



### A STUDY OF TEACHER EFFECTIVENESS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

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#### **Abstract:**

*Research Studies have revealed that emotional intelligence (EI) has a strong influence on individual's job performance and most of the studies are limited mostly to the corporate sector. Thus, the present research article tries to explore the effect of teacher's level of emotional intelligence on their teaching effectiveness. In this century, the role of the teacher has drastically changed where the focus is on developing higher order thinking skills among students to enable them communicate effectively, collaborate and develop skills that are needed along with intelligent decisions in order to achieve various outcomes for their peers in their classes and make wise judgments in future. Teachers equally must also possess Emotional Intelligence in order to understand the emotions of the self and the people around them which will directly affect the way they are teaching and the pedagogies that they adapt for the same. EI capacity of the teachers is the vibrant sign for their effectiveness in teaching. Teacher attention for students produces effective results in learning in form of social skills as performance so it plays role in wellbeing of students regarding all aspects of students' life.*

**Keywords:** *Emotional Intelligence, Teachers Effectiveness, Teaching-Learning Process*

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#### **Introduction**

Academic success depends on not only good learning but also efficient teaching. Following the conventions, when it comes to education, a teacher by default brings two things to her classroom that are valuable for the learners. One is expertise in her subject and the other her own methods of teaching i.e. pedagogy of a teacher, as to how will be the explanation and structure of the content presented, as well as use of resources available. But a third and mostly unrecognized component is emotional intelligence that the teacher offers her learners, (Mortiboys, 2005) because the process of learning automatically involves excitement, thrill, frustration and struggle (Claxton, 1999). A virtuous teacher should understand importance of group as well as individual motivation; should create an environment that promotes social interaction positively, students should engage actively and are drawn towards learning.



A teacher's job is a demanding one with a vast operating scope. It requires a set of clearly defined competencies, skills, and attributes possessed by professionals in this field. Teachers have greater responsibilities in overall mental, physical, intellectual and emotional development of their students. As technology takes center stage these days, teachers can no longer linger on the path of traditional style of teaching. In addition to ensuring academic excellence, teachers need to focus on the affective domain of the students. The effectiveness of their teaching is also greatly influenced by their innovations, extensive use of technology along with managing emotions, all of which have a great impact on the learning process. A more emotionally intelligent teacher is one who imbibes and practices emotional skills on a daily basis and experiences a more successful and contented professional career and life. When dealing with different stressors, such a teacher is resilient and proactive, and does not let stress get in the way. Teachers who display emotional intelligence have a deliberate reflective character (not reactive), are more flexible (not resilient to change), communicate in a more positive manner (not passively) and are more optimistic about the future (not pessimistic and negative). Students who excel academically have teachers with strong Emotional Intelligence and effective teaching skills. An individual with emotional intelligence will be able to perceive and express emotion, comprehend and reason with emotion, and regulate emotions in themselves and others. (Mayer, Salovey and Caruso, 2000). The literature review focused on emotional intelligence for two decades now, provides different classifications of the construct, but these classifications are, in some sense, compelling and complementary. Sometimes it is apparent as quasi scientific and indicate a commercial bent to it rather than serving a scientific purpose (Cooper and Sawaf, 1997; Shapiro, 1997). On the other hand, as an alternate division, it could distinguish that emotional intelligence models propose a theoretical explanation of their factors. These models are grounded on the review of former literature, conduct controlled empirical studies to validate them, and use dimension instruments developed with this purpose (Bar-On, 1997; Boyatzis, Goleman and Rhee, 2000). In general, these approaches try to discover the emotional factors that uphold emotionally intelligent people and the mechanisms and processes that set off the use of these capacities in our everyday life. It has been reported that emotionally intelligent personalities tend to make better team players, and are more effective at motivating themselves and others (Kets de Vries, 2013). A growing body of investigation has focused on the significance of Emotional intelligence characteristics as positive attributes in predicting the success of researchers and leaders effectiveness, (Watkin, 2000; Goleman, 1999). Studies have indicated that a positive mood is associated with effective teaching (Watkin, 2000; Centra, 1993; Murray, 1991). In addition, people in positive moods tend to be more promising and have lesser determination to achieve success for themselves and others (Salovey and Birnbaum, 1989). Hence, it can be said that the study of emotional intelligence has since beginning of analysis what it means to be intelligent. Corroborating this, (Goleman, 1999) stated his belief that the newer area of emphasis for emotional intelligence training will be in the institutions as they concentrate on educating the whole person. In this light, it can be ascertained that when pre-service educators participate with emotional intelligence, they may sharpening their skills of effective teaching.

#### **WHAT IS EMOTIONAL INTELLIGENCE?**

Goleman defined emotional intelligence or EQ ( emotional quotient) as the capacity for building our own passions



( mindfulness) and those of others (empathy), for motivating ourselves (provocation), and for managing feelings well in ourselves (regulation) and in our connectedness ( social etiquettes ) (Goleman, 1998). Goleman sees emotional quotient as a updated view of intelligence. In his view Emotional Intelligence involves an ongoing process of development and it doesn't represent an unchanged state of being, but requires an ongoing commitment to growth and continued development (Goleman 1996). For this reason Emotional Intelligence and progressive development in the field help a teacher to perform effectively. "The reason we do not see people's full proficiencies is because of their own emotional incapacity" (Goleman, 1998). According to Goleman (1996), people differ in terms of understanding the capacity of their own passions and those of others, for motivating themselves, for managing feelings well in themselves and in their associates. They also differ in their capability to understand what other people are feeling and why. Emotional intelligence describes these individual differences. Goleman indicates that these differences play a bigger part than cognitive intelligence in determining success in life and in the works for other individuals. In other words, the factors that distinguish one person from another are the lower or higher levels of emotional intelligence. The significance of cognitive intelligence is deniable (measured through IQ test; a measure of intellectual function), and in no way ignoring the necessity of organizing instructions and furnishing correct evaluations. They are really important, but emotional mindfulness and ability to control passions using EQ rather than IQ can be a determinant to success. IQ defines how smart you are while Emotional intelligence defines how well you use your smartness. As a result, EQ levels differentiate successful individuals from the rest. The good news is that while IQ is a factor that cannot be chanced much, EQ improves with training and practice. From another perspective EQ "establishes the balance between the head and the heart. A person who is completely commanded by his brain and has no emotions, on the other hand a person who is completely doused by emotions and does not use cognitive skills at all; both are imbalanced examples. However, if a person uses his feelings constructively, then intellectual performance also gets enhanced (Sharma and Bindal, 2012).

#### **Determining Crucial Factors Of Emotional Intelligence In Teacher Effectiveness**

Generally, people choose the teaching profession nowadays, but the question remains will they become effective teachers or no. Studies conducted on teachers indicate that being a part of the teaching field is not an easy profession and being an efficient teacher is more complex than popular belief. Far from reality, teaching has is looked upon as an easily manageable job among the others. One of the vital reasons being it isn't among the loftiest paid jobs in our current highly competitive and money minded society. Teaching is nowhere in sight compared to medical, law, IT, and so on. Unfortunately, teaching is selected as a last resort by the youth rather than passion for teaching It is evident to say that such educators will destroy many personalities, and a lot of potentialities will be vanish for the society and country because we do not understand the significance of the teaching profession. We cannot ignore the fact that teachers form the core of the society structure and education quality in a society has strong impact on overall development of a society and a country. The immediate and clear interpretation here to increase education quality is by improving the effectiveness of a teacher than by any other measures. Sufficient research has been conducted by education experts to support the fact that academic excellence of students is directly related to



effective teaching methods and most importantly the teacher herself.

As mentioned before a teacher has multitudinous roles to play in the institution, and face all the conflicts that accompany the role

(conflicts with the administration, low payment, relationship with parents, lack of discipline and less motivated learners, decision- taking etc.).

Thus teaching is viewed as a highly stressed profession labeled by psychologists to be demanding very high levels of emotional intelligence in teachers for achieving success in careers and attaining job-satisfaction. Therefore to reduce job-related stress and increase efficiency of teachers the purposeful

addition and development of emotional intelligence among prospective teachers is vital to attain the standard benchmark. Because while subject knowledge is important; that alone cannot be the determinant of teachers effectiveness on the pupils. A teacher is expected to deal with learners coming from different backgrounds of emotional situations and with a variety of individual differences of different age groups.

Teacher is responsible for providing suitable experiences for promotion of intellectual as well as emotional growth. According to Sharma and Bindal (2012,p. 137), “ effective teaching is not only mastery of the subject, but also understanding the pupils well and transacting the curricula as per the requirements and interests of the pupils”.

In terms of educational institutions, the teacher’s emotional intelligence is the vital key not only for the institution but also aids in the development of student’s individual emotional intelligences. In order to attain this vision and mission, it is important to enhance both academic and emotional progress of students. To see the other side of the coin emotional intelligence of the teacher’s, plays a significant part in the school’s “ decision making, leadership, strategic and technical advancement, honest and open communication, trusted relations and cooperation, commitment and creativity as well as invention” (Cooper, 1997,p. 33). For efficient exchange of knowledge, teacher should create a ridicule free environment that is friendly, promotes enthusiasm, and brings passion for learning (Sharma and Bindal 2012), and motivate them to boost learning are always foremost factors in education. Emotional intelligence can be defined by 4 elements:

1. **Self-management** – Teacher should have the ability to control impulsive behavior and feelings, manage personal emotions in a way that do not affect her professional work, keeping commitments, and acclimatizing to any change in environment. Teacher atmosphere is very dynamic; changing students’ year after, introduction of new technology, apps and ever changing management rules. A teacher with high level of EQ can go through it all!
2. **Self-awareness** – High EQ in a teacher helps her in recognizing the influence emotions have over thoughts and conduct. Knowing personal flaws and strengths lead to developing self-confidence in the long run, thus increasing efficiency.
3. **Social awareness** – Taking over the extra classes of a sick co-teacher seems added work. Having empathy as well as understanding of other’s needs and emotions is part of mindfulness for the teacher. Handling workshops



and new people around all the time, a teacher should feel at ease in the company of others and easily recognize power dynamics of an organization or even a group.

4. **Relationship management** – Handling parents in denial is such a tough job for a teacher, it's impossible to convince the parents that their child does suffer mild dysgraphia. Developing and maintaining respectable relationships, connect with people, conflict handling and working efficiently in teams.

#### **Discussion And Conclusion**

Emotional Managing may uphold the capability of a teacher to be inspirationally motivating and intellectually stimulating. It's because students who are suitable to manage positive and negative feelings within themselves are suitable to understand the goods of positive and negative feelings on their work performance and relations with others too.

Thus, emotional stability had a significantly high correlation with managing relations which surfaced as the alternate interpreter of teacher effectiveness, both pupil rated and self-reported Managing relations develops not only a healthy ambience in class but also boosts positive learning. It helps to mediate and resolve problems before they take a serious turn. Intrinsic motivation was also reported by the teacher and students alike which is a major cause for self-efficacy. A teacher with a high EQ is capable of holding a vision for the future and be optimistic about it, and the best part is they become influencers over others creativity and positivity too! Integrity was one of the paramount four predictors of self-reported effectiveness of the teacher. An educator who is upright, honest, and true to him/ herself and others is sincerely tied to his/ her work. Self-awareness reflected a significant correlation with both types of teacher effectiveness and surfaced as a good predictor when grouped with empathy, commitment and self- development. Mindfulness helps faculty members to identify the strengths and weaknesses of their teaching efficacy lays the track for further enhancement. Knowing one's emotional strength and weakness is of great help because the self has to continually respond to the external world. If one is incapable of understanding the self he or she may not be in a capacity to do the same for others (Carver, 2003).

This reduces effectiveness in handling interpersonal relations. A teacher who has better mindfulness of his/her own feelings also is more mindful of the emotions of his/ her colleagues and students. This is supported by a significant correlation between self-awareness, emotional stability and managing relations

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