ABSTRACT

Good teaching requires emotional power more than brain power. It is one of the powerful elements of the personality that is not recognised by much of the teaching professionals over the years. In the last decade or so, science has discovered a lot about the role of emotions in each and every teacher’s lives. Researchers have found that Emotional Quotient is more important than the Intelligent Quotient in one’s day today work performance and achievements.

The teaching professionals must be conscious and attentive to the feelings of the students and thoughts. They must also guide and boost the confidence in their minds. Overall they are the pillars of the present and future India. The process of successful teaching professionals-students interactions usually happens in five steps.

1. The teaching professionals should be aware of the students’ passion and sensation;
2. Recognize the emotion as an opportunity for understanding and teaching;
3. Pay attention considerately and validate the student’s spirits;
4. Guide the students to recognise their emotions they show in different situations and
5. Set parameters while discovering approaches to solve the problem

Emotional Intelligence refers to the person’s capacity to recognize his or her emotions, understand others emotions and to regulate emotions for personal growth. Teaching Efficacy refers to the Teacher’s confidence in
his/her capacity to achieve the desired performance. Self Esteem refers to how a person gives credit worthiness given to him or herself. In this study the major dynamics which influence the Emotional Intelligence, Teaching Efficacy and Self-esteem are identified and the combined effect of Emotional Intelligence and Teaching Efficacy on Self-Esteem of Teaching professionals of Krishnagiri District are analysed.

Based on the above concerns the objectives framed for this study are:

1. To study the effect of Socio Economic Variables on the Attitude measures (Emotional Intelligence, Teaching Efficacy and Self-Esteem) of Teaching Professionals in Krishnagiri District
2. To Find out the Attitude measures level of Teaching Professionals in different categories of Educational Institutions in Krishnagiri District
3. To analyse the impact of Emotional Intelligence and Teaching Efficacy in enhancing Self Esteem of Teaching Professionals in Krishnagiri District

The method used in the study is ‘Descriptive method’ since this study aims to describe what is the current status of the Attitude Measures of the Teaching Professionals of the Krishnagiri District. The Primary data are collected as a form of Survey by collecting through the Questionnaire from Teaching Professionals from all the Engineering, Arts and Science, Polytechnic and Bachelor of Education Colleges in Krishnagiri District, Tamil Nadu, India. The total population is 2367 Teaching Faculties and out of which 520 Teaching Faculties are selected for the study. The Secondary data are
collected from Books, Journals and Web Site related to Emotional Intelligence, Teaching Efficacy and Self Esteem.

Emotional Intelligence and Teaching Efficacy are the independent variables and the dependent variable of this study is Self-Esteem. In this study, three sets of questionnaires - Emotional Intelligence Questionnaire (EIQ), Teaching Efficacy Questionnaire (TEQ) and Self-Esteem Questionnaire (SEQ) are developed with 5 point Likert Scales. The reliability of the items in the questionnaire was tested using Cronbach Alpha test.

In this study statistical tools like Structured Equation Modelling, MANOVA, ANOVA, Correlation and Regression Analysis, Factor Analysis and Discriminant Analysis were used. To find out the effect of Socio Economic Variables and the interactions of Socio Economic Variables on each of the Attitude measures MANOVA tools was used. Factor Analysis identifies valid constructs of the Attitude Measures. To find a linear combination of socio economic factors that discriminate the Dependent Variable and determine the statistical significance of the Discriminant function, Discriminant Analysis was used. The impact of Emotional Intelligence and Teaching Efficacy in enhancing the Self-Esteem of the Teaching Professionals was analysed using Correlation and Regression Analysis. Structured Equation Modelling (SEM Analysis) was used to determine the model fitness.

The Socio Economic Factor Gender had a significant impact on the Attitude Measures. The two way Interaction effect of Institution and Designation and Institution and Monthly Income and three ways Interaction of Institution, Gender and Designation and Institution, Gender and Monthly Income have a significant impact on the Attitude Measures. The Professionals working in Education Colleges have expressed high level of mean scores on
Emotional Intelligence and Self-Esteem. The Professionals working in Arts and Science and Polytechnic Colleges have expressed high level of mean Scores towards Teaching Efficacy

Emotional Intelligence has positive Correlation with Teaching Efficacy (.120) and with Self-Esteem (.362) at .01 significant level and vice versa. Teaching Efficacy and Self-Esteem are correlated with each other (.290) at .01 significant levels. There is a positive and significant combined effect of Emotional Intelligence Measures and Teaching Efficacy measures in determining and enhancing the Self-Esteem of Teaching Professionals in Krishnagiri District.