To Study The Teaching Effectiveness, Emotional Intelligence & Organizational Commitment Of Teachers Of Undergraduate Colleges

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ABSTRACT

*The present study was conducted on 400 teachers of undergraduate colleges in lucknow. The teaching effectiveness was estimated by a Teacher effectiveness scale devised by Umme Kulsum. Organizational Commitment Scale By Upinder Dhar, Prashant Kumar And D.K. Srivastava. Emotional intelligence scale developed by Anukool hyde, sanjyot pethe and upinder dhar . The primary aim of this study was **To study the Teaching effectiveness, Emotional intelligence & Organizational commitment of teachers of undergraduate colleges.** It was found that 36.25% teachers of the under graduate colleges possessed high teaching effectiveness. 34.5% of teachers of the under graduate colleges possessed high emotional intelligence.. Whereas , 25.75% teachers possessed high organizational commitment.*

Keywords: Teaching Effectiveness , emotional intelligence , organizational commitment, teachers ,undergraduate colleges.

INTRODUCTION

Teachers are considered as the main pillar in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society. Teachers cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents. In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance. Professionalism demands teachers to be innovative in their attitudes, flexible in their approach, always refreshing themselves with day-to-day developments in their respective subject area. All Education Commissions and Policies since independence stressed on the restructuring and re-organization of teacher education and of teaching profession. Radhakrishnan Commission (1948) for higher

education, Mudaliar Commission (1952-53) for secondary education, Kothari Commission (1964-66) for all levels of education, were constituted to suggest reforms to push forward the agenda of educating India, strengthening teacher education and re-warm teaching-learning strategies. The Secondary Education Commission (1952-53) stated, "we are, however, convinced that the most important factor in contemplated educational reconstruction, is the teacher, his personal qualities, his educational qualifications, his professional training and the place that occupies in the school as well as in the community". The Education Commission (1964-66) observed, "Of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence and character of teachers are undoubtedly the most significant". The National Education Policy of India (1986) focused its attention on an educational system which can produce citizens who are physically, mentally and morally healthy; National Council for Teacher Education, which is a creation of the NPE (2005) suggested to make teacher education effective and productive.

TEACHING EFFECTIVENESS

The effectiveness of instruction in schools, colleges and institutions depends vitally upon the quality of the teacher and teacher effectiveness is the competence and ability of a teacher to teach effectively . effective teaching involves a set of teaching behaviours which are specially effective in bringing about desired changes is an effective manner and the class room learning demands the actions of a leader on the part of a teacher. A successful teacher becomes better and better because his actions are not based simply on intuition but on careful analysis, reflection and planning.

Teaching effectiveness is a set of behaviours that effective teachers incorporate into their daily professional practice. It also include a teacher's ability to reflect, collaborate with colleagues and continue on going professional development.

These involve a deep understanding of :-

- ➢ Subject matter
- ➢ Student differences
- ➢ Planning
- ➢ Classroom instructional strategies
- ➢ Assessment of student understanding.

ORGANIZATIONAL COMMITMENT

Commitment means a dedication/obligation to a cause or any other people. A person's work commitments are basically obligatory duties that they must perform for their job/organization. It usually evokes a strong sense of intention and focus. It is an individual's psychological attachment to the organization. Organizational commitment predicts work variables such **as : Accountability. Organizational citizenship behaviour & job performance.**

Organizational commitment refers to the organization's member's psychological attachment towards the organization. It plays a very large role in determining whether a member will stay with the organization and

zealously work towards organizational goals. A prominent theory in organizational commitment is the 3-component model (or TCM). The model argues that organizational commitment has three distinctive components which are **affective commitment, continuance commitment and normative commitment.**

EMOTIONAL INTELLIGENCE

Emotional intelligence may be defined as an ability to understand the one's own emotions as well as emotions of others and act appropriately based on these emotions.Mayer and Salovey (1993) defined-*"Emotional intelligence as The ability to monitor one's own and other people's emotions, To discriminate between different emotions and label them appropriately and To use emotional information to guide thinking and behaviour."*

In the present study, Emotional Intelligence has been conceived and measured in terms of self-awareness, empathy, self-motivation, emotional stability, managing relation, integrity, value orientation, commitment and altruistic behaviour.

REVIEW OF RELATED STUDIES

Guleryuz et al. (2008) found too that emotional intelligence does not have significant direct path on organizational commitment. But job satisfaction was a mediator between emotional intelligence and organizational commitment.

Samaneh Aghdasia, Ali Reza Kiamanesh, Abdolrahim Naveh, Ebrahim (2011) This study analyzed direct and indirect effects of emotional intelligence on occupational stress, job satisfaction, and organizational commitment. The results of the study indicate that emotional intelligence does not have any direct and indirect effects on occupational stress, job satisfaction, and organizational commitment. Moreover, occupational stress not only has a direct negative effect on job satisfaction, it also has an indirect negative effect on organizational commitment. Job satisfaction has a strong direct positive effect on organizational commitment. The mediatory role of job satisfaction in the effect of occupational stress on organizational commitment is confirmed in the study.

Ajeya Jhaa, Indoo Singh (2012) the present study was conducted to understand the correlation between EI and teaching performance in the case of faculty members at medical and engineering colleges. The study revealed a positive correlation between EI and teacher effectiveness, both self-reported and students rated. Among ten components of EI considered in the study; emotional stability, self-motivation, managing relations, self-awareness and integrity emerged as the best predictors of teacher effectiveness. Gender differences on the scores of EI and Teacher Effectiveness was insignificant. The EI and self-reported teacher effectiveness of engineering faculty members were relatively higher than those of medical faculty. However, according to students rating there was no significant difference in teacher effectiveness among the two groups.

T. V. Ramana (2013) done a study on emotional intelligence and teacher Effectiveness -an analysis. An attempt is made in this paper to analyze the concept of emotional intelligence and teachers' effectiveness in the class room of schools and universities. Role and the qualities of the teachers, programmes for enhancing emotional intelligence and their results, emotional intelligence, proactive coping, burnout and supervisor support and ideas for improving the situation of the teachers.

Adeyemo D. A1, Agokei R. Chukwudi (2014) The purpose of the present study was to investigate the effect of emotional intelligence, and teacher efficacy, on the teacher effectiveness of pre service teachers. The findings of this study demonstrated that emotional intelligence and teacher efficacy had predictive influence on teacher effectiveness.

Anoop Beria, Nimisha Beria (2014) The objectives of the study were to study teaching effectiveness, emotional intelligence, and organizational commitment among senior secondary school teachers.

Mehboob-Ul-Hassan (2016) The present study was intended to investigate the Emotional intelligence as a predictor of organizational commitment among college teachers of Lahore, Punjab Pakistan. Findings of the study show that there is a significant difference in emotional intelligence (EI) between male and female college teachers. Male teachers have a significantly higher emotional intelligence (M=2.3059, SD=19.37687) than females respondents (M=2.2722, SD=2.3059), not significant difference between all male and female college teachers of Dist.

Oznur Tuluay Ates's doctoral dissertation (2017) The objective of this study is to determine the relationship between the emotional intelligence, motivations and organizational commitment of the teachers working at primary schools. The results of the study demonstrate that the teachers working at the primary schools have a good level of emotional intelligence, motivation and organizational commitment and there is a positive and suggestive relevance between their emotional intelligence, motivation and organizational commitment.

Janak Singh (2017) 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 w i t h 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. There exists a significant correlation between emotional intelligence and effectiveness of teacher educators. So, an effective teacher is emotionally intelligent.

Deepa Sikand & Amit Kauts (2018) The present study was conducted to study the relationship of teacher effectiveness, teacher stress and teacher commitment with different dimensions of creative management. The findings of the study revealed that there is significant relationship in the teacher stress and creative management. It is also found that there is no significant relationship in the teacher effectiveness and creative management.

Soanes, D. G., & Sungoh, S. M. (2019) The present study is an attempt to explore the influence of Emotional Intelligence (E.I.) on Teacher Effectiveness (T.E.) of science teachers of secondary schools of East Khasi Hills District in Meghalaya (N = 352). The findings of the study revealed that there is a significant difference in Emotional Intelligence between male and female science teachers and female science teachers are slightly higher in Emotional Intelligence than their male counterparts.

Niyogi Shyamalendu1 and Rai Ila (2019) This paper attempts to study the level of emotional intelligence and job satisfaction and organizational commitment in a teacher. The paper also studies relationship between emotional intelligence, job satisfaction and organizational commitment in a teacher. Emotional intelligence has significant correlation with job satisfaction and also job satisfaction has significant correlation with emotional intelligence. However, there does not exist significant correlation between emotional intelligence and organizational commitment. This indicates that the emotional state and control of emotions plays a crucial role in satisfaction level one has with their organization.

STATEMENT OF THE PROBLEM

To study the Teaching effectiveness, Emotional intelligence & Organizational commitment of teachers of undergraduate colleges.

OBJECTIVES OF THE STUDY

The objectives of the present study were:
1. To study the teaching effectiveness of teachers of undergraduate colleges.
2. To study the emotional intelligence of teachers of undergraduate colleges.
3. To study the organizational commitment of teachers of undergraduate colleges.

METHOD OF THE STUDY

The present study was conducted "To study the Teaching effectiveness, Emotional intelligence & Organizational commitment of teachers of undergraduate colleges" using descriptive survey method.

POPULATION AND SAMPLE OF THE STUDY

The population of the present study is considered of all the teachers of undergraduate colleges. The Present study was conducted on 20 randomly selected undergraduate colleges lucknow. In total sample were restricted to 400 teachers from aided and self finance undergraduate colleges. Random sampling technique was used for selecting undergraduate colleges and teachers.

VARIABLES USED IN THE STUDY

- **Dependent variables :-** Teaching Effectiveness
- **Independent variables :-** Organizational Commitment

　　　　　　　　　　　　Emotional Intelligence.

TOOLS USED IN THE STUDY

The following tools were used to conduct the present study.

1. Teacher Effectiveness Scale devised by Dr. (Mrs.) Umme Kulsum.
2. Emotional Intelligence Scale devised by Anukool Hyde, Sanjyot Pethe, Upinder Dhar.
3. Organizational Commitment Scale devised by Upinder Dhar, Prashant Mishra and D.K. Srivastva.

ANALYSIS AND INTERPRETATION OF RESULT

1. **To study the teaching effectiveness of teachers of undergraduate colleges.**

   Result Pertaining To The Teaching Effectiveness Of Teachers of undergraduate colleges.

Table 1.1: Showing Percentage Of Teachers of Teachers of undergraduate colleges Having Different Level Of Teaching Effectiveness

Sr. no.	Category	N	Percentage
1.	**High**	145	36.25
2.	**Average**	222	55.5
3.	**Low**	33	8.25

Table 1.1 clearly reveals that the percentage of the teachers possessing average level of teaching effectiveness were 55.5%, 36.25% possessed high teaching effectiveness whereas 8.25% possessed low teaching effectiveness in the sample.

Thus from the data analyses it is clearly visible that most of the teachers possessed average teaching effectiveness. 222 teachers out of 400 teachers were categorised as average in teaching effectiveness scale. Whereas very few i.e; 33 teachers out of 400 were categorised as low effective teacher. And 145 teachers out of 400 teachers were categorised as highly effective teacher.

2. To study the emotional intelligence of teachers of undergraduate colleges. Result Pertaining To The Emotional Intelligence of Teachers of undergraduate colleges.

Table 1.2: Showing Percentage Of Teachers of undergraduate colleges Having Different Level Of Emotional Intelligence.

Sr. no.	Category	N	Percentage
1.	High	138	34.5
2.	Average	195	48.75
3.	Low	67	16.75

Table 1.2 clearly indicates that 34.5% of the undergraduate college teachers possess high emotional intelligence. 16.75% teachers possessed low emotional intelligence. whereas 48.75 % teachers possessed average emotional intelligence.

Thus from the data analyses it is clearly visible that most of the teachers possessed average emotional intelligence . 195 teachers out of 400 teachers were categorised as average in emotional intelligence scale. Whereas very few i.e; 67 teachers out of 400 were having low emotional intelligence. And 138 teachers out of 400 teachers were categorised as highly emotional intelligent.

3. To study the organizational commitment of teachers of undergraduate colleges.
Result Pertaining To The Organizational Commitment Of Teachers of undergraduate colleges.

Table 1.3: Showing Percentage Of Teachers of undergraduate colleges Having Different Levels Of Organizational Commitment.

Sr. no.	Category	N	Percentage
1.	High	103	25.75
2.	Average	216	54
3.	Low	81	20.25

Table 1.3 clearly reveals that the percentage of the teachers possessing average level of organizational commitment were 54%. 25.75% possessed high organizational commitment. Whereas 20.25% teachers possessed low organizational commitment.

Thus from the data analyses it is clearly visible that most of the teachers possessed average organizational commitment. 216 teachers out of 400 teachers were categorised as average in organizational commitment scale. Whereas very few i.e; 81 teachers out of 400 were categorised as low in commiting towards their organization.. And 103 teachers out of 400 teachers were categorised as highly commited towards their organization.

CONCLUSION

From the study it is observed that the maximum number of teachers of undergraduate colleges possessed average teaching effectiveness. It might be due to low emotional intelligence and low organizational commitment of teachers. As from the review it was found that various studies shows that there is a significant correlation between all the variabls. As the teachers are nation builder the lack of effectiveness and commitment towards their organization hamper the process of teaching & learning. therefore , it can be emphasized here that the various organizations and colleges should take up strict monitoring and appropriate training programmes for emotional intelligence & to orient the teachers and organize different teacher training programmes to promote teaching effectiveness for the undergraduate colleges in lucknow city.

Only very few numbers of teachers of undergraduate colleges possessed high teaching effectiveness. Thus furthers study should be done to find out the relation between teaching effectiveness , organizational commitment and emotional intelligence.

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