

## EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS

*Pardeep Kaur Sandhu*

*Research Scholar, Mata Gujri College, Fatehgarh Sahib, Punjab, India*

**Received: 05 Apr 2014**

**Accepted: 16 Apr 2014**

**Published: 25 Apr 2014**

### **ABSTRACT**

*The educational achievement of children is heavily influenced by the quality of the instructor. The importance of the teacher in reshaping society is unrivaled. A teacher in academia contributes two elements to the classroom which are important for the students. One is topic competence, while the other is understanding of teaching techniques, or pedagogy, which includes arrangement and explanation of the content, as well as use of teaching aids. However, emotional intelligence is the unacknowledged component of what a teacher must give students. Emotional intelligence is an essential factor in increasing instructors' self-efficacy. Teachers' emotional competency is required for their personal well-being, as well as their efficacy and quality in conducting teaching learning activities in the classroom, and especially for students' socio-emotional growth. Emotionally intelligent instructors assist students in refining their enthusiasm, inventiveness, presentation, active utilization of time and resources, leadership characteristics, and teamwork. It is not only vital for instructors to have a high emotional quotient, but it is also necessary to help pupils learn social emotional attributes and increase their emotional quotient. The review discusses emotional intelligence and its significance in teacher success in the classroom.*

**KEYWORDS:** *Emotional Intelligence, Teachers' Effectiveness, Emotional Quotient*

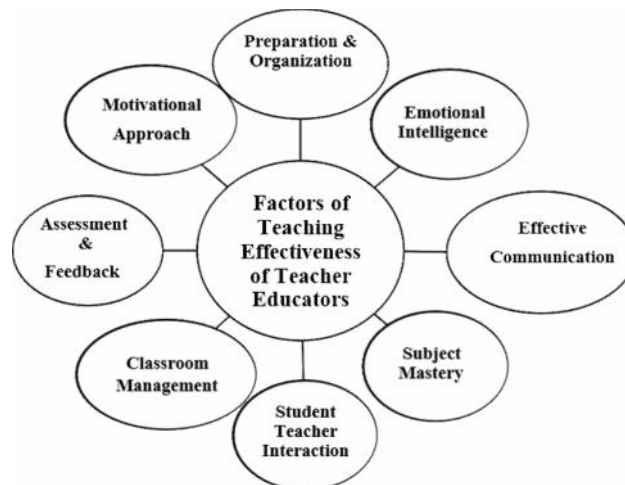
### **INTRODUCTION**

Teachers are regarded as the foundation of the educational system. They are the conduits via which information is conveyed to the pupils who serve as the cornerstone of society. Teachers cannot be a successful provider of acquaintance unless they have the necessary skills, expertise, and talents (Hans et al., 2013). In academia, effective teaching and learning are the utmost crucial components in establishing high educational quality. In higher education, only subject competence and pedagogy are traditionally seen as important to students. However, emotional intelligence is an unacknowledged component of what a teacher must give to students (Mortiboys, 2005), because learning entails effort, defeat, joy, or enthusiasm (Claxton, 1999). A teacher with merely cognitive abilities and no capacity to guide students' emotions in a deliberate and constructive manner limits students' academic progress. As a result, it is critical for instructors to not only have the necessary information, attributes, and talents to enable effective knowledge transmission, but also to be fortified with additional important part of teaching known as emotional intelligence. Teaching necessitates a unique skill set as well as emotional stability. Emotion has a greater influence on human conduct than thought. Emotions take superiority over rational reasoning in humans in a high-risk scenario. Emotional intelligence is a type of intelligence that entails the capacity to determine one's own and others' moods and emotions, distinguish between them, and utilize this knowledge to control one's intellectual and activities (Goleman, 1996, Salovey and Mayer, 1990). The investigations on teacher effectiveness in relation to emotional intelligence are covered in this article.

## Teacher Effectiveness

When we contemplate the intricate work of teaching, effectiveness is a difficult idea to grasp. Teacher effectiveness denotes excellence or the highest degree of proficiency and production on the teacher's side. A variety of criteria have been discovered in determining a teacher's efficacy like Verbal ability, topic understanding, continuing professional development, teaching experience, and teacher certification. An excellent teacher has the capacity to treat all pupils fairly, comprehend the aspects of the classroom, be dedicated to teaching, and love it. A teacher should be encouraging, adaptable to varying conditions, and capable to link their topic to real-life situations. An excellent teacher must have the potential to demonstrate reverence, passion, social interaction delight, and a gentle approach. They should also have logistic and management abilities.

Some academics describe teacher effectiveness in view of accomplishment of student, while others emphasis on good presentation scores from supervisors, and still others depend on feedback from students, managers, and other concerned stakeholders. The all and Franklin (2001) characterize teacher effectiveness as an act of confidence. There is a consistent strong link between student judgments of the quantity learnt in the subject and their total assessments of the instructor and the subject; those who learned more gave their professors excellent ratings. Jaya ramanna (2001) found that, in addition to instructional methodologies, the individual, professional, cognitive, and societal elements of the teacher greatly affected teacher effectiveness, and that teacher effectiveness increased student academic attainment. He also discovered a link between job orientation and teaching performance. George (2002) categorized the variables influencing teacher effectiveness into four dimensions: personal, psychological, sociological, and institutional, and stated that the psychological and institutional dimensions had the largest number of influential components discovered. Sorlie and Torstein (2011) investigated the association between teacher competence and student problem conduct and discovered that students in classes taught by instructors with high efficacy have much less issue behavior.



**Figure 1: Factors of Teacher Effectiveness.**

## EMOTIONAL INTELLIGENCE

Emotions are key methods for conveying thoughts about motivational systems because they have enormous potential to affect an individual's insight, remembrance, and mental abilities in order to attain certain aims (Goleman, 1996). Self-awareness, enthusiasm, compassion, and societal skills are the fundamental constituents of emotional intelligence. Anger, for instance, creates a rhythm of energy powerful adequate for robust action, love causes overall condition of serenity and

satisfaction encouraging collaboration, pleasure prevents negative sentiments and rises available energy, whilst sorrow causes a dip in energy and excitement (Levenson et al., 1990). This demonstrates that emotions may be beneficial or damaging, and that they must be acknowledged and managed for the positive interpersonal exchanges. Emotional intelligence, according to Bar-on *et al.* (2006), is the total of an individual's social and emotional abilities while talking with one self and others in order to adjust to external pressures and expectations. He also claimed that emotional intelligence is a collection of undiscovered capacities, competences, and skills that can have a significant impact on an individual's ability to cope with external demands and stresses. Greenstein (2001) did a research on the accomplishments and failings of 11 American presidents. They were evaluated on six characteristics: organization, communication, visualization, political aptitude, intellectual, and emotional aptitude. According to the findings, emotional intelligence was the major characteristic that alienated the successful from the failed. According to Law *et al.* (2004), emotional intelligence is a powerful predictor of employee success. Neetu (2006) discovered that primary school teachers in public schools are extra emotionally intelligent than government school instructors in context of self-awareness, relationship management, honesty, self-development, and dedication. Salami (2007) explored the links between emotional intelligence and self-efficacy and secondary school teachers' work attitudes in South Western Nigeria. It was observed that emotional intelligence and self efficacy have substantial relationships with work aptitude. The gender and location of the teacher had no difference in their emotional intelligence. Jude (2011) explored the role of emotional intelligence in secondary school teachers' occupational stress. It was observed that substantial difference existed in occupational stress between secondary school teachers with less and more emotional intelligence

## TEACHER EFFECTIVENESS IN RELATION TO EMOTIONAL INTELLIGENCE

Emotional Intelligence is a critical skill that instructors must cultivate if they are to address personal, societal, and classroom difficulties more efficiently. They must first build self-awareness by understanding their own feelings such as rage, hatred, and so on, and then become more mindful about oneself and have greater control over their behaviors and responses. Gender has little influence on emotional intelligence, according to Kumar (2001). Older teachers from rural areas identify emotions more properly in contrast to young instructors from rural regions. Haskett (2003) aims to focus the study on the emotions that distinguish the most efficient professors in institutions of higher education. This research has done the comparison between the 86 teaching award winners at one university against a random sample of 200 non-award winning faculty members. According to the study's findings, there is a substantial correlation between particular EQ characteristics and effective teaching practices. Dash and Behera (2004) discovered a favorable effect of emotional intelligence on teacher effectiveness at the senior secondary school teachers. According to Kaufhold and Johnson (2005), instructors who improved their emotional intelligence stressed the importance of individual diversity and endorsed supportive learning in order to resolve issues and lead students to build societal aptitude. Bansibhari and Sarwade (2006) displayed that teachers' emotional intelligence improves students' accomplishment enthusiasm, hopefulness, pleasure, and persistence of learning while lowering fierceness, sadness, and insulation. Emotionally developed teachers' teaching would be more stable than emotionally immature or unstable instructors' teaching. Teachers that are emotionally mature are often self-aware, capable of making individual choices, and handling their emotions successfully. They can deal with anxiety, sympathize with others, communicate effectively, and shape trust in others. Hwang (2007) investigated whether emotional intelligence abilities were linked to teaching efficiency. The study's findings supplied specialists with knowledge on the importance of emotional intelligence in teaching efficiency and career greatness. He proposed that colleges offer lifelong

learning plans on emotional intelligence abilities to aid in the building of a holistic learning environment. Moafian and Ghanizadeh (2009) investigated the connection between Iranian teachers' emotional intelligence and self-efficacy in language institutions. Eighty nine teachers from various language institutes in Mashhad in North-East Iran, were chosen. The Teacher's Sense of Efficacy Scale and the Emotional Intelligence Questionnaire were used for the study. Data analysis and statistical calculations demonstrated a substantial association among teachers' emotional intelligence and self-efficacy.

Kauts and Saroj (2010) conducted a study on 600 secondary school students to determine the association between emotional intelligence, teacher effectiveness, and occupational stress. Teachers with more emotional intelligence had less occupational stress and high teacher effectiveness, however teachers with less emotional intelligence had greater occupational stress and low teacher effectiveness. Therefore, emotional intelligence was observed to be beneficial in lowering occupational stress in teachers and improving their teaching performance. Kirshnamurth *et al.* (2011) did a research to determine the emotional intelligence of educational institution staff. Based on demographic variables, 200 teaching and non-teaching personnel were chosen for the study. The questionnaires were divided into five sections: personal information, adaptableness, decisiveness, emotional management, confidence, and respondents' relationships. The findings suggested that increasing emotional intelligence will boost employee engagement and performance

## CONCLUSIONS

A teacher faces several problems both within and outside of the classroom. Classroom management has become a key challenge for the teaching profession as a result of this modernization. Emotional intelligence is an essential factor in increasing instructors' self-efficacy. Researchers revealed that teachers' emotional awareness and capacity to manage emotions, supplementary to their intelligence quotient, will impact their ability to attain proficient aims. Teachers with strong emotional intelligence can retort properly to professional stress and their pupils' emotional conduct. As a result, instructors must understand the relevance of emotional intelligence in the classroom as a critical component of the teaching-learning process in order to create a conducive learning environment that results in the holistic growth of the students.

## REFERENCES

1. Bansibihari, P., & Sarwade, L. (2006). *The effect of emotional maturity on teacher effectiveness. Edutracks* 6, 1.
2. Bar-On, R., Handley, R., & Fund, S. (2006). *The impact of emotional and social intelligence on performance. In V. Druskat, F. Sala & G. Mount, (Eds.), Linking emotional intelligence and performance at work: Current research evidence (pp.3-19). Mahwah, NJ: Lawrence Erlbaum*
3. Claxton, G. (1999). *Wiseup: The challenge of lifelong learn in London: Bloomsbury.*
4. Dash, D.N., & Behera, N.P. (2004) *A Study of Teacher Effectiveness in Relation to their Emotional Intelligence Journal of Indian Education, 30(3), 51-61.*
5. Edannur, S. (2010) *Emotional intelligence of teacher educator. International Journal of Educational Sciences, 2(2), 115-121.*

6. George, K. S. (2002). *Identification of certain factors influencing optimum utilization of teacher effectiveness in the primary schools of Kerala State.*
7. Goleman, D. (1996). *Emotional Intelligence .Why it Can Matter More than IQ.* Great Britain.
8. Greenstein, F.I. (2001). *The Presidential Difference: Leadership Style from FDR to Clinton.* Princeton, NJ: Princeton University Press.
9. Hans, A., Mubeen, S.A., & Rabani, R.S.S. (2013) *A study on emotional intelligence among teachers: a case study of private educational institutions in muscat. International Journal of Application or Innovation in Engineering & Management, 2(7),359-366.*
10. Haskett, R. A. (2003). *Emotional intelligence and teaching success in higher education* Indiana University
11. Hwang, F. F. (2007). *The relationship between emotional intelligence and teaching effectiveness (Ph.D. dissertation) Texas A&M University - Kingsville, United States. Cited in Dissertation Abstract International-B*
12. Jayaramanna, K. (2001). *A Study of Teacher Effectiveness in Relation to Work Orientations and Academic Achievement of Students(Ph.D Thesis).Andhra University.*
13. Jude, A.M. (2011). *Emotional Intelligence, Gender and Occupational stress among secondary school teachers in Ondo State, Nigeria. Pakistan Journal of Social Sciences, 8(4), 159-165.*
14. Kaufhold, J. A., & Johnson, L. R. (2005) *The Analysis of the Emotional Intelligence Skills and Potential Problem Areas of Elementary Educators Education, 125(4)*
15. Kauts, A., & Saroj, R. (2010). *Study of teacher effectiveness and occupational stress in relation to emotional intelligence among teachers at secondary stage Journal of history and social sciences, 1(1).*
16. Kirshnamurth, M., Oman, S.O., & Varalakshmi, S. (2011). *Emotional Intelligence- A study with special reference to the employees of salalah college of technology. International Journal of Research in Commerce and Management, 2, 27- 34*
17. Kumar, D. (2001): *Study of EI of Primary School Teachers in relation to their gender, age, caste, teaching experience and school. Ph.D Ed. K.U. Nainital*
18. Law, K.S., Wong, C., & Song, L.J. (2004) *The construct and criterion validity of emotionalintelligenceanditspotentialutilityformanagementstudies. JournalofAppliedPsychology,89,483-496.*
19. Levenson, R.W., Ekman, P., & Friesen, W.V.(1990). *Voluntary facial action generates emotion specific autonomic nervous system activity Psychophysiology, 27(4), 363-384.*
20. Moafian, F., & Ghanizadeh, A. (2009) *The relationship between Iranian EFL teacher's emotional intelligence and their self-efficacy in Language Institutes System, 37, 708-718.*
21. Mortiboys, A. (2005). *Teaching with emotional intelligence: A step-by-step guide for higher and further education professionals.* New York, NY: Routledge.

22. Neetu, (2006). *A Comparative study of Emotional Study and Adjustment of Primary School Teachers teaching in Government and Public Schools M.Ed. Dissertation, C.C.S. University, Meerut*
23. Salami, S.O. (2007). *Relationships of emotional intelligence and self efficacy to work attitudes among secondary school teachers in south western Nigeria. Essays in Education, 20, 43–56.*
24. Salovey, P., & Mayer, J.D. (1990). *Emotional intelligence. Imagination, cognition and personality, 9(3), 185-211.*
25. Sorlie, M. A., & Torsheim, T. (2011) *Multilevel analysis of the relationship between teacher collective efficacy and problem behavior in school. School effectiveness and school improvement, 22(2), 175-191.*
26. Theall, M., & Franklin, J. (2001). *Looking for bias in all the wrong places: A search for truth or a witch hunt in student ratings of instruction? New Directions for Institutional Research, 27(5), 45-56.*
27. *IMPACT: International Journal of Research in Applied, Natural and Social Sciences (IMPACT: IJRANSS Vol. 10 (9), 2022, 49–52*
28. Hauhnar, Janet Zonunmawii, and H. Malsawmi "Emotional Intelligence of Elementary Teacher Trainees of DIET, Lunglei" *Mizoram Educational Journal: 37. IMPACT: International Journal of Research in Applied, Natural and Social Sciences (IMPACT: IJRANSS Vol. 10 (9), 2022, 49–52*
29. Kurniawan, Agung, and Abd Syakur "The Correlation of Emotional Intelligence and Spiritual of Intelligence to Effectiveness Principals of Leadershi." *International Journal of Psychological and Brain Sciences 2.1 (2017): 1-9.*
30. Mohanty, Itishree. "Emotional intelligence and student performance: An empirical approach." *International Journal of Humanities and Social Sciences (IJHSS) 10.1 (2021): 133-138.*