

## **EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS OF ARTS AND SCIENCE COLLEGE – AN EMPIRICAL STUDY IN CHENNAI**

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***Abstract:** Emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head — it is the unique intersection of both. This study aimed to find out relationship and difference between emotional intelligence and teacher effectiveness of degree college teachers in Chennai. Salovey and Mayer model of EI was used to test the three aspects of EI: appraisal and expression of emotion, regulation of emotion, utilization of emotion. The scale was administered on 120 degree college teachers. Two components are critically important in teacher preparation: teacher knowledge of the subject to be taught, and knowledge and skill in how to teach that subject. Teacher Effectiveness Scale by Umme Kulsum is used to test teacher effectiveness namely (1) preparation and planning for teaching, (2) classroom management, (3) knowledge of subject matter, (4) personality characteristics, and (5) interpersonal relations all comprising 60 statements. The study reveals that there is a significant difference between emotional intelligence in teacher effectiveness among the degree college teachers of Chennai.*

***Keywords:** teacher effectiveness, appraisal and expression of emotion, regulation of emotion, utilization of emotion.*

### **I. INTRODUCTION**

The teacher plays a main role in the educational sector. He has the greatest responsibility on his or her shoulders in building the nation. The teaching is the fundamental duty of a teacher and it has to be made more effective in order to make teaching effective and it should mould the students effectively. The main function of a teacher is to create a good learning environment that motivates the students to learn the most. A good teacher may be one who helps in the development of basic skills, understanding, proper habits, desirable attitudes, value judgment and adequate personal adjustment of students. Effective teachers also lead to best academic performance and all round development of the students. Emotional intelligence is

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about the connection between body, mind, and spirit. Gardner,(1995) Research has suggested that intelligence is broader than the narrow cognitive domain measured by traditional intelligence tests and in fact, contributes only about 20% to the factors that determine life success. Goleman, (1995, 1998): Salovey & Mayer, (1989-1990) a construct that includes much of Gardner's theory, has emerged as key factor in research investigating a range of outcomes including academic achievement and employment success. Goleman (1995) described EI as an ability that includes self-awareness, impulse control, persistence, zeal, self-motivation, empathy and social adaptness. Bernet (1996) operationalized by focusing on optimal responses that result from the ability to attend rapidly appropriately and without effort to the experienced feelings an inability in this area leads to self-damaging emotions and behaviour. Another critique of a teacher effectiveness model based on test scores concerns the degree to which innovations in measurement drive how teacher effectiveness is defined. Campbell *et al.* (2003) trends in measurement of teacher effectiveness seem to follow the development of new instruments and technologies, focusing on the ability to measure something, rather than first defining effectiveness and then determining a technology for measuring it.

The five-point definition of effective teachers consists of the following:

- Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures.
- Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior.
- Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.
- Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.
- Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure.

## II. REVIEW OF RELATED LITERATURE

Gupta (1995) reveals that the coefficient of correlation between overall dimension of job satisfaction of teacher viz. Salary Benefits, community aspect supervision, family life, policies and practices, growth and practices were significantly related with teacher effectiveness.

**Rao (1995)** studied relationship between teacher effectiveness, creativity and interpersonal relationship of teachers. However significant relations were found between teacher effectiveness, creativity and interpersonal relationships of teachers and

significant differences existed between rural and urban teachers with reference to interpersonal relationship.

**Sweetlin Rajam Amsarani (2000)** conducted a study on teacher effectiveness of second language teachers in higher secondary schools. The major finding of the study is that Teacher Effectiveness of P.G. English teachers is neither low nor high, just moderate; in terms of cognitive aspect is just moderate; in terms of affective and psychomotor aspects it ranges from moderate to low.

**Amandeep and Gurpreet (2005)** conducted a study of teacher effectiveness in relation to teaching competency. The results reveals that female teachers are more effective in their teaching than male teachers; male and female teachers do not differ significantly as far as their teaching competency is concerned.

**Shweta Agarwal (2012)** conducted a correlation study of teacher effectiveness and job satisfaction of higher secondary school teachers. This study concludes that all types of government school teachers are endowed with more effectiveness than all types of aided and non-aided school teachers, government school teachers are having better knowledge and good relationship with students, principal and parents.

### **Teacher Effectiveness**

Two components are critically important in teacher preparation: teacher knowledge of the subject to be taught, and knowledge and skill in how to teach that subject.

**Keynes (1935)** Learning is a process of creative destruction that enables students to escape the habitual modes of thought and expression. The more entrenched the knowledge, the more difficult the escape. Teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process, namely pupil achievement (Kulsum, 2006).

### **III. NEED AND SIGNIFICANCE OF THE STUDY**

Teachers play a predominant role in the educational frame work of the society. They contribute much to the student community .To meet the existing competitive world, the students should be strong in their academics, as well as other co-curriculum. This can be achieved only through the effectiveness of teacher.

It is very important that the effective 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 productive. The working culture of the teachers should be favorable resulting in increased professional development of the teachers.

### **IV. OBJECTIVES OF THE STUDY**

- To find out the difference in teacher effectiveness among male and female teachers.

- There will be no significant difference in teacher effectiveness with respect to age, experience in years, gender and educational qualification of the participants.
- To find out the difference in teacher effectiveness with respect to their teaching experience.

## V. METHOD OF THE STUDY

Survey method of research has been used in the present study.

### TOOLS USED

Teacher Effectiveness Scale (2000) developed and standardized by Umme Kulsum was used to collect the data. The scale has five distinguished areas that cover the preparation for teaching and planning, classroom management, knowledge of subject matter, teacher characteristics, and interpersonal relations with a total of 60 items.

### SAMPLE

Random sampling technique has been used for selecting the sample. The investigator selected one hundred and twenty teachers in arts and science colleges in and around Chennai, Tamilnadu.

### STATISTICAL TECHNIQUES USED

For analyzing the data mean, standard deviation, 't'-test, and one way ANOVA have been computed.

## DATA ANALYSIS AND INTERPRETATIONS

HYPOTHESIS I : The Significant difference between teacher effectiveness among male and female teachers.

**Table 1**  
**Teacher Effectiveness of male and female school teachers**

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t-value</i>	<i>Level of significance</i>
Male	120	230.04	35.92	1.054	NS
female	120	241.03	36.45		

Calculated 't' value is 1.054 less than the table value (1.96). It is found that there is no significant difference between male and female teachers effectiveness. Male teachers are found more emotionally intelligent than the female teachers. This has implications for qualitative improvement of teaching. In order to improve the quality of teaching particularly in the girls schools it seems necessary to make efforts to help the male teachers to develop to emotional intelligence.

HYPOTHESIS II: There will be no significant difference in teacher effectiveness with respect to age, experience in years, gender and educational qualification of the participants.

It is found that there is no significant difference in teacher effectiveness with respect to age, gender and educational qualification of the participants. But it is seen that there is a significant relationship with teacher effectiveness and experience years ( $F=3.66$ ;  $p < 0.05$ ) of the respondents. It is concluded as high the experience, it would be possible to understand and deal with the teaching profession effectively and it may be the teachers new to the profession perform better than the experienced because they may have a passion for the job. The experienced teachers may prefer to be stable and resist changes and new ideas as they are more flexible for the things that they are always involved into and do not develop in the field.

**HYPOTHESIS III:** To find out the difference in teacher effectiveness with respect to their teaching experience.

**Table 2**  
Teacher effectiveness with teaching experience mean and SD

Teaching experience	N	Mean	SD
Below 5 yrs	32	215.15	35.68
6-10 yrs	29	222.70	23.52
11-15 yrs	20	245.42	26.38
Above 15 yrs	39	271.38	27.74

#### Results of one way ANOVA for Teaching Experience

Sources of variation	Sum of squares	df	Mean squares	F-value	Level of significance
Between groups	76081	4	23563.721	29.58	0.01
Within groups	10829	116	856.34		
Total	86910	120			

It indicates that there is a significant difference in the teacher effectiveness among the teachers with regard to teaching experience. It indicates the above 15 years' experienced school teachers have more effective in their teaching than compared to their colleagues.

## VI. CONCLUSION

The quality and standard of education depends wholly on the effectiveness of the teachers. Mahatma Gandhi rightly pointed out that "no country can make any progress without good teachers". Effective education can be obtained through the efforts of well qualified, competent and effective teachers. India being a developing country, the teachers have the great responsibility of making the students competent enough to stand in front of the developed countries and to make the country economically independent. To mould the students the teacher's part plays a vital role in their career. The teachers should also pay special attention towards the Emotional Intelligence of students, as these are the competencies and skills which help a person to be successful

in various facets of life. The present investigation has revealed that there exists a significant difference in emotional intelligence of male and female teachers. Male teachers are found more emotionally intelligent than the female teachers. This has implications for qualitative improvement of teaching. In order to improve the quality of teaching particularly in the girls schools it seems necessary to make efforts to help the male teachers to develop to emotional intelligence.

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