

IMPACT OF EMOTIONAL INTELLIGENCE ON TEACHER EDUCATORS' EFFECTIVENESS

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ABSTRACT

Education in this century has become more complex than before. Rather the simple process of educating the pupil teachers, to develop their cognitive, effective and psychomotor abilities it is necessary to develop their teaching effectiveness. As the society is becoming more progressives, change has become order of the day and this transformation has influenced our culture and our education system. This rapid change puts lots of responsibilities on the shoulder of the teachers who are prepared and educated by teacher educators. An emotionally healthy, competent and effective teacher helps in national development. Emotional Intelligence is the ability to understand the emotions of the self and the people around us. Emotional intelligence is a sort of self-awareness that enables us to recognize our feelings and manage our emotions. An attempt is made in this paper to analyze the emotional intelligence of teacher educators and its impact on teacher's effectiveness. The term emotional intelligence was popularized by Goleman (1995) who claimed that Emotional Intelligence "can be as powerful and at times more popular, than I.Q." Research indicates that higher levels of emotional intelligence are associated with teaching effectiveness. Effective teaching requires a large number of skills and the ability to put these skills to use in different situations. Effective teachers can inquire into students' experiences and build an understanding of learners' capacity to analyze what occurs in classrooms and in the lives of their students. Effective teachers know that good teaching is more than simply explaining, lecturing and discussing. To be effective, teachers must be emotionally sound. The findings of the study indicate that the female teacher educators were found to be in the category of most effective. The male teacher educators were found to be better in emotional intelligence scale than their counterpart the female teacher educators of teacher education colleges. There exists a significant correlation between emotional intelligence and effectiveness of teacher educators. So, an effective teacher is emotionally intelligent.

Key words: Emotional intelligence, Effectiveness, Teacher Educator

INTRODUCTION

Education is the process, which contributes to the natural and harmonious development of an individual. The main aim of education is the holistic development of students. Teacher is the center figure in an educational system that brings out the internal capacities of an individual. A good teacher is required in every institution therefore he/she must possess the vital teaching skills, personality traits and effectiveness in teaching. Education, in general, is considered as acquiring the needed knowledge, skills and understandings in order to take part in society and as developing personalities. Development of a nation always relied on knowledge

acquired through education and its practical applications. Considering any efficient education system, effective instructional strategies with identity and high potentials are the main pillars of quality education system. The National Education Policy of India (1986) focused its attention on an educational system which can produce citizens who are by and large physically, mentally and morally healthy; who are conscious of their duties and rights, who are keen to learn on a lifelong basis and incessantly eager to improve their performance and who consequently are well grounded individuals competently contributing to the uplift of the quality of life everywhere. Teachers are very important in the actualization of the school goals and national development. There are many factors which affect a teacher's effectiveness; emotional intelligence is one of them.

TEACHER EFFECTIVENESS

Teaching in the modern era is a challenging profession that requires good subject knowledge, good questioning skills, an emphasis upon instruction, clear objectives, good time management, effective planning, good classroom organization, good emotional intelligence, effective use of human resources, good interaction, effective communication skills, attitudes, perceptions, interests, etc. That is why, Moore (2001) defined teaching, "as the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development". Effective teaching requires a large repertoire of skills and the ability to put these skills to use in different situations. Effective teachers can inquire into students' experiences and build an understanding of learners' capacity to analyze what occurs in classrooms and in the lives of their students. The teacher can change the orientation from a view of teaching as 'static', to teaching as 'dynamic' and ever changing. Then the teacher becomes a reflective teacher. Reflective teachers learn all they can about teaching from both theory and practical. They teach and reflect on the teaching. Such teaching requires that they are sensitive to the diversity of student's needs. Effective teachers know that good teaching is more than simply explaining, lecturing and discussing. Effective teaching is a complex occupation requiring the development of knowledge and essential teaching skills, as well as continuous professional growth. Danielson (1996) suggested four main skill areas for effective teaching as given below;

- (1) Engage in quality planning and preparation,
- (2) Prepare a positive classroom environment.
- (3) Use proven instructional techniques and
- (4) Exhibit professional behaviour.

The characteristics associated with effective teachers are confidence, trustworthiness, respect, commitment, analytical thinking, conceptual thinking, drive for improvement, information seeking initiative, flexibility, accountability and passion for learning etc. An effective teacher plays the roles as a facilitator, assessor, participant and motivator to promote student participation and provide update information. The teacher should present facts and concepts from related fields, discuss point of view of students as well as present origins of ideas and concepts.

Hwang (2006) found that the teachers who had superior competencies, comfort, empathy, leadership and self-esteem tended to perform better in overall teaching

effectiveness. A teacher has a key role to play in better learning related outcomes. Ramama (2003) in his Ph.D. thesis, presented multifarious roles of a teacher as given below;

- **Confident:** A teacher is expected to will and share the confidence of the students.
- **Democrat:** A teacher is expected to be the promoter of democratic values.
- **Detective:** A teacher detects the rule broken students.
- **Facilitator of learning:** A teacher is expected to promote effective learning in the student. Acts as a friend and philosopher.
- **Group of Leader:** A teacher is expected to act as a leader in developing cohesion and suitable climate in the class as a social group.
- **Helpers:** A teacher is expected to be helper to students providing them academic and personal guidance.
- **Inspirer and exemplar:** A teacher is expected to behave in manner that students get inspiration from him.
- **Judge:** A teacher is expected to evaluate the achievements of the students in a fair and judicious manner.
- **Limiter or reducer of anxiety:** Teacher is expected to create such situations in the class that the students feel the least anxiety and the feel emotionally stable.
- **Missionary:** A teacher is expected to serve without any substantial reward.
- **Moralist:** A teacher is expected to inculcate the attitudes and moral values cherished by the society.
- **Parent substitute:** A teacher is expected to act as a parent of the students and treat them with love and affection.
- **Rationalist:** A teacher is expected to promote actions based on reason.
- **Referee:** A teacher is expected to settle disputes among students in a fair manner.
- **Reformer:** A teacher is an agent of social change.
- **Secularist:** A teacher must promote secular values.
- **Scientist:** Like a scientist a teacher should promote a spirit of enquiry.

In all kinds of education, a teacher occupies a central place and it's the duty of teacher educators to inculcate such values among teachers during the period of pre-service teacher education.

EMOTIONAL INTELLIGENCE

Etymologically, the word emotion is derived from the Latin word 'emovere' that means 'to stir up' or 'to exite'. Emotions can thus be understood as an agitated or

excited state of our mind and body. According to Woodworth (1945) Emotion is a 'moved' or 'stirred-up' state of an organism. It is stirred-up state of feeling that is the way it appears to the individual himself. According to Crow & Crow (1973) Emotion is an affective experience that accompanies generalized linear adjustment, mental and physiological stirred-up states in the individual and that shows itself in his overt behaviour. The concept of emotional intelligence began to appear in the early 1990s and it was popularized in 1995 by Daniel Goleman's book, *Emotional Intelligence*. The book captured the attention of the general public, media, and researchers by claiming that emotional intelligence can be "as powerful, and at times more powerful, than IQ" in predicting how successful one is in life (Goleman, 1995, p. 34).

Salovey and Mayer (1990) defined emotional intelligence as a form of intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. It is the ability to perceive emotions, integrate emotions, to facilitate thoughts, understand emotions, and to regulate emotions to promote personal growth. Thus, Emotional Intelligence can be described as having four branches: the ability to accurately perceive and express emotion, assimilate emotion into thought, understand emotion, and regulate emotions in the self and others. Bar-On (1997), defined emotional intelligence as being concerned with understanding oneself and others, relating to students, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands.

Emotional intelligence is a dynamic construct influenced by diverse biological, psychological, and social factors. Studies on emotional intelligence with respect to various psychosocial correlates have been found in a variety of fields.

REVIEW OF THE LITERATURE

Mayer & Salovey, (1997) conducted a study on Emotional intelligence, affect, and attitudes. The result of the study was that despite important exceptions people are usually motivated to seek pleasant feelings and avoid unpleasant emotions. The ability to manage emotions can help people nurture positive effect, avoid being overwhelmed by negative effect, and cope with stress. Other emotional abilities, such as perceiving and understanding emotions, also contribute indirectly to the quality of emotional experience by helping people to identify and interpret cues that inform self-regulatory action. Therefore emotional intelligence should contribute to positive affect and attitudes at work.

Gera (2006) conducted a study of the Emotional Intelligence of teachers in relation to their academic achievement and peer effectiveness. Sample consisted of 160 teachers (80 boys & 80 girls) of VIII standard. Findings revealed that teachers of VIII standard have an average level of EI. This explained that emotional development is closely related to child development, it is said that teachers of class VIII are still sculpting their mental frames. A significant positive relationship was found EI academic achievement and between EI and peer effectiveness.

Singaravelu S. (2007) studied emotional intelligence of student teachers (Pre-service) at primary level in Urdu theory, region and found that emotional intelligence of student teachers in Pondicherry region was above average as the mean and standard deviation were found to be 33.46 and 946 respectively. It was observed that 68% of the student teacher had above average level of emotional intelligence.

M. Nasir and S. Iqba (2012) studied on the relationship of demographic factors with emotional intelligence (EI) of university students. Results indicated that a significant correlation was found between emotional intelligence and some of the demographic factors. The model of demographic factors was found significant predictor of Emotional intelligence of university students which accounted for 19% variance in emotional intelligence.

NEED AND SIGNIFICANCE OF THE STUDY

Quest for effectiveness has been the characteristic of the entire history of human civilization. It is the driving force behind all human endeavours. Since the future of our nation is moulded in our classrooms, teachers are the real makers. The quality is mainly depending on teacher's effectiveness in teaching, emotional intelligence, and several associated factors such as academic performance and teaching experience. Teacher's effectiveness is mainly depending on teaching, analytical intelligence, emotional intelligence, spiritual intelligence and several associated factors.

Several studies had provided substantial evidence favouring teacher effectiveness, for quality education. Some research has found emotional intelligence is positively correlated with academic performance and teaching effectiveness. In addition, it has been suggested that emotional intelligence can increase as experience increases for a “maturity” effect (Goleman, 1995). Mayer, Caruso, and Salovey (1999) asserted that emotional intelligence increases with age and experience. In a study conducted by Day and Carroll (2004), experience was positively correlated with three of the four emotional intelligence scales, as measured by the Mayer-Salovey-Caruso Emotional Intelligence Test. Van Rooy, Alonso, and Viswesvaran (2005) examined the relationship between emotional intelligence and age using the 33-item Emotional Intelligence Scale. There was a significant positive correlation between emotional intelligence and age.

Despite these findings, there is a limited amount of research that has examined the impact of emotional intelligence on effectiveness of teacher educators. Intuitively, one might assume that teacher effectiveness increases with increase of emotional intelligence, academic performance and teaching experience. However, empirical research is needed to test the hypotheses.

Teacher emotional intelligence means that persons must have a self-awareness that enables to recognize feelings and manage people's emotions. Numerous studies have been conducted in India & abroad concerning teachers' effectiveness in relation to other variables such as work load, stress etc. No researcher has yet focussed effectiveness of teachers ascertaining relationship with Emotional Intelligence (EQ). The present study therefore is justified on the grounds as it is one of the first plans of its kind designed to explore the impact of emotional intelligence on effectiveness of teacher educators.

STATEMENT OF THE PROBLEM

The problem is entitled as, “**Impact of Emotional Intelligence on Teacher Educators' Effectiveness**”.

OBJECTIVES OF THE STUDY

1. To study the Emotional Intelligence of the teachers working in teacher education colleges.
2. To study the Emotional Intelligence of the male teachers working in teacher education colleges.
3. To study the Emotional Intelligence of the female teachers working in teacher education colleges.
4. To compare the emotional intelligence of the Male and the Female teachers working in teacher education colleges.
5. To study the effectiveness of Teacher educators working in teacher education colleges.
6. To study the effectiveness of male Teachers working in teacher education colleges.
7. To study the effectiveness of female Teachers working in teacher education colleges.
8. To compare the effectiveness of Male and Female teachers working in teacher education colleges.
9. To study impact of emotional intelligence on effectiveness of teacher educators.
10. To study the effectiveness of teacher educators in relation to their emotional intelligence.

HYPOTHESES

1. There is no significant difference of emotional intelligence between male and female teachers.
2. There is no significant difference between the male and the female teachers with respect to their effectiveness.
3. There is no any impact of emotional intelligence on effectiveness of teacher educators.

METHODOLOGY

Present research work was intended to explore teacher educators' effectiveness with relation to their emotional intelligence. The Survey Method was used to collect the data. For investigation and collection of data descriptive survey method was used to find out the relationship between effectiveness of teacher educators with their emotional intelligence.

Population: The teachers teaching in teacher education colleges located at Gautam Budh Nagar of Uttar Pradesh state comprised of the population.

Sample: The sample for the present comprised of 300 teachers teaching in teacher education colleges located in Gautam Budh Nagar of Uttar Pradesh state. Out of 300 teacher educators there were 100 male and 200 female teacher educators. The selection of the colleges for the study made through random sampling technique and

the teacher educators were also selected by random sampling technique.

TOOLS TO BE USED FOR THE STUDY

1. Teacher Effectiveness Scale developed by Pramod Kumar and D.N. Mutha
2. Emotional Intelligence scale developed By Shubhra Mangal in 2010.

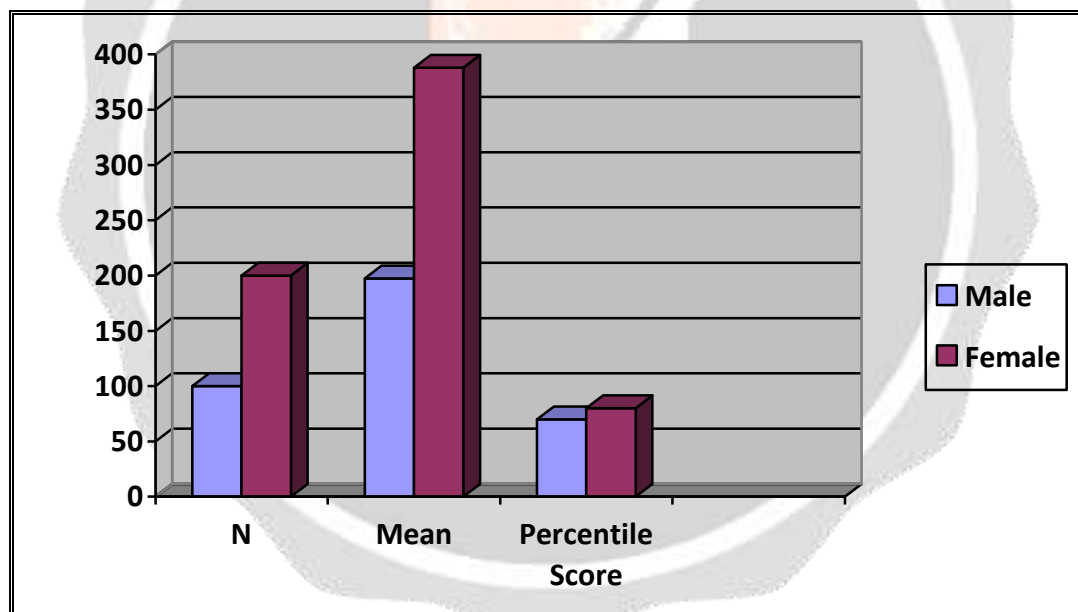
DELIMITATION OF THE STUDY

The present study was delimited to:

1. Teacher educators of teacher education colleges located at Gautam Budh Nagar of Uttar Pradesh.
2. Both male and female teacher educators were taken for the study.
3. Only NET qualified/Ph.D. awarded teacher educators were taken for the study.

STATISTICAL ANALYSIS

Analysis and Interpretation of the data were done with the help of Mean, Standard deviation, t-test and Pearson's product moment correlation.



Graph- 1: Showing mean and percentile scores of effectiveness of male and female Teacher educators'

The graph 1 shows that the percentile scores of effectiveness of 100 male teacher educators' was found to be 70 while the percentile scores of effectiveness of 200 female teacher educators' was found to be 80. Male teachers were found under the category of more effectiveness while female teachers were found under the category of most effectiveness in their percentile scores.

Correlation between Emotional Intelligence and Effectiveness of Teacher Educators

Table 1: Correlation Between Emotional Intelligence and Effectiveness of Teacher Educators					
Variables	N	Mean	Standard Deviation	Coefficient of Correlation	Remarks
Teacher Effectiveness	300	195.08	18.32	0.536	Significant
Emotional Intelligence	300	565.37	87.23		

As shown in table -1 given above that the co-efficient of correlation between emotional intelligence and effectiveness of teacher educators was calculated to be 0.536 which is significant at 0.01 level of significance. Thus, it can be concluded that there exists a significant correlation between emotional intelligence and effectiveness of teacher educators.

MAJOR FINDINGS OF THE STUDY

- The male teacher educators were found to be with percentile 70 which belongs to the more effective category.
- The female teacher educators were found to be with percentile 80 which belongs to the most effective category.
- Male teachers were found under the category of more effectiveness while female teachers were found under the category of most effectiveness in their percentile scores.
- Interpreting the data it has come to the conclusion the male teacher educators were found to be better in emotional intelligence scale than their counterpart the female teacher educators of teacher education colleges.
- There exists a significant correlation between emotional intelligence and effectiveness of teacher educators. So, an effective teacher is emotionally intelligent. So to be an effective teacher it is necessary to be emotionally intelligent or an emotionally intelligent teacher is an effective teacher.

CONCLUSION

This study explicitly showed that Emotional intelligence was a significant factor influencing effectiveness of teacher educators. Thus, the ability to effectively deal with emotions and emotional information in colleges would assist teachers 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. The results as found in this study indicated that there is urgent need for the development of intervention programmes aimed at increasing the emotional intelligence level of teacher educators.

EDUCATIONAL IMPLICATION

The findings of the present investigation may be helpful for, teachers, Principals, administrative bodies, managing authorities and educational planners. A teacher

educator plays an important role in making a student teacher an ideal and dutiful citizen of any country. Thus this study may be helpful to the teachers in their emotional development and effectiveness in teaching.

Teaching Effectiveness is very important for a teacher in his teaching life because the future of Nation depends on a teacher. Moreover, this will be valuable input in holistic personality development and values and a variety of Teachers' effectiveness.

There should be proper facilities of teaching for each and every kind of teachers. Teachers should not create complexes in teaching among students. They should be good listeners, receptive to ideas and able to respond positively to them. Co-operation should be developed in group activities.

The teachers who are emotionally more intelligent and motivated to achieve more are always found creative. Feeling of confidence is found to be developed in them. They become competent in all walks of life. So there should be proper interaction between teacher educators and pupil teachers.

The study may be helpful to the teachers in order to develop their teaching effectiveness. This skill will create interest in them to teaching by new and interesting method and new techniques. This interest will lead them to acquire teaching effectiveness. Thus this study may be helpful to the teachers their intellectual development in effectiveness of teaching. Most professional institutes of education are trying to educate knowledgeable, responsible, caring and mentally healthy teachers. All the teachers may be benefited from this study for enhancing their teaching effectiveness and support about the latest practice and outcome only by going through this investigation.

Policies should be adopted to appoint emotionally intelligent teachers. The government, institutions and other organizations should endeavour to prepare emotionally intelligent teachers.

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