

**“EMOTIONAL INTELLIGENCE AMONG FACULTY MEMBERS OF COLLEGES
IN NAMAKKAL DISTRICT”**

Submitted by

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INTRODUCTION TO THE STUDY

Organisation being dependent on the human resources it has to concentrate in fine-tuning the behavior of the individual towards the common goals. Each individual may have different emotions and different characteristics of their own but being part of the organization they should be trained to modify their behavior by controlling and managing their emotions.

Nowadays, apart from managing and controlling one's own emotions, one should have control over others emotions as well, which is the essence of Emotional Intelligence. If everyone in the organization works with emotional intelligence, then that organization may have a real success in the future.

In the colleges, majority and vital human resources being the faculty members, their emotional intelligence plays a vital role.

Each and every faculty should understand their own emotions and have a control over it; also, they should also have the emotional intelligence about the students. Unless the students emotions are studied by the faculties, they cannot have a better control over the students. The traditional methods of keeping distance with the students, treating them strictly, punishing them, etc. have proved to be ineffective nowadays. A good sign of a faculty is to interact with the students, understand their emotions and then counsel them to come out of the problem.

Taking this into consideration the present study tries to identify the emotions of the faculty members towards their job. It also identifies the interest of the faculties in

understanding the emotions of the students, and the hindrances faced by the faculties in dealing with the emotional intelligence.

STATEMENT OF THE PROBLEM

Every student possess different sort of behavior. Some of them may be matured while some others may not have control over their emotions. These imbalanced emotions of the students need to be tackled by the faculties. Apart from the curriculum and subject interactions, it is essential that faculties should have personal care for the students, thus contributing for mutual success. Hence, this study was focused towards identifying the emotional intelligence of the faculty members.

OBJECTIVES OF THE STUDY

- ❖ To analyze the emotions of the faculties towards their job.
- ❖ To identify the faculties perception towards the emotions of the students.
- ❖ To analyze the faculties interest in interacting with the students.
- ❖ To find out the hindrances faced by the faculties in understanding the emotions of the students.
- ❖ To suggest the better means and ways for the faculties to have a high emotional intelligence over the students

RESEARCH METHODOLOGY

The success of any research study depends upon the effective application of suitable, appropriate and relevant research methodology.

RESEARCH DESIGN

Descriptive research was adopted in this study. It is a fact – finding approach. It aims to portray the characteristics of the faculty, during their interaction with the students.

SOURCES OF DATA

- ❖ **Primary Data** – a structured interview schedule was used, to collect data from 100 respondents.
- ❖ **Secondary Data**- journals, magazines, books, internet, etc.

SAMPLING DESIGN:

Sampling frame: Faculties of Engineering and Arts & Science Colleges in Namakkal district.

Sample size: A total of 100 samples were taken.

Sampling technique: Quota Sampling is used in this study which falls under the Non-Probability Sampling technique.

ANALYTICAL DESIGN:

The statistical tools used for the analysis are:

- Simple percentage
- Chi-square analysis and
- Ranking

DATA ANALYSIS & INTERPRETATION

1. RESPONDENTS OPINION TO WARDS THEIR JOB

Table 1
RESPONDENTS OPINION TO WARDS THEIR JOB

FACTORS	TOTAL SCORE	MEAN SCORE	RANK
It is a challenging profession	348	3.5	II
It is a prestigious job	347	6.4	I
Is is a noble profession	359	3.5	II
The earning is sufficient	264	2.6	V
Iam comfortable with the profession	328	3.3	III
It gives opportunities to	300	3.0	IV

grow			
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INTERPRETATION:

The respondents opined that their ‘job is a challenging profession’ with a mean score of 3.5, ‘a prestigious job’ with the mean score of 3.4, it is a ‘noble profession’ with a mean score of 3.5, ‘earning sufficiency’ at 2.6, ‘comfort of the profession’ at 3.3 and ‘opportunities to grow’ with the mean score of 3.0.

2. CONTROLLING EMOTIONS TOWARDS MANAGEMENT’S DISSATISFACTION:

TABLE NO. 2
CONTROLLING EMOTIONS TOWARDS MANAGEMENT’S DISSATISFACTION

S.NO	FACTORS	Responses
1	React immediately	4
2	Keep silent	22
3	Make them understand your point of view	74
4	Resign the job	0
	TOTAL	100

INTERPRETATION:

It is lime lighted from the above table that 4% of the respondents react immediately to the dissatisfaction of the respondents, 22 % of them keep silent, 74 % of them make the management to understand , and none of them will resign for this reason.

3. RESPONDENTS STATE OF MIND WHILE INTERACTING WITH STUDENTS

TABLE NO. 3
RESPONDENTS STATE OF MIND WHILE INTERACTING WITH STUDENTS

S.NO	FACTORS	TOTAL SCORE
1	I'm o.k,you're not o.k.	3
2	I'm not o.k, you're not o.k.	3
3	I'm not o.k,you're not o.k.	1
4	I'm o.k,you're o.k.	93
	TOTAL	100

INTERPRETATION:

It is lime lighted from the above table that the state of mind of the respondents while interacting with the students are as follows, 3% of them possess the state of I'm o.k,you're not o.k, another 3% of them possess the state of I'm not o.k, you're not o.k, 1% possess I'm o.k, you're not o.k, and remaining all others possess the state of mind I'm o.k, you're o.k.

4. STUDENTS EMOTIONS STUDIED BY FACULTIES

TABLE NO.4
STUDENTS EMOTIONS STUDIED BY FACULTIES

S.NO	STUDYING STUDENTS EMOTIONS	TOTAL SCORE
1	Studied	95

2	Not studied	5
	Total	100

INTERPRETATION:

It is inferred from the analysis that 95% of the respondents have studied the emotions of the students and 5 % had not studied.

5. PREFERENCE FOR INTERACTION WITH STUDENTS:

**TABLE NO. 5
 INTERACTIONS WITH STUDENTS**

S.NO	Interactions Preferred With Students	TOTAL SCORE
1	Preferred	100
2	Not- Preferred	0
	Total	100

INTERPRETATION:

It is inferred that 100% of the respondents preferred interaction with students.

6. COMMON EMOTIONS OF THE STUDENTS:

**TABLE NO. 6
 EMOTIONS COMMONLY FOUND AMONG THE STUDENTS**

S.NO	FACTORS	TOTAL SCORE	MEAN SCORE	RANK
1	Anger	257	2.6	III
2	Joy	353	3.5	II
3	Fear	358	3.6	I
4	Love	237	2.4	IV
5	Shame	219	2.2	V

INTERPRETATION:

It is inferred from the above table that, the students possess 'fear' as a common emotions which is evident with the mean score of 3.6 followed by 'joy' with a mean score of 3.5, 'anger' with 2.6, 'love' with 2.4 and 'shame' with 2.2 respectively.

7. OPINION ABOUT THE PROFESSION:

TABLE NO. 7
OPINION ABOUT THE PROFESSION

S.NO	OPINION ABOUT THE PROFESSION	TOTAL SCORE
1	Happy	34
2	Undecided	42
3	Not satisfied	24
	TOTAL	100

INTERPRETATION:

It is evident that 34% of the respondents are satisfied with the profession, 42% of them are not able to respond and 24% of them are not satisfied with the profession.

8. REACTION OF THE FACULTY INCASE OF INTERRUPTION BY THE STUDENTS

TABLE NO.8
REACTION OF THE FACULTY INCASE OF INTERRUPTION BY THE STUDENTS

S.NO	REACTION	TOTAL SCORE
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1	Get irritated	10
2	Ignore	11
3	Call for explanation	76
4	Complain to the higher authority	3
	TOTAL	100

INTERPRETATION:

It is evident that regarding the reaction of the faculty members in case of students interruption 50% of them will ask the students to meet them later, 18% of them will ignore, 17% of them will get irritated, and 14% of them will complain to the higher authority.

9. RESPONSE OF THE FACULTY MEMBERS TOWARDS CLARIFICATIONS SOUGHT BY THE STUDENTS

TABLE NO.9
RESPONSE OF THE FACULTY MEMBERS TOWARDS THE DOUBTS OF THE STUDENTS

S.NO	RESPONSE	TOTAL SCORE
1	Immediately answer the question	77
2	Ask him to meet later	6
3	Get annoyed	0
4	Ask the same student to	17

	try for answer	
	TOTAL	100

RESPONSE	BELOW 25	25-50	ABOVE 50	TOTAL
Formal	24	19	0	43
Friendly	20	37	0	57
Total	44	56	0	100

INTERPRETATION:

It is evident that in case of clarifications sought by the students - 77% of the respondents immediately answer the questions, 6% of them ask him to meet later, and 17% of them ask the same student to try for answer.

10. AGE & FACULTIES PREFERENCE FOR INTERACTION WITH STUDENTS (Chi-Square Test)

TABLE NO.10

CHI SQUARE- AGE AND FACULTY MEMBER'S PREFERENCE TOWARDS INTERACTION WITH STUDENTS

The demographic factor age and faculty member's preference towards interaction with students are taken as dependent and independent variables.

H0: There is no significant relationship between age and faculty member's preference towards students interaction .

H1: There is significant relationship between age and faculty member's preference towards students interaction.

Degree Of Freedom = 2
Significance level = 5%
Table Value = 5.991
Calculated Value = 4.27

INTERPRETATION:

Calculated value is less than the tabulated value. Hence H0 is accepted. There is no significant relationship between age and faculty member's preference towards students interaction .

11. GENDER & FACULTIES PREFERENCE FOR INTERACTION WITH STUDENTS (Chi-Square Test)

H0: There is no significant relationship gender and faculty member's preference towards interaction with students

H1: There is significant relationship between gender and faculty member's preference towards interaction with students

TABLE NO.11
CHI SQUARE- GENDER AND FACULTY MEMBER'S PREFERENCE TOWARDS INTERACTION WITH STUDENTS

RESPONSE	MALE	FEMALE	TOTAL
Formal	28	25	53
Friendly	15	32	47

Total	43	57	100
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Degree Of Freedom	= 1
Significance level	= 5%
Table Value	= 3.841
Calculated Value	= 4.43

INTERPRETATION:

Calculated value is greater than the tabulated value. Hence H₀ is rejected. There is significant relationship between gender and faculty member's preference towards interaction with students

FINDINGS

1. The respondents feel that teaching job is a challenging profession and as well, it is a prestigious job.
2. From the analysis it is obvious that 74% of the respondents are able to make their management understand their point of view.
3. Regarding the state of mind of the respondents while interacting to the students 93% of them are having a better state of mind.
4. 95% of the respondents are able to understand the emotions of the students.
5. Fear is the most commonly found emotion among the students it is evident with the mean value of 3.6
6. Only about 34% of them are satisfied with their profession .
7. It is found that 76 % of the faculties call the students for enquiry when the students interrupt in the class.
8. 77% of the respondents immediately clarify the doubts of the students.
9. There is no significant relationship between age and faculty member's preference towards interaction.

10. There is significant relationship between gender and faculty member's preference towards interaction with students.

SUGGESTIONS :

1. It is suggested that the monetary benefits may be provided to the faculties to ensure better attitude of the faculty members.
2. Apart from the monetary benefits the faculties should also be motivated in the non-monetary aspects by providing responsibilities, recognition for their work, etc.
3. The management may insist for the counseling for the students weekly once which may allow the faculties to have more understanding about the emotions of the student and can help them to overcome the problems.
4. The faculties may be allowed to control their emotions by the way of providing yoga or entertainment which will get rid of their stress.
5. The faculties may also be trained by the way of personality development programmes in such a way to behave properly in front of the students and they may provide guidance how to handle the different emotions of the students.

CONCLUSION

The concept of emotion intelligence is very important between faculties and students relations, unless the faculties are not able to understand the emotions of the students, they cannot ensure the success of the students. Moreover the students being the customer of the institutions they should obtain the value for the money spent, so following the concepts like the emotional intelligence may deliver value addition to the students.

So by analyzing the emotions of the faculties, their willingness to interact with the students, the hindrances they have in understanding the emotions of the students, this study has contributed some suggestions to be followed by the colleges. By adopting the above suggestions the management can ensure the better emotional intelligence among the faculties which may allow the institutions to grow rapidly.

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