



## A STUDY OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS OF TEACHER EDUCATORS

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### ABSTRACT

Teaching is a complex process that involves teachers, pupils and subject matter in dynamic interaction. In order to perform this role effectively a teacher must be intelligent in using his emotion and satisfied with the profession. Since teacher's personality, behaviour, interest, communication skills, attitude and emotion effect the students behavioural pattern, a teacher should understand his own emotions and attributes of pupils in the teaching learning process. In this paper an attempt has been made to study about the level of Emotional Intelligence of the 70 selected teacher educators and the relationship between emotional intelligence and teacher effectiveness. Data were collected using 'Teacher Effectiveness Scale' and 'Emotional Intelligence Scale' and analysed using t' test. From the findings, it has been concluded that, there exists significant relationship between emotional intelligence and teacher effectiveness of the teacher educators.

**KEYWORDS** : Emotional Intelligence, Teacher Effectiveness, Teacher Educators.

**Introduction** – Humayun Kabir once rightly said 'Without good teachers even the best of system is bound to fail, with good teachers, even the defects of a system can be largely overcome'. Only the effective teachers can materialize policies and plans of education in the classroom at the grassroots level. In order to perform his/her role effectively, a teacher should be intelligent in emotion and satisfied in life as well as in profession. Since teacher's personality, behaviour, interest, communication skills, attitude and emotions effect the student's behavioural pattern, a teacher should understand his own emotions and attributes of pupils in the teaching learning process. Research related to teacher effectiveness in the 1980s had focused on measuring learning outcomes, and much attention was given to instruction and its effect on students learning. The current focus of researchers, practitioners with regard to teacher effectiveness is on the development of professional competencies, and on the most effective ways of achieving higher levels of commitment and motivation for best performance on the part of teachers. Wangod (1989) observed that a high degree of intelligence and emotional control have significant impact on teacher effectiveness. Shah (1991) concluded that the variables like locality, types of institution, level of educational qualification and teaching experience are some of the determinants of teacher effectiveness. Though in our society, importance is given on intelligence, studies show that a persons 'emotional quotient, is as important if not more than one's 'intelligent quotient'.

The term 'emotional intelligence' appears to have originated with Charles Darwin in 1872, who theorized about a broader emotional intelligence necessary for human survival and adaptation. In modern times, the term 'emotional intelligence' was popularised by Daniel Goleman. According to Goleman, 'emotional intelligence' refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and in our relationship'. Studies have shown that emotional intelligence drives professional success in human organizations and workplaces. From the empirical assertions, the importance of emotional intelligence on teaching profession cannot be over emphasized.

Teacher effectiveness means 'teachers ability to teach effectively in the classroom'. Academics, psychologists and researchers like Behera (2004), Amritha and Khadhiravan (2006) and few studied about teacher effectiveness in relation to emotional intelligence and other personality attributes. However, a gap has been felt to study teacher effectiveness and emotional intelligence among the teacher educator who build the shape of the future teachers. Therefore, the present study was conducted on selected teachers educators of Kamrup District of Assam and the key objective of the present study is to examine the relationship between teacher effectiveness and emotional intelligence of the teacher educators. The problem of the study has been stated as follows –

**Statement of the Problem** – "A Study of the Relationship between Emotional Intelligence and Teacher Effectiveness of Teacher Educators"

**Need and Significance of the Study** – The findings of the study will be useful for the teachers to compete emotionally in different situations and can achieve the teaching learning goal as they desired. Besides, it will contribute in development of teaching strategies for developing emotional intelligence contributing significantly in curriculum development, preparing instructional material for teacher education programme, especially at the secondary stage of education and training.

**Objectives of the Study** – The objectives of the study are as follows –

1. To study the level of emotional intelligence of the teacher educators.
2. To study the level of teacher effectiveness of the teacher educators.
3. To know the differences in emotional intelligence of the teacher educators in relation to sex, academic background, Area of the habitation.
4. To know the difference in level of teacher effectiveness of the teacher educators in relation to sex, academic background, Area of the habitation.
5. To examine the relationship between emotional intelligence and teacher effectiveness of the teacher educators.

**Hypotheses of the Study** – Following hypotheses were formulated to realize the objectives of the study –

- There exist no significant difference in the level of emotional intelligence of the teacher educators as per the sex, academic background, Area of the habitation.
- There exist no significant difference in the level of teacher effectiveness of the teacher educators as per the sex, academic background, Area of the habitation.
- There exists no significant relationship between emotional intelligence and teacher effectiveness of the teacher educators.

**Delimitation of the Study** – The findings of the Study is limited to selected teacher educators of the Kamrup District of Assam who have been serving at the teacher training colleges.

**Review of Related Literature** – In the field of study related to emotional intelligence and teacher effectiveness, mention can be made of the studies conducted by D. N. Das. And N. P. Behera (2003) who found positive impact of emotional intelligence on teacher effectiveness. Joseph C and Joseph Tony (2004) observed influence of non cognitive intelligence on teacher effectiveness. Padhi. K. S. And Verma. J (2011) also found positive relationship between

emotional intelligence and teacher effectiveness. It can however be mentioned that no such kind of study have been reviewed on teacher educators especially in context of Assam.

**Methodology** – Descriptive Survey method have been used in the study considering the nature of the study.

**Sample of the Study** – Sample of the Study consists of 70 teacher educators selected purposively from seven teacher training colleges of Kamrup district of Assam.

**Variables of the Study** – In the study, emotional intelligence is considered as independent and teacher effectiveness as dependent variable of the study. Other demographic variables are - sex, academic background, Area of the habitation.

**Tools of the Study -**

- Emotional Intelligence Scale developed and Standardized by Dhar, Hyde and Pethe (2002), consists of 34 items on a five point scale that measured ten factors of emotional intelligence.
- Teacher effectiveness Scale developed and standardized by Kumar and Mutha (1974), consists of 69 items in five point likert scale.
- Personal Data Sheet.

**Statistical Technique Used** – For analysis of the collected data, Mean, S. D. And t’ test for testing the difference in mean score and Pearson coefficient of correlation were used for testing the significance of relationship.

**Analysis and Interpretation of Data** – The data collected were analyzed and presented in the table 1

**Table -1:** Significant differences between Emotional Intelligence and Teacher Effectiveness of Teacher Educators as per their sex, academic background, Area of the habitation and Management of the Institution. N=70

Variables	Categories	N	Mean	S. D.	t’	Remark
Emotional Intelligence	Male	30	142.80	12.27	0.25	NS
	Female	40	144.62	13.76		
	Science	27	144.20	13.46	0.48	NS
	Arts	43	142.62	12.98		
	Rural	24	145.59	13.13	1.36	NS
	Urban	46	141.23	12.10		
	Total	70	143.41	13.22		
Teacher Effectiveness	Male	30	295.72	25.30	1.20	NS
	Female	40	292.96	22.80		
	Science	27	298.74	23.19	0.93	NS
	Arts	43	293.14	25.61		
	Rural	24	299.41	25.20	1.00	NS
	Urban	46	293.27	22.89		
	Total	70	296.34	24.52		

From the table 1, it has been observed that the mean EI score of the teacher educators is 143.41 with Standard deviation 13.22. The mean EI value of Female teacher educator (144.62) with SD 13.76 is observed to be higher than the male (142.80) with SD 12.27 though the difference is not statistically significant. Similarly, the mean EI score of science background teacher educator (144.20) with SD 13.46 has been observed to be higher than the arts background (142.62). The EI of the Rural teacher educator (145.59) with SD 13.13 is higher than that of urban teacher educator (141.23) with SD 12.12. However, it is appreciable that the differences in the mean scores of EI of all categories observed to be not statistically significant. So, the null hypotheses of no difference in EI’ have been accepted.

As per teacher Effectiveness is concerned, the mean teacher effectiveness has been found 296.34 with SD 24.52 . Table 1 shows that there is no significant difference observed between male and

female, Science and arts background, Rural and Urban habitant teacher educators in their teacher effectiveness score, though the mean scores of teacher effectiveness observed to be higher for male, science background and rural teacher educators observed to be higher.

**Table -2 :** Coefficient of Correlation between Emotional Intelligence and Teacher Effectiveness of Teacher Educators –N= 70

Variables	N	r value	Level of Significance
Emotional Intelligence & Teacher Effectiveness	70	.34	**

Significant at .01 level.

From the Table 2, it has been observed that the correlation between emotional intelligence and teacher effectiveness is positive and the calculated r’ value =.34 is significant at .01 level of significance.

**Major Findings of the Study** – From the analysis of data following major findings can be observed.

- The level of emotional intelligence and teacher effectiveness of the teacher educator found to be above average and there exist no significant differences among the male female, science arts background, rural urban teacher educators, which is a positive indication.
- Emotional intelligence has significant impact on teacher effectiveness of the teacher educator.

**Educational Implication and Suggestion –**

From the study, following implications are suggested –

- As emotional intelligence of the teacher educator have impact on teacher effectiveness, emotional intelligence skills are to be nurtured.
- Teacher educators should use EI skill in teaching in the classroom for enhancing EI competence of the teacher trainees too.
- Teacher educators should be trained in EI skill and basic facilities should be provided for the same.

**Conclusion** –Emotional intelligence is considered as new yardstick to measure one’s success in organization and life as well. The relevance of other soft skills related to emotional intelligence is growing day by day in the context of stress management, mental health, human values, and peace process and in International understanding. Jonathon Cohen, Maurice Elias, Eileen Rockefeller and Gerald while working through CASEL programme have stressed upon the need of a collaborative, socially cognizant in learning environment that ensure the development of cognitive and affective domain in students. The findings of the study will be contributory in curriculum development, particularly in teacher education programme.

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