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# A Study on Emotional Intelligence of Teaching Faculty

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**ABSTRACT:** The effect of emotional intelligence (EI) on the efficacy of instruction is examined in this study. It looks at how self-awareness, self-regulation, motivation, empathy, and social skills—all essential elements of emotional intelligence—improve teaching strategies, student involvement, and institutional performance. The study evaluates how Emotional Intelligence (EI) affects faculty development, teacher-student relationships, and course delivery using both qualitative and quantitative techniques, such as surveys and interviews. It is anticipated that results would demonstrate a positive correlation between instructors' EI and improved classroom conditions and student achievement. The study also emphasizes how important it is to include emotional intelligence (EI) training in faculty development in order to produce resilient, adaptive, and sympathetic teachers.

**KEYWORD:** corporate responsibility , tata groups, social benefits

## I. INTRODUCTION

Education is an interpersonal process where emotions are crucial, and it involves more than just imparting knowledge. According to academics like Daniel Goleman and Salovey & Mayer, emotional intelligence (EI) is the capacity to recognize, comprehend, and control emotions. Emotional intelligence (EI) has a major impact on learning outcomes, teacher-student interactions, and classroom dynamics in educational contexts. Since teachers frequently control both their own and their students' emotions, teaching requires social and emotional intelligence. Self-awareness, empathy, and emotional control are traits of teachers with high EI that help them build welcoming, encouraging classroom settings and deal with problems like behavioral problems and disengagement.

### 1.1 REVIEW OF LITERATURE

**Sreekela (2013),** According to the study, emotional intelligence is ordinary among teacher educators in the Barak Valley of Assam, and it appears that location and gender have no bearing on it. Early EI training is recommended, and further study is required to determine the long-term effects of increased instructor EI on student learning.

**Solanki & Patel (2018),** According to the study, a teacher's emotional intelligence is crucial to their pupils' success. It emphasizes that in addition to being knowledgeable about their subject and having good teaching skills, educators also need to be better communicators, handle stress, and control their emotions.

**Ravishankar (2018),** According to this study, educators who possess a greater level of emotional intelligence are more successful in the classroom. The researchers discovered a definite positive correlation between EI and teaching effectiveness using established methods to gauge both.

**Mansi, R. (2020)** This study investigates the relationship between teachers' emotional intelligence and their performance in the classroom in Southeast Botswana's elementary schools. Overall, the study emphasizes how crucial it is to support teachers' emotional intelligence (EI) in order to enhance learning outcomes in elementary schools.

**Tiwari (2020):** According to this study, educators who possess greater emotional intelligence foster happier, more concentrated classroom environments. When teachers effectively regulate their emotions, students participate more and remain focused.

## 1.2 NEED FOR THE STUDY

Studying teaching faculty members' emotional intelligence (EI) is necessary since it has a big influence on a lot of different parts of education. Strong emotional intelligence (EI) teachers are better able to handle tension and disagreement, which helps create more orderly and productive learning settings. Teachers can better meet the emotional and academic needs of their pupils and improve learning results and overall student well-being by being aware of and controlling their own emotions. Additionally, by assisting educators in managing work-related stressors, emotional intelligence significantly contributes to a decrease in teacher burnout and an increase in job satisfaction and retention. Additionally, high EI encourages improved teamwork and communication among coworkers, enhancing professional ties and fostering a positive school climate.

## 1.3 OBJECTIVE OF THE STUDY

- To investigate the components of emotional intelligence in teacher educators.
- To determine whether there are any notable gender-based differences in the emotional intelligence of teacher educators.
- To investigate how interactions between teachers and students are affected by emotional intelligence

## 1.4 SCOPE OF THE STUDY

In order to comprehend how each of these influences teaching methods, the study could concentrate on particular aspects of emotional intelligence, such as self-awareness, self-regulation, motivation, empathy, and social skills. The study might look into how teaching behaviors like communication, instructional tactics, classroom management, and student engagement are impacted by emotional intelligence. The study might concentrate on how emotional intelligence (EI) training might enhance teaching methods, interpersonal interactions, and stress management, as well as the function that EI plays in the professional growth of teaching staff.

## 1.5 RESEARCH METHODOLOGY

### Design of Research

To ascertain the general emotional intelligence of teaching staff members and how these factors impact their interactions, professional lives, and teaching abilities, a descriptive approach was employed. The analytical design was applied to investigate whether emotional intelligence elements (e.g., self-awareness, self-regulation, motivation, and empathy) correlate with factors such as performance, stress management, flexibility, and interaction between faculty and students.

### Sample Design

The population for this study comprises teaching faculty members belonging to various academic backgrounds and designations, like Assistant Professors, Associate Professors, and Senior Professors.

### Sample Size

Total sample size was 66 respondents, chosen through convenience sampling, with a spread of age groups, genders, qualification levels, and income to get a representative sense of emotional intelligence in an academic setting.

### Statistical Tools

**Mann-Whitney U Test:** To test gender-wise variations in emotional regulation in challenging situations (no significant variation identified;  $p = 0.805$ ).

**Kruskal-Wallis H Test:** To identify the effect of salary on work-life balance (significant;  $p = 0.003$ ).

## II. DATA ANALYSIS AND INTERPRETATION

### 2.1 STATISTICAL ANALYSIS

#### 2.1.1 KRUSKAL-WALLIS H TEST

To find if there is a significant relationship between Salary and Work-Life balance using the H test.

**NULL HYPOTHESIS  $H_0$ :** There is no significant relation between salary and work-life balance.

**ALTERNATIVE HYPOTHESIS  $H_1$ :** There is a significant relation between salary and work-life balance.

TABLE SHOWING KRUSKAL-WALLIS H TEST BETWEEN SALARY AND WORK LIFE BALANCE

Test Statistics	Salary
Kruskal-Wallis H	14.013
df	3
Asymp. Sig. (p-value)	00.3

**INTERPRETATION:** The Kruskal-Wallis H test showed a p-value of 0.003, which is less than the significance level of 0.05. Hence, the null hypothesis is rejected, indicating a significant relationship between work life balance in terms of their salary.

### 2.2.2 MANN-WHITNEY U TEST

To find if there is any significant difference between gender and controlling emotions using the U test.

**NULL HYPOTHESIS  $H_0$ :** There is no significant difference between gender and the controlling emotions even in difficult situation.

**ALTERNATIVE HYPOTHESIS  $H_1$ :** There is a significant difference between gender and the controlling emotions even in difficult situation.

TABLE SHOWING MANN WHITNEY U TEST BETWEEN GENDER AND CONTROLLING EMOTIONS EVEN IN DIFFICULT SITUATION.

Test Statistic	Value
Mann-Whitney U	589.000
Wilcoxon W	1024.000
Z	-247
Asymp. Sig. (2-tailed)	805

**INTERPRETATION:** A Mann-Whitney U test was conducted to examine the difference between two groups on a particular variable. The p-value obtained was 0.805, which is greater than the significance level of 0.05. Therefore, the null hypothesis is accepted, indicating that there is no statistically significant difference between the two groups in this aspect

## III. SUMMARY OF FINDINGS, SUGGESTION

### 3.1 FINDINGS

- 50% belong to the age group 25–35; 39% belong to the age group 36–45.
- 60.61% of them are females; 39.39% of them are males.
- 56.06% are married; 43.94% are unmarried.
- 68.66% belong to nuclear families; 31.34% are joint family people.

- 58.21% are Ph.D. holders; 34.33% are postgraduates.
- 59.38% are Assistant Professors; 25% are Associate Professors.
- 40.63% of them earn more than ₹90,000 per month.
- 90.63% are able to identify emotions in themselves and others.
- 78.12% concur that emotions influence teaching style.
- 87.5% concur that emotions impact the student relationship.
- 84.38% concur emotions influence the working relationship with peers.
- 93.76% are able to disconnect personal and professional.
- 67.7% regulate emotions in challenging situations.
- 78.13% are effective at adapting to classroom challenges.
- 92.19% are confident in dealing with challenging students.
- 92.19% are passionate teachers.
- 93.76% remain motivated during challenging moments.
- 92.19% are able to detect emotional distress among students.
- 90.62% attempt to empathize with student views prior to reply.
- 92.19% listen actively to student issues.

### 3.2 SUGGESTION

Educate faculty members in Emotional Intelligence (EI) in a methodical manner to increase their knowledge and proficiency.

- To improve work-life balance, include flexible work schedules and well-being initiatives.
- Create peer learning communities to exchange best practices in emotional control and instruction.
- Include Emotional Intelligence (EI) metrics in professional development exercises and performance reviews.
- Assist younger faculty members in developing emotional control and resilience through mentoring.

### IV. CONCLUSION

This study demonstrates how important emotional intelligence (EI) is for enhancing the quality of instruction, relationships between teachers and students, and the wellbeing of educators. In general, participants had good emotional intelligence (EI) skills, which were favorably connected with work-life balance and job performance. The results support the inclusion of Emotional Intelligence (EI) training in faculty development, despite the fact that some issues, such as work-life stress, were mentioned. Improving EI can help the institution succeed overall, lessen fatigue, and enhance classroom dynamics.

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