

ADVANCING THE ANCIENT TEACHING PROFESSION TO AN ENTERPRISING PURSUIT WITH ADEQUATE ORGANISATIONAL COMPETENCY – A DRIVE FROM THE CONVENTIONAL LOOP TO A CONTEMPORARY LAND.

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Abstract

Teaching is an innate being of any creation who survive in this Globe. We learn automatically we learn by modelling. Rather nurturing by natural innate learning, second home like colleges and education institution keeps a platform where we learn by a method which is water down by many development of technologies and expectations varies as influenced by the western countries. As teachers are the immediate mentors for many of us next to our parent who are very dynamic to create and recreate, form and transform things to the desired shape. What if the teacher is not competent and not able to undertake the crowd in all its contextual versatility? Or how she or he can bloom out to a new techie world of gadgets and Z Generation population? The study aimed to relate the Goleman's theory of emotional intelligence to self-report on the skills and competency the respondent possess and the areas to improve. All teaching faculty both aided and management staff who were totally 332 was by census method. A descriptive study was adopted to explain the characteristics of the respondents in detail and in specific their level of emotional intelligence was also mentioned to suggest their areas of incompetency, the findings and the suggestions are discussed in detail.

Key words: College Teachers, Emotional Intelligence, Competency, Academic Institution, Teacher student relationship.

1. Introduction

'Educating the mind without educating the heart, is no education at all.'

-Aristotle.

Emotional intelligence was famously addressed by **Daniel Goleman (1995, 2007)**. It is he who brought that teachers all have to be disciplined by feelings or be with rich Emotional quotient to first experience the personal feeling and then regulate the same for their self. Teaching is an innate skill everybody possess for oneself. But why academic institution need to have to be appraised and checked with assessments and motivated by incentives? It is because teaching happens to an unknown people who is not related to the teacher. But the same teacher will be a mother of a son or a daughter to impress and inspire because teaching was innate and it passes to others in the home a primary institution with emotions and feelings. Learning is long enduring process if it's not rendered with a heart of true competence then the effective of learning will be diminished **Reuben Bar-on (2003)** coined the term EQ for 'Emotional Quotient hence the acronym of EQ for Emotional Intelligence as opposed to EI. At the heart of EQ is the awareness of one's own behaviour in order to self-

regulate and to understand other people's behaviour. This might sound like a very indulgent way of behaving as a person constantly reflects on their own behaviour but it is only by noticing one's own feelings that a person can stop and respond appropriately. Emotional Intelligence (EI) was a term first used by **Mayer and Salovey** who described it as: 'the ability to perceive accurately, appraise and express emotions; the ability to access and or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth' (**Mayer & Salovey, 2001**)

Emotional intelligence consists of four attributes according to Daniel Goleman:

- ❖ **Self-awareness** – You recognize your own emotions and how they affect your thoughts and behaviour, know your strengths and weaknesses, and have self-confidence.
- ❖ **Self-management** – You're able to control impulsive feelings and behaviours, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- ❖ **Social awareness** – You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- ❖ **Relationship management** – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Critical criteria for feeling connected:

- ❖ Combination of "high academic expectations" with "support for learning"
- ❖ Positive adult/learner relationships
- ❖ Physical and emotional safety.

High levels of student connectedness result in:

- ❖ Better academic performance
- ❖ Lower incidents of fighting, bullying or vandalism
- ❖ Improved school completion rates
- ❖ High level of student motivation
- ❖ Good classroom management.

Students who feel connected are less likely to exhibit:

- ❖ Disruptive behaviour
- ❖ School violence
- ❖ Substance and tobacco use
- ❖ Emotional distress
- ❖ Early age of first sex.

This study seeks to investigate the relationship between emotional intelligence (EI), personality, cognitive intelligence and leadership effectiveness.

1.1. Review of literature

Tvivellas, et al. (2013) investigated an exploring workplace implication of emotional intelligence (WLEIS) in hospitals: Job satisfaction and turnover Intentions. Their findings suggest that self- emotional appraisal (SEA) and use of emotional (UOE) have impacts on employees' satisfaction and personal development but has negative influence on other

emotional appraisal (OEA) and regulation of emotion (ROE). The employees with high EQ can survive in highly complex and demanding work environment. This paper was able to confirm relationship between Emotional Intelligence, Job satisfaction and turnover intention.

Al-Faouri (2011) tried to investigate the impact of emotional intelligence on technology learning. This study was done on a sample of 124 respondents including CEOs and CIOs, systems analysts, technical support specialists etc. The findings of the research indicated that Emotional Intelligence can predict a range of technology related learning levels.

Okpara & Edwin (2015) investigated self-awareness and organization performance in the banking sector of Nigeria. The relationship between self-awareness and performance was tasked on 210 bank managers. The results based on four hypotheses revealed that greater the self-awareness of the managers better will be performance. Self-awareness can lead to more profits and returns on investment of organization.

2. Methods and Materials

The researcher aim to identify the level of emotional intelligence with the attributes mention in Daniel Goleman's Theory, among the college teachers in colleges of Tiruchirappalli District. A descriptive method of research design was adopted to call out the demographic details of the college teachers involved in the study. Out of 500 teaching faculty 60 teachers or temporary from arts and science were selected through simple random sampling method.

2.1. Tool to measure

The Goleman's mixed model of Emotional intelligence competence was adopted by the researcher that describes the constructs as competencies and skills that are controlled by emotional being. It has five subscales: self-awareness, self-regulation, self-motivation, empathy, and managing relationships (Goleman, 1998).

3.0. Results and Discussions

Socio demographic data were collected and the distribution of the frequencies were tabulated. Chi square, Independent T test and Karl Pearson correlation was administered to find any association, differences and relations respectively between the variables. The tool constructed by Daniel Goleman's four parameters classified under emotional and social competencies. The findings are as follows: total sample of 60 distributed as, majority of (60%) the respondents were female, married, living as nuclear family mostly from the combination of urban and semi urban. Total sample comprises of equal number as Christians and Hindus. 30% of them were doctorate, 30% were Net Qualified, and 25% were with only Post graduation as their higher degree of qualification and 15% with MPhil degrees. Majority of the respondents were in the morning shift. Equal half of the respondents represent their poor research skill in their college till date while rest of the 50% expresses their effort in enhancing the research skill.

Table - 1 Distribution of respondents based on their areas to improve.

Areas	Frequency	Percent
Research	36	60
Teaching Skill And Knowledge	21	35
Public Speaking	3	5
Total	60	100

The more critical question is made to respond, and the responses says that 60% of the respondents have to improve their skill in research area relevant to their subjects, and 35% of them expressed their incompetence's in the area of outdated teaching skill an knowledge, while 5% shared their desire to improve their public speaking skill. The grey area is marked whether all the skill is acquired by all or inability of the research doesn't mean they possess adequate teaching skill and knowledge. As the study very well portrays the respondents who were more adequate in the personal competence, verbalise that they are yet to develop in various areas like research and communication which itself a success note for the institution. If the organisation attempt to work on this to their employees surely the rise on the fulcrum of success will be more valid.

Table - 2 Distribution of respondents based on the respondents showing their level of personal and social competencies.

Level of Self Awareness	Frequency(N=60)	Percentage
Lower Level of Self awareness	24	40
Moderate Level of Self Awareness	24	40
Highest Level of Self Awareness	12	20
Total	60	100
Level of Self-Regulation		
Lower Level of Self-Regulation	60	100
Level of Self-Motivation		
Lower Level of Self-Motivation	60	100
Level of personal competence		
Lower Level of personal competence	60	100
Level of Social awareness		
Lower Level of Social awareness	60	100
Level of Social Competence		
Lower social competence	15	25
Moderate social competence	15	25
Higher social competence	30	50
Total	60	100

Daniel Goleman's emotional intelligence competency for the work place was calculated and the distribution says that all the respondents entertained in the study experience poor emotional competency constituting self-awareness, self-motivation and self-regulation. Concerning the social competency, while 100% of the respondents has poor social awareness, but half of the respondent's social competency is high and 25% of the respondents

holds lower and moderate level of social competency each. **Mayer.et.al (2008)** stated that some individuals have a greater capacity than others to carry out sophisticated information processing about emotions and emotion-relevant stimuli and to use this information as a guide to think and behave. Derived from this statement, it seems that individuals with high emotional intelligence pay attention to use, understand, and manage emotions and these skills serve as an adaptive functions that potentially benefit themselves and others.

3.1. Findings of the statistical test

- ❖ The data fetched statistically to find any relation association and difference among the demographic variables. In this regard it's inferred that male and female respondents has no significant difference between them and the EQ say the personal and the social competence.
- ❖ There is a significant association between the year of experience and the level of personal and social competence
- ❖ There is also a significant association between the highest educational qualification and the level of personal an emotional competence
- ❖ Age is significantly related to the personal and social competence.

4.0. Suggestions

The research revealed that most of the respondents are very poor in their emotional competencies, therefore it is suggested that regular programmes at work should be held by the R & D department in order to improve the level of emotional intelligence thereby developing superior performance at work.

- ❖ Periodical appraisal and corresponding feedbacks to reward on the capacity and rework the inability
- ❖ Keep the employee on track with their research skill through assignments, motivating either monetarily or tangibly can reinforce the desired results to build the organisation
- ❖ Management should provide adequate recreational facilities to the employees which helps the superior and sub-ordinate relationship and mainly reduces job related stress.
- ❖ The management should ensure effective utilization of manpower.
- ❖ Open session within every department can be made as a regular practice every week to know and understand the views of the employees. It can be used to solve workplace hurdles and it may also serve as a source to get new productive solution.
- ❖ For better organizational climate and culture, the company must start hiring emotionally matured persons and must develop the level of emotional intelligence among the existing employees, thereby enabling them to face and overcome tremendous challenges at work.
- ❖ Emotional intelligence has gained good recognition among the individuals, but still the awareness level among all the employees should be increased.
- ❖ Emotional intelligence must be promoted among the employees and managers by regularly conducting 'Emotional Competence' training programme.
- ❖ The leaders of the organization must develop emotional stability to ensure the physical and mental health of the self and that of the serving organization.

5.0. Conclusion

Daniel Goleman's concept of including emotional intelligence as the competency factor among the employees in an organisation is more invited. Many schools and colleges and firms are now foreseeing learning happens with both social and emotional intellectual prowess. In 2002, UNESCO launched an international campaign to promote emotional

learning in the classroom. The U.N. body sent a statement of 10 basic EQ principles to education ministries throughout the world. Those principles drew heavily from Goleman's exposition of emotional intelligence. Henceforth emotional intelligence with social quotient needs to be an integral entity to make a employee a wholesome product and there by develop a competing organisation culture. Each individual in the college can surface out their own limitation and liabilities and strive to work hard on tending that inabilities and work on the organisation standards. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. Organizations and the conscious, achievement-oriented managers needs a high rate of "emotional intelligence" to be successful. In conclusion, there are currently many academic studies about emotional intelligence.

6.0. References

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