

**A STUDY OF TEACHING EFFECTIVENESS
AS INFLUENCED BY EMOTIONAL INTELLIGENCE**

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The Concept

"Emotions are our responses to the world around us, and they are created by the combination of our thoughts, feelings, and actions. What is most important is for each of us to learn that we create our own emotions. Our responses are shaped by our thoughts—by what we tell ourselves. As we clarify our understanding of our own beliefs and patterns, we learn that we are actually choosing our own lives. We take responsibility for our thoughts, feelings, and actions; we become accountable".

- Emotions are human beings' warning systems that alert them to what is really going on around them.
- Emotions are our responses to the world around us and they are created by the combination of thoughts, feelings and actions.
- What is most important for each of us is to learn that we create our own emotions.

The ability - based model

"The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth".

Perceiving emotions refers to the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts- including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

Using emotions means the ability to use emotions to facilitate various cognitive activities, such as thinking and problem-solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.

Understanding emotions denotes the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.

Managing emotions connotes the ability to regulate emotions in both oneself and in others. Therefore, the emotionally intelligent person can use emotions, even negative ones, and manage them to achieve intended goals.⁸

Branches of Emotional Intelligence

1. Emotional identification, perception and expression

- The ability to perceive and identify emotions in faces, tone of voice, body language
 - The capacity for self-awareness: being aware of one's own feelings as they are occurring
 - The capacity for emotional literacy. Being able to label specific feelings in one self and others; being able to discuss emotions and communicate clearly and directly.
2. Emotional facilitation of thought
- The ability to incorporate feelings into analysis, reasoning, problem-solving and decision making
 - The potential of one's feelings to guide him to what is important to think about
3. Emotional understanding
- The ability to solve emotional problems
 - The ability to identify and understand the inter-relationships between emotions, thoughts and behaviour. For example, to see cause and effect relationships such as how thoughts can affect emotions or how emotions can affect thoughts, and how emotions can lead to the behaviour in one self and others.
 - The ability to understand the value of emotions to the survival of the species
4. Emotional management
- The ability to take responsibility for one's own emotions and happiness
 - The ability to turn negative emotions into positive learning and growing opportunities
 - The ability to help others identify and benefit from their emotions

Teaching Competency

The term 'effectiveness' of teaching involves an evaluation of the intended effects of results of teaching. Teaching effectiveness may be considered in terms of 'pupil growth' – acquisition of immediate and long range goals exhibited through their knowledge, skills, attitudes and appreciations. Teaching effectiveness is related to the handling of 'process variables' involved in teaching. Such variables consists of the manipulation of skills like presenting, asking, responding, reacting, structuring, providing feedback and evaluation.

Learning is defined as an observed response to particular stimuli. The aim in behaviourist teaching is to identify and manage appropriate stimuli so as to bring about desired behaviour. The five principles of Positive Teaching are as follows:

1. Teaching is concerned with the observable.
2. Almost all classroom behaviour is learned.
3. Learning involves change in behaviour.
4. Behaviour changes as a result, of its consequences.
5. Behaviours are also influenced by classroom contexts.¹³

Significance of the study

The functioning of the educational process itself may become a source of stress and strain and ill health for its participants. This partly may be due to lack of the necessary aptitude

and attitude in the learner and the instruction or in the features of the educational process (e.g., course content, teaching method, interaction pattern climate, rewards and punishment, evaluation system). The problems related to these features vary with the developmental stage of the learner. Teaching strategies and behavioural styles of teachers are also potential sources of stress and strain if they do not respond adequately and effectively to the needs of the learners. Under the nurturant task style of leadership, the socio emotional climate seems to be better than under the authoritarian styles. The B.Ed. trainees show more mischievous activities under the authoritarian style and are more studious under the nurturant task style. In addition, the mode of classroom interaction, the social milieu and the physical environment of the institution play an important role in healthy regulation of the teaching process which may reduce stress.

The health problems in the educational setting are multiplicative in nature. The components do not operate in isolation. Oftentimes the different features reinforce each other and make the adaptive demands more complex. The Academic stress and frustration among adolescents were caused chiefly by the examination system, the burden of homework, and the attitudes of parents and teachers. Their stress symptoms encompass all the three areas, i.e., physiological, psychological and behavioural. Hence the investigator was prompted to study Emotional Intelligence and Teaching effectiveness of B.Ed B.Ed. trainees. Emotional intelligence may alleviate stress.

A teacher is adjudged to be an effective teacher when he possesses serenity of mind. Inner-composed tinged with higher level of intelligence, motivation and involvement. Intelligence, of late, has been classified under different categories (not water-tight). One type of classification of intelligence is emotional intelligence.

Even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of non-cognitive aspects.

Emotional intelligence develops an individual's social effectiveness. The higher the emotional intelligence, the better is the social relations.

The high EI individual, can better perceive emotions, use them in thought, understand their meanings, and manage emotions, than others. Solving emotional problems likely requires less cognitive effort for the individual. The person also tends to be somewhat higher in verbal, social, and other intelligences, particularly if the individual scored higher in the understanding emotions portion of Emotional Intelligence. The individual tends to be more open and agreeable than others. The high Emotional Intelligence person is drawn to occupations involving social interactions such as teaching and counseling more so than to occupations involving clerical or administrative tasks.

The high Emotional Intelligence individual, relative to others, is less apt to engage in problem behaviours, and avoids self-destructive, negative behaviours such as smoking, excessive drinking, drug abuse, or violent episodes with others. The high Emotional Intelligence person is

more likely to have possessions of sentimental attachment around the home and to have more positive social interactions, particularly if the individual scored highly on emotional management. Such individuals may also be more adept at describing motivational goals, aims, and missions.

It is imperative on the part of a teacher to know his strength and weaknesses of teaching. Only when a teacher knows how far his teaching is effective, he can change his strategies of teaching and chalk out measures to foster knowledge among B.Ed. trainees in a better manner.

Operational Definition

Emotional intelligence

The scores obtained by the B.Ed B.Ed. trainees in Emotional Intelligence Scale

Teaching competency

The scores achieved by the B.Ed B.Ed. trainees in Teaching competency scale

Objectives of the Study

1. To measure the extent of Emotional intelligence of B.Ed., B.Ed. trainees.
2. To assess the degree of attainment of Teaching competency of the B.Ed., B.Ed. trainees.
3. To offer a few suggestions to enhance Emotional Intelligence and Teaching Competency of B.Ed., B.Ed. trainees.

Hypotheses of the Study

1. There exists no significant difference in the mean scores of Emotional Intelligence of B.Ed., B.Ed. trainees of self financed B.Ed., colleges in terms of gender, groups, qualification, experience and economic status.
2. There exists no significant difference in the mean scores of Teaching Effectiveness of B.Ed., B.Ed. trainees of self financed B.Ed., colleges in terms of gender, groups, qualification, experience and economic status.

Procedure

The present study is an attempt to study the Emotional Intelligence and Teaching Competency of B.Ed., B.Ed. trainees chosen for the study.. This section furnishes a detailed report on sampling technique and instrumentation.

Sampling

Design of the Study

The investigator employed survey method to gather data from a relatively largely number of access at a particular time. It is concerned with the generalized statistics that result when the data are abstracted from a number of individual cases. It is essentially a cross sectional. The survey is an important type of study. It involves a clearly stated problem with definite objectives. It requires an imaginative planning, careful analysis and interpretation of the data gathered and logical and skillful reporting of the findings.

Tools of Research

The present study needed a validated the tool to evaluate Emotional Intelligence and Teaching effectiveness of the B.Ed., B.Ed. trainees’.

Description of the Tool

Teaching Effectiveness Scale

It is a standard scale structured by P. Prema. The tool consists of four components namely, preparation of the lesson, presentation of the lesson, classroom management and teacher-pupil rapport. There are 39 statements. It is a Likert scale with five points. The responses are to be made for each statement by putting a tick mark against the column marked, very high, high, moderate, low, very low. The score for the responses are given below:

Very high-5, High-4, Moderate-3, Low-2 and Very low-1.

The aspects covered in the scale are related to preparation for the class, bringing necessary accessories for teaching, motivating the B.Ed. trainees, development of the lesson by presenting ideas in a logical manner, ending the lesson, giving assignments, evaluating the B.Ed. trainees, fluent expression, good communication, using aids, classroom management, maintaining teacher pupil report.

The tool has high reliability and validity.

Emotional intelligence scale

It is a standardized scale structured by Herbart Baskaran. The tool consists of five components namely. Knowing one’s emotion, Management of emotion, Motivating oneself, Recognising emotion in others and Handling relations. There are 91 statements. It is a Likert scale with five points. The responses are to be made for each statement by putting a tick mark against the column marked, strongly agree, agree, Undecided, Disagree, and Strongly disagree. The scores for strongly agree is four. The scores for agree is three, for undecided two and for strongly disagree is one for positive statements. In the case are negative statements the score is in reverse order for strongly agree, agree, undecided, disagree and strongly disagree. The tool has high reliability and validity.

Administration

The scales identified for the study are self-administering scales and hence they can be administered either individually or in groups. There is no time limit for the completion of the respective scales however, a maximum time limit of 30 minutes could be prescribed for all the items of the scale responding to including ‘instruction’. As such, the general instructions and the procedure of administering the respective scales have been given on the title page of the scale; which could be read simultaneously by the tester as well as testees; and then the former may explain the technique of taking the respective scales

Analysis**Inferential Analysis****Hypothesis - 1****Null hypothesis**

There will be no significant difference in the mean scores of Emotional Intelligence of B.Ed. trainees of Higher Secondary Schools in terms of Gender, Type of institutions Experience and Socio – economic status.

Table 1 Mean, SD, and 't' values for Emotional Intelligence of B.Ed. trainees

Gender	N	Mean	SD	df	"t" value	Significance
Men	50	282.58	7.66	98	0.79	NS
Women	50	280.76	7.23			
Groups	N	Mean	SD	df	"t" value	Significance
Arts	50	282.96	7.63	98	0.28	NS
Science	50	283.38	7.26			
Locality	N	Mean	SD	df	"t" value	Significance
Urban	47	282.36	7.40	98	1.02	NS
Rural	53	283.89	7.07			
S _{ES}	N	Mean	SD	df	"t" value	Significance
High	38	280.26	7.54	98	2.53	S
Low	62	284.58	7.05			
Qualification	N	Mean	SD	df	"t" value	Significance
High	42	285.07	7.22	98	2.17	S
Low	58	281.83	7.46			

$$t_{(0.05)} = 1.96$$

$$t_{(0.01)} = 2.58$$

Analysis**Inferential Analysis****Hypothesis - 1****Null hypothesis**

There will be no significant difference in the mean scores of Teaching Effectiveness of B.Ed. trainees of Higher Secondary Schools in terms of Gender, Type of institutions Experience and Socio – economic status.

Table 2 Mean, SD, and 't' values for Teaching Effectiveness of B.Ed. trainees

Gender	N	Mean	SD	df	"t" value	Significance
Men	50	137.12	5.81	98	1.85	NS
Women	50	134.52	6.10			
Groups	N	Mean	SD	df	"t" value	Significance
Arts	50	134.48	5.55	98	2.63	S
Science	50	137.56	6.15			
Locality	N	Mean	SD	df	"t" value	Significance
Urban	47	135.86	6.10	98	0.10	NS
Rural	53	136.08	6.11			
S _{ES}	N	Mean	SD	df	"t" value	Significance
High	38	133.84	5.17	98	3.12	S
Low	62	137.40	6.17			
Qualification	N	Mean	SD	df	"t" value	Significance
High	42	138.55	5.56	98	1.38	NS
Low	58	134.40	5.60			

$$t_{(0.05)} = 1.96$$

$$t_{(0.01)} = 2.58$$

Findings of the study

1. There was no significant difference in the mean scores of Emotional Intelligence of B.Ed., B.Ed. trainees of self financed B.Ed., colleges in terms of gender and social economic status.
2. There was no significant difference in the mean scores of Teaching Effectiveness of B.Ed., B.Ed. trainees of self financed B.Ed., colleges in terms of gender.
3. There was substantial positive relationship between Emotional Intelligence and Teaching Effectiveness.

Implications and Conclusion

Researchers such as Goleman and Salovey have worked to impress upon educators the importance of Emotional Intelligence. Goleman has noted that Emotional Intelligence predicts as much as 80% of the person's success in life, whereas the traditional measure IQ only predicts as 20%. The teachers educate B.Ed. trainees with one main objective in mind: their success. If emotional intelligence is considered nowadays vital for success, then the teachers need to start teaching its components to their B.Ed. trainees at school and colleges. If it affects student environment, then it is imperative for schools to integrate it in their curricula, hence raising the level of student's success. Teaching emotional and social skills are very important at school, it can affect academic achievement positively not only during the year they are taught, but during the years to follow.

At present society as whole, individuals, organizations and all the fields which relate to technology and advancement are developing in modern world due to emotionally intelligence people who manage all the technology advancement and also they manage their life in very effective manner. Emotional intelligence is the field related to healthy mental skill which works as tools for developing self – confidence, self – control, self awareness etc. in a modern organization, the degree of effectiveness and productivity of an employees is determined by his level of emotional intelligence.

People with positive emotional quotient (EQ) become mature, cheerful, risk taking, outgoing and give tremendous capacity for commitment. They do not surrender to overwhelming anxiety, diffidence or depressing in facing challenges which are very tough. They strive hard to achieve their goals and convert adversity into a new opportunity. They nurture great Attitudes; Emotionally Intelligent people stand in sharp contrast with their degree of skill, ability and perform better creditably.

Conclusion

There is a positive correlation between Emotional Intelligence and Teaching Competency. Degree of Emotional Intelligence of the B.Ed. trainees vary in respect of Gender, Qualification and Socio economic status.