



REVIEW OF LITERATURE TEACHER EFFECTIVENESS IN RELATION TO EMOTIONAL INTELLIGENCE AND COMPETENCE OF SECONDARY SCHOOL TEACHERS

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ABSTRACT: The teachers are the builders of the nation. The Education Commission (1966) states that “The future of India is now being shaped in the classrooms.” It emphasized that, to make any process of education a success, the quality competence and character of the teachers were the most important aspects. The term emotional intelligence (EI) was popularized by Goleman who claimed that emotional intelligence “can be as powerful, and at times more powerful, than I.Q.” There are several definitions of emotional intelligence in the psychological literature, but in general, it is defined as an ability to identify, regulate, and manage emotions in the self and in others. Research indicates that higher levels of emotional intelligence are associated with a range of positive outcomes, such as better workplace performance and physical and mental health. Good teachers need a strong emotional intelligence. Further, by being mindful of students’ emotions and helping students to regulate their emotions, teachers can ease interpersonal conflicts and contribute to the students’ emotional and social development.

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INTRODUCTION:

Undoubtedly, quality of education is the direct consequence and outcome of the quality of teachers and teacher education system. The Education Commission (1964-66) has pointed out that the quality, competence and character of teacher as the most significant factors, are influencing the quality of education and are contributing to the national development. Teacher is an educational leader and decision maker, who directly affects and indirectly influences the students. It is the responsibility of the teacher to guide and inspire students, to enrich his pupils and inculcate values.

The effectiveness of teachers is expected to incorporate a set of behaviors into their daily professional practice. These involve a deep understanding of subject matter, learning theory and student differences, planning, classroom instructional strategies, knowing individual students and assessments of student understanding and proficiency with learning outcomes. It takes into account the physical, intellectual, and psychological interest of the students. The National Comprehensive Centre for Teacher Quality (NCCTQ) suggests, extending the definition of teacher effectiveness beyond teachers’ contribution to students’ achievement, it is important to consider how teachers

influence classrooms, school and their colleagues as well as how they contribute to other important outcomes for students. An effective teacher is required to interact with the students, colleagues and other important authorities. They have to understand and handle the situation with emotions in the right manner at the right time, in the right way. It is one’s Emotional response to a particular situation that makes the difference. Managing emotions is crucial and important for better performance in different work settings. It is also stated that Emotional Intelligence involves the ability to monitor one’s own and other’s emotions to discriminate among them and to use the information to guide one’s own thinking and actions. Emotional intelligence is significantly and highly correlated with job performance, while cognitive intelligence has shown low and insignificant correlation with performance in the work place.

A teacher has a key role to play in communicating knowledge in specific subjects and help students grow to their fullest stature, develop suitable attitudes, and unfold their personality. A teacher must not only instruct but also inspire the students. In this century, the quality of education in a country depends on the quality of a teacher. Therefore, quality teachers and quality in teaching have become important elements which

ensure the quality of student life. Effectiveness of teaching is understandable and successful delivery of concepts which is significant factor in teaching. Teachers can improve their knowledge with their effective teaching as well as it will also create a great experience of content and satisfaction. 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. The emotional connection between the teacher and the student is important as it stays forever. However, with little effort and sensitivity towards student's emotional needs, the teacher can develop citizens of tomorrow with a positive outlook towards life. Emotional intelligence as a predictor for job performance, generally arguing that employees with higher levels of Emotional intelligence are likely to perform better. Teaching itself is also a form of emotional practice, emotion is at the heart of the teaching job. There has been an increasing call for a greater focus on teacher's Emotional intelligence to enhance performance. However, research directly addressing the Emotional intelligence in job performance relationship among teachers is relatively scarce. Origin of 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. 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. Salovey and Mayer (1990) defined emotional intelligence as a form of intelligence that involves the ability to monitor one's own and other 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. 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.

LITERATURE REVIEWED

Mondal, N.K., Paul, P.K and Bandyopadhyay. A (2012) analyzed the nature and extent of emotional intelligence among secondary level schools teachers of Burdwan district in west Bengal (India). 300 teachers in urban and rural areas encompassing different gender,

age, teaching experience, qualification and training were taken for the study. The results revealed that few demographic factors positively impacted on the level of teacher's emotional intelligence while some were not significant.

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.

Farooq, A (2003) conducted a study on effect of emotional intelligence on academic performance. The result of the study proved that the students who score high on emotional intelligence specifically in the areas of interpersonal skills, intrapersonal skills, adaptability, general moods, and stress management skills tend to have good academic performance as compared to those who score low on these scales. However, comparison of both genders on academic performance revealed no significant differences.

Todd H. Drew (2006) conducted a study to see the relationship between emotional intelligence and student teacher performance. The study is an important contribution to the literature in that it appears to be the first study to explore the possibility an assess event instrument can predict STP are related. However, data, collected from the cooperating teacher and student teacher perspective did not reveal any statistically significant relationship.

Samuel O Salami (2007) investigated the relationship of emotional intelligence and self efficacy to work attitudes of secondary school teachers in South Western Nigeria. Result at the study indicated that emotional intelligence and self efficacy had significant relationship with work attitude. However, age, sex, and work experience had none. It was recommended that emotional intelligence and self efficacy of the teachers should be enhanced to improve their work attitude.

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.

Akomolafe (2011) made an attempt to study the interactive and relative effect of Emotional Intelligence and locus of control on burnout among the secondary school teachers and has suggested that secondary school teachers should be managed by capable and qualified counselors for the desired results to be achieved.

Krishnamurthy and Varalakshmi (2011) conducted a study to know the emotional intelligence of employees working in educational institution. A sample size of 200 teaching and non teaching staff was taken for study on the basis of demographic factors. Questionnaires were designed in five segments consists of personal information, adaptability, assertiveness, emotional management, self esteem and relationship of respondents. The result revealed that the improvement in emotional intelligence would increase the motivation and effectiveness of the employee. A similar study was conducted to identify the level of emotional intelligence among the teachers.

Zahra et.al. (2012) found the relationship between emotional intelligence and job self efficacy in research courses among 200 Tehran physical education teachers. Bar-On, Emotional and Self efficacy job questionnaires were used to evaluate the teacher's attitudes. The results demonstrated a significant relationship between emotional awareness, empathy and self efficacy.

Edannur,S (2010) assessed the emotional intelligence level of teachers educators of Barak valley region in the Indian state of Assam(India). The result showed that the group under study possessed average emotional intelligence. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence.

Moafian and Ghanizadeh (2009) studied the impact of teacher's emotional intelligence on self efficacy. Regression analysis with multiple variables indicated that dimensions of emotional self awareness, interpersonal relation and problem solving were significant predictor of teachers self efficacy.

Kaufhold and Johnson (2005) indicated that teachers improving their emotional intelligence emphasized on the values of individual differences and promote the cooperative learning so as to solve problems and guide the students to promote social competence.

Kauts,A and Saroj R (2012) studied on 600 secondary school to identify the relationship among emotional

intelligence, teacher effectiveness and occupational stress .The result indicated that teachers with high emotional intelligence were having less occupational stress and more teachers effectiveness, whereas teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

Mousavi, H.S., Yarmohammadi, S., Nosrat, B.A., Tarasi, Z (2012) studied the relationship between emotional intelligence and its five components and job satisfaction of 215 physical education teachers. The result showed that there is a significant positive relationship between emotional intelligence and job satisfaction, between the components of social skills, empathy and motivation and job satisfaction. The study concluded that the job satisfaction of teachers can be increased by training and improving their emotional intelligence along with providing facilities and satisfying their needs.

Mahmoudi, A (2011) found the effect of emotional intelligence among 300 B.ED studying in five B.ED colleges of Yasouj district in Kohgiluyeh. A descriptive analysis, ttest and F test was used for the analysis and concluded that the emotional intelligence among the B.ED teacher trainees was normal.

Goleman (1995) defined emotional intelligence, at the most general level, as the "ability to recognize and regulate emotions in ourselves and in others" (p. 101). In his book Emotional Intelligence, Goleman expressed the argument that IQ was not the only critical factor that determined individual successes. Instead, he believed that emotional intelligence played a large role in people's successes in life and on the job.

Alexis-Boyd (1998) conducted a study on "The emotional life of teachers: A heuristic inquiry" at the University of Cincinnati, Ohio, USA. This study was conducted on a sample of eighteen public school teachers. The emotional life of teachers was studied and it was found out that teaching would have a deleterious effect on the lives of teachers. This study pointed out the growing evidences for the harsh realities of today's classrooms which might be as a result of teachers' ability to live up to the expectations of students. Teachers sought mental, physical and emotional afflictions to get remedy through some means which were not always effective. The findings of the study suggested a need for the development of interventions and programmes that would help teachers to deal more effectively with the negative effects of teaching profession on their emotional lives.

Lizy (2001) undertook a study to determine the effect of group counseling among adolescents in enhancing their emotional competence. A group counseling program consisting of 12 sessions spread over a span of 16 days were given to experimental and control groups. The emotional competence scale was used to find a significant increase in their emotional competence.

Haskett (2003) conducted a study on the “Emotional intelligence and teaching success in higher education” at the Indiana University, USA. He studied the underlying emotions that differentiate the most effective faculty and others at institutions of higher education, by using a theoretical model that predicted a relationship between EQ and effective teaching. Based on his study, it is clear that it is not only the actions/behaviors taken by faculty that are important, but the underlying attitude (related to EQ) behind the actions that has the greatest influence on effective teaching.

Barent (2005) conducted a study on “Principals’ level of emotional intelligence as an influence on school culture” at Montana State University, USA. This study measured the EI and influence on school culture of fifteen principals randomly selected from school districts in Wyoming. The Mayer-Salovey-Caruso EI Test (MSCEIT) was used to collect data. Data analysis gave rise to (1) hierarchical linear model of the current status of teachers’ perceptions of the school culture in four categories (shared vision, facilitative leadership, teamwork & cooperation, and nurturing a learning community) and (2) the current status of the four categories of emotional intelligence of the principals (managing emotions, using emotions, understanding emotions, and perceiving emotions). The findings of the study are clear indicators for the influence of emotionally intelligent principal on the school culture.

Shah (2006) conducted a study on “Emotional Intelligence of Upper Primary Students of Gujarat State in Relation to Certain Variables”. The major objectives of the study were to construct and standardize an emotional intelligence scale for upper primary school students of Gujarat State and to study the relationship of emotional quotient with sex, area, socio-economic status and IQ. From this study it was found that there was no significant difference in the mean scores on EI with regard to sex, area, socio-economic status and IQ.

Rao (2001) developed and implemented an in-service training programme for teachers of Navodaya Vidyalayas in enhancing their ability in meeting students’ emotional needs. The major objectives of the study were to identify the emotional need of students; to develop an in-service programme for teachers in

meeting student’s emotional needs and to implement and study the effectiveness of the developed programme for Navodaya Vidyalayas. The training consisted of Counseling Skills, Rational Emotive Therapy and Transactional Analysis. These training inputs helped teachers to look at their own behaviour and the impact that they were making on students. This helped them to be more sensitive and caring towards their students.

Mohanasundaram (2004) conducted a study on emotional intelligence and achievement of teacher trainees at primary level at Government College of Education, Thanjavur. The study revealed that men and women teacher trainees did not differ in their EI. There was significant but low positive correlation between emotional intelligence and overall academic achievement of teacher trainees. The teacher trainees of co-educational institutions were at a higher level, than that of other types in their EI. There was significant but low positive correlation between EI and achievement in educational science subjects.

Romould (2006) conducted a doctoral study on “Development of an Enneagram Educational Programme for Enhancing Emotional Intelligence of Student-Teachers” at the Maharaja Sayajirao University of Baroda. The study was intended to develop an Enneagram Educational Programme and to assess the effect of this intervention programme on the emotional competence of B. Ed student-teachers. A sample of 40 student-teachers, from the B. Ed colleges of Jharkhand State in India, was selected at random and twenty student-teachers each were allotted for the experimental group and control group. The data were collected with the help of Emotional Intelligence Scale (Shutte, 1998), EQ map questionnaire and other techniques, and analyzed quantitatively and a significant difference was found between the Mean scores for the components of EI of the experimental and control group, in the pre- and post-intervention administration of the scale.

Manghrani (2001) conducted a study on “Spiritual Quotient and Managerial Effectiveness (Development of a tool to measure Spiritual Quotient)” at the M S University of Baroda in the Psychology Department. This study included the important juncture of arriving at a definition for SI and developing a tool for measuring it. There were eleven dimensions with sixty five items in the final version of the constructed test and it was standardized. Four points scale was used for scoring. In this study the dimensions of SI are the following: personal effectiveness, enhancement of wisdom and being successful in life. The tool was found to be a valid and reliable instrument for measuring spiritual intelligence.

Kates (2002) conducted a study on the “Awakening creativity and spiritual intelligence: The soul work of holistic educators” at the University of Toronto, Canada. To reconceptualise educative practices and curricula that dynamises personal and systems transformation, holistic education is a must. Transpersonal practices of holistic education nurture levels of wholeness through personal transformation. Researching the views of holistic educators contributes to practical ideas and new psycho technologies for nourishing creativity in modern education.

Archana Dutta (2009) has made study on Designing, Developing and implementing an Educational programme for Enhancing Emotional Maturity of student teacher. Objectives of the study were to study emotional maturity of student teachers, to develop a programme for enhancing emotional maturity of student-teacher to study effectiveness of the intervention programme. Findings are all the cases have shown decrease in emotional immaturity. Although, the difference in pre test and post test is not constant in all the cases but there is difference in all the cases pre and post intervention.

Alkinson and Farther (2004) and Alkinson and Paynor (2004) Provide clear presentation of the expanded theory of achievement motivation. Achievement oriented behavior is seen to be a function of a number of factors including the motive to succeed, the motive to avoid failures, and perceived probability of success and the incentive value of success.

Madankar R. R. (2012) Relationship between emotional intelligence and Attitude to wards training programmes of Diets Among teacher Trainees. Emotional intelligence and some training program me among teacher trainees from different Diets of north Karnataka has been dealt within this paper. 100 teacher trainees were stected by using random sampling technique and found that training programmes and their effect on emotional intelligence. It has been identified that the practical aspect of training such as demonstration lesson, observation lesson, criticism lesson block teaching etc have not been given and specific skills of teaching in the teacher trainees most of the training programmes in Diet’s have positive significant effect on emotional intelligence of teacher trinees. Emotional intelligence is conceptualized as either ability (Mayer, Caruso & Salovey, 1999) or a personality trait (Schutte & Malouff, 1999).

Mayer and Salovey (1999) defined emotional intelligence as the subset of social 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. Later on, emotional intelligence was refined and defined as the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997, p. 5). The concept of organizational commitment subsumes three constructs: affective, continuance and normative commitment. Affective commitment is defined as positive feelings of identification with, attachment to and involvement in the work of the organization (Meyer & Allen, 1984, p. 375). Normative commitment is the commitment based on a sense of obligation to the organization (Allen & Meyer, 1996, p.253).

Continuance commitment is the extent to which employees feel commitment to their organizations when they consider the costs of leaving the organization (Meyer & Allen, 1984, p. 375). Employees with strong affective commitment remain because they want to; those with strong continuance commitment remain because they need to; while employees with strong normative commitment remain because they feel ought to do so (Allen & Meyer, 1990).

In this study, organizational commitment measured with the Organizational Commitment Questionnaire by Mowday, Steers and Porter (1979) was related to emotional intelligence. Teaching job may be demanding and involves difficulties with heavy workload and controlling of unruly students which may result in feelings of frustration. Emotionally intelligent teachers are able to place themselves in a positive state of mind. They are likely to know how to avoid dysfunctional emotions and use emotions in adaptive ways to alleviate feelings of frustration. There is some evidence in the literature that emotional intelligence is positively related to organizational commitment (Ashforth & Humphrey, 1995; Carmeli, 2003).

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