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Emotional Intelligence In Relation To Teacher Effectiveness

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Abstract: In the evolving landscape of education, the effectiveness of teachers extends beyond subject matter expertise and pedagogical skills. Emotional Intelligence (EI), defined as the ability to perceive, understand, manage, and utilize emotions in oneself and others, has emerged as a critical factor influencing teacher effectiveness. Teachers with high EI are better equipped to navigate the complexities of the classroom, fostering positive learning environments and enhancing student outcomes. Research indicates that emotionally intelligent teachers excel in various aspects of teaching, including classroom management, student engagement, and interpersonal relationships. They are adept at recognizing and responding to students' emotional cues, creating a supportive atmosphere conducive to learning. Moreover, EI contributes to teachers' resilience against stress and burnout, promoting job satisfaction and retention. So, the aim of this research paper is to examine the relation between the emotional intelligence and teacher effectiveness. After analyzing certain existing literature findings, it is concluded that there is a significant relationship between the emotional intelligence and teacher effectiveness.

Keywords: Emotional intelligence, teacher effectiveness, teacher

INTRODUCTION: Emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Emotional intelligence constitutes three psychological dimensions: emotional sensitivity, emotional maturity and emotional competency, which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior. (Singh, 2003). Emotional intelligence definitely differs from the traditional concept of general intelligence specifically in the sense that it places heavily on one's

potential of cognitive abilities it refers to his non-cognitive abilities. The measurement of this type of intelligence provided in terms of EQ in place of IQ. EQ is relative measure of one's emotional intelligence (non-cognitive component of one's intelligence) possessed by him at a particular period of his life.

Emotional intelligence is recognized to be associated with non-cognitive abilities, capacities and competencies. Both innate as well as acquired factors contribute to an individual's cognitive or general intelligence. Every child has some innate cognitive capacity from birth, which matures and develops with experience. In a similar way, emotional intelligence refers to the degree of emotional sensitivity, emotional processing and emotional learning ability that an individual possesses from birth. However, unlike the general intelligence this inborn potential of emotional intelligence is liable to be developed or damaged as a result of one's experiences while having favorable or unfavorable encounters and interactions with his environment.

“Daniel Goelman(1998) defines emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ. He has also identified a set of emotional competencies that differentiate individuals from one other. The competencies fall into four clusters : (a) self-awareness: the capacity for understanding one's emotions, one's strengths and one's weakness (b) self-management: the capacity for effectively managing one's motives and regulating one's behavior; (c) social –awareness: the capacity for understanding what others are saying and feeling and why they feel and act as they do; and (d) social-skills: the capacity for acting in such a way that one is able to obtain the desired results from others and reach personal goals.

. The teaching effectiveness of a teacher mostly depends up to a great extent on qualities as aptitude, interest, practice, adaptability, initiative and above all creativity. In order to possess all these qualities a teacher has to strive hard. They cannot be achieved by mere reading or writing. A teacher can be effective teacher if only he has obtained the following objectives:

- i) Knowledge and Understanding: The teacher should have a good understanding and knowledge not only of the subject matter but also of the students with whom he or she develop a rapport.
- ii) Application: Knowing the subject matter is not alone but the principles of teaching and learning to various situation in the school is to be applied.
- iii) Skill: The teacher must be equipped with various teaching skills in order to communicate his knowledge to the students
- iv) Interest: It is the duty of the teacher to enkindle in the students a keen interest in the subject that he teachers. Along with the teaching of the subject he should have interest in the subject matter as well as the students.

- v) Attitude: The teacher should develop a positive attitude towards the students as well as in his teaching profession.

Emotional intelligence and teacher effectiveness:

The role which teachers are currently fulfilling are far more varied than their traditional classroom role assumed. The pastoral and management roles that teachers are increasingly asked to take on their schools, and increased collaboration and liaising with parents and colleagues. Therefore, teachers will increasingly need to possess the skills that allow them to take a strong pastoral role in the school, such as effective communication skills; promotion of self-esteem in and out of the classroom; identifying resilient qualities in their students; skill development in friendship, empathy. Support and decision making, and conflict resolution skills (Cox & Swanson, 2002).

Typically, a “Teacher” carries to the classroom two significant things that are of immense value to the students. First one is “expertise in the subject” obtained through “study, research and professional experience, and the second one is the “knowledge of learning and teaching methods”. Many researchers suggest that emotional intelligence is the unrecognized third element that a teacher should possess. If emotional intelligence is used while teaching, the teaching methods and value of knowledge will be enhanced.

There are four fundamental emotion-related abilities a teacher should possess:

- i) Ability to express the emotions
- ii) Ability to interpret the emotions within to think
- iii) Ability to understand an emotion
- iv) Ability to manage the emotions within and align it with that of others.

The above four abilities will help the teacher to build a quality and healthy relationship with his or her students as well as with their parents. This will in turn improve the emotional health of the teacher as well as that of the students and is bound to reflect in the academic performance of the students and the overall working environment and performance of the teacher.

Related Work:

Indoo and Ajeya (2012) worked on teacher effectiveness in relation to emotional intelligence among medical and engineering faculty members. The sample consisted of 250 faculty members; 113 (44 females and 69 males) from medical college and 137 (59 females and 78 males) from engineering college. The study revealed a positive correlation between emotional intelligence and teacher effectiveness, both self-reported and students rated. Among ten components of emotional intelligence 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 emotional intelligence and teacher effectiveness was insignificant. The emotional intelligence and self-reported teacher effectiveness of engineering faculty members were relatively higher, than those of medical faculty. According to students rating there was no significant difference in teacher effectiveness among the two groups.

Vijaylakshmi (2012) conducted a study on teaching effectiveness of school teachers in relation to their emotional intelligence and job stress. The sample for the study comprises 450 teachers representing the three categories namely, secondary grade teachers, BT Assistants and PG teachers. The sampling technique adopted in this study is simple random sampling. The findings of the study were- the level of emotional intelligence, teacher stress and teaching effectiveness among overall teachers, SG teachers, BT Assistants, PG teachers is moderate. There is significant difference in the mean scores of emotional intelligences among the SG teachers in terms of government and matriculation schools, socio-economic status, experience and qualification. There is no significant difference in the mean scores of emotional intelligences among the significant difference in the mean scores of emotional intelligences among the SG teachers in terms of gender, government and aided schools and aided and matriculation schools. There is significant difference in the mean scores of teaching effectiveness among the SG teachers in terms of government and aided schools, government and matriculation schools, socio-economic status, experience and qualification. There is no significant difference in the mean scores of teaching effectiveness among the SG teachers in terms of gender, aided and matriculation schools. The emotional intelligence of BT assistants is found to be higher in more experienced teachers. The teaching effectiveness of PG teachers of Matriculation schools is found to be higher than those of the government schools. The teaching effectiveness of PG teachers with more experienced is found to be higher than those with less experience. There is a high correlation between teacher stress and teaching effectiveness. There is a low correlation between emotional intelligence and teacher effectiveness. There is a negligible correlation between emotional intelligence and teacher stress.

Jabeen (2013) conducted a study on impact of emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers. The study was based on a 2x2x2 factorial design in which three personality variables (emotional maturity, hardiness and job satisfaction) each varying in two ways, was used in the study. Sample consisted of 600 school teachers selected by purposive convenient sampling technique from CBSE schools of Aligarh district and New Delhi. The data collected were subjected to appropriate statistical technique such as factorial ANOVA, multiple regression analysis, t-test, f-test. According to the findings of the study- a) emotional maturity and emotional immaturity have differential effect on teaching effectiveness of school teachers b) hardiness variation had a significant impact on teaching effectiveness of school teachers c) job satisfaction and job dissatisfaction have differential effect on teaching effectiveness of school teachers d) no significant interactional effect was found between emotional maturity and hardiness on teaching effectiveness of school teachers e) there was no significant interactional effect of hardiness and job satisfaction on teaching

effectiveness of school teachers f) a significant interactional effect was found among emotional maturity, hardiness and job satisfaction on teaching effectiveness of school teachers g) all the three independent variables emerged a significant predictors of teaching effectiveness h) gender had no influence on teaching effectiveness of school teachers i) marital status had a significant influence on teaching effectiveness of school teachers j) there was a significant influence of years of teaching experience on teaching effectiveness of school teachers k) emotional maturity, hardiness and job satisfaction in combination exhibited a significant influence on both male and female teacher's degree of teaching effectiveness l) a significant ($p < 0.01$) combined effect of emotional maturity, hardiness and job satisfaction was observed on teaching effectiveness of both married and unmarried teachers m) emotional maturity, hardiness and job satisfaction in combination had a significant influence on teaching effectiveness of school of teacher irrespective of their years of teaching experience.

Adeyemo and Chukwudi (2014) investigated the effect of emotional intelligence, and teacher efficacy, on the teacher effectiveness of pre-service teachers. Two validated instruments (s emotional intelligence scale; teacher efficacy scale) were administered on 300 students randomly selected from two universities in the south-west region of Nigeria. Data were analyzed using Pearson Product Moment Correlation and Multiple regression. The findings of this study demonstrated that emotional intelligence and teacher efficacy had predictive influence on teacher effectiveness.

Kapoor (2014) conducted a study on teaching effectiveness of school teachers in relation to sense of humor and emotional maturity along with some demographical variables like gender and locality. The result indicated that gender of the secondary school teachers had influence on their teaching effectiveness. Locality of the school does not influence the teaching effectiveness of secondary school teachers. It is seen in the findings that teachers with high sense of humor irrespective of their gender and locality are more effective teachers. Further the results indicate that extremely emotionally mature male- female and urban –rural secondary school teachers were more effective than extreme emotionally immature secondary school teachers.

Khan (2014) conducted a study in the area of “Teaching Effectiveness Using Emotional Intelligence of Cognitive, Affective and Psychomotor Behaviors”. The outcome of the study is that “the concept of teaching effectiveness is reposed on EI of teachers and the possession of which tends to improve not only the student learning outcomes but also teachers' effectiveness.” Content, Instruction, Process and Product (CIPP) was a proven algorithm of teacher effectiveness earlier; however, recent paradigms of student centeredness lean heavily toward the Emotional Intelligence model, and in the process, the teacher becomes the mentor for each student. This mentoring process guides each student's individual success as the students are given all opportunities to succeed by allowing them to improve their work from “any level of competence to the maximum level of competence.” In this study, factors of teaching effectiveness which rely mostly on EI factors were considered.

Topno (2014) examined the study on emotional intelligence, creativity and teacher effectiveness of primary school teachers. The sample consisted of 708 primary school teachers hailing from Aurangabad, Patna, Muzaffarpur and West Champaran educational districts in the state of Bihar, India. It was interpreted from

findings that there is no significant difference in the emotional intelligence of male and female, married and unmarried, rural and urban, hindi medium and English medium, having co-curricular certificate and without having co-curricular certificate, having e-pedagogy training and without having e-pedagogy training, ten years of teaching experience and more than ten years of teaching experience, aided government and social science, having number of in-service training programme attended by the teachers and having no in-service training programme attended by the teachers and having no in-service training programme attended by the teachers in their self-awareness, self-management and social –awareness yet they are at par with each other. Correlation analysis reveals that there is a significant relationship between emotional intelligence and teacher effectiveness of male and female primary school teachers and their self-management, social awareness, relationship management and emotional intelligence. The result of multiple correlation analysis reveals that there is a significant influence of emotional intelligence and creativity on teacher effectiveness of male and female primary school teachers.

Hassan et al. (2015) conducted a study in the area of “The Relationship between Emotional Intelligence and Teaching Effectiveness among Lecturers at University Technology MARA, Puncak Alam, Malaysia.” The study found that there was a positive and significant relationship between overall emotional intelligence skills and overall teaching effectiveness. Lecturers with high EI were found to have high self- confidence and were more committed towards their job. In conclusion, the lecturers needed to learn, master and practice EI skills in identifying their strengths, and weaknesses in order to maximize teacher-student interaction.

Bala (2017) conducted a study on teacher effectiveness of secondary school teachers in relation to their emotional intelligence. Result indicates a significant difference between teacher effectiveness among male and female and government and private secondary school teachers. Findings revealed that the group of secondary school teachers with high emotional intelligence is more effective than the group of teachers with average or low emotional intelligence. There exists positive and significant relationship between teacher effectiveness and emotional intelligence among secondary school teachers.

Conclusion: The present study helps in understanding the concepts of emotional intelligence and teacher effectiveness and provides an insight into the relationship between emotional intelligence and teacher effectiveness. Integrating Emotional Intelligence into the framework of teacher effectiveness offers a holistic approach to improving educational quality. As the educational sector continues to prioritize both academic and emotional development, fostering EI among educators stands as a pivotal strategy for cultivating enriched learning environments. The present study may also assist teachers in becoming more responsible for their profession by ensuring that teachers give their best efforts to improve student learning by holding teachers accountable for their performance by associating it to a range of career consequences.

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