

IMPACT OF EMOTIONAL INTELLIGENCE OF FACULTIES IN SELF FUNDED INSTITUTIONS IN TAMIL NADU.

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ABSTRACT: Emotional intelligence (EI) is the ability to monitor one's own and other people's emotions, to separate between different emotions and label them appropriately, and to use emotional information to guide thinking and conduct. In that respect are three models of EI.The Ability model, which concentrates on the individual's ability to process emotional data and utilize it to navigate the social surroundings.The Trait model which encompasses behavioural dispositions and self -perceived abilities and is measured through self-report. The final model, the mixed model is a combining of both ability and trait EI. It defines EI as an array of achievements and features that drive leadership performance. Surveys have indicated that people with high EI have greater mental health, exemplary job performance, and more potent leadership skills. Markers of EI and methods of developing it have become more widely coveted in the past few decades. In addition, subject fields have begun to offer grounds to help characterize the neural mechanisms of emotional intelligence.

KEYWORDS:- Emotional intelligence, Ability model, Trait model, leadership skills, mental health, job performance.

1. Introduction

Emotional Intelligence or Emotional Quotient (EQ) is the way how individuals recognize the emotions within themselves and others. It is also the ability people possess with which we can label our own emotions. High level of EI indicates greater mental strength in an individual. Emotional Intelligence plays a very important role in decision making of a person and also determines his state of mind. This chapter gives an insight as to how emotional intelligence affects faculties in their daily lives. Emotional Intelligence is quite important for

faculties as it is necessary as a faculty to understand the emotions and instincts of the students. It is very important to understand the impact of emotional institutions on faculties in self funded institutions where faculties face a variety of emotional situations from the students as well as the management.

Emotional Intelligence in Self Funded Institutions is highly differential and varied in nature. Especially in a environment where co faculties, students and management is involved handing of Emotional Intelligence should go in par with the demands and

obligations of the personal life. Emotional Intelligence is a key concept which is widely studied to understand the behaviour and results of actions of faculties. If Emotional Intelligence is utilized in a proper way, then it gives a positive outcome both for the Faculty as well as for the management and students. Emotional Intelligence is what makes you feel good or bad at work. Emotional Intelligence has a tremendous effect on a faculties' life. Each of us is highly concerned about our 'health' but often 'Mental Health' is much neglected. It is necessary that our mind needs to be equally healthy as our body is. Mismanagement of Emotional Intelligence may lead to serious management problems in a faculties' life.

In the history of 'Impact of Emotional Intelligence' it has been observed that Faculties in Self Funded Institutions are experiencing multiple instincts while dealing with situations in college. But the play of Emotional Intelligence on Faculties varies from time to time depending upon the age of the faculty, marital status of the faculty, and work time of the faculty especially in Self Funded Institutions in Tamil Nadu. In these Institutions around 40% of the

employees were highly affected by Emotional Intelligence. In Tamil Nadu, the survey insisted in 2015 which comes to around 58.3% face problems in handling Emotional Intelligence and especially women form a majority in this percentage compared to other states where there is more exposure to colleges wherein they have to put into use Emotional Intelligence to a greater extent. Hence the main aim of this study is to understand and analyse the faculties Emotional Intelligence according to the present research objectives and also analyse the problems faced by faculties in handling this Emotional Intelligence.

This chapter emphasizes on one main factor which is how faculties' emotional intelligence affects their thoughts and actions and decisions. This study is restricted to the self funded institutions in Tamil Nadu.

2. Statement of the problem

- Mishandling of Emotional intelligence leading to low efficiency of work
- Insufficient information on emotional intelligence

restricting the scope of its implementation.

- Less awareness on Emotional Quotient and its components leading to improper decision making in self funded institutions.

3. Need for the study:

In today's world Universities and population are increasing day by day and we are in a need to match the demand. Although the match has been established the quality of teaching is very much in need and my study ensures how much in today's world the faculties possess the emotional intelligence. Emotional Intelligence in the recent times holds a great importance as it enables a healthy environment and a balance in life.

4. The scope of study and its need for the hour:

- In any institution it is quite important to know and study the emotional intelligence each

and every faculty and also the working staff.

- In today's world the society expects perfection. Similarly every educational institution is expected to reach certain standards of quality and assurance. Hence emotional intelligence is considered to be of highest importance because only when the working staffs is able to handle the emotions from the environment properly; they would be able to provide a quality service to the students of the institution.
- Looking at the benefits of having a emotionally intelligent individual is that, he will be more productive at all times whether a crisis or under stress benefiting himself and also the institution.
- The need for this study is to know if the emotional

intelligence of the faculties in self funded institutions in Tamil Nadu is able to meet the needs of the growing student community.

- This study is very crucial because a faculty has to be like an open book that could be accessed by thousands of students. And to attain this level of comfort zone and understanding with the students one needs to be self developed within him selves so that he could be a role model to the students and an asset to the institution.
- Hence every institution needs faculties with a high level of emotional intelligence with the help of which he could handle situations in a very profitable and healthy manner.

5. Objectives of the study

- This study mainly emphasized on finding out the emotional intelligence and psychological knack of faculties in self funded institutions in Tamil Nadu.
- This study also brings its focus onto how important it is to study impact of emotional intelligence on the faculties and also on how to perceive these emotions from the surroundings.
- This study also stresses on various social issues such as responsiveness and social attentiveness which are very important in group dynamics.
- This study mainly deals with the attitude patterns of the faculties and how they react to the responses of their attitudes. It also deals with how this emotional intelligence affects the faculty's individual performance in an institution.
- This study also helps us to realize the various methods and processes that can be adopted in order to manage our emotional intelligence and contribute

to the growth factor of the institution and a proper co-working environment.

6. Limitations of the Study:

This research is based on a personal level approach directly and through media. Due to constraints like time wider samples were not included. This research is solely confined to the self funded institutions in Tamil Nadu with a sample size of one thousand four hundred and fifty only.

A prominent limitation was the struggle that had to be undergone in order to convince the respondents to take part in the interviews and the questionnaire.

In spite of 2000 questionnaires being distributed, only 1480 were returned by the respondents. This may restraint the study to certain level.

The main aim of this study are stated as below:

- To improve the analytical thinking when dealing with emotions

- To understand and respect basic emotions which we and other exhibit
- To come out with a best solution suitable for the situation.
- To handle Emotional Intelligence in the best way possible

Research has been performed targeting various faculties in self funded institutions. Factors such as age, gender, and language all these are observed to have an effect on the Emotional Intelligence of a person.

This chapter mainly focuses on the research crisis statement, circulation of the sample by the city, legitimacy of the study, statistical methods used, the research hypothesis and ultimately the limitations of the study.

7. Review of literature

In this chapter the basic factors of Emotional Intelligence such as competency, sensitivity and maturity as stated by Priti Suman Mishra and A K Das Mohapatra in 2010. Emotional competency has been noted as a primary contributor to overall work also by them. Their conclusion from this theory states that emotional intelligence increases with experience and it also has an adverse effect on the job performance.

And in 2009, Kumar Sunil and Rooprai have correlated Emotional Intelligence with stress and anxiety. From this it is clear that Emotional Intelligence is the ability to stop negative feelings such as anger, guilt, and stress. Anxiety and stress are the key factors that are involved in very low level job performance and this hypothesis has also been proved to some extent. Emotional Intelligence can be used as a tool to control stress and also the anxiety present in a job schedule. They concluded on a note saying that emotional intelligence is the skill to restrain negative anxiety and feelings as mentioned above but instead gives a capability to focus on positive attributes such as confidence, empathy and congeniality. So, emotional intelligence should be developed in

order to overcome stress and pressure at work places.

In the year 2007 Brigitte Ann Rapisarda said that it was very probable that the members who are more frequently seen to demonstrate EI competencies could probably have carried members who have lower levels of emotional intelligence. These compensating behaviours will tend to prevent any negative impact on the performance of a team of faculties. The faculties with higher Emotional Intelligence will tend to increase the productivity and skill of the other faculties thus totally increasing everyone's job performance.

According to Robert Kerr, John Garvin, Norma Heaton and Emily Boyle (2006) an individual's Emotional Intelligence may be a key determinant of effective leadership. The results of analysis of the data indicate that an individual's EI may be a key determinant of effective leadership. The results of this study state that half of the MSCEIT scores may act as significantly large predictors. The results of this survey also raise various questions on the validity of the understanding of emotions and managing emotions.

Nahid Naderi Anari states that it is very necessary to have a very keen understanding of the relationship between job satisfaction and organizational commitment. This study says that the faculties who have high emotional intelligence are likely to be able to balance work with organization demands in order to minimize work conflicts. Therefore, counselling and personnel psychologists should be used by various organizations and college systems to enhance the emotional intelligence of faculties and thus know the impact of the emotional intelligence.

In the year 2014, Galit Meisler the findings from the author's study showed Emotional Intelligence to be more positively related to political skill in the workplace. Emotional Intelligence and political skill in the work arena shed light on the contribution of Emotional Intelligence to explaining organizational politics. It is also seen that literature has neglected the possibility that political skill might act as a mediator, findings from the current study broaden the scope through which the role of political skill in the workplace can be viewed, taking it beyond direct or moderating effects. Thirdly, the author says that the

association between political skill and work attitudes has not been extensively explored keenly.

Steve Langhorn in the year 2004 indicated through his paper that a relationship between the emotional intelligence and key performance results of general managers.

Ricardo Chiva Joaquin Alegre in 2002 empathies that competencies need to be managed through few varied contextual, organizational or managerial situation in order to suggest some implications for human resource management. From here one might conclude that under certain conditions, emotionally intellectual people might also be satisfied. However, we can say that under other conditions, autocratic, emotionally unintelligent people might also be satisfied.

Taewon Moon (2010) states the support for the distinctiveness and the discriminate validity of the CQ construct compared with the EQ construct, which were very consistent. Secondly, analyses of the findings also suggest that the EQ factors related to social competences. The author says that self awareness leads to the first step in the Emotional Intelligence and high level job performance.

8. Research Methodology

Research methodology in this chapter is quite organized and also critically done in a very theoretical manner with regard to the methods adapted in a particular field of study.

Research is a key factor because it qualitatively relates the theoretical knowledge to the practicality of the subject. The skill to measure or find out the Emotional Intelligence of individuals and also assess their consequences with relation to Educational Institutions is quite varying.

The main aim of this research performed is to analyse the impact of emotional intelligence on faculties in self funded institutions. This analysis has been performed in the state of Tamil Nadu.

For elementary data analysis, the main equipment that we need is percentile analysis, a clear descriptive study, test based on samples collected, structural equation modelling, fact analysis and truthfulness and bivariative correlation.

There are various data sources involved in this research methodology. The first one is:

- a) Primary Data Sources: This comprises of mainly the fresh data that has been collected recently in the time frame. This is the original data which has been taken for the first time into consideration.
- b) Secondary data sources: This is the data obtained from the existing records of various institutions and companies. This kind of data may be extracted from similar studies or surveys. This data has been statistically stated and proved already. The sources could include magazines, books, journals, company brochures and also websites.

Research Design:

Research design is the understanding of circumstances for compilation and scrutiny of records in an approach related to the financial system and rationale of study.

Initially a solid structured survey was framed and designed in accordance to the thesis.

Information has been collected from the faculties in various educational institutions across Tamil Nadu.

The results and conclusion are offered and suggestions and recommendations are provided. This is the basic Research design for this survey.

Research Instruments:

A proper questionnaire was geared up to dig out the appropriate information from the respondents. The dissimilar types of questions used in the study are as follows:

Scaled questions for a range of levels of emotional intelligence in faculties

Choose the correct answer questions for finding out the role of emotional intelligence in the personal profile of the faculties.

Open ended questions

Yes/No questions. These quickly analyse the stress patterns that exist due to emotional intelligence of the faculties.

Pre Test, Reliability and Validity

For the basic study initially a sample of 50 respondents was taken to test the truthfulness, correctness and validity of the parameters and strategies adopted in the survey. The questionnaire was made as easy as possible so that it could be filled by a wide range of respondents and hence no major modifications have to be made.

Sampling Technique:

The sampling procedure involved is expediency sampling which engages premeditated choice of scrupulous units constituting a sample which represents the universe.

Research Hypothesis:

Hypothesis is essentially the start or beginning of any research. For the present survey, the planned solutions were as below in brief:

There is no prominent difference between genders when it comes to the role of emotional intelligence on faculties.

Age has been observed as a great factor which effects emotional intelligence in faculties.

There is no major difference that relates to the seniority of the faculty with respect to the usage of emotional intelligence by faculties in self funded educational institutions.

Experience in the teaching field plays a significant role in determining the role of emotional intelligence in faculties.

The origin of the faculty does not play a significant role in assessing the role of emotional intelligence.

The marital status plays a significant role in determining the role of emotional intelligence in faculties.

There is no prominent difference between genders with respect to quality of work life.

9. Data Analysis and Interpretation

This chapter gives an insight about the basic facts and data which have been obtained by conducting a survey targeting the public. It has been observed that the Emotional Quotient and Emotional Intelligence change from individual to individual based on many factors. Emotional Intelligence and various strategies for emotional intelligence have been discussed clearly.

This chapter clearly presents the examination and interpretation of

data. This examination has been done based on the following criteria:

a) Profile of the respondents:

1) Categories of work: Respondents have been classified based on three main categories of work: Engineering, Medicine and Arts

2) Nature or Designation of faculties: Respondents included junior, associate, senior and assistant faculties.

3) Gender of the respondents: Both male and female respondents have been taken into consideration.

4) Marital status of respondents: Respondents were distinguished according to their status as to whether they are single or married.

5) Age distribution of respondents: Respondents were taken into 4 groups being below 30 years, 31-40 years, and 41-50 years and above 50 years.

6) Family Size: Respondents have also been divided into

three categories as up to 3 members, 4-6 members and above 6 members.

7) Educational

Background/Qualification: Respondents were allocated into 4 categories being UG, PG, B.Ed and others.

8) Experience of respondents: Respondents are divided into 4 categories based on the work experience as less than 3years, 3-5 years, 5-10 years and more than 10 years.

9) Annual Income: Respondents have been divided based on annual income into 4 categories as less than 3 lakhs, 3-5 lakhs, 5-7 lakhs and more than 7 lakhs.

10. Further Research

- The future research basically revolves around the effects of emotional intelligence in teams and groups and response of management towards the faculties.

- This thesis leads to the compatibility factor between the faculties and the students
- This thesis gives a scope of detailed implications of emotions of faculties on their families and to the society.
- This thesis gives a scope of detailed implications of how emotional intelligence affects the economy of the society as well when studied in depth.

11. Societal Implications

- Emotional Intelligence is highly important so as to improve the quality of work or faculties helping their progress.
- This thesis also enables the faculties to increase their standard of teaching.
- This thesis will also improve the educational base in universities.
- This thesis will enable a better environment in the families of the faculties.
- This thesis also enhances the interface between the students and the faculties and provides a greater learning environment due to better management of

emotional intelligence by the faculties.

- It helps faculties realize the importance of managing their emotions to the best of their abilities.

12. Summary of Findings, Suggestions and Conclusion

The respondents' discernment regarding various factors of Emotional Intelligence in Self Funded Institutions were examined very carefully and also studied in the previous chapter. In the current chapter, the main conclusions and results of this study are re-manipulated. There are lot of suggestions that have been discovered during this process which will help us in finding the impact of emotional intelligence on faculties in self funded institutions.

Findings:

a) Main Findings:

1. This study has proved that there exists a highly significant relationship between handling of Emotional Intelligence and the result of the work performed.

2. This study also reveals that high level of Emotional Intelligence in an individual leads to better management at personal level and also as a faculty.
3. This study also reveals that Emotional Intelligence varies from individual to individual and that women and men highly differ in using Emotional Intelligence.
4. This has also proved that mishandling of Emotional Intelligence will damage the work culture of a faculty.
5. This study also reveals that Emotional Intelligence is a key aspect which helps in controlling one's extreme emotions.
6. This study has also proved that faculties who handle emotional intelligence productively are always at ease with work and work peacefully with the management and the students.
7. This study has also proven that faculties with high emotional intelligence had

an outgoing attitude and were at the highest level of their designation in their institutions.

b) Analytical Findings:

1. Out of the 1405 respondents, it has been found that 834 were from engineering, 405 were from medicine and 166 from arts background.
2. Out of 1405 respondents, it has been noted that 774 were junior faculties, 211 were associate faculties, 281 were senior faculties and 139 were assistant faculties.
3. Out of 1405 respondents, it has been found that 661 were male and 744 were female faculties.
4. Out of 1405 respondents, it has been noted that 622 are single and 783 are married faculties.
5. Out of 1405 respondents, it has been found that 578 are below the age of 30 years, 550 are between the age of 31-40 years, 173 are between the age of 41-50

years and 104 are above 50 years of age.

6. Out of 1405 respondents, it has been found that 627 respondents live with a family of up to 3 members, 668 faculties with a family of 4-6 members and 110 members with a family of above 6 members.
7. Out of 1405 respondents, it has been found that 404 are from UG background, 355 are PG, 525 are B.Ed and 121 are other backgrounds.
8. Out of 1405 respondents, it has been found that 542 faculties are with an experience of less than 3 years, 350 are with an experience of 3-5 years and 290 are with an experience of 5-10 years and 223 with an experience of more than 10 years.
9. Out of 1405 respondents, 483 faculties were working with an annual income of less than 3 lakhs, 397 with 3-5 lakhs, 289 with 5-7 lakhs and 236 with more than 7 lakhs.

Suggestions:

1. The work culture and schedules provided to the faculties should be made flexible to reduce the pressure on the faculties.
2. The faculties should be provided more degree of freedom in applying their teaching methods so that they can make use of their emotional intelligence in an effective manner.
3. The management should provide all the faculties with some refreshing activities which will help them rejuvenate their energy and thinking abilities.
4. Benefits should be provided for faculties working overtime and during vacations.
5. Faculties should be made aware of the importance of emotional intelligence and its effects so that they can make the best use of it.
6. Female faculties should be provided adequate resources and safety for a sense of free mind.
7. Faculties should be paid sufficiently so as not to hamper their thoughts and actions.

8. Faculties should be supported by assistant staff that could help them out in times of crisis.
9. Senior faculties should be given the benefits of time flexibility according to the functioning of the management.
10. Different strategies have to be adopted to deal with different age groups of faculties.
11. Senior and Junior faculties have to be handled separately and differently.
12. Faculties should be given separate cabin spaces for a sense of peacefulness and freedom.
13. Faculties should also be provided with proper residential facilities if required for more prompt work.
14. Hikes and benefits are a must to keep their thoughts positive for a healthy environment.
15. Necessary promotions should be given with regard to their work as a symbol of appreciation.
16. Every faculty should be encouraged and appreciated for

the work they do. This will rise their spirits up and enable better management of work.

Strategies for Emotional Intelligence

This chapter gives an insight on how to handle and make use of Emotional Intelligence in the best way possible by understanding people and their emotions and also how to perceive them in the best way possible. Emotional Intelligence should always be understood and dealt with as faculties have to deal with not only students but also co faculties and also the management.

In order to have a balance of emotions in life, Emotional Intelligence is quite important for faculties in self funded institutions as per the survey in Tamil Nadu.

Various theories and concepts on Emotional Intelligence have been studied in this chapter thus enabling a wider scope for emotional control.

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