TEACHER EFFECTIVENESS IN CONTEXT TO THEIR EMOTIONAL INTELLIGENCE

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Abstract

The present study attempts to examine the effect of emotional intelligence on teacher effectiveness at higher secondary level of education. The study was conducted on Higher Secondary School (HSS) teachers. From the analysis of the result, it was found that there is a positive effect of Emotional Intelligence (E.I.) on Teacher Effectiveness (T.E.) (as overall and in all the dimensions) at the HSS level. The T.E of various dimensions on differential between high and low E.I. teachers are also found positively different. Thus it can be said that EI is an essential ingredient in enhancing the T.E. so, EI should be improved for the effectiveness of teaching. So it is advisable to use EI instead of IQ for TE.

Keywords : *Teacher Effectiveness, Emotional Intelligence*

Education is a continuing process by which knowledge is transferred to students through the intermediaries, the teachers. All formal systems are based on the classroom teacher. "The destiny of India is being shaped in her classroom", has been pointed out by the Indian Education Commission (IEC-1964-66) According to the American Commission, the quality of the nation depends upon the quality of its citizens. The quality of its citizens depends, not exclusively, but critical measure upon the quality of their education. The quality of their education depends more upon the quality of their teachers.

Rightly said by Humayan Kabir that: "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". The teachers is the flywheel of the whole educational machine. Elaborate blue-prints, modern school plants, the best equipment, the newest of the new media or progressive method will remain dead fossils unless there is the right use of teachers. The document, Challenge of Education – A Policy Perspective (1985) has highlighted that teacher performance is the most crucial input in education. No development has reached the threshold of development to revolutionize the classroom teaching.

Policies and plans of education in the classroom at the grass root level can materialize by effective teacher. The effectiveness of a teacher is considered to be associated with his personality and job satisfaction. In order to perform his role effectively a teacher should be intelligent in emotion and satisfied in profession, because a teacher is the hope for an individual and the nation. Since teachers' personality, behavior, interest attitude and emotions affect the children's behavioral pattern. So a teacher should understand his own emotions and other attributes as well as the same of pupils in the teaching-learning process.

Our social status and society much more emphasize on IQ, but it is surprise that IQ account for only 10-20% for determining life success according to different studies. Because most of the persons having high IQ could not compete with the topsy survey person. The huge impact on life success is EQ (Emotion Quotient) may be this is why the Danieal Golman (1996, Psychologist) refers to EQ as the "Master Aptitude" because it guides the use of our intellectual and other abilities.

Effective teachers has an ability of understanding the children's emotions and their causes. He has the capability of effectively regulating these emotions in oneself and in others and most importantly he can being able to use the emotions as a source information for problem solving, creative and dealing with social situations.

Background

It has been seen that "Emotional Quotient (E.Q.)" or E.I. is greater predictor success at work than "I.Q." Yet the issue is not hard to see. Even though research has indicated that a person's "E.Q.", is a important, if not more than one's I.Q., teachers are not aware of that reality. Why? Well, few are bothered about the latest research in the realm of education. Instructors are coming to classrooms that have problems like anger, failure, fear, disappointment, frustration, guilt, resentment, emptiness, bitterness, dependence, depression, loneliness, nostalgia and lethargy and only dictate notes, read poems aloud and leave, session after session. They seldom go to the library and read a journal or sit in front of the computer to read about the latest developments on the internet. But why is it being happening? And what factors are involved in this process, which directly hinders to be an effective teacher? Beside this, whether the T.E. is related to the E.I. or not ? Is a basic questions.

Mangal & Mangal (2009 and 2011), in their study titled "an emotionally intelligent teacher at the heart of successful CCE", emphasized that the desired attention should essentially be paid for providing proper opportunities to the school teachers for the development of emotional intelligence through some well organized programme carried out at both the pre-service and in-service stage for the successful implementation of CCE.

A research conducted by Edannur (2010) on 40 teacher educators of six teacher education institutions of Barak Valley of Assam. It emphasized that working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever.

In order to find a solution to this intelligent question, the present problem is chosen by the investigators. Therefore, it is in this background, the present study is undertaken.

Objectives

The following objectives were framed for the present study: To Study and compare the correlation between TE and EI of Higher Secondary School Teachers (HSST). To study the correlation of TE & EI, as a whole, with all components of HSST. To study the correlation in each component of TE with different dimension of EI of HSST.

Hypothesis

The following null hypotheses were formulated in accordance with the objectives for present study: There will be no significant correlation between TE and EI of HSST. There will be no significant correlation between TE (as a whole) with EI of HSST. There will be no significant difference between the TE (different dimension) with EI (different dimension) of HSST.

Method & Procedure

Design of the Study: For the purpose of present investigation, descriptive survey method of research was employed. This method of research helps to explain the educational phenomenon in terms of conditions or relationships that exits, opinions that are held by teachers and experts, process that are going on, effects that are evident or trends that are developing.

Variables: In this study, attitude of teachers is a major variables which is related with (a) Level of Emotional Intelligence – High & Low EI, (b) Teacher Effectiveness – 10 Components of T.E. are : (1) Information Source – IS (2) Motivation – M (3) Disciplinarian – D (4) Advisor and guide relationship – AGR (5) Teaching skill – TS (6) Co-curricular Activity - CA, (7) Professional knowledge – PK (8) General Appearance and Habits in relation to classroom – GAH (9) Classroom Management - CM (10) Personal Characteristics - PC.

Sample: A sample was selected from Mehsana district of Gujarat State from INDIA. This district consists 9 talukas. These are Becharaji, Kadi, Kheralu, Mahesana, Vadnagar, Vijapur, Visnagar, Satlasana and Unjha. By method of random sampling four talukas (Kadi, Bechraji, Vijapur & Visnagar) were selected. In each taluka five higher secondary schools were selected randomly. In all twenty higher secondary schools were selected and from these schools 120 Higher Secondary School Teachers (HSST) were selected for present study. In each school all the faculty strength of HSST were included in the sample. Thus in this study, multistage sampling technique was employed.

Tools: Following tools were used for the purpose of data collection: *Teachers Effectiveness Scale (T.E.S.):* This scale was developed by Dr. R.S. Patel and was published in Akash Manomapan Kendra (Psycho Centre) In its final form the scale consists of 69 highly determining items that are positively worded and measured at a five-point scale from strongly agree to strongly disagree. The items of the scale belong to the following teacher behavior categories: (1) Information Source - IS (2) Motivation – M (3) Disciplinarian - D (4) Advisor and guide relationship - AGR (with Pupils,

Fellow teachers, principals and parents) (5) Teaching skill - TS (6) Co-curricular activity - CA (7) Professional knowledge - PK (8) General appearance and habits in relation to classroom - GAH (9) Classroom Management - CM (10) Personal Characteristics - PC. *Emotional Intelligence (E.I.):* Inventory constructed and standardized by Dr. R.S. Patel (2013) published by Akash Manomapan Kendra, Ahmedabad.

Analysis and interpretation of Data

The data was collected by the himself and collected data was edited, coding, classified, tabulated and analyze by the investigator and the interpretation (Patel-2012) and discussion have been presented.

In order to find out relationship between the variable, viz. teacher effectiveness and emotional intelligence of teachers with respect to the total sample of dimension wise, the correlation (product moment coefficient of correlation) technique was used. To find out the differences between teacher effectiveness of high and low emotional intelligence teachers, the 't' test was used.

T.E. correlation with E.I. as a whole

Table 1 - Coefficient of Correlation between Teacher Effectiveness and Emotional Intelligence (N = 100)

Variables	N	df	Coefficient of Correlation -r	Level of Significance
Teacher Effectiveness	120	11	0.23	0.05
Emotional Intelligence	120	9		

It can be observed from Table-1 that coefficient of correlation between T.E. and E.I. in the total sample study is 0.23, which is significant at .05 level. This indicates that there is a significant positive relationship between T.E. and E.I. of teachers. Therefore, the null hypothesis of the present study that there exists no significant relationship between T.E. and E.I. of teachers is rejected.

Thus the hypothesis of the present study that there exists a significant relationship between T.E. and E.I. of teachers is retained. In other words it can be said that teacher effectiveness is closely associated with the emotional intelligence of teachers.

Dimension wise Correlation Between T.E. and E.I.

Table 2 - Coefficient of Correlation between Various Dimensions of T.E. and E.I. of Teachers

Sr. No.	Dimensions of Teacher Effectiveness	N	Coeffi., of Corr. (df=119)	Level of Sign.
1	Information Source (IS)	120	0.34	.01
2	Motivation (M)	120	0.18	.05
3	Disciplinarian (D)	120	0.30	N.S.
4	Advisor and guide relationship (with pupils, fellow teachers, principals and parents) (AGR)	120	0.20	.05
5	Teaching Skills (TS)	120	0.23	.05
6	Co-curricular activities (CA)	120	0.15	N.S.
7	Professional knowledge (PK)	120	0.38	.01
8	General appearance and habits in relation to classroom (GAH)	120	0.01	N.S.
9	Classroom Management (CM)	120	0.28	.01
10	Personal Characteristics (PC)	120	0.06	N.S.

It can be observed from Table-2 that coefficient of correlation between IS, PK and CM dimensions of T.E. and E.I. of teachers are 0.34, 0.38 and 0.28 respectively, which are significant at .01 level. Further, the coefficient of correlation between M; AGR (with pupils, fellow teachers, principals and parents); and TS dimensions of T.E. and E.I. of teachers are 0.18; 0.20 and 0.23 respectively, which are significant at .05 level. These indicate that there is a significant positive relationship between IS, PK and CM; M; AGR (with pupils, fellow teachers, principals and parents); and TS dimensions of T.E. and E.I. of teachers.

Therefore, the null hypothesis of the present study that there exist no significant relationship between TE and EI is rejected with these dimensions. Thus, the hypothesis of the present study that there exists a significant relationship between TE and EI is retained with respect to IS, PK and CM; M; AGR (with pupils, fellow teachers, principals and parents); and TS dimensions and TE.

It means that IS, PK and CM; M; AGR (with pupils, fellow teachers, principals and parents); and TS dimensions of TE are associated with the EI of teachers.

It can also be observed from Table-2 that coefficient of correlation between D; CA; GAH (in relation to classroom) and PA dimensions of TE and EI of teachers are 0.03, 0.15, 0.01 and 0.06 respectively, which are not significant even at .05 level. This indicates that there is no significant relationship between these dimensions of TE and EI of teachers. Therefore, the null hypothesis of the present study that there exists no significant relationship between TE and EI of teachers is accepted with respect to D; CA; GAH (in relation to classroom) and PC dimensions of TE.

It means that disciplinarian behavior, organization of CA; GAH (in relation to classroom), and PC of TE is not associated with the EI of teachers.

Differentials between High and Low EI Teachers on Their Teacher Effectiveness (As a Whole and Dimension Wise)

Another objective of the present research study is to see the differences between high EI teachers and low EI teachers on their teacher effectiveness score (as a whole and dimension-wise). Keeping it in view 't' ratio were computed for this purpose.

An attempt has been made to form an extreme group, because total sample includes a bulk of cases of average type. This average group usually tends to diminish the sharper differences otherwise revealed in the high and low teacher effectiveness group. It is believed that the subjects scoring "high" or "Low" on teacher Effectiveness may perhaps yield sharper discrimination and precipitate stronger relationship with respect to emotional intelligence. It is for this purpose that the total sample of teachers has been classified into two extreme groups, viz, High EI and Low EI group respectively.

Table 3 - Significance of Difference between the Mean T.E. Scores of High and Low EI Groups of Teachers

Variable	Groups	N	Mean	SEd	't'	Sign. Level
Overall Teacher Effectiveness	High	30	321	4.78	5.23	.01
	Low	30	289			

Differentials between High and Low EI Teachers on their TE (as a whole)

It can be seen from Table-3 that the mean scores on TE of high and low EI group of teachers are found to be 321 and 289 respectively. The 't' ratio between them comes out to be 5.23. It is significant at .01 level. It means that the high and low EI group of teachers differ significantly with respect to their overall TE. Therefore, the hypothesis of the present study that there exist significant differences between TE of teachers belonging to high and low EI group is retained with respect to overall TE of teachers.

Table-3 further indicated that the high EI groups of teachers have obtained higher mean score on TE than the low EI group of teachers. It suggest that higher EI teachers are found to be more effective teachers as compared to lower EI Teachers.

Table 4 - Significant difference between the mean scores on different dimension of T.E. of high and low E.I. groups of teachers

Sr. No.	Dimensions	Mean Scores of EI teacher Group		SEd	't'	Sign. Level
		High (N=25)	Low (N=25)			
1.	Information Source	4.7	4.1	0.18	3.15	0.01
2	Motivation	9.01	8.35	0.33	1.80	NS
3	Disciplinarian	13.20	13.30	0.45	0.11	NS
4	Advisor and Guide relationship with pupils, fellow teachers, principals and parents	37.70	35.02	0.99	2.79	0.01
5	Teaching Skill	72	62	2.35	2.54	0.05
6	Co-curricular Activities	13.50	12.70	0.42	2.04	0.05
7	Professional Knowledge	64.30	58.10	2.11	2.95	0.01
8	General Appearance and habits In relation to classroom	28.10	25.50	0.86	3.15	0.01
9	Classroom Management	28.50	26.66	0.75	2.99	0.01
10	Personal Characteristics	47.30	43.74	1.50	2.40	0.05

Differentials between high and low E.I. teachers on their T.E. (Dimension-wise)

Table-4 reveals that the mean scores of different dimensions of T.E. between high and low group of E.I. groups of teachers on information source (4.7 and 4.1); Advisor and Guide relationship with pupils, fellow teachers, principals and parents (37.70 and 35.02); Professional knowledge (64.30 and 58.10): General appearance and habits in relation to classroom (28.10 and 25.50): and classroom management (28.50 and 26.66). the 't' value for these dimensions have come out to be 3.15: 2.79:2.95: 3.15 and 2.99 respectively.

These are significant at 0.01 level of significance. Further, the mean scores on teaching skill; Co-curricular activities; and personal characteristics dimensions of T.E. of high and low E.I. groups of teachers are found to be 72 and 62; 13.50 and 12.70; and 47.30 and 43.74 respectively. The calculated

't' comes out to be 2.54; 2.04; and 2.40 respectively. These are significant at .05 level. This means that the high and low E.I. groups of teachers are found to differ significantly with respect to these dimensions of T.E. It can be further observed from the table that the high E.I. groups of teachers have obtained higher mean scores on these dimensions of T.E. than the low E.I. groups of teachers.

Therefore, the hypothesis of the present study that there exists significant difference between T.E. of teachers belonging to high and low E.I. groups is retained with respect to the information source; advisor and guide relationship with pupils, fellow teachers, principals and parents; professional knowledge; general appearance and habits in relation to classroom; and classroom management; teaching skill co-curricular activities and personal characteristics dimensions of T.E.

It can be seen from Table-4 that the mean scores on motivation and disciplinarian dimensions of T.E. of high and low E.I. group of teachers are 9.01 and 8.35 and 13.36 and 13.30 respectively. The 't' value come out to be 1.80 and 0.11. These are not significant even at the lowest acceptable level of significance, i.e. .05 level. Therefore, it can be safely said that the high and low E.I. groups of teachers do not differ significantly with respect to the motivation and dimensions of T.E.

Table-4 also indicates that both high as well as low E.I. groups of teachers have obtained competitively same mean scores on motivation and disciplinarian dimensions of T.E. Thus the null hypothesis of the present study there exists no significant difference between T.E. of teachers belonging to high and low E.I. is accepted with respect to the motivation and disciplinarian dimensions of T.E.

Discussion of Results

Correlates: The findings pertaining to the relationship between T.E. and E.I. of HSST in the total sample study reveal significant positive relationship between two variables, i.e. T.E. and E.I.

In describing the relationship between various dimensions of T.E. scale, viz. IS; M; AGR (fellow teachers, principals and parents); TS; PK; CM with their EM of HSST have revealed significant relationship. Whereas the relationship in dimension of TE such as: D; GAH, co-curricular activities; and PC with EI of teachers have revealed insignificant of teachers have revealed insignificant (negative and positive) relationship respectively.

It can be concluded that EI is one of the factors for contributing the TE with respect to all dimensions.

Differentials: The results given earlier on TE differentials between the high and low EI groups of teachers revealed a significant difference in both groups. The high EI teachers are found to have higher TE as compared to low EI teachers.

The dimension-wise results indicate that IS; AGR, (relationship with pupils, fellow teachers and principals and parents); TS; CA, PK; GAH; CM; and PC dimensions of

T.E. differentials between the high and low E.I. teachers reveal significant differences. The high E.I. teachers are found to have better IS; AGR (with pupils, fellow teachers and principals and parents); TS; CA; PK; GAH; CM; PC as compared to low E.I. teachers. However on the dimension, M and disciplinarian of T.E. differentials between the high and low E.I. groups of teachers reveal insignificant differentials. The T.E. of various dimensions (viz. M and D) on differential between high and low E.I. teachers are found to have significant difference.

Above all, some of the findings of the present study revealed that high and low E.I. groups of teachers differ significantly with respect to the dimensions such as: PC and TS of T.E. It was also found that the high E.I. groups of teachers have good professional characteristics in comparison to low E.I. teachers. These findings supported by Chhaya's (1974) study that more effective teachers significantly have better personality favorable attitude towards teaching than in effective teachers.

Effective teachers were also found significantly more emotionally stable than ineffective teachers. Arrora (1976) in his study mentioned that the ability of T.E. and E.I. are useful in helping trainee teachers to "understand themselves better and the role of teachers". She said it was vital that teachers have the E.I. to identify students who felt frustrated or sad and be able to channelize those emotions into something positive, such as motivating pupils to finish tasks. Teachers also had to understand what may upset them in the classroom and the effects this would have on students. "We think that good teachers should be those who are highly intelligent emotionally".

From the above discussion, it can be said that Emotional of the teachers is one of the strongest factors for improving T.E.

Educational Implications

The educational implications of the present study are not difficult to discern. The subject of study is of much importance in the present day context as there is a growing focus on T.E. and E.I. of the teachers including their enhancement of effectiveness of teaching and understanding power of one's own emotions as well as the emotions of others.The present study points out that the low emotional intelligence teachers are found to have lower teacher effectiveness in comparison to high emotional intelligence teachers. It is difficult to suggest any single measure which can directly enhance the teacher effectiveness of low emotional intelligence teachers.

The present study points out that the low E.I. teachers are found to have lower T.E. in comparison to high E.I. teachers. It is difficult to suggest any single measure which can directly enhance the T.E. of low E.I. teachers. Keeping in view the complexity of the relationship between T.E. and E.I. of teachers, some broad strategies can be suggested with regard to the T.E. Learning from the existing theoretical knowledge and empirical evidence the low E.I. teacher seem to be lacking in T.E. in their poor conditions of the college. As a matter of strategy, therefore, these teachers need to be

brought on par with other teachers when they enter into the teaching profession by arranging refresher courses, orientation courses, seminars, workshops and teacher training programmes for them. Another basic reason for the lower T.E. of the low E.I. teachers may be apathetic attitude of the head of the institution and governments. Therefore, it may be suggested that the government should provide a decent salary and medical facilities to the teachers.

From the above discussion, it can be said that E.I. is an essential ingredient in enhancing the T.E. Therefore, E.I. should be improved for the effectiveness of the teaching because E.I. is a far more reliable indicator of success than intellectual intelligence. It seems that what has been regarded as folk wisdom is now being corroborated by science. This is the greatest breakthrough in cognitive psychology in the twentieth century, with profound implications for education and the organization of society in general. Scientific work done in this area also confirms that it is possible to develop E.I. This may lead to improve interpersonal relations among human beings in the family, schools, colleges at the work place and elsewhere.

Last, but not the least, the role of the state and the Central Government seems to be crucial in helping the low E.I. teachers. The first responsibility of the government is a proper survey of the needs and problems of the low E.I. teachers. The government should plan some special programmes to bridge the gap between the high and low E.I. teachers in terms of their T.E. and other associated factors.

Suggestions for Further Research

The present study covers HSST from only one district. Therefore, a study drawing sample from the HSST of some more districts from the State of Gujarat and other states likely to provide comparatively more comprehensive picture of the HSST with respect to the variables under investigation. A study of different variables under investigation can be carried out at the primary, secondary and higher level of education. Such a longitudinal approach is likely to bring out their carry-over effects from one stage to the other. A more comprehensive study of some cognitive and non-cognitive variables comparing the junior college teachers can be undertaken. A research study can be carried out to study these differences in the background factors in relation to the said variables.

This study provides and empirical basis for understanding as to how much the high E.I. teachers have come up in comparison to the low E.I. teachers. Also the study points out the direction in which some steps can be taken to improve the psychological make-up of the low E.I. teachers in order to enhance their E.I. The effectiveness of the process of education is rightly seen in the effectiveness of the teachers. Necessarily, teacher training is called upon to be made available to all recruits to the teaching profession who are duly selected, attracted and invited for the service of education. The essence of a programme of teacher education is "quality" and in its absence teacher education becomes not only a financial wastage but a source of deterioration in the educational standards. This implies that effective steps in the form of financial incentives, promotional avenues and respectful work place should be taken to develop as well as maintain and further enhance the effectiveness of all working teachers.

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