



ORIGINAL RESEARCH PAPER

Education

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS OF PRE-SERVICE TEACHERS

KEY WORDS: Emotional Intelligence, Teacher Effectiveness, Pre-Service teachers

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ABSTRACT

This study examines the relationship between Emotional Intelligence and Teacher Effectiveness of Pre-service teachers who are studying second year D.El.Ed. The relationship among four dimensions of Emotional Intelligence (Self-Awareness, Self-Management, Social Awareness, and Relationship Management) and five dimensions of teacher effectiveness (Preparation of Teaching and Planning, Classroom Management, Knowledge of Subject Matter, Teacher Characteristics and Interpersonal Relations) was investigated. In the current study the investigator followed normative survey method. The present study consists of 342 pre-service teachers selected from one government, two government aided and thirteen self-financing institutes in the Cuddalore District of Tamil Nadu by adopting Purposive sampling technique. The instruments for data collection were Emotional Intelligence Assessment Scale (EIAS) - 2017 and Teacher Effectiveness Scale (TES) – 2017 which was constructed and validated by the investigator. The findings of the study indicated that there is a close relationship between Emotional Intelligence and Teacher Effectiveness. Further, Pre-service teachers with low level of Emotional Intelligence possess low level of Teacher Effectiveness and Pre-service teachers with high level of Emotional Intelligence possess high level of Teacher Effectiveness. The findings also showed that there is a positive correlation between all the factors of Emotional Intelligence and Teacher Effectiveness of Pre-service teachers.

INTRODUCTION

Teachers are the foremost pillar of the educational system. The academic success or failure of a learner largely depends on this factor of education. That's why Kothari Education Commission (1964-66) has very aptly remarked that "Of all the different factors which influence the quality of education and its contribution to nation development, the quality, competence and character of teachers are undoubtedly the most significant". The Preparation of Pre-Service Teachers academically and professionally is a vital responsibility of the nation through the respective teachers training institutions. The scenario of teacher training institutions is treated as a teacher production hub or centre. A large number of teachers are produced every year in the teacher training institutions and after that they go into teaching Profession in various schools. There creates a huge lacunae of teacher and student relationship. For every teacher to understand the emotional state of student is more important. To make it happen the teacher should have good Emotional Intelligence.

Emotional Intelligence

Emotional Intelligence plays a vital role in behavior of human beings to lead a well-balanced life in the society. In fact, emotional intelligence is a type of social intelligence that includes to control his/her own and others emotions; make a choice between them and the ability of using these emotions to set his/her life. Therefore this skill is really required to make the teachers performance very effective. This skill can make the teachers not only able to deal with their students but with their colleagues as well and can contribute in the social upliftment of the society.

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Emotional intelligence refers to the capacity for recognising our own feelings and those of others, for motivating ourselves and for motivating emotions well in ourselves and in our relationships. It is the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth. It is also defined as an array of non-cognitive capabilities competencies and skills that influence one's ability to succeed in coping with environmental demands and pressure. According to Goleman, emotional intelligence has five elements: self-awareness, self-regulation, motivation, empathy, and social skills.

Teacher Effectiveness

In Medley's terms, the possession of knowledge and skills falls

under the heading of 'teacher competence' and the use of knowledge and skills in the classroom is referred to as 'teacher performance', Teacher competence and teacher performance with the accomplishment of teacher goals, is the 'teacher effectiveness'.

Review of Related Literature

Vishalakshi, K.K. (2013) analyzed the "Teacher Effectiveness, Emotional Intelligence and Self-esteem of secondary school teachers". The findings revealed that (i) Male and Female Secondary School Teachers of different Age groups, Qualifications and Teaching Experience do not differ in their level of Teacher Effectiveness. (ii) There is significant difference between Male and Female Secondary School Teachers in Emotional Intelligence and Self Esteem. (iii) Teachers of different age group and teaching experience differ in Emotional Intelligence, not in Self-Esteem whereas Teachers of different qualifications did not differ both in Emotional Intelligence and Self-Esteem.

Suvarna.,V.D (2015) made a study on Teacher Effectiveness in relation to Emotional Intelligence and Personality Type of Secondary School Science Teachers. The major findings of the study reveals that majority of Science Teachers of Secondary School showed medium level of Teacher Effectiveness and Emotional Intelligence and more than 56% of Science teachers of Secondary School were Ambivert.

Jyoti Bhagat (2016) conducted a research on "A Study of Impact of Emotional Intelligence on Teacher Effectiveness, Mental Health and Job Stress of Secondary School Teachers". The major findings of the study reveal that there was significant mean difference in teacher effectiveness of secondary school teachers belonging to high and low level of emotional intelligence. Significant mean difference in job stress was found among secondary school teachers in relation to emotional intelligence, gender and teaching experience.

METHODOLOGY

Sample

The pre-service teachers studying at various teacher training institutions were selected as the sample of the study. The present study consists of 342 pre-service teachers selected from one government, two government aided and thirteen self-financing institutes in the Cuddalore District of Tamil Nadu by adopting Purposive sampling technique.

Tools

The following tools were used in this study:

1. Emotional Intelligence Assessment Scale (EIAS) – Constructed and Standardized by the investigator (2017).
2. Teacher Effectiveness Scale (TES) – Constructed and Standardized by the investigator (2017).

Emotional Intelligence Assessment Scale (EIAS) and Teacher Effectiveness Scale (TES)

The Emotional Intelligence Assessment Scale by Anukool Hyde, Sanjyot Pathe and Upinder Dhar (2002), Emotional Quotient Inventory Developed By BarOn (1997), Ajawani et al. (2002) Thomas Alexander (2004), Annaraja and Perumalil Thomas Varghese (2000) have been considered for the development of Emotional Intelligence Scale of the present study. The investigator developed a new tool for measuring the emotional intelligence of Pre-service teachers. The four dimensions taken were Self-awareness, Self-management, Social awareness and relationship management. It was designed as a Likert type five point rating scale. Each statement is to be rated by the respondent as Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree.

The Teacher effectiveness scale by Pramod kumar and Mutha (1974), Sujata Mishra (1991) and Umme Kulsum (2000) have been considered for the development of Teacher Effectiveness Scale .The scale has 60 items covering all the five areas namely- preparation and planning, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relationship. Effectiveness is perceived in terms of rank of ladder i.e. most effective teachers can be placed at the tenth rank while the least effective can be placed at zero level. Each teacher has to read a particular question and mark the number 0-10 according to the level which he thinks he has attained till today and he aspires to attain in the next three years. Thus, each item elicits two responses: (i) step number on now (ii) step number aspiring to attain in the next three years.

Data collection

The research instruments to measure emotional intelligence and teacher effectiveness of pre-service teachers were administered to a sample of 342 Pre-service teachers in Cuddalore district of Tamil Nadu by Purposive sampling technique, after getting prior permission from the respective Principals of the teacher training institutions. The instruction regarding the methods of answering was clearly given in the tools. The investigator met the subjects in person. The subjects were requested and persuaded to go through the instruction and statements carefully and indicate their responses in the tools.

Descriptive statistics of the Pre-service teachers

The descriptive statistics of the Pre-service teachers according to the demographic variables shown in Table 1 and 2

Table – 3: t- test for significant difference between Factors of Emotional Intelligence and Teacher Effectiveness of Pre-service Teachers

| Variables | | Emotional Intelligence | | | | Teacher Effectiveness | | | |
|--------------------|---------------|------------------------|-------|---------|----------|-----------------------|-------|---------|---------|
| | | Mean | SD | t value | P value | Mean | SD | t value | P value |
| Gender | Male | 194.29 | 63.86 | 3.887 | <0.001** | 375.77 | 67.97 | 3.047 | 0.002** |
| | Female | 229.94 | 49.84 | | | 409.98 | 62.35 | | |
| Age Group in years | Below 20 | 234.45 | 42.67 | 3.383 | 0.001** | 412.40 | 57.67 | 2.000 | 0.046* |
| | Above 20 | 215.34 | 61.76 | | | 398.53 | 70.40 | | |
| Marital Status | Married | 210.27 | 61.71 | 2.518 | 0.012* | 389.89 | 71.45 | 2.142 | 0.033* |
| | Unmarried | 229.43 | 49.98 | | | 409.73 | 61.68 | | |
| Qualifi-- cation | HSC | 224.03 | 53.18 | 3.078 | 0.002** | 404.16 | 63.21 | 2.591 | 0.010** |
| | UG Degree | 259.18 | 22.88 | | | 440.23 | 62.58 | | |
| Group Studied | Arts | 213.43 | 57.70 | 3.031 | 0.003** | 395.63 | 67.28 | 2.092 | 0.037* |
| | Science | 231.91 | 49.09 | | | 411.22 | 61.61 | | |
| Place | Rural | 222.24 | 54.32 | 3.547 | <0.001** | 404.42 | 64.92 | 1.467 | 0.143 |
| | Urban | 250.49 | 30.13 | | | 418.82 | 54.75 | | |
| Languages known | Tamil | 219.55 | 53.79 | 4.000 | <0.001** | 401.04 | 64.05 | 2.628 | 0.009** |
| | Tamil&English | 244.60 | 43.98 | | | 421.27 | 60.63 | | |

Note : 1. ** denotes significant at 1% level
 2. * denotes significant at 5% level

Table - 1

| Sl. No. | Variables | | Frequency | Percentage |
|---------|---------------------------|-----------------------------|-----------|------------|
| 1 | Gender | Male | 35 | 10.2 |
| | | Female | 307 | 89.8 |
| 2 | Age | Below 20 years | 196 | 57.3 |
| | | Above 20 years | 146 | 42.7 |
| 3 | Marital Status | Married | 56 | 16.4 |
| | | Unmarried | 286 | 83.6 |
| 4 | Educational Qualification | Higher Secondary Level | 320 | 93.6 |
| | | Under Graduate Degree Level | 22 | 6.4 |
| 5 | Group Studied in XII std | Arts | 104 | 30.4 |
| | | Science | 238 | 69.6 |
| 6 | Place of Residence | Rural | 293 | 85.7 |
| | | Urban | 49 | 14.3 |
| 7 | Languages Known | Tamil | 250 | 73.1 |
| | | Tamil & English | 92 | 26.9 |
| 8 | Type of Institution | Government | 32 | 9.4 |
| | | Aided | 34 | 9.9 |
| | | Self-financing | 276 | 80.7 |

Table -2: Mean and SD of Pre-service Teachers' Emotional Intelligence, Teacher Effectiveness and their Factors

| Emotional Intelligence and Teacher Effectiveness | Mean | SD |
|--|---------------|--------------|
| Self-Awareness | 66.23 | 15.94 |
| Self-Management | 72.25 | 18.99 |
| Social Awareness | 26.04 | 7.92 |
| Relationship Management | 61.77 | 13.63 |
| Overall Emotional Intelligence | 226.29 | 52.47 |
| Preparation of Teaching and Planning | 75.12 | 12.75 |
| Classroom Management | 94.99 | 16.00 |
| Knowledge of Subject Matter | 46.03 | 8.36 |
| Teacher Characteristics | 115.01 | 19.12 |
| Interpersonal Relations | 75.33 | 12.87 |
| Overall Teacher Effectiveness | 406.48 | 63.69 |

The Table 2 reveals that the Emotional Intelligence of Pre-service teachers with respect to Self-Management (M=72.25) is more followed by Self-Awareness (M=66.23), Relationship Management (M=61.77) and Social Awareness (M=26.04). Further in Teacher Effectiveness Scale, Teacher Characteristics (M=115.01) is more followed by Classroom Management (M=94.99), Interpersonal Relations (M=75.33), Preparation of Teaching and Planning (M=75.12) and Knowledge of Subject Matter (M=46.03)

Table – 4: Chi-square test for association between Level of Emotional Intelligence and Teacher Effectiveness of Pre-service teachers

| Level of Emotional Intelligence | Level of Teacher Effectiveness | | | Total | Chi-square value | P value |
|---------------------------------|--------------------------------|----------------------------|---------------------------|-----------------------------|------------------|-----------|
| | Low | Moderate | High | | | |
| Low | 40 (48.2%) [44.4%] | 24 (28.9%) [15.7%] | 19 (22.9%) [19.2%] | 83 (100.0%) [24.3%] | 60.040 | <0.001 ** |
| Moderate | 32 (18.7%) [35.6%] | 104 (60.8%) [68.5%] | 35 (20.5%) [35.4%] | 171 (100.0%) [50.0%] | | |
| High | 18 (20.5%) [20.0%] | 25 (28.4%) [16.3%] | 45 (51.1%) [45.5%] | 88 (100.0%) [25.7%] | | |
| Total | 90 (26.3%) [100.0%] | 153 (44.7%) [100.0%] | 99 (28.9%) [100.0%] | 342 (100.0%) [100.0%] | | |

Note: 1. The value within () refers to Row Percentage
 2. The value within [] refers to Column Percentage
 3. * * Denotes significant at 1% level

Since P value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance. Hence concluded that there is association between level of emotional intelligence and teacher effectiveness of pre-service teachers. Based on the row percentage, emotional intelligence of low level, 48.2% pre-service teachers are low level of teacher effectiveness, 28.9% are moderate level of teacher effectiveness and 22.9% are high level of teacher effectiveness. The emotional intelligence of high level, 20.5% are low level of teacher effectiveness, 28.4% are moderate level of teacher effectiveness and 51.1% are high level of teacher effectiveness. There is a close relationship between emotional intelligence and teacher effectiveness. Hence low level of

emotional intelligence of pre-service teachers' possess low level of teacher effectiveness and high level of emotional intelligence of pre-service teachers' possess high level of teacher effectiveness.

The relationship between Emotional Intelligence and Teacher Effectiveness

In order to test the relationship between Emotional Intelligence and Teacher Effectiveness, a Pearson Product-Moment Correlation Coefficient was run using SPSS. The results (Table 2) indicate that there is a positive significant correlation between Emotional Intelligence and Teacher Effectiveness at the level of 0.01.

Table – 5: Pearson Correlation Coefficient between Factors of Emotional Intelligence and Teacher Effectiveness of Pre-service Teachers

| Factors of Emotional Intelligence | Factors of Teacher Effectiveness | | | | | |
|-----------------------------------|--------------------------------------|----------------------|-----------------------------|-------------------------|-------------------------|-------------------------------|
| | Preparation of Teaching and Planning | Classroom Management | Knowledge of Subject Matter | Teacher Characteristics | Interpersonal Relations | Overall Teacher Effectiveness |
| Self-Awareness | 0.639** | 0.633** | 0.527** | 0.678** | 0.651** | 0.691** |
| Self-Management | 0.641** | 0.644** | 0.547** | 0.679** | 0.623** | 0.691** |
| Social Awareness | 0.642** | 0.653** | 0.506** | 0.662** | 0.637** | 0.687** |
| Relationship Management | 0.546** | 0.546** | 0.505** | 0.627** | 0.555** | 0.613** |
| Overall Emotional Intelligence | 0.665** | 0.666** | 0.566** | 0.715** | 0.664** | 0.723** |

Note: ** Denotes significant at 1% level

The correlation coefficient between Emotional Intelligence on Self-Awareness and Preparation of Teaching and Planning is 0.639, which indicate 63.9 percentage positive relationships between Emotional Intelligence on Self-Awareness and Preparation of Teaching and Planning and is significant at 1% level. The correlation coefficient between Self-Awareness and Classroom Management is 0.633, which indicate 63.3 percentage positive relationships between Self-Awareness and Classroom Management and is significant at 1% level. The correlation coefficient between Emotional Intelligence on Self-Awareness and Knowledge of Subject Matter is 0.527, which indicate 52.7 percentage positive relationships between Emotional Intelligence on Self-Awareness and Knowledge of Subject Matter is significant at 1% level and similarly the other factors are positively correlated with each other.

Major Findings of the study

The findings of the present investigation revealed that the overall emotional intelligence and overall teacher effectiveness of pre-service teachers in teacher training institutions are high. The finding of the study also reported that there is significant difference in the level of emotional intelligence and level of teacher effectiveness between the genders of pre-service teachers. The analysis of the study revealed that a positive correlation exists between emotional intelligence and teacher effectiveness. Further it is inferred from the study that there is association between level of emotional intelligence and teacher effectiveness of pre-service teachers.

CONCLUSION

This study reveals that Emotional intelligence is a significant factor influencing the effectiveness of Pre-service teachers. Thus, the ability to effectively deal with emotions and emotional information would assist them in managing their teaching effectiveness. If emotional intelligence is increased in teachers, they would be more effective in handling their responsibility and hence directly enhance their teaching efficiency. This could indirectly protect their health and psychological wellbeing. Moreover there is an urgent need for the development of intervention programmes aimed at increasing the emotional intelligence level of Pre-service teachers.

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