

COMPREHENDING THE RELATION BETWEEN EMOTIONAL QUOTIENT AND TEACHER'S EFFECTIVENESS AMONGST COLLEGE TEACHERS**¹Mr. Mohitkumar R. Sharma and ²Dr. Ashok Luhar**¹PhD Research Scholar, D.T.S.S College of Commerce, University of Mumbai²Research Guide, D.T.S.S College of Commerce, University of Mumbai¹mohitsharma.mks@gmail.com and ²ashokluhar1985@gmail.com**ABSTRACT:**

Emotional quotient is having an art to live life with good control on our own emotions, to live life with a positive approach, to live stress less life, to show sympathy and empathy. Teachers being an important part of the society need to possess emotional quotient in abundance to do justice to their role. Teachers are always expected to be poised and composed with anybody they deal. Let them be the authorities, students, or their parents. This is expected more in case of higher education teachers. However, it is always seen that teachers with good emotional quotient can help the teacher to enhance her effectiveness. Thus, this paper is an attempt to understand the relation between emotional quotient and teacher's effectiveness amongst college teachers

Keywords: Emotional quotient, impact, effectiveness of college teachers

INTRODUCTION

A teacher is defined very simply as a person who teaches in a school of college in the 'Cambridge dictionary'. Teaching Effectiveness refers to the advancement of the students in relation to their achievement with respect to specific educational objectives. Teaching effectiveness concerns only those outcomes that reflect the teacher's efficiency and the objective of the education. It may be stated that the institutional effectiveness has a strong dependency on its teachers' effectiveness. Teaching effectiveness includes planning and management, subject matter, discipline, relationships in teaching learning process etc. These are quite essential at all levels of education. Especially in University Level teaching effectiveness is very apparent. Modern educationists are taking interest in improving the education. Various commissions and committees in India have also emphasized on the deliverables of teacher education. Hence, the researchers decided to take up a systematic and objectively comprehending the relation between emotional quotient and teacher's effectiveness amongst college teachers

OBJECTIVE

To comprehend the relation between emotional quotient and teacher's effectiveness amongst college teachers

REVIEW OF LITERATURE

Arockia (2007) stated that majority of college teachers are effective only at average level. It was also ascertained that management or type of the institutions prominently influences the various aspects of teaching effectiveness. Another piece of study undertaken by Sharadha & Pareswaram (2008) on "Teacher characteristics and Learning in the classroom", inspected the relation between behavioral variations of teachers and the possible impact on teaching process. The study showed that Gender, locality and style of management in the institutions impacts significantly on the behavior variations. It was found that female teachers are better than male teachers. Another finding showed that the teachers who underwent training were more productive than the untrained ones. Further, Adval (2010) examined the nature of teacher's effectiveness in relation to the teaching aptitude, teaching ability and interest. The study presented that, the teacher's effectiveness was highly correlated with the teaching aptitude, teaching ability and interest in teaching. The study concluded that with the increase in variables, the level of teacher effectiveness also increased. To add over, Borkar (2013) found that teachers, who are less effective are under a higher level of stress than the highly effective teachers. Teacher Stress was also found to be different in case of male and female teachers even though their work load and salary was at par.

RESEARCH DESIGN

Research design is all about setting defined parameters to provide proper direction to the research study. In other words, research design aids in having a proper investigation. For the present study, the researcher has used descriptive research. It is descriptive as it assists in comprehending the relation between emotional quotient and teacher's effectiveness amongst college teachers

LIMITATIONS OF THE STUDY

The present study is descriptive in nature where only an attempt is made to understand the relation between emotional quotient and teacher's effectiveness amongst college teachers

DISCUSSION

Teachers are considered to be the most important members of the society, as they are responsible for the most treasured of all the resources with a human touch to it. Teachers help in holding the fortunes of other individuals and thereby of the society. Teachers hold a unique position in the mankind, across the world. Therefore, there stands a special and important place for the teacher in society. Also, it can be said that the effectiveness of the educational system largely depends upon the shoulders of active, resourceful and competent teachers. An effective teacher not only imparts the entire educational curricula allotted to her in the best and most efficient manner but also ensures the optimum development of the students. In today's scenario where there is fierce competition in all spheres of life, effectiveness of the teachers becomes imperative to empower the students to face global challenges. It will be not wrong to state that effective teaching is a par excellence attribute of quality education. There are various factors, which influence the effectiveness of the teacher viz. intelligence, attitude towards teaching, experience, academic qualification, personality, mental health, emotional quotient, etc. (Raghu, 1994). Stress is a feeling of tension, which is both physical and emotional. Stress could be caused by physiological, psychological and environmental demands. Teacher stress may be defined as a condition wherein job related factors interact with the individual to change his/her psychological or physiological conditions in such a way that a person is forced to deviate from normal functioning. (Selye, 1974). There are numerous factors that can contribute to teacher's stress levels. Weiskopf (1980) identified a number of sources of stress: (a) work overload, (b) lack of on-the-job success, (c) longer amounts of time directly interacting with students, (d) poor student-teacher ratios, (e) poorly defined program structures, and (f) the constant responsibility for others. Additionally, Gallery, Eisenbach, and Holman (1981) noted four contributing factors: (a) role ambiguity, (b) role conflict, (c) role overload, and (d) lack of administrative support. Dealing with such stress is a task and teachers should therefore be focused on building their emotional quotient. There should be various steps that should be undertaken to work on developing the emotional quotient of the teachers. Especially, college teachers who are exposed more to stress as compared to school teachers. This is because college teachers deal with students who are almost at the end of adolescence or are adults. College students falls in such an age group where their emotions are almost taking a roller coaster ride. Thus, college teachers should build a robust wall of emotional quotient which will help in overcoming all the hurdles that becomes a hindrance in the performance of the teachers and affect the effectiveness of teachers.

CONCLUSION

Thus, it can be stated that 'Teaching Effectiveness' is an important part of Education system. It is rather very important to recognize the impact of Emotional Quotient on teaching-learning process. This study revealed that the relation between Emotional Quotient on college teacher's effectiveness depends upon various reasons like working and living conditions, strained relationship among staff members and less interest in the subject, burn-out, emotional stability, self-motivation, self-awareness etc. The study also indicated that Teaching Experience significantly influences the Effectiveness of College teachers. It may be hence taken away from the study that; experience has a strong influence on the teaching effectiveness of college teachers.

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