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THE NEED FOR EMOTIONAL INTELLIGENCE IN ONLINE TEACHING PLATFORMS FOR COLLEGE TEACHERS WITH REFERENCE TO SELECTED RESPONDENTS – AN INTEGRATED EVALUATION

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As a result of Corona disaster teaching faculties in educational institutions do not have routine workload as they worked in pre-pandemic days rather than they are forced to cope themselves to new normal teaching trend which is nothing else online teaching scenario. It is very clear that learning in future is going to be on the clutches of an emotionless artificial intelligence. Due to the impact of pandemic and persistent corona virus, teachers the virtual mentors are completely isolated and even insulated from the students. The reason behind this fact is, science identifies the teachers' academic needs and tries to cater the teachers' need into system a machine. Various teaching apps, robots and humanoid system have come into being. Humanoids are replacing humans not only in the academic realm but in all aspects of human life. A teacher without adequate knowledge and exposure to computer, the internet, smartphones and social media networks will be isolated from the academic word and the student community. They have to stand aloof from the cotemporary student community and ultimately get thrown out of the academic world. They must have sound knowledge about online teaching platforms and the way to manoeuvre them. Student interaction and their social side of learning are very critical in online learning. These, too have been focused on by the teachers while handling online classes. The system forces too many aspects like interaction, communication, interactive participation, online classroom quiz and peer to peer interaction into academia. The system interprets these as the pragmatic philosophy of learning.

On the other hand, teaching community should keep themselves well equipped and emotionally balanced while engaging with humanoids in online classes. Hence the virtual Mentor must try to keep their emotions in check to maintain their emotional intelligence. They should equip themselves with intricate online teaching tools and methods to be emotionally intelligent, so that they may become emotionally intelligent one to handle classes and to face the interruption and disturbance from the problematic students, if they are emotionally intelligent one then they can win the technical gadgets as well as the student community in an easy manner. The researcher has emphasized the need for emotional intelligence to college teachers in online teachers and comes out with exciting factual observations.

KEY WORDS: ***New Normal, Pre- Pandemic, Virtual Mentor, Humanoids, The Social Side, Online Teaching Platforms, Technical Gadgets.***

INTRODUCTION

Teachers are the academic physicians who recovered education across the globe in the lockdown periods, traditional approach of chalk and talk method has driven away to take rest due to the invasion of COVID – 19, as a result of this COVID – 19 struggle teachers were forced to engage classes through online and they become e-teachers, they are the cornerstone of the building called equitable societies, they not only build societies even a country too. COVID-19 has struggling a lot to undermine teachers' efforts by suppressing their progress, but the arrival of online technology in teaching-to-teaching community has relieved the teachers and students from the clutches of pandemic disaster. Good old procedures like face-to-face lectures at classrooms, traditional pedagogical approaches are being eradicated by the evil called **CORONA VIRUS.**

The birth of e-teacher/digital teacher is very much associated with the challenges of online teaching and learning process, most of the digital teachers experience hurdles like physical isolation, technical issues, passive students etc, to be a best e-teacher, every teachers should cultivate themselves mentally good enough to face the obstacles from students' side, technical side, also from their institutions' side, every digital tutor initially should mentally prepared to tackle these barriers and they must increase their emotional intelligence level towards these issues. A statistical data from MHRD (Ministry of Human Resource & Development) of Indian Government stated that nearly 10 million students of the country are being

thought though online in this year 2021, so the e-teachers should have enough e-content to cater the needs of e-learners; e-learning is offering inclusive education in this pandemic regime to the students community, digital teachers should motivate every students to look forward the module and activity of e-learning, many of the e-teachers are not able to breeze through online classes whereas a few teachers navigate the online classes with ease, as they have good exposure with technological instruments and technical gadgets.

Normal teaching life had been drastically changed and online teaching has become a new normal in present teaching and learning environment, in this new normal process students learn through internet, computers, and smartphones via virtual teaching platforms. Due to the pandemic teachers are forced to teach their students through video conferencing, webinars, Google meet etc., this method provides a lot of freedom to individual's to learn, teach and develop skills at their own pace. Teaching has become very tough through online, the reason behind this fact is clear that most often teachers has to face the defiant students in offline classes to manage these types of students each and every teacher must be emotionally stable one with a lot of temperament so that they can face and handle these type of students tactically, whereas in the case of online teaching it a tall order to handle these type of students because they are not in the reachable distance of the teachers also not under the control of them, so the teacher should have special skills like manvotional, emotionally intelligent, with lot of patients in order to get rid of those students.

ONLINE TEACHING PLATFORMS

Online teaching platforms are the educational portals of this virtual scenario, supports digital collaboration concerned with e-learning process, digital teachers can work from anywhere and take control over their digital classrooms through online teaching platforms, these platforms enable e-teachers to create digital classrooms and allow them to store courses materials, assignments in online. Now a day the information and communication systems allow easy access of information in a convenient mode, information has been intertwined with every individuals life by advent of social media networks. New avenues of communication between digital teachers and e-learners have built by social medial networks. Online platforms become best teaching tools to teachers and students for their interaction, with the help of whatsapp an e-teacher can interact with from 3 to 256 of his/her students at a time, so the digital teaching platforms has begun to rewrite the history of pedagogical teaching approaches, these online teaching portals allow teachers and students to keep a records of the progress that took place during online classes.

BENEFITS OF ONLINE TEACHING

In order to become a good teacher in online platforms every teaching faculty should have vast knowledge about their teaching content and have an online content development, they must have good lesson plan before going to the classes, they should be able to synchronous their teaching skills with the online teaching tools. To render their best to the student community their assessment has to be formative and summative, every teacher should have good observation skills while handling online classes and their learning method must be in collaboration with the technical updates. Digital classes are more personalized when it compared it with traditional classroom environment. Online classes motivate students to take much control of their learning experience, e-learning is an asset as it streamlines student access to teachers, but the e-teachers should adjust their approach depending on the need of their student, an e-learning platform connects the teachers and student even after the school hours too, by this new technology the digital teacher has the freedom to experiment their teaching practice, ability, skills, knowledge etc., and they can change it if any of these factor does not work, online formats are available 24X7 by which a teacher can create their materials according to their schedule whenever they want they want to do it.

Online platforms generate much more opportunity to student to interact with their tutors by which students are forced to interact with their teachers in order clarify their doubts and it reinforces teaching essentials, the impact of COVID-19 has darken the teaching community as well as the student too but online teaching platforms opened a new possibilities for assessment. Above all it integrates teachers and campus resources with the students in an ample manner. Finally virtual classroom supports educators to improve the factors like creativity, community building, observation, self – reflection, etc.

BARRIERS TO DIGITAL TEACHERS

Communication skills and teaching style is a key in both physical and online classroom teaching, an e-teacher with effective communication can eliminate the obstacles like confusion, streamlines, collaboration also he/she can boost the morale to their students, above all when we discuss about online teaching the major barrier comes from technical related issues, technical glitch during the online classes may collapse the entire communication process, hence the infrastructure should be strong enough to provide unhindered service throughout the online classes to e-teachers and e-learners, a digital tutor should have the skill to spot out the passive student without getting interrupted, annoyed the digital teacher should identity them and the motive innately to align their learning by keeping boredom in online, if the student get bored towards a class, if so mean they immediately they would check out and then the digital teachers' emotion will be provoked, then the e-teacher will be under pressure and emotionally upset, hence there is no secret recipe to make their teaching, whereas the best way to prevent this boredom is, every teacher must know their e-learners and recognize them, so that the barriers relating to online teaching can be driven away.

REVIEW OF LITERATURE

Shivangi Dhawan (2020), In his observations he has enlighten the orthodox and traditional academic institution's struggles to cope with the crisis like pandemic and natural disasters, she came out with suitable suggestions to tackle the challenges associated with online learning and she pinpointed help of technology to overcome the barriers in difficult times.

Johannes Konig et.al (2020), in their research paper they observed that teachers were confronted to adapt themselves to online teaching due to pandemic situation and then they examined the core teaching challenges, teachers' competency apart from that they analyzed the teachers adapting skills related to instruments of online teaching during the COCID-

19 period. They concluded that teachers' skills paly an inevitable role during the pandemic period in online teaching exposures and both in the development of educational institutions and students' community.

Elsie Sophia Janse Van Rensburg (2018), in her article relating to online teaching and learning has examined the demand and accessibility for online learning as well as the student's support and adjustment to online context. She analyzed two major themes in her articles the first one is related to the positive outcomes of online teaching and learning practices and the next one is about the challenges faced by the teachers and students in online teaching and learning context. She stated that positive online teaching practices creates a safe online platform, and it facilitate collaborative learning through active participation.

RESEARCH METHODOLOGY

In this study the researcher utilized simple random sampling method to collect the data from the prospective respondents and to evaluate the online teaching skills, online teaching styles of college teachers. Researcher has explained the teachers' teaching styles, communicative skills, and student handling tactics if their defiant and disruptive during class times etc., these factors has been focused a lot in this investigation. Primary and secondary data has been promptly gathered and they are systematically processed through proper research tools. Questionnaire has been forwarded via social media network to collect the required data from the respondents who are working in various colleges of Thanjavur city.

PROBLEM IDENTIFICATION

Identifying a research problem in a research area is a part of scientific method in all research process, to arrive ample solution the researcher as to identify the problem of their research. In this case the problem related to e-teaching and the need for emotional intelligence for digital teacher has been assessed, problems in connection with technical error, educational institution environment, respondents' skills regarding online class engagement their knowledge to manage technical gadgets and tools (PC, Laptops, Smartphones, webinars, Google meet, social networks) respondents teaching styles are taken into consideration to get proper conclusion. The researcher brought out the fact that teaching faculties has to face problem from two aspect, internal external, the internal aspect is connected with individual's knowledge in handling online classes, their emotional skills to face the problems created by the students during the e-learning classes, then their temperament in handling the issues related to technical issues like network problems, mechanical breakdowns in PC, Laptops and smartphones, whereas the next one external problem is created mostly by the educational institution in not providing good condition technical instruments to take online classes and not creating conducive academic environment are falls in this category. Hence every teachers who are going to handle online classes should take all of these elements into their consideration before the engaging the classes above all teachers has to bare in their mind that if any problem arises from the two aspects during the online or before going to e-teaching the must be emotionally well intelligent one to tackle the problems without becoming a scapegoat to these sort of issues, this factors are addressed by the researcher in his observation.

SCOPE OF THE STUDY

In these pandemic days e-teaching is regarded as the proliferation of smartphones and personal computers. The combined multifaceted instrumental delivery systems like audio, video, text messages, ppt presentations etc. become a boon to whole teaching and learning community. This research article has thrown light on the problems at faculties' level relating to internal and external aspects of the respondents' skills in managing technical instruments and e-teaching classroom issues, also the article brought out the facts on how they are proficient to handle the online classes has been focused in a novel approach by the researcher.

OBJECTIVES OF THE STUDY

1. To identify the respondents' skills related to digital teaching tools.
2. To examine the respondents' communications skills in online teaching.
3. To evaluate the respondents' intelligence in troubleshooting online classroom problems.
4. To analyses the online teaching styles of the respondents.

RESEARCH DESIGN

To examine the respondents' emotional intelligent in e-teaching the researcher has chosen the quantitative research to his framework, because the nature of the research article is theoretical and statistical to some extent. The researcher has adapted descriptive and experimental research design to present the gathered data and attempted to establish relationship between the cause and effect of the situation.

SAMPLING METHOD

All of the teaching faculties from educational institutions (only colleges) in Thanjavur City represent the population of this observation. Due to the impact of COVID-19 the researcher has chosen convenience sampling method and taken a group of people from the population those who are easy to contact and to reach.

SAMPLE SIZE

The researcher has taken a sample of 120 respondents to carry out his observations. Sample size always has impact on every research and it play an essential role in conclusion; to eradicate the bias in this investigation, minimized sample size has been chosen by the researcher, so that apt conclusion can be made.

HYPOTHESIS

1. There is no significant association between the Gender and online classroom troubleshooting skills of the respondents.
2. There is no significant association between the Age and online classroom communication skills of the respondents
3. There is no significant association between the Educational Qualification and teaching styles of the respondents.

4. There is no significant association between the Monthly income and digital tools utilizing capacity of the respondents.

Table: 1
Gender and online classroom troubleshooting skills of the respondents

Sex/Variables	CL	SP	UK	KS	Total
Male	15	17	27	19	78
Female	6	12	16	8	42
Total	21	29	43	27	120

Source: Primary Data

CL= Concise Lesson plan, SP= Sharp Preparation, UK= Updated Knowledge, KS= Knowledge Sharing

The association between Gender and online classroom troubleshooting skills of the respondents have been observed from the table, out of 120 respondents 21 respondents said that they have concise lesson plan, 29 respondents said they have sharp preparation, 43 respondents said that they updated their knowledge according to the academic requirements and developments and 27 respondents said that they have knowledge to trouble soot the online classroom, by applying chi-square test the association between the variable have been examined.

Table: 1(a) CHI SQUARE TEST

Calculated Value	Tabulated Value	df	5%
8.24	7.82	3	NS

Source: Compiled by the Researcher, NS = Not significant

Hypothesis

There is no significant association between the Gender and online classroom troubleshooting skills of the respondents.

Based on the observation the calculated **(Table 1a)** is higher than the tabulated value and the null hypothesis is rejected. Hence is proved that there is significant association between the gender and classroom troubleshooting skills of the respondents.

Table: 2
Age and Online classroom communication skills of the respondents

Age/ Communication Skills	AR	IL	CL	OT	Total
25-30	3	17	4	2	26
31-35	6	12	7	5	30
36-40	4	8	5	4	21
41-45	3	6	8	3	20
Above 45	2	9	3	9	23
Total	18	52	27	23	120

Source: Primary Data

AR=Animated Response, IL= Interactive Lesson, CL= Concise Language, OT= Others

It is observed from the table that 18 respondents utilize animated response for their communication during online classes, 52 respondents said that they use interactive lesson plan, 27 respondents opined that concise language has been used in their online classes and 23 respondents use other method in their communication during the online classes and ANOVA test has been used by the researcher to test the association between the age and online classroom communication skills.

Table: 2(a) ANOVA: One way Classification

Source of Variation	Sum of Square	df	Mean Square	F	5% Level
Between Samples	137.2	3	47.33	5.93	
Within Samples	128.8	16	8.05		
Total	266	19			

Source: Compiled by the Researcher

Hypothesis

There is no significant association between the Age and online classroom communication skills of the respondents

The table value of F for V_1=3 and V_2 = 16 at 5% Level of significance is ~~1.64~~. The calculated value of F (5.93) is higher than the table value, so the hypothesis is rejected; hence there is significant association between the age of the respondents and their online classroom communication skills.

Table: 3
Educational Qualification and Teaching styles of the respondents

EQ/ Teaching Styles	FS	HS	AS	DS	Total
PG With SET/NET	18	7	4	7	36
M.Phil.	15	11	9	5	40
Ph.D.	21	9	8	6	44
Total	54	27	21	18	120

Source: Primary Data
EQ= Educational Qualification, FS= Facilitator Style, HS= Hybrid Style, AS= Authoritative Style, DS= Delegatory Style

Based on the observation 54 respondents follow facilitator style, 27 respondent's hybrid style, 21 respondents utilize authoritative style and only 18 respondents make use of delegatory style in their online classes, the significance association between educational qualification and teaching styles of the respondents has been investigated by the researcher by applying chi-square test.

Table: 3(a) CHI SQUARE TEST

Calculated Value	Tabulated Value	df	5%
18.32	12.59	6	NS

Source: Compiled by the Researcher, NS = Not significant

Hypothesis
There is no significant association between the Educational Qualification and teaching styles of the respondents.
Based on the observation the calculated **(Table 3a)** is higher than the tabulated value and the null hypothesis is rejected. Hence is proved that there is significant association between the educational qualification and teaching styles of the respondents.

Table: 4
Monthly Income and digital tools utilizing capacity of the respondents

Monthly income/ Utilizing Capacity	S	Q	SS	GC	Total
Below 10000	6	8	4	3	21
10001-20000	12	16	8	7	43
20001-30000	4	6	7	2	19
30001-40000	3	4	5	3	15
Above 40000	4	7	8	3	22
Total	29	41	32	18	120

Source: Primary Data
S=Scorative, Q= Quizlet, S= Seasaw, GC= Google Classroom

The observation revealed that 29 respondents utilize Scoractive as their digital tool, 42 respondents use Quizlettool, 32 respondents use Seasaw tool in online class remaining 18 respondents use Google classroom tool to teach the students during their online classroom, by applying ANOVA test the researcher had examined the association between the two variables monthly income and digital tools utilizing capacity.

Table: 4(a) ANOVA: One way Classification

Source of Variation	Sum of Square	df	Mean Square	F	5% Level
Between Samples	54	3	18	1.73	
Within Samples	166	16	10.38		
Total	220	19			

Source: Compiled by the Researcher

Hypothesis
There is no significant association between the Monthly income and digital tools utilizing capacity of the respondents.
The table value of F for V_1=3 and V_2 = 16 at 5% Level of significance is ~~1.64~~. The calculated value of F (1.73) is higher than the table value, so the hypothesis is rejected; hence there is significant association between the monthly income of the respondents and their digital tools utilizing capacity of the respondents.

FINDINGS

1. Out of 120 respondents 78% of the respondents are male and 42% of the respondents are female.
2. The major portion of the respondents (30%) is in the age group of 31 – 35.
3. Hands-on subjects like surgery, engineering labs, or public speaking are difficult to teach effectively online.
4. It has Flexibility and convenience regarding time and location and these are the key benefits for both students and teachers.
5. Students can revisit and review the course materials, such as recorded lectures, as and they need it.
6. Success of the online teaching often relies on students' skills like self-motivation, self-discipline, and time management.

7. Technical problems such as internet connectivity, lack of devices, online platform issues are the major obstacles for both students and e-teachers.
8. Social isolation and the lack of face-to-face interaction can generate negative impact on students' mental health.
9. Transferring from traditional, face-to-face instructional methods to online teaching is often ineffective to many institutions and digital teachers.

Suggestions

1. Most of the faculties and students are initially unprepared for the rapid shift to online learning and they lack in necessary technical skills.
2. Both students and instructors must be trained and equipped well to, face the technical problems particularly in resource-limited areas.
3. Students may feel social isolation in online classes and e-teachers should have the skills to motivate students to get rid of this isolation.
4. Digital teachers should emotionally be intelligent to handle the isolated students in online classes.
5. Students must concentrate well during the class timing because they may face various distractions at home.
6. Teaching methods should be effective clear explanations, scaffolding, and prompt feedback play significant role than the mode of delivery.
7. Digital teachers must frame their own and specific design and planning which are required for Online courses.
8. E-teachers should provide comprehensive training and support to their students. And they also design properly for engagement and interaction with the participants.
9. E-teachers should have the emotional capability to balance the bridge the gap between technical issued and isolated students.
10. There is a need for optimized course structure with clear and consistent layouts; explicit learning outcomes are the main factors which reduce student cognitive load and confusion.
11. Digital teachers must have strong command over multimedia resources to utilize it effectively; and they ensure visual information is integrated with audio explanations to avoid in attentiveness.
12. Proper feedback and communication system has to be maintained to address the students' grievances.
13. Educational institutions and digital teachers must ensure accessibility and equity.
14. Balanced flexibility with good structure, mainly the blend of synchronous especially live video sessions and asynchronous like recorded lectures, discussion boards has to be learning to provide in improved conditions.

CONCLUSION

The rapid growth of the need for online class trend has changed and taken the orthodox teaching environment into cyberspace. This tremendous progress of new media of digital platforms has given a wakeup call not only to e-teachers even to computer scientists, psychologist, pharmacist etc., this investigation has bought out the need for emotional intelligence to digital teachers in connection with e-platforms in a new normal era considering the theories of traditional teaching approaches. The e-teachers may have two strategic priorities; firstly they plan to provide steps for the development of the digital education which may create best academic educational environment by improving the infrastructure of the institutions, secondly digital teachers and instructors, may content with the factors like skills, tools, technics etc., but they also develop their digital skills and competencies to cope with the present era.

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