

A CORRELATIONAL STUDY OF EMOTIONAL INTELLIGENCE AND TEACHING EFFECTIVENESS IN TEACHER EDUCATOR

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Abstract-

The primary attribute of a teacher is to have a positive impact on pupils; success may be measured by topic area mastery and the identification of instructors' views about how to build cognitive, effective, and psychomotor abilities. It is vital to improve their ability to instruct. Emotional intelligence is a level of self-awareness that allows us to detect and control our feelings. The purpose of this study is to comprehend the function and attributes of the instructors' programme in improving emotional intelligence, as well as the outcomes. A total of 300 teacher educators were included in the study's sample. The data was collected using a closed-ended questionnaire. There was a favorable and substantial relationship between emotional intelligence and teaching efficacy among teacher educators, according to the findings.

Key words: Teacher Educator, Teaching Effectiveness, Emotional Intelligence.

Introduction:

In the field of education, teaching is a tough technique and a vast concept. Competencies and skills are necessary components of effective teaching and educational professionals that work in this field have them. To be meaningful, education is the most effective instrument. Education must include not just the physical and mental development of individuals, but also the demands and aspirations of a developing society. The cornerstone of the educational system is outstanding professors who deliver superior information. The behaviours of teachers have an influence on the academic advancement of students.

In their essay "Emotional Intelligence" in the journal *Imagination, Cognition, and Personality* in 1990, two academics, Peter Salavoy and John Mayer, invented the term "emotional intelligence." In his book *Emotional Intelligence*, Dan Goleman popularised it.

EI is made up of four types of abilities, according to the paradigm: Perceiving emotions is defined as the ability to perceive and grasp emotions in faces, photos, sounds, and cultural items, as well as the ability to identify one's own sentiments. Emotion perception is a crucial component of emotional intelligence since it enables for the processing of all other emotional data. The ability of a teacher's emotional intelligence index is a fantastic measure of their educational efficiency. Teachers devote attention to their pupils, which leads to successful learning outcomes, such as social skills. As a result, instructors contribute to students' well-being in many parts of their life. The emotional intelligence index of the instructor is a fantastic measure of its efficiency in the classroom.

Review on literature:

Efficacy of teachers Bandura defines self-efficacy as a person's conviction in their own abilities to complete a task. Self-efficacy, in this perspective, has a significant impact on the decisions individuals make, the energy they expend, and their resolve in the face of adversity. Bandura then applies this notion to instructors' opinions of their abilities in fulfilling educational goals like facilitating learning and promoting student growth.

In their study on The relationship between emotional Intelligence ability and teacher efficacy, Sabina Valente, Augusta Veiga Branco, Hugo Rebelo, Abilio Afonso Lourenco, and Ana Maria Cristovao found that teachers' emotional intelligence ability was related to job performance, adding to the literature suggesting that to succeed in the complex and demanding school setting, teachers must develop the necessary emotional skills for enhancing their efficacy.

Mayer and Salovey performed a research on emotional intelligence, affect, and attitude, and found that, with few exceptions, people are generally driven to seek good feelings and avoid unpleasant ones. The capacity to control emotions can assist people in cultivating good effects, avoiding bad effects, and coping with stress.

Singaravelu S investigated the emotional intelligence of student teachers (pr-service) at the primary level in the urdu theory, area, and discovered that emotional intelligence of student teachers in Pondicherry was above average, with a mean and standard deviation of 33.46 and 946, respectively.

In his study on the effects of emotional intelligence on the success of teacher educators, Janak Singh discovered that female teacher educators were among the most effective. The emotional intelligence of male teacher educators was found to be higher than that of female teacher educators in teacher education colleges. There is a link between emotional intelligence and the efficacy of teachers and educators.

In a research on emotional intelligence and teacher effectiveness, T V Ramana – The notion of emotional intelligence was examined, as well as teachers' programmes for improving emotional intelligence and their outcomes, emotional intelligence proactive coping burnout and supervisor assistance, and proposals for improving teachers' situations.

According to the findings of the study by Ahsaan Siddique, Navdeep Ahmed Taseer, and Muhammad Siddique, there was a substantial and positive significant link between instructors' emotional intelligence and teaching efficacy. Teachers' EI and TE differed significantly depending on their gender and teaching experience, according to the findings.

Research Objective:

The study intended to achieve following objective to

1. Investigate relationship between Emotional Intelligence and Teaching Effectiveness in teacher Educator.
2. To study the relationship between factor of between Emotional Intelligence and Teaching Effectiveness in teacher Educator.

Research Question:

There is no significant relationship between Emotional intelligence and Teaching Effectiveness in teacher Educator.

Sampling procedure and Research Instrument:

The population of the study was consisted of all teacher educator of various Education Colleges of Raipur district. simple random sampling technique was used for the study. The sample of the study was comprised of 300 teacher educator in selected colleges. The researcher use teacher effectiveness scale developed by pramod kumar and emotional intelligence scale developed by Dr.Shubha Mangal. The study was non-experimental and descriptive in nature.

Results:

Table No 1 : Correlation between Emotional Intelligence and Teacher Effectiveness of Teacher Educators					
Variable	N	Mean	Standard Deviation	Co efficient of Correlation	Remark
Teacher Effectiveness	300	198.08	15.31	0.74	Significant
Emotional Intelligence	300	569.37	86.23		

Table no 1 indicated the outcome of Pearson r that there was a strong and significant correlation between teacher Emotional Intelligence and Teacher Effectiveness of Teacher Educators $r=.74, p<.001$

Table No 2 : Correlation between Factor of Emotional Intelligence and Teacher Effectiveness of Teacher Educators					
Variable	N	Mean	Standard Deviation	Co efficient of Correlation	Remark
Teacher Effectiveness	159	23.266	2.79	0.83	Significant
Student-Teacher Relationship	141	20.9470	3.57		

Table no 2 indicated the outcome of Pearson r that there was a significant correlation between Student-Teacher Relationship and Teacher Effectiveness of Teacher Educators $r=.834, p<.001$

Table No 3 : Correlation between Factor of Emotional Intelligence and Teacher Effectiveness of Teacher Educators					
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Variable	N	Mean	Standard Deviation	Co efficient of Correlation	Remark
Teacher Effectiveness	159	21.03	3.61	0.87	Significant
Supportive Classroom Environment	141	18.93	3.89		

Table no 3 indicated the outcome of Pearson r that there was a significant correlation between Supportive Classroom Environment and Teacher Effectiveness of Teacher Educators $r=.87, p<.001$

Discussion:

The key finding of this study was that there is a link between emotional intelligence and teacher effectiveness, and that a good teacher is emotionally intelligent.

The study found a favourable significant association between the emotional intelligence element of Student-Teacher Relationship and teacher effectiveness.

The findings also linked the Emotional Intelligence Supportive Classroom Environment factor to teacher performance.

Conclusion:

Emotional intelligence was a significant factor influencing teacher effectiveness. The ability to effectively deal with emotion and emotional information in teacher educators assists teachers in managing their teaching effectiveness. When teachers' emotional intelligence is increased, they are more effective in handling their responsibilities and thus directly improve their teaching efficiency. Take care of their mental health.

When a teacher is excellent in perceiving and understanding emotions, they may immediately detect their students' emotional states and adapt their actions, as well as modify the class activity, if they believe the pupils are distracted.

Role of instructor in restructure the society is invincible. Emotional competence of instructor is vital each in fashionable for his or her personal well being and for effectiveness and for effectiveness and exceptional sporting out coaching and gaining knowledge of procedure within side the study room especially for the socio intellectual improvement of students

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