



IMPACT OF TEACHER'S EMOTIONS INFLUENCED THE STUDENTS' ACADEMIC PERFORMANCE

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ABSTRACT Any organization's employees can become more emotionally intelligent by developing their self-awareness, interpersonal skills, stress management, flexibility, optimism, and happiness level in addition to their empathy, self-direction, and social skills. Individuals who are in control of their emotions and impulses are better able to handle work-related stress, which boosts productivity, job satisfaction, and work performance by utilizing their hidden potential. The primary pillars of the educational system are regarded as teachers. In the current context, educational institutions are paying attention to the idea of emotional intelligence among teachers. One sort of social intelligence known as emotional intelligence is the capacity to regulate one's own emotions as well as those of others, make decisions based on these emotions, and use emotions to influence one's own course in life. The goal of the current study is to determine how kids' academic performance is impacted by the teacher's emotions.

KEYWORDS : Emotional balance, Academic performance, Work life balance, Training and development and so on.

INTRODUCTION

Emotions influence every behaviour, choice, and assessment made by individuals. Knowing this, emotionally intelligent people take control of their emotions instead of letting them control them through thought. Over the past twenty years, the idea of emotional intelligence (EI) has grown in importance as a measure of a person's knowledge, aptitude, and skills in the job, classroom, and personal life.

Emotional quotient, or emotional intelligence, has been the topic of recent discussions among HR professionals and corporate executives. From very low starting points, emotional intelligence (EI) has had a substantial impact on management since Daniel Goleman's widely read book on the subject for a wider audience was published in 1995. Emotional intelligence (EI) has become a popular psychology theory in the last decade. Some people use the term "EQ" to describe a wide range of aptitudes, such as "soft skills," "people skills," and an overall ability to overcome obstacles in life.

"Any restlessness or commotion of mind, desire; any accomplishment or excited mental state" is a broad description of emotion. A response is referred to as emotional, and it includes various mental, physiological, and biological states as well as a spectrum of acting tendencies. In the fields of popular and scientific behavioural research, emotional intelligence has received greater attention and focus than more established and conventional conceptual frameworks like personality and the Intelligent Quotient. (Fernández-Berrocal and Extremera, 2006). An individual's ability to acquire knowledge and skills in a certain context is measured by their intelligence quotient. They stress that a variety of personal qualities, including perseverance, enthusiasm in extracurricular activities, and a readiness to learn, are necessary for successful learning in school. Along with other cultural elements, support for academic success from friends, family, and teachers is crucial. (Andoh, 1998). Humans use their emotions as warning systems to let them know what is truly going on in the world. They represent the whole condition of the human mind, combining psychological and physiological alterations.

The ability to effectively balance one's life events is known as emotional quotient, which is a sign of mental maturity. Now, everybody needs this emotional control; where CEOs have started taking lessons in EQ and offices where employees want to learn how to understand their bosses; Parents want to know why their children do not understand them, spouses discuss ways and means to tackle marital disputes, youths wonder why their circle of friends is shrinking by the day and many others discover that they are immensely unpopular in their peer circle. Managers study how to work with subordinates, parents take courses on rearing children, husbands and wives learn to talk to each other, teachers study how to cope with emotional disturbances among their students, young minds learn to improve the inter personal relations with peer groups.

Importance of the study

Emotional intelligence is the capacity for recognizing our own feelings

and those of others, for motivating ourselves, and for managing emotions well in us and in our relationship with others. Teaching emotional and social skills is very important at school; it can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Teaching these skills has a long-term effect on achievement. In short, an emotionally intelligent Teacher would have better performance achievement or through EI there is a possibility of improvement of career achievement.

Emotions of teachers are vital in this regard. Education is an instrument to develop the cognitive qualities, tolerance and understanding of people; it should prepare future women college teachers to face the realities of globalization. As understood, the teacher is a professional or non-professional person who teaches something; especially: a person whose job is to teach students about certain subjects. There are many names; a teacher may be called an educator, tutor, instructor, master, mistress, governess, educationist, and preceptor. It is proved that the importance of a teacher is just like that of an architect of our future generations that demands only the best and the most intelligent and experienced members. The teachers be allowed to equip and qualify for this noble profession. Teachers in today's educational system face excessive expectations and demands; when they are not fulfilled many teachers experience job disappointment.

Review of Literature

Dr. S. Jerome (2020) attempted to know difficulties faced by the school teachers and their Quality of work life. He studied also the quality of work life affects the students' academic performance. The researcher recommends the government to take initiatives to improve the basic amenities of the school.

Hamid Ashraf, MansoorHosseinnia, Javad GH. Domsy (2017), in the article "EFL teachers' commitment to professional ethics and their emotional intelligence: A relationship study stated that Emotional Intelligence is the ability to realize, to create, to comprehend emotions and sentimental knowledge, and to reflectively control emotions and to improve emotional and mental growth.

Saforiolyaei N (2017) A study in Chandigarh surveyed 150 males and females, examining psychological problems and emotional abuse. Results showed a positive correlation between intimate partner emotional abuse and emotional intelligence, with males showing similar attitudes and problems to females. No significant differences were found among married and unmarried participants.

NahidNaderiAnari (2012) in their article "Teachers: emotional intelligence, job satisfaction, and organizational commitment" investigated the relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment, and between job satisfaction and organizational commitment among high school English teachers. The study gained significance as the results can assist the teachers and organizations in

improving the job satisfaction and organizational commitment of teachers, thus stemming the tide of high turnover in the teaching profession.

Joy. S. T (2011) A study aimed to improve emotional intelligence and spiritual intelligence among B.Ed students. The intervention program was found effective in enhancing emotional competencies. A second study involving 293 middle school students found that problem-focused coping and emotional management skills significantly improved educational outcomes, with coping variables mediating the relationship between grade point average and emotion management.

Statement of the problem

The social sciences concentrate significantly on emotional intelligence, which also directly affects how teachers behave in the workplace and is crucial to the success of their career. The less disagreement among employees will result from management being able to comprehend the concept of emotional intelligence. Any organization's employees can become more emotionally intelligent by developing their self-awareness, interpersonal skills, stress management, flexibility, optimism, and happiness level in addition to their empathy, self-direction, and social skills. Individuals who are in control of their emotions and impulses are better able to handle work-related stress, which boosts productivity, job satisfaction, and work performance by utilizing their hidden potential. The primary pillars of the educational system are regarded as teachers. In the current context, educational institutions are paying attention to the idea of emotional intelligence among teachers. One sort of social intelligence known as emotional intelligence is the capacity to regulate one's own emotions as well as those of others, make decisions based on these emotions, and use emotions to influence one's own course in life. The goal of the current study is to determine how kids' academic performance is impacted by the teacher's emotions.

Objectives of the study

The following objectives were coined for the present study

- 1) To study perception of teachers about impact of emotions of the teachers with academic performance of the student.
- 2) To know the factors influencing emotions of the teachers and academic performance.
- 3) To analyse the relationship between emotions of the teachers and academic performance of the students.
- 4) To offer suitable suggestions to improve emotions of the teacher and increase their professional efficacy.

METHODOLOGY

The present study is designed by descriptive and analytical by nature. The researcher has adopted convenient sampling method. The present study used primary data and secondary data for conducting research. The primary data were collected 120 school teachers worked in the 10 private schools located in Tiruchirappalli District. The secondary data were collected from periodicals, journals, government reports and websites.

Analysis and Discussion

Chi-Square Test

			Gender		Total	Statistical inference
			Male	Female		
self-awareness	Low	Count	35	10	45	X2 = 2.074a .008 > 0.05 significant
		% of Total	29.2%	8.3%	37.5%	
	High	Count	49	26	75	
		% of Total	40.8%	21.7%	62.5%	
interpersonal skills	Low	Count	28	13	41	X2 = 0.086a .002 > 0.05 significant
		% of Total	23.3%	10.8%	34.2%	
	High	Count	56	23	79	
		% of Total	46.7%	19.2%	65.8%	
Work life Balance	Low	Count	29	12	41	X2 = .359a 0.037 > 0.05 significant
		% of Total	24.2%	10.0%	34.2%	
	High	Count	55	24	79	
		% of Total	45.8%	20.0%	65.8%	
stress management	Low	Count	25	11	36	X2 = 0.008a .047 > 0.05 Not significant
		% of Total	20.8%	9.2%	30.0%	
	High	Count	59	25	84	
		% of Total	49.2%	20.8%	70.0%	

optimism and level of happiness along with empathy	Low	Count	24	13	37	X2 = 0.672a .021 > 0.05 significant
		% of Total	20.0%	10.8%	30.8%	
	High	Count	60	23	83	
		% of Total	50.0%	19.2%	69.2%	
self-direction and social facility	Low	Count	26	16	42	X2 = 2.016a .013 > 0.05 Significant
		% of Total	21.7%	13.3%	35.0%	
	High	Count	58	20	78	
		% of Total	48.3%	16.7%	65.0%	
Over all perception of Emotional intelligence of teachers	Low	Count	42	15	57	X2 = 0.702a 0.022 > 0.05 significant
		% of Total	35.0%	12.5%	47.5%	
	High	Count	42	21	63	
		% of Total	35.0%	17.5%	52.5%	

Research hypothesis

There is a significant association between gender of the respondents and their overall perception about emotional intelligence of the teachers

Null hypothesis

There is no significant association between gender of the respondents and their overall perception about emotional intelligence of the teachers

Statistical tools

Chi-square 'X²' test was used for the above table

Findings

The above table shows that There is a significant association between gender of the respondents and their overall perception about emotional intelligence of the teachers. The calculated value is less than the table value. Hence the research hypothesis is accepted and null hypothesis is rejected.

Pearson Coefficient Correlation

Research Hypothesis

There may be a possibility of significant relationship between Age of the respondents and their overall perception of factors influencing Emotional Intelligence of teachers

Null Hypothesis

There is no possibility of significant relationship between Marital status of the respondents and their overall perception of factors influencing Emotional Intelligence of teachers

Tools used

Pearson Coefficient Correlation is used for this table

	Mean	Std. Deviation	R Value	Statistical inference
Social Awareness	2.75	1.480	-.095*	.004 > 0.05 Significant
Interpersonal Skills	2.60	1.338	.688**	.019 > 0.05 Significant
Balance Of Work Life	2.72	1.471	.702**	.004 > 0.05 Significant
Stress Management	2.55	1.407	.591**	.027 > 0.05 Significant
Optimism And Level Of Happiness Along With Empathy	2.67	1.466	-.312**	.417 > 0.05 Not Significant
Self-Direction And Social Facility	2.65	1.486	-.393**	.014 > 0.05 Significant
Over All Perception Of Emotional Intelligence Of Teachers	93.1476	11.26674	.297**	.001 > 0.05 Significant

Findings

The hypothesis was framed that there may be a possibility of significant relationship between academic outcome of the students of the respondents and their overall perception of factors influencing Emotional Intelligence of teachers. The hypothesis was proved

because of ascertained value is lesser than significant value. So null hypothesis is rejected and research hypothesis is accepted

Linear Regression Research Hypothesis

There may be a possibility of significant relationship between academic outcome of the students of the respondents and their overall perception of factors influencing Emotional Intelligence of teachers

Null Hypothesis

There is no possibility of significant relationship between academic outcome of the students of the respondents and their overall perception of factors influencing Emotional Intelligence of teachers

Tools used

Linear regression is used for this table

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.010a	.000	-.002	9.27679

a. Predictors: (Constant), academic outcome of the students

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.705	1	4.705	.055	.015b
	Residual	46471.730	540	86.059		
	Total	46476.435	541			

a. Dependent Variable: perception of factors influencing Emotional Intelligence of teachers

b. Predictors: (Constant), academic outcome of the students

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	40.052	.887		45.180	.000
	academic outcome of the students	-.066	.283	-.010	-.234	.015

a. Dependent Variable: perception of factors influencing Emotional Intelligence of teachers.

Findings

The hypothesis was framed that there may be a possibility of significant relationship between academic outcome of the students of the respondents and their overall perception of factors influencing Emotional Intelligence of teachers. The hypothesis was disproved because of ascertained value is greater than significant value. So null hypothesis is accepted and research hypothesis is rejected.

Suggestions:

The academic performance of teachers impacts students' academic results. So the researchers recommend that administrators and school management take initiatives to conduct faculty development programs to update subject-wise periodically.

A well graphed employees' work life policy can be enhancing their academic productivity, sense of belonging to the institution. It also helps to reduce absenteeism and creates stress free work force. So School administrators should consider implementing policies that promote work-life balance, including flexible schedules, hours, holidays, paid time off, and job sharing.

In recent days, students are addicted to mobile phones and they did not give respect to their parents as well as teachers. The students behaviours totally changed to excessive usage electronic gadgets. So school management take necessary steps to engage the physical activity like organizing cultural programs, sports events or tournaments and so on. It helps to increase students' academic performance.

CONCLUSION

Emotions of teachers are vital in this regard. Education is an instrument to develop the cognitive qualities, tolerance and understanding of people; it should prepare future women college teachers to face the realities of globalization. The Academic performance has great impact on teachers' emotional balance. Well matured teachers do not reveal their emotions to their students. They concentrate students' growth and

their career development. Every successful achiever must obey the teachers' words like Arjuna and Dhronacharya. Teachers work with commitment leads creates civilized society.

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