

## **Teacher Effectiveness of Degree College Teachers in Relation to their Emotional Intelligence**

**Dr. Vandana Kaushik**

*Asst. Prof., Dept. of Education,  
Baikunthi Devi Kanya Mahavidyalaya, Agra  
Email: vandanaswami1@gmail.com*

### **Abstract**

*This study investigated the extent to which the level of Emotional intelligence influenced the teacher effectiveness of Degree College Teachers. The present study was conducted on a sample of 250 teachers teaching in different degree colleges of the Agra district. An exploratory descriptive survey research method has been used in the study. E. I Scale by Anukool Hegde, Sanjyot Pethe and Upindher Dhar and Teacher Effectiveness Scale (TES) by Pramod Kumar and D.N. Mutha, were used for measuring the E. I Level, and teacher effectiveness of teachers. 't'-test of significance has been employed to compare the teacher effectiveness of teachers having a different level of Emotional Intelligence. The result has been found that the teachers having high Emotional Intelligence are more effective as compared to the teachers with average and low Emotional Intelligence.*

*Keywords: Emotional intelligence and teacher effectiveness, degree college teachers.*

Reference to this paper should be made as follows:

**Received: 30.05.2019**

**Approved: 16.06.2019**

**Dr. Vandana Kaushik**

*Teacher Effectiveness of Degree College Teachers in Relation to their Emotional Intelligence*

*RJPSSs 2019, Vol. XLV, No. 1, pp. 263-271*

*Article No.36*

**Online available at:**

[http://  
rjpss.anubooks.com/](http://rjpss.anubooks.com/)

The Higher Educational Institutes play a significant role in nation-building. The importance of a teacher in the educational process is remarkable. In the field of education or in a specific teaching-learning situation, he is the main agent who dispenses knowledge, frames the time schedule, selects reading materials, plays the role of a subject specialist, and evaluates learning outcomes and helps pupils to overcome their difficulties and personal problems. Defining teacher effectiveness, Ryans (1951, 1960, 1963) expressed that an effective teacher may be understood as one who helps in the development of basic skills, understanding, proper work habits, desirable attitude and adequate personal adjustment of the students. An effective teacher is one who not only imparts the entire educational curriculum allotted to him in the best and the most efficient manner but also ensures the best possible academic performance, high degree of moral, good interpersonal relationship with all the staff, active involvement in the decision-making process (whenever is needed) and an optimal development of all-round personality in students.

**Goleman** (1995) asserted that the constructs of “emotion” and “intelligence” act in harmony with one another and are not incongruous at all. Emotional Intelligence is defined by **Mayer** and **Salovey** as follows: Emotional Intelligence is the ability to perceive emotions, to access and generate emotions, so as to assist thought to understand emotions and emotional knowledge to reflectively regulate emotions so as to promote emotional and intellectual growth.

### **Effectiveness of Teaching**

**Biddle** (1964) suggested ‘A Seven-Variable Model for Teacher Effectiveness as follows: (i) Formative experience: (ii) Teacher properties: (iii) Teacher behaviors: (iv) Immediate effects: (v) Long-term consequences: (vi) Classroom situations: and (vii) School and Community contexts, Figure 2.1 present these variable as presented visually by him in terms of a system of postulated cause-effect relationships.

### **Definition of Teacher Effectiveness**

Teacher effectiveness can be regarded not as a stable characteristic of the teacher as an individual but as a product of the interaction between certain teacher characteristics and other factors that vary according to the situation in which the teacher works. Teacher effectiveness is defined in terms of what the teachers-pupils do.

1. Adaptability, 2. Considerateness, 3. Enthusiasm, 4. Good Judgment, 5. Honesty and 6. Magnetism was the typical characteristics listed by Commonwealth Teacher Training Study **Brascamp and Brandenburg (1984)** write that an effective teacher is one who has the ability of knowledge and organization of the subject

matter: skills in instruction, personal qualities and attitudes that are useful when working with students.

### **Emotional Intelligence**

**Goleman (1995)** asserted that the constructs of “emotion” and “intelligence” act in harmony with one another and are not incongruous at all. Emotions are often presented as disorganized interruptions of mental activity (**Salovey & Mayer, 1990**).

### **Meaning of Emotional Intelligence**

For emotional intelligence to qualify as intelligence, it must meet three established criteria-(a) Conceptual (b) Co-relational and (c) Developmental

**(Mayer, Caruso Salovey as cited in King, 1998)**

Based on the results of the studies, Emotional Intelligence may qualify as a type of intelligence. The results showed that

- (a). Emotional intelligence is a set of abilities (Conceptual)
- (b). Emotional intelligence correlated with other intelligences (Co-relational)
- (c). It shows growth from adolescence to early adulthood (Developmental)

**Goleman (1995)** explained in his book the basic definition of emotional intelligence categorizing it into five assets/abilities (1995)

**(i) Self-Awareness (ii) Self-Regulation (iii) Motivation (iv) Empathy (v) Relationship Management:** The four cornerstones of emotional intelligence are

- (i) Emotional Literacy      (ii) Emotional Fitness
- (iii) Emotional Alchemy      (iv) Emotional Depth

A large number of studies done by Belachandra (1981) Hougue (1982) identified subject mastery, communication ability, and commitment to teaching as some of the characteristics of effective teachers. Howard et. al., (1985) Bhegelymal (1988) Cheng & Tsui (1999) stated that the most mildly used method of assuring teacher effectiveness is evaluation by students.

Luther (2002) Pearton et al (1972) Salovey and Mayer (1990) Jae (1997) Joshi (1997) Rajan et al (1997) Martinez-pons (1997), Pasi (1997), Goleman (1998) Chemise (1998) Congelosi and Peterson (1998) Davies, Stankow and Roberts (1998)) Kemper, (1999), McDowelle & Bell, (1997) Abraham (1999) Finley et al, (2000); Gore, (2000) Petrides et al. (2000) Sipsma, (2000) examined Pandey (2000) Thingujam and Ram (2000) Tiwari (2001) Cherniss & Goleman, (2001) Sy. Thomas et al (2004) Edwards (2005), Williamson (2005) Chandra S. S. and Beri Anoop (2006), Andrews (2007) Adeyemo (2007), Abhijeet, Gurvinder and others (2008) conducted studies on teacher effectiveness in relation to personality type and emotional intelligence

and other related factors. In the studies, Out of the various possible predictors of teacher effectiveness of teachers evident from earlier research, their level of Emotional Intelligence was selected for the present study, since not much work has been done on college professors hence in this study highly qualified degree college teachers are selected for the present study.

### **Variables used in the Study**

Before proceeding further it is imperative to explain fundamental concepts in the problem. The variables in the study are-

- 1- Independent variable: - Emotional intelligence,
- 2- Dependent variable: - Teacher effectiveness of degree college teachers

### **Operational Definitions of Variables**

#### **Teacher Effectiveness:**

Teacher effectiveness is defined in terms of the changes which take place in the knowledge, attitudes, and behavior of students as a result of teacher involvement.

#### **Emotional Intelligence:**

It is the capacity that is able to monitor our own and others' feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions (Salovey & Mayer, 1990). Goleman (1995) categorized it into five assets/abilities (1995)

(ii) **Self-Awareness:** This is the ability to recognize and understand an emotion or feeling as it happens, being aware of one's mood and thoughts about that mood. This ability is the most important aspect of emotional intelligence as it is the basis on which the other four abilities are built upon.

(iii) **Self-Regulation:** This is the ability to manage emotions, handle feelings appropriately and the ability to think before acting.

(iv) **Motivation:** This is the ability to marshal emotions into the services of a goal. It is a passion to work for reasons that go beyond money or status; a tendency to pursue goals with energy and persistence.

(v) **Empathy:** This is the ability to recognize and understand the emotions of others. It is a fundamental people skill. It is also the effectiveness in relating and responding to people according to their emotional reactions.

(vi) **Relationship Management:** This is the ability to manage emotions in others. It also includes those abilities that lead to popularity, leadership and interpersonal effectiveness.

### **Objectives of the Study**

The study was conducted with the following major objectives-

1. To compare the teacher effectiveness of teachers having high and average emotional intelligence.
2. To compare the teacher effectiveness of teachers having high and low Emotional Intelligence.
3. To compare the teacher effectiveness of teachers having average and low Emotional Intelligence.

### **Hypotheses**

The following null hypotheses were formulated and tested for significance:-

**1.0** There is no significant difference between teacher effectiveness (Overall) of Degree College Teachers having high and average Emotional Intelligence.

**2.0** There is no significant difference between Teacher Effectiveness (Overall Areas) of Degree College Teachers having high and Low Emotional Intelligence.

**3.0** There is no significant difference between Teacher Effectiveness (Overall Areas) of Degree College Teachers having Average and Low Emotional Intelligence.

### **Methodology of the Study**

Considering the objectives of the study exploratory descriptive survey was used for the study. In the study, the independent variable was emotional intelligence (which cannot be manipulated) and the dependent variable was teacher effectiveness of Degree College Teachers.

### **The Population of the Study**

The population of the study was all the teachers belonging to the Degree college of Agra District.

### **Sample of the Study**

The present study was conducted on a sample of 250 Degree College Teachers of Agra districts. A list of all degree college Teachers of Agra district is prepared and the teachers were selected from each college of Agra district through lottery methods.

### **Data gathering Instruments are**

**1. Emotional Intelligence Scale (EIS):-** Ankuool Hegde, Sanjoy Pethe and Uphindher Dhar.

**2. Teacher Effectiveness Scale (TES) :-**Prمود Kumar and D.N. Mutha.

**Analysis of Data**

Scores were analyzed to find out the effect of emotional Intelligence on Teacher Effectiveness including various areas of teacher effectiveness. Data collected on the Emotional Intelligence scale, of senior secondary school teachers, were analyzed in terms of N.P.C. For categorized level of Emotional Intelligence, when data distributed on N.P.C., The teachers with and below -1s score were treated as a teacher having a low level of Emotional Intelligence and teachers having Emotional Intelligence Score above +1s score treated as higher level of Emotional Intelligence and teacher having Emotional Intelligence score between + 1s score to -1s score was found as an Average level of Emotional Intelligence. The table 2 and 3 indicate the distribution of scores among High Average and Low Emotional Intelligence:

**Table 1**

No. of Teachers	Mean	S.D.	+ 1σ score	-1σ score
250	101	16	117	85

**Table 2**

No. of Teachers with high E. I.	No. of Teacher with average EI.	No. of Teachers with Low E. I.
95	102	53

**Table 3**

**Significance of difference of means between Teacher Effectiveness (Overall Areas) of Degree College Teachers with high , average and low levels of Emotional Intelligence.**

Level of Emotional Intelligence	No. of Teachers (N)	Mean ( $\bar{X}$ )	S.D.	Standard Error of Mean	t-value (Critical Ratio*)		
					High E.I	Average E.I	Low E.I
High E.I	95	242.15	7.23	.7418	.....	14.5110	16.9854
Average E.I.	102	226.12	8.2	.8119	14.5110	.....	3.3698
Low E.I.	53	221.73	6.6	.9066	16.9854	3.3698	.....

### **Findings of the Study**

**1.0** The degree college teachers having high and average emotional Intelligence differ in overall areas of teacher effectiveness. The degree college teachers having high Emotional Intelligence are more effective than teachers having average Emotional Intelligence.

**2.0** The degree college teachers having high emotional Intelligence are more effective as compared to the degree college teachers with Low Emotional Intelligence.

**3.0** Average emotional intelligent degree college teachers are more effective in their teaching than the college teachers having low emotional intelligence on the teacher effectiveness scale.

### **Major Recommendations and Educational Implication of the Study**

The present study contributes to the theory of emotional intelligence in India's setting. If proper efforts are made for training the emotions and developing proper emotional intelligence potential among the higher educational institute teacher right from the beginning, then it will surely help in bringing mutual emotional understanding, empathy, accompanied with right actions and behavior on the part of the individuals and groups to lead a better life in peace and cooperation. In this context, the findings of the present study are beneficial to the whole education system students, teachers, management, educational authorities, research scholars and parents.

To achieve the high goals and expectations of education in the 21st century the intentional inclusion and development of emotional intelligence skills in teacher preparation programs and student development progress are needed.

1. An education model of emotional intelligence should be applied in the educational setup.

2. A significant finding of the study was the presentation of an emotional intelligence leadership model for improvement of the faculty effectiveness. The emotional intelligence models are considered a noble contribution in the education, training, extension and development of teacher's preparation programs which help in enhancing emotional climate and faculty effectiveness.

3. New research (Goad,2005; Justice, 2005) has indicated the importance and value of emotional intelligence in teacher preparation programs. According to their research, Goad and Justice indicate that pre-service teacher education, induction experiences with mentoring and alternative certification programs could be strengthened by providing emotional intelligence training in preparing new teachers. Emotional intelligence skills were linked to both classroom management performance and teacher retention factors for news and novice teachers. With the established

relationship of emotional intelligence skills and academic achievement, students would benefit from learning and applying emotional intelligence skills to improve academic performance in school and college settings.

4. Transformative learning is an empowering educational process that helps teachers and students to (1) develop a positive, healthy productive relationship; (2) solve problems and make good decisions; (3) manage self in achieving goals and (4) behave wisely and responsibly (Low and Nelson, 2005). In a transformative learning environment, teachers and students are actively involved in positive and engaging interactions.

5. Teaching is a stressful profession. High levels of negative stress and emotional reactivity lead to burnout and negative outcomes. While teachers cannot control issues related to salary, teaching assignments, paperwork, class size, student behavior, or support from administrators, they can learn and choose to develop skilled behaviors to deal with stressors. Emotional intelligence skills are keys to managing stress and the daily pressures of life and work.

Emotional intelligence has emerged in the past twenty-five years as one of the crucial components of emotional adjustment, personal well-being, life success, and interpersonal relationship in different contexts of everyday life. This study provides a critical review of the research field of E.I. in the Higher Educational Institute in the present context and analyzes its present and future value for educational policies in the educational system.

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