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IMPACT OF PERSONALITY CHARACTERISTICS AND EMOTIONAL INTELLIGENCE ON TEACHING EFFECTIVENESS

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ABSTRACT:

The place of study is called as temple which leaves a great effect on mind and mental status of students. As education enables countries and their people to succeed in the present century, so important is the work and task of the teachers who are the torch bearer of the young generation.

As a matter of fact, making quality education available to the learner's, to develop their full potential & personality as an ideal citizen are the task-which the teacher has to do. Personality of a taught who is the future of nation reflects the personality of a teacher. A good teacher is one who is diligent, industrious, and innovative, in behaviour, maintains good relationship with parents, his colleagues and head of the institution. Teacher is also a human being; we cannot expect him to be perfect in his imperfect world.

This research paper, compare and get a clear picture of all the three factors-Personality characteristics, Emotional intelligence and teaching effectiveness in the teachers a research is done concerning these points to

bring to notice the what 'Impact of Personality Characteristics and Emotional Intelligence on Teaching Effectiveness of Junior. College lecturers.

KEYWORDS: Personality characteristics, Emotional intelligence and teaching effectiveness.

INTRODUCTION :

Effectiveness in teaching can be achieved by obtaining training of that skill, for a teacher that includes both the academic knowledge and competency. Quality achievement of the teacher mainly rest on the progress of a child. A child's interest and abilities are very significant in teaching, learning process.

Thus, the teachers are nation builders. They would be the future of our blooming children, society and our nation. The teacher should create such conducive atmosphere in the class that the emotional intelligence of students can be raised. As emotional intelligence increases the achievement of student also increases.

Although a person's feeling cannot be observed directly by others but they can be inferred from his overt behavior and verbal report of his introspection as no one can doubt, the reality of emotions as conscious experience to produce an emotions. A stimulus situation must be related to past experience and as having implications in the future. The emotions aroused depend not so much on the events themselves, as on how they are appraised.

On the other hand, the term personality has no standard meaning, generally it includes all characteristics of an individual such as his abilities, temperament, values, interest, motivation and etc. the concept of character is often used to explain personality. But the term personality we mean all the qualities which is present or found in the individual. So we are going to correlate the terms personality and emotional intelligence with that of teaching



effectiveness

Need of Emotional Intelligence and Teaching Effectiveness for Personal Development of Teachers

Teachers Quality plays a vital role in ensuring optimum (Human resources) effectiveness of teachers. To meet the challenges of the twenty - first century, the quality of Education will have to be enhanced which would only be possible through continuous professional development of working teachers at school and higher education level. For school teachers, regular programmes of in-service training were mooted and for college and university teachers, programmes of initial orientation followed by a service of refresher courses were planned. Teachers need to develop themselves personally and professionally in order to realize students learning. The scope for becoming a more effective teacher always exists provided that the teacher has apposite attitude towards change. Personality development is the developing a personality cult so as to create a strong positive impression about self with the targeted group, or in general; and more pertinent aspect of such personality are to maintain and prove in long run.

Operational Definition of Key Words

1. Teaching Effectiveness: - Teaching Effectiveness is the ability and interaction between the physical, intellectual and psychological interest of the student's ability and the teachers and the evaluative procedure.

2. Emotional Intelligence:- Emotional intelligence consists of abilities such as being able to motivate one-self and persist in the phase of frustration. Its main areas are intra-personal awareness and inter-personal management.

3. Personality Development:- Personality is the set of characteristics: the totality of somebody's attitude, interests, behavioural patterns, emotional responses, social roles and other individual traits that endure over long period of time.

Scope of the study:- There is no end of Education and knowledge. But for the research of any subject, one has to keep in mind that the tie and tools of the subject of study should be limited. The disability to control all the factors in research work to avoid some abnormal situation within the sample is called the Delimitation of study.

OBJECTIVE OF THE STUDY

1) To study the impact of Personality characteristics on Teaching Effectiveness of Male and Female Jr. College Lecturers.

2) To study the impact of Emotional Intelligence on Teaching Effectiveness of Male and Female Jr. College Lecturers.

HYPOTHESIS OF THE STUDY

1) There Will Be Significant Impact of Personality Characteristics on Teaching Effectiveness of Male and Female Jr. College Lecturers.

2) There Will Be Significant Impact of Emotional Intelligence on Teaching Effectiveness of Male And Female Jr. College Lecturers.

Population

Junior college Male and Female Lecturers from 50 colleges of Nagpur region forms the population for the purpose of this study.

Sampling

For the research purpose, the researcher has selected the Purposive Sampling Method for the selection of the Jr. Colleges for the present research work and Random Sampling Method for the selection of the Lecturers of Jr. College of Nagpur region.

In the entire research, the researcher has selected 100 Males and 100 Females (lecturers) of junior college lecturers in 35 Junior College from Nagpur Region for the Purpose of this study.

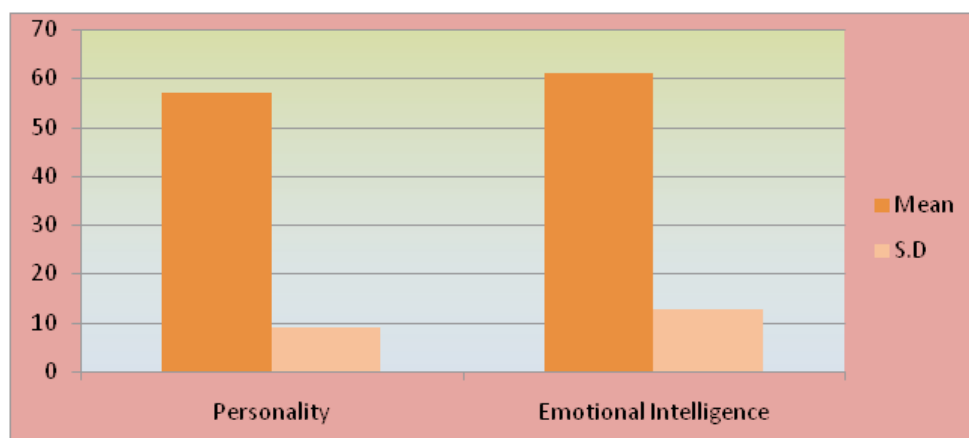
Table No. 1 :- In this objective researcher has to test the impact of Personality characteristics on Teaching Effectiveness of Male and Female Jr. College Lecturers has been measured. It has given below -

The table shows impact of Personality characteristics on Teaching Effectiveness of Male and Female Jr. College Lecturers

Sr. No.	Variables	No. of Teachers	Mean	S. D.	't' value	Significance
1	Personality	200	56.91	9.10	3.83	Significant at 0.01 level
2	Teaching Effectiveness	200	61.12	12.75		

For 198 df, 't'-test table value on the 0.05 level = 1.97 and 0.01 level = 2.60

Figure no. 1. The Figure Shows impact of Personality characteristics on Teaching Effectiveness of Male and Female Jr. College Lecturers



According to above Table and Figure No. 1 indicates that the calculated t-value is 3.83 and t-table value is 2.60. It is seen that the t-value is greater than table value. Hence, the researcher accepted the directional hypothesis (H1). Hence it is significant. For 198 degree of freedom calculated value of 't'-test is more than table value of 't'-test at 0.01 significant level. So, hypothesis no.1 is significant hence it is accepted. It means that there is a positive impact of Personality characteristics on Teaching Effectiveness of Male and Female Jr. College Lecturers has been seen. It predicts that if Personality characteristics of Male and Female Jr. College Lecturers is positive & high hence it's affected their Teaching Effectiveness accordingly.

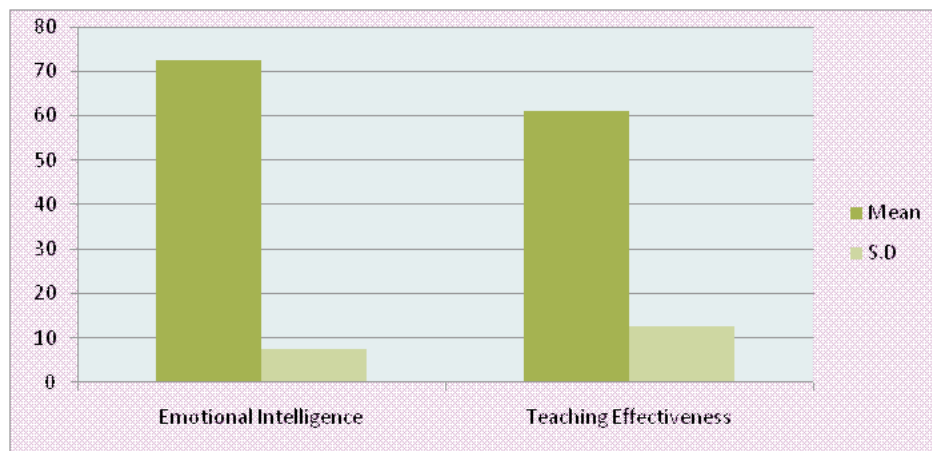
Table no. 2 In this objective researcher has to test the impact of Emotional Intelligence on Teaching Effectiveness of Male and Female Jr. College Lecturers has been measured. It has given below -

The table shows impact of Emotional Intelligence on Teaching Effectiveness Of Male and Female Jr. College Lecturers

Sr. No.	Variables	No. of Teachers	Mean	S. D.	't' value	Significance
1	Emotional Intelligence	200	72.39	7.49	10.84	Significant At 0.01 level
2	Teaching Effectiveness	200	61.12	12.75		

For 198 df, 't'-test table value on the 0.05 level = 1.97 and 0.01 level = 2.60

Figure No. 2 The Figure Shows impact of Emotional Intelligence on Teaching Effectiveness of Male and Female Jr. College Lecturers



According to above Table and Figure No.2 indicates that the calculated t-value was 10.84 and t-table value is 2.60 and 1.97. It is seen that the t-value is greater than table value. Hence, the researcher accepted the directional hypothesis (H1). Hence it is significant. For 198 degree of freedom calculated value of 't'-test is more than table value of 't'-test at 0.01 significant level. So, hypothesis no.2 is significant hence it is accepted. It means that there is a positive impact of Emotional Intelligence on Teaching Effectiveness of Male and Female Jr. College Lecturers has been seen. It predicts that if Emotional Intelligence of Male and Female Jr. College Lecturers is more hence it's affected their Teaching Effectiveness accordingly.

CONCLUSION

Present research work is, "Impact of Personality Characteristics and Emotional Intelligence on Teaching Effectiveness of Jr. College Lecturers". In last of this research we see that, Junior college Male and Female lecturers should teach the students effectively. As well as they should try to maintain their personal and professional life without any effect of their Introvert or Extrovert Personality traits. Junior college Male and Female lecturers should develop their emotional intelligence and should have be more extroverts at their work place. It helps them to effective their teaching more and more.

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