, and classroom outcomes.

III METHODOLOGY

Some studies were conducted to show that most Science Teachers of Secondary Schools/Universities have average level of Emotional Intelligence. Which concluded that Science Teachers had an average level of Emotional Intelligence. There should be enhancement in their professional orientation, intrapersonal management as well as an average interpersonal management, which are the factors contributing for the development of high Emotional Intelligence as they may be lacking in these areas. Also, the study showed that there is significant relationship between Emotional Intelligence and Teacher Effectiveness of Science teachers. This is an agreement with the findings of which revealed that there is a moderate positive relationship between Emotional Intelligence and Teacher Effectiveness of Secondary Schools/Universities.

one of the researchers also found that there is a high degree of intelligence and emotional control were the main characteristics that influence teacher effectiveness.

Despite these findings and studies, there is a limited amount of research that has examined the impact of emotional intelligence on teaching effectiveness and research quality of university faculty. Intuitively, one might assume that teacher effectiveness increases with increase of emotional intelligence, academic performance, and teaching experience. so we are have conducted some of the surveys to prove that the emotional intelligence plays a very vital role.

CONCLUSION

As a result of all such research and analysis, this paper will be helpful for teachers, principals, administrative bodies, managing authorities and educational planners. A teacher plays an important role in making a student an ideal and dutiful citizen of any country. University faculties in India should possess the quality of emotional intelligence as it improves their teaching efficiency which would definitely improve their graduates to come up with good projects or research which will improve the thinking capabilities, give the best out of things, understand the peer feelings to which the project related to, effectiveness of the project to the society, etc. this would help the students build story career with good jobs and their passion which would turn into profession so that's when a country can be succeeded along with the citizens. Thus, the role of Emotional Intelligence is effective in teaching-learning, it can be inferred that teacher's emotional Intelligence factors contribute to the teacher effectiveness more than any other factor. A teacher can be more effective in teaching if they have high emotional intelligence. They can plan the lessons as per the desired goals and can manage the classroom well keeping in mind the individual differences of the learners. Emotional environments influence on the teachers and student ability to be able to perform efficiently.

REFERENCES

- [1] Wangoo, M. L. Teacher Personality Correlates and Scholastic Competence as Related to Teacher Effectiveness. In M. B. Buch (Ed.), Fourth Survey of Educational Research, (Volume II, p. 1005). New Delhi: NCERT.
- [2] Furnham, A., & Petrides, K. V. (2003). Trait emotional intelligence and happiness. *Social Behavior and Personality*, 31, 815–824.
- [3] Gera C, A study of Emotional Intelligence of class VIII Teachers in Relation To their academic Achievement.
- [4] Goleman, D. *Working with Emotional Intelligence*. London: Bloomsbury
- [5] Huang, G., Law, K. S., & Wong, C. Emotional intelligence: A critical review. In L. V. Wesley (Ed.), *Intelligence: New research* (pp. 95-113). Nova Science Publishers.
- [6] Ramana TV. Emotional intelligence and teacher effectiveness: An analysis. *Voice of research*. 18-22.
- [7] Yin H. The effect of teachers' emotional labour on teaching satisfaction: Moderation of emotional intelligence. *Teachers and Teaching*. 2015 Oct 3;21(7):789-810.
- [8] Fallahi V, Rostami K. On the Role of Emotional Intelligence in Secondary Teachers' Teaching Effectiveness. *Journal of New Approaches in Educational Administration*.
- [9] Arslan S, Yigit MF. Investigation of the Impact of Emotional Intelligence Efficacy on Teachers' Multicultural Attitudes. *Journal of Education and Practice*. 2016;7(11):147-57..
- [10] Daniel Goleman's Emotional Intelligence Theory Explained. Concordia University, Portland. Retrieved, September 12, 2019, from <https://education.cu-portland.edu/blog/classroom-resources/daniel-golemans-emotional-intelligence-theory-explained/>
- [11] Salovey, P and Mayer, J.D. "Emotional Intelligence." *Imagination, Cognition, and Personality* 9 (1990): 185–211. <https://journals.sagepub.com/doi/10.2190/DUGG-P24E-52WK-6CDG>.
- [12] Sjoberg, L. Emotional Intelligence and Life Adjustment. *Counterpoints*, 336,169-183. <http://www.jstor.org/stable/42980148>
- [13] Suvarna, V. D. Teacher Effectiveness in Relation to Emotional Intelligence and Personality Type of Secondary School Science Teachers. <https://shodhganga.inflibnet.ac.in/handle/10603/9401>
- [14] Chen J, Guo W. Emotional intelligence can make a difference: The impact of principals' emotional intelligence on teaching strategy mediated by instructional leadership. *Educational Management Administration & Leadership*. 2020 Jan;48(1):82-105.
- [15] Vesely-Maillefer AK, Saklofske DH. Emotional intelligence and the next generation of teachers. *Emotional Intelligence in Education*. 2018:377-402.

[16] Kuk A, Guskowska M, Gala-Kwiatkowska A. Changes in emotional intelligence of university students participating in psychological workshops and their predictors. *Current Psychology*. 2021 Apr;40(4):1864-71.

[17] Penrose A, Perry C, Ball I. Emotional intelligence, and teacher self-efficacy: the contribution of teacher status and length of experience. *Issues in educational research*. 2007 Apr;17(1):107-26.