



EMOTIONAL INTELLIGENCE IN RELATION TO TEACHER EFFECTIVENESS

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ABSTRACT

Emotional intelligence influences an individual's job performance in terms of organizational commitment and job satisfaction. In the present study, it is measured the correlation between emotional intelligence and teacher effectiveness. The sample of the study were collected from the two hundred school teachers of Dumkal Block of Murshidabad, by using two standardized tools. After conducting the study, it is found that, emotional intelligence and teacher effectiveness are positively correlated. In this study in regard of emotional intelligence and teacher effectiveness gender differences not found. Trained and experienced teachers possessed relatively more emotional intelligence and teacher effectiveness from their counterpart.

KEYWORDS : Emotional intelligence, Teacher effectiveness, Training, Experience.

INTRODUCTION

Every persons can become more productive and successful by increasing their emotional quotient. According to Salovey and Mayer (1990), emotional intelligence is the ability to control own emotion and the emotion of other persons. Teachers are successful who can express, utilize and manage the emotions of self and students. These emotions can be seen in his thinking, judgement and in creative task. Emotional intelligence acts as protector for social damage, marriage life, family, job, teaching, academic achievement (Goleman, 1998).

Emotional intelligence is the product of one's heredity and its interaction with his environmental forces. Emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering them. Daniel Goleman (1995). The most accepted and scientific explanation of the term E.I. is found in the definition given by John D. Mayer and Peter Salovey (1995). Emotional intelligence may be defined as the capacity to reason with emotion in four areas : to perceive emotion, to integrate it in thought, to understand it and to manage it. Different emotions produce different types of response and have different outcomes, for example, anger generates a pulse of energy strong enough for vigorous action, and love generates a general state of calm and contentment.

The term teacher effectiveness is used broadly, to mean the collection of characteristics, competencies, and behaviors of teachers' at all educational levels that enable students to reach desired outcome (Hunt, 2009). Effectiveness of every teacher is the life of every educational institution (Rao & Kumar, 2004). The work of effective teachers reverberates far outside of school walls. Their students develop a love of learning and a belief in themselves that they carry with them throughout their lives. It must be recognized also that "the quality of a teacher can make the difference of a full year's growth in learning for a student in a single year (Hunt, 2009). Considering the above discussions it can be said that teacher effectiveness ensures the quality education. Since for quality education effective teachers are a must, evaluating teachers to help them be effective is necessary.

Emotional Intelligence, the non cognitive variable increases the Teaching Efficiency of a teacher which enrich the quality education. The positive relationship between these two variables establishes the quality dimension of education. We need efficient teachers to provide and assure quality education in the educational field. A teacher has a major role in assurance; provide the quality education and the educational development. He has the greatest responsibility in his shoulders in building the nation. An effective teacher may be understood as one who helps in development of basic skills, understanding, proper habits, desirable attitudes, value judgment and adequate personal adjustment of students. Effective teachers also led to best academic performance and optimal all

round development of the students.

The teacher can be the most powerful force in modeling an emotionally intelligent behavior and teaching how to control anger, resolve conflicts and motivate students. In an era of tremendous work-load and severe competition, a teacher needs to profess and act in an emotionally intelligent manner. So that students in turn can imbibe these positive characteristics and can turn out to be productive and dutiful citizens of the nation. Along with the design and execution of an intelligent curriculum, its effective implementation requires an emotionally intelligent teacher who can sense the slightest changes in classroom and make the teaching strategies accordingly.

An emotionally intelligent teacher is the heart and soul of a successful educational programmed.

A good teacher needs an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement and the motivation to learner. According to neuroscience, the neural connection between the thinking and emotional centers of the brain can either enhance or inhibit a person's ability to learn. (Davidson, 2000; Addlphs, 2003; Cacioppo & Bremston, 2009). Studies have also shown that, emotions can activate and stimulate the brain for better recall (Cahill, Prins, Weber, & Mc Gaugh, 1994; Dalglish, 2004) and are crucial to sensory development because they facilitate the storage and call of information (Rosenfield, 1988). Stress and threat cause the brain downshift; this reduces the opportunity for neuron growth and causes learning to be inhibited (Ornstein & Sobel, 1987). Therefore teachers must understand the emotions of the students & act accordingly. This helps in creating a positive learning environment and motivating students for better performance because how a person learns is as important as what he learns. Emotions are personal and subjective. Experiences caused by the complex interplay between physiological, cognitive and situational variables. In other words, emotions are mechanisms of carrying information about motivational systems as they have immense power to alter perception, memory, and thought processes of an individual to achieve specific goals (Goleman, 1996). From the earlier research it is evident that a positive relationship between Emotional Intelligence and Teacher Effectiveness confirms the quality dimension of education.

To meet the existing competitive world, the students should not only be academically vibrant, but also be skilled and intellectually enlightened. This can be achieved only through the effectiveness of teacher. Teacher effectiveness in all aspects is very essential to meet the growing demands of learning community. It is very essential that the prospective teachers should be versatile in their interpersonal relations, classroom management techniques, proficiency in their content and use audio-visual aids. For making the learning

environment more conducive. The teachers should have professional development to create satisfactory factors influencing the quality of education. The working condition of teachers should be favorable resulting in increased professional development of the teachers. Thus in order to identify and develop such characteristics in our teachers we need to measure the emotional intelligence of a teacher in relation to teacher effectiveness. So, it is a very sincere efforts for the investigator to conduct the study on, Emotional intelligence in relation to teacher effectiveness.

Objectives of the Study:

- i. To find out the relationship between emotional intelligence and teacher effectiveness of secondary school teachers.
- ii. To find out the differences in emotional intelligence and teacher effectiveness of secondary school teachers due to gender, training and teaching experiences variations.

Hypotheses of the Study:

Based on the above objectives the following null hypotheses are formulated for statistical investigation:

Ho1: The emotional intelligence of secondary school teachers and teacher effectiveness of secondary school teachers are not significantly correlated.

Ho2: There does not exist any significant differences in emotional intelligence of secondary school teachers due to gender, training and teaching experiences variations.

Ho3: There does not exist any significant differences in teacher effectiveness of secondary school teachers due to gender, training and teaching experiences variations.

Methodology:

For the present study an ex-post-facto design have been used to conduct the study. The two standardized tools have been used, ie, i) Teachers' Emotional Intelligence Inventory, by Mangal; ii) Teacher effectiveness scale (TE), by Kulsum. All the tools used in the study have been standardized on the Indian Population. By using simple random sampling method two hundred school teachers participated in the present study. For this study, the sample were 200 secondary school teachers. Latter on male teachers, female teachers, trained and untrained, experiences and inexperience's teachers were found out. For data analysis mean, variance were calculated. Graphical representation is also given. To find out the relationship between the variables product moment co-efficient correlation r is computed. And for mean differences between two contrast groups 't-ratio' is computed. For teaching experiences the whole sample is divided into 6-groups. One way ANOVA is done to find out significant differences of emotional intelligence and teacher effectiveness between the groups.

Analysis and Interpretation of the Results

One of the objective of the study was, to find out the relationship between emotional intelligence and teacher effectiveness of secondary school teachers. On this objectives, it was hypothesized that, There does not exist any significant relationship between emotional intelligence of secondary school teachers.

For statistical verification Pearson Product Moment Correlation in between emotional intelligence and teacher effectiveness of secondary school teachers have been used. And it is found that calculated r is 0.87, which is higher than r -critical = 0.24 at df 118, at 0.01 level of significance. Therefore, the null hypothesis is rejected and it was concluded that there is a highly significant co-relation between emotional intelligence & teacher effectiveness of secondary school teachers.

For differential analysis of emotional intelligence t - test for emotional intelligence score of Secondary school teachers due to gender, training variations conducted. For that it had been

hypothesized that, there does not exist any significant differences in emotional intelligence of secondary school teachers due to gender, training variations.

From the calculation of t it had been found that t -calculated is 0.11, which is less than t -critical ie, 1.64. Therefore, the null hypothesis is accepted and it was concluded that there is no significant difference in emotional intelligence of secondary school teachers due to gender variation.

On the training variation when t is calculated it had been found that calculated t is =5.37, which is higher than t -critical ie, 1.64. Therefore, the null hypothesis is rejected and it was concluded that there is a significant difference in Emotional Intelligence of secondary school teachers due to training variation. So, here it is proved that for development of emotional intelligence training count much.

One of the objective of the study is, to find out the differences in emotional intelligence of secondary school teachers due to teaching experiences variation. On this objectives, it was hypothesized that, there does not exist any significant differences in emotional intelligence of secondary school teachers due to teaching experiences variation.

Emotional intelligence scores of secondary school teachers with respect to teaching experience variation have been found out through one way ANOVA measures.

It is found that calculated F is 46.94, which is much higher than F -critical ie, 2.29. Therefore, the null hypothesis is rejected and the researcher concluded that there is a very significant difference in the Emotional Intelligence of secondary school teachers due to teaching experience variation. Here it is also proved that for the development of emotional intelligence teaching experiences count much.

One of the objective of the study is, to find out the differences in teacher effectiveness of secondary school teachers due to gender, training and teaching experiences variations. On this objective, it was hypothesized that, There does not exist any significant differences of teacher effectiveness of secondary school teachers due to gender and training variation.

t -test Analysis of teacher effectiveness score of Secondary school teachers due to gender, training variation calculated.

It is found that calculated t is 0.73, which is less than t -critical ie, 1.64. Therefore, the null hypothesis is accepted and it was concluded that there is no significant difference in teacher effectiveness of secondary school teachers due to gender variation.

On training variation of teacher effectiveness t is also calculated and found that calculated t is 7.70, which is much higher than t -critical ie, 1.64. Therefore, the null hypothesis is rejected and it is concluded that there is a significant difference in teacher effectiveness of secondary school teachers due to training variation.

One of the objective of the study is teacher effectiveness of secondary school teachers due to teaching experiences variation. On this objective, it was hypothesized that, There does not exist any significant differences of teacher effectiveness of secondary school teachers due to teaching experiences variation.

Teacher Effectiveness scores of secondary school teachers due to teaching experience variation through ANOVA Single factor have been calculated.

It is found that calculated F is 54.28, which is much higher than F -critical ie, 2.29. Therefore, the null hypothesis is rejected and it is concluded that there is a very significant difference in the teacher effectiveness of secondary school teachers due to teaching experiences variation.

Findings:

- i. Emotional intelligence and teacher effectiveness of secondary school teachers are positively correlated and highly significant.
- ii. No significant differences in emotional intelligence and teacher effectiveness of secondary school teachers due to gender variation.
- iii. Significant differences in emotional intelligence and teacher effectiveness of secondary school teachers due to training and teaching experiences variations have been found.

Educational Implications:

Emotional intelligence training should be made a Part of Teacher Training:

Negative emotions like anger, frustration, irritability etc.... should be controlled which will help the teacher to remain calm in the classroom situations.

An optimistic teacher is able to identify students in distress, better understands their emotions, give them the required attention and refer them for further help if needed.

An emotionally intelligent teacher will be able to motivate the students to achieve high goals set for themselves.

Recommendations:

Encouraging the development of emotional Intelligence in teachers.

Encouraging the development of teaching effectiveness of school teachers.

Equipping the schools with all modern and information technology based materials.

Maintaining teacher's profile for better and systematic understanding of individual teacher.

Conclusion:

There are various means to assure and enrich the quality education. Among them Teacher efficacy and Emotional Intelligence are significant. Emotional Intelligence, the non-cognitive variable increases the Teaching Efficiency of a teacher which enrich the quality education. We need efficient teachers to provide and assurance quality education. In the present study it is revealed that a positive correlation between EI and teacher effectiveness. E.I. is the best predictor of Teacher Effectiveness.

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