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## IMPACT OF EMOTIONAL INTELLIGENCE OVER THE TEACHING PERFORMANCE IN HIGHER EDUCATIONAL INSTITUTIONS

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### ABSTRACT

*Advancement in technology and educational reforms takes place year by year. However, changes takes place, the educational institutes face certain challenges and issues related to the education system. These issues are mainly concerned with the poor academic performance, demands and expectations of parents, declining quality of education, non-serious attitude of the students, heavy workload on teachers' etc. such issues make it difficult for the teachers to cope with the academics as well as societal demands of the parents and students. A growing number of studies have suggested that teachers' personal competencies, and more specifically Emotional Intelligence (EI), are particularly important for teacher effectiveness. Therefore, this study has been carried out to measure the impact of Emotional Intelligence over the teaching performance of the respondents working in higher educational institution.*

### KEYWORDS

emotional intelligence, attitude, quality.

### INTRODUCTION

A major challenge facing Indian Education system in the 21<sup>st</sup> century is to provide physically safe campuses, emotionally safe and healthy class rooms and an intensive academic curriculum taught by qualified teachers. Healthy and secure learning environments are crucial for attaining student success and satisfaction. This situation has stimulated professionals in education to carry out change, renewal and reorganization in the education system. Research studies show that the training of emotional skills should be included in the curriculum to generate responsible, integrated and productive individuals. Higher educational systems play a major role in providing the training to the qualified teachers for meeting out the emotional intelligence. Hence, an attempt has been made to find out the underlying dimensions that exists among the statements measuring the teaching performance in higher educational institutions using Factor Analysis. This paper also provides insights on measuring the performance of the teachers through emotional intelligence.

### REVIEW OF LITERATURE

**Kauts, A & Saroj, R (2012)** studied on 600 secondary school to identify the relationship among emotional intelligence, teacher effectiveness and occupational stress. The result indicated that teachers with high emotional intelligence were having less occupational stress and more teachers effectiveness, whereas teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

**Salovey and Mayer (1990)** presented a model of EI with three mental processes. The first component is appraising and articulating emotions in self and others, which is related to the awareness of verbal and non-verbal expression of emotions. The second component is adapting emotions in self and other individuals. Third component is use of emotions in adaptive ways. Following is the brief description of the components of EI model

**Befort and Hattrup (2003)** suggested that the job performance is significantly affected by the job demands as well as organizational goals and objectives. Individuals who are highly emotional intelligent are able to regulate their emotions more effectively by maintaining a positive psychological condition which ultimately results in an improved job performance

### OBJECTIVE OF THE STUDY

To measure the relationship of impact of emotional intelligence over the teaching performance of the respondents

### RESEARCH METHODOLOGY

**Area of the Study** - Coimbatore District.

**Sources of Information** - Primary Data through questionnaire.

**Sample Size** - 500 respondents.

**Sampling Technique** – Random sampling method.

**Tools and Techniques** – Factor Analysis.

### ANALYSIS AND INTERPRETATION

The Emotional Intelligence of the teachers has been measured using fourteen statements related to their teaching performance and it has been analysed using Factor Analysis to find the underlying dimensions in it. Two tests namely Kaiser-Meyer-Olkin measures of sampling adequacy (KMO) & Bartlett's Test of Sphericity have been applied, to test whether the relationship among the variables has been significant or not as shown in table 1.1

**TABLE 1.1: KMO AND BARTLETT'S TEST**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.893
Bartlett's Test of Sphericity	Approx. Chi-Square	7008.3
	Df	91
	Sig.	.000

The result of the test shows that with the significant value of .000 there is significant relationship among the variable chosen. KMO test yields a result of 0.893, which states that factor analysis can be carried out appropriately for these 14 variables, which are taken for the study. Using the Principle Component Analysis, five factors have been extracted based on the variance (Eigen value greater than 1). Table 1.2 shows the percentage of variance, cumulative percentage and the total variance of the variable identified for the study.

TABLE 1.2: TOTAL VARIANCE EXPLAINED

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.563	61.166	61.166	8.563	61.166	61.166	5.600	40.001	40.001
2	1.624	11.603	72.769	1.624	11.603	72.769	4.588	32.769	72.769
3	.786	5.617	78.386						
4	.629	4.494	82.879						
5	.530	3.782	86.662						
6	.409	2.924	89.586						
7	.368	2.628	92.214						
8	.273	1.951	94.165						
9	.213	1.521	95.686						
10	.155	1.110	96.796						
11	.146	1.045	97.841						
12	.135	.967	98.808						
13	.089	.638	99.447						
14	.077	.553	100.000						

Extraction Method: Principal Component Analysis.

The two factors extracted together account for nearly 72.769% of the total variance (information contained in the original fourteen variables). The number of variables has been reduced from fourteen to two factors. Since the idea of factor analysis is to identify the factors that meaningfully summarize the sets of closely related variables, the rotation phase of the factor analysis attempts to transfer initial matrix into one that is easier to interpret. Varimax rotation method is used to extract meaningful factors. This is given in Table 1.3.

TABLE 1.3: ROTATED COMPONENT MATRIX

	Component	
	1	2
My classes are well disciplined	.575	.562
I complete the course syllabus in time	.598	.372
I adapt Continuous learning approach	.838	.329
I assist students in their personal problems	.758	.046
I have personal attention to individual students	.812	.400
I encourage the students to ask questions	.872	.255
I create interest in lesson for students	.828	.328
I prepare monthly class room tests for students	.642	.295
I often use motivational tools in class teaching	.782	.465
I use psychological Approach in the class to handle the student's problems	.482	.704
My teaching style is perfect	.325	.757
I get great satisfaction in my job	.268	.861
I feel happy to see the standard of achievement of my students	.236	.885
I am satisfied with students' performance	.203	.891

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

From the rotated component matrix it is clear that the variables "My classes are well disciplined", "I complete the course syllabus in time", "I adapt Continuous learning approach", "I assist students in their personal problems", "I have personal attention to individual students", "I encourage the students to ask questions", "I create interest in lesson for students", "I prepare monthly class room tests for student" and "I often use motivational tools in class teaching" with the loadings of 0.575, 0.598, .838, 0.758, .812, .872, .828, .642 and 0.782 on factor 1, this suggests that factor 1 is a combination of these variables. At this point, a suitable phrase which captures the essence of the original variables to form the underlying concept, factor 1 could be named as "Effective teaching practices". In case of the factor 2 columns, the variables "I use psychological Approach in the class to handle the student's problems", "My teaching style is perfect", "I get great satisfaction in my job", "I feel happy to see the standard of achievement of my students" and "I am satisfied with students' performance" have high loadings of 0.704, .757, .861, .885 and 0.891 respectively. This indicates that factor 2 is the combination of these five variables and named as "Contented feeling of teaching". Further all the variables which have high loadings are combined with the concerned factor based on their scores as shown in table 1.4

TABLE 1.4: VARIABLES IDENTIFIED FOR FACTOR SCORES

	Factor Name
My classes are well disciplined	Effective teaching practices
I complete the course syllabus in time	
I adapt Continuous learning approach	
I assist students in their personal problems	
I have personal attention to individual students	
I encourage the students to ask questions	
I create interest in lesson for students	
I prepare monthly class room tests for students	
I often use motivational tools in class teaching	Contented teaching
I use psychological Approach in the class to handle the student's problems	
My teaching style is perfect	
I get great satisfaction in my job	
I feel happy to see the standard of achievement of my students	
I am satisfied with students' performance	

**CONCLUSION**

The study focused on measuring the impact of Emotional Intelligence on the teaching performance Higher Educational Institutions in Coimbatore District. Using Factor Analysis, two factors has been identified namely effective teaching practices and contented teaching which reveals 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.

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