Chapter - I

INTRODUCTION

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“The true teacher is he who can immediately come down to the level of the student, transfer his soul to the student’s soul and see through and understand through his mind. Such a teacher can really teach and none else”
- Swami Vivekananda.

1.1 BACKGROUND OF THE STUDY

The 21st century is an era of severe modernisation and so educational system has to cope with the changes and challenges. The knowledge society requires an advanced level of skills and knowledge which can only be accomplished through a paradigm shift in the educational scenario. Student learning and development of academic proficiencies is a highly complex process, shaped and influenced by a multitude of components: personal characteristics (both cognitive and non-cognitive), physical and mental maturation, home environment, cultural sensitivities, institutional and informal community resources and the formal process of schooling. Environmental changes are inevitable and therefore teachers are effective if they can adapt to and improve their environment. Teachers must be able to increase conceptual understanding and analytical ability among students.

The National Council for Teacher Education (NCTE) after becoming a statutory body has taken number of steps for raising the quality of teachers. The success of any educational process depends on teacher effectiveness, teaching aptitude, attitude towards teaching, personality of the teacher and many more components. Teacher effectiveness refers to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education. Good (1959) observed teaching effectiveness as “the degree of success of a teacher
in performing instructional and other duties specified in his contract and demanded by the nature of his position."

Teacher effectiveness can be judged through many components through their competency and performance in classrooms. The act of teaching along with their competency and performance results in effectiveness in the classroom. Teaching by its nature demands that teachers demonstrate or display emotion they may not actually feel. For instance, teachers are expected to demonstrate unusual love and kindness to their students. They are also expected to serve as mentors and motivate students who are even unwilling to learn.

According to Low (2006) the teachers have to strengthen skills in assertion, comfort, empathy, decision making, drive strength, time management, commitment, ethics, self-esteem, stress management and deference. To face the challenges of a diverse classroom, these skills need to be developed, strengthened or enhanced.

The success of instruction is envisaged on the effectiveness of teacher. The teacher characteristics, especially emotional intelligence of teacher is highly decisive in providing effective education. Emotional intelligence is the ability to accurately identify and understand one’s own emotional reactions and those of others, consisting of the ability to control one’s emotions, and to use them to form good decisions, to act purposefully and to involve effectively in a given situation (Salovey & Mayer, 1990; Goleman, 1995). Teachers possessing high degree of emotional maturity and emotional intelligence can identify, understand, and behave effectively with the pupil and achieve acceptable rates of student growth.

Emotional Intelligence refers to a set of capabilities that are separated from Intelligence Quotient (IQ) but necessary for success in life, in the workplace, in
intimate personal relations, and in social interactions. IQ contributes about 20 percent to the components that determine life success which leaves 80 percent to other forces (Goleman, 1995). This new conception of emotional intelligence influenced many educators to think about intelligence in two parts, cognitive intelligence and emotional intelligence. Many began to embrace the idea that emotions play an important part in the individual's ability to succeed in life. According to Goleman (1995), the more emotionally intelligent person shows, abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathise and to hope.

Nelson and Low (2003) observed that the emotional intelligence is the single most important influencing variable in personal achievement, career success, leadership and life satisfaction. They feel that an emotionally fit person should be able to identify, understand, experience, and express human emotions in healthy and productive ways.

Training programmes can enhance teacher effectiveness by training them in empathy and interpersonal skills which are certain components of emotional intelligence (Low, 2006). Studies pertaining to cognitive intelligence and emotional intelligence revealed that the most valued productive engineers are those with the highest traits of emotional intelligence than the person with the highest intelligent quotient (Goleman, 1995). As a “social engineer,” quality of a teacher may be measured accordingly considering his/her Emotional Quotient (EQ) than the Intelligence Quotient (IQ). Teachers with high degree of emotional intelligence can impress their colleagues. They convey the components of emotional intelligence such as confidence, curiosity, intentionality, self-control,
relatedness and cooperativeness. These qualities positively influence the problems that we observe among our students like maladjustments, delinquencies, thinking problems, behavioural problems and criminality. Emotional intelligence helps teachers identify the feelings and fears of students, recognising their feelings and see to their unmet emotional needs (Abraham, 1999; Hein, 2001).

The most important ways to categorise life skills are the following four distinct but overlapping broad frameworks:

1. emotional intelligence,
2. character education,
3. habits for success, and
4. multiple intelligences.

Emotional intelligence belongs to affective approach, character education is a moral approach, habits are principle-based approach and multiple intelligences come under cognitive approach. As we go through the multiple intelligences (Gardner, 1983), there exist certain components of emotional intelligence, such as intrapersonal intelligence (self knowledge, self control, self motivation), interpersonal intelligence (empathy, relationship skills).

WHO (1999) listed ten core life skill strategies and techniques. The life skills are the ability to make decisions, the ability to solve problems, the capacity to think creatively, the capacity to think critically, the ability to communicate effectively, the ability to establish and maintain interpersonal relations, knowledge of self, the capacity to feel empathy, the ability to handle emotions, the ability to handle tension and stress. The life skills are categorised into three components: critical thinking skills/decision-making skills, interpersonal/communication skills
and coping and self-management skills. These life skills are closely related to the emotional intelligence and have a great place in education activities.

Hence the need of emotional intelligence for a teacher as a social engineer can not be underestimated.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

Teachers are the most important resource in education reconstruction. Teaching effectiveness is the extent to which the teaching activity fulfils its intended purpose, function, and goals. Teachers are considered as professional personnel involved in direct student instruction involving planning, organising and conducting group activities whereby students’ knowledge, skills and attitudes develop as stipulated by educational programmes. Emotional competence and social competence are widely recognised as important components for educational achievement and for life long learning.

Today we observe a number of problems in students. These include maladjustments, delinquencies, emotional disturbances, behavioural problems, criminality, etc. To overcome these problems, emotional literacy is necessary. A teacher with high emotional intelligence can communicate the components of emotional intelligence such as confidence, curiosity, intentionality, self control, relatedness and cooperativeness to students. Emotionally intelligent teacher is creating a safer and more satisfying, caring, and productive school environment (Goleman, 1995). Emotional intelligence is useful in any place where interpersonal relationships are generated – schools, workplaces, home and other organisational settings.

Teachers are role models for students on how to regulate emotion appropriately in the classroom. It is important to consider ways to integrate emotional intelligence skills into each student for increased success. With students
developing emotional intelligence skills more effectively, this would also help to create a society that is more caring, supportive, and successful. Emotionally intelligent teacher definitely influence the pupil both in academic and personal field. Daniel Goleman has rightly remarked that the opportunity for shaping the components of emotional intelligence is in the earliest years. The emotional abilities, children acquire in the later life build on those of the earliest years (Goleman, 1995). Emotionally intelligent teacher thus impresses the child in the early period of study and achieves desired effects upon students.

Teachers have great potential to influence directly or indirectly to the betterment of their pupil’s education. Effective Teacher means a teacher whose students achieve acceptable rates of student growth. Teacher effectiveness is a matter of the degree to which a teacher achieves desired effects upon students. The pupils get strong messages about emotional competence from teachers and their daily lives. An emotionally intelligent teacher reinforces emotional skills to the pupils. Such teachers will be approachable for the pupils. Consequently the pupils develop positive attitude towards these teachers.

The foregoing discussions obviously portray the relevance and importance of emotional intelligence in bringing out effectiveness in instruction. Hence the study focuses on the relationship between emotional intelligence and effectiveness of primary school teachers.

The review of related studies revealed that only very few studies have been conducted on emotional intelligence of teachers in our country especially in the area of primary education. In this context, a study of the emotional intelligence of teachers at primary level in relation with their effectiveness in teaching assumes
major importance, since it contributes directly or indirectly towards improving the quality of primary education which is a great concern at present.

1.3 STATEMENT OF THE PROBLEM

The broader objective of the present study is to find out the relationship of emotional intelligence and teaching effectiveness of primary school teachers of Kerala state. Hence the study is entitled as “RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS IN KERALA STATE.”

1.4 DEFINITION OF KEY TERMS

EMOTIONAL INTELLIGENCE:

Emotional intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997).

Emotional Intelligence refers to the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships (Goleman, 1998).

In the present context the term emotional intelligence refers to the emotional stability of primary school teachers which is manifested in their behaviour in various situations. For the purpose of the present study emotional intelligence as indicated by the scores obtained by primary school teachers for an ‘emotional intelligence inventory’.

EFFECTIVENESS:

Effectiveness means ‘producing or capable of producing a desired effect’ (Merriam-Webster's Collegiate Dictionary).
In the present context the term effectiveness refers to teacher effectiveness which is defined as the extent to which the teaching activity fulfils its intended purpose, function, and goal.

Dunkin (1997) considered that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others (UNESCO, 1990).

For the present study, effectiveness is taken as indicated by the scores obtained by primary school teachers for a ‘teacher effectiveness rating scale.’

**PRIMARY SCHOOL TEACHERS:**

In the present study the term ‘primary school teachers’ denotes those teachers working in upper primary classes (V, VI and VII) of government, aided and unaided schools in Kerala State.

1.5 **OBJECTIVES OF THE STUDY**

The major objectives of the study are:

1. To find out the emotional intelligence of primary school teachers in Kerala State for the total sample and relevant sub samples.

2. To find out the emotional intelligence of primary school teachers with respect to the components such as personal efficacy, interpersonal efficacy and intrapersonal efficacy for the total sample and relevant sub samples.

3. To assess the teacher effectiveness of primary school teachers in Kerala State for the total sample and relevant sub samples.

4. To assess the teacher effectiveness of primary school teachers with respect to the components such as preparation and planning for teaching, class room
management, knowledge of subject matter, teacher characteristics and interpersonal relations for the total sample and relevant sub samples.

5 To find out the relationship between emotional intelligence and teacher effectiveness of primary school teachers in Kerala State for the total sample and relevant sub samples.

6 To find out the relationship between different components of emotional intelligence such as personal efficacy, interpersonal efficacy and intrapersonal efficacy and teacher effectiveness of primary school teachers in Kerala State for the total sample and relevant sub samples.

7 To find out the prediction equation for teacher effectiveness using the best predictors of emotional intelligence.

8 To find out the relationship between different components of teacher effectiveness such as preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations and Emotional Intelligence.

9 To find out the prediction equation for emotional intelligence using the best predictors of teacher effectiveness.

10 To find out the relationship between emotional intelligence of primary school teachers and pupils’ attitude towards their teachers for the total sample and relevant sub samples.

11 To find out the relationship between teacher effectiveness of primary school teachers and pupils’ attitude towards their teachers for the total sample and relevant sub samples.
1.6 HYPOTHESES OF THE STUDY

Keeping in view of the objectives of the study, the following hypotheses were formulated:

1. There is significant difference in emotional intelligence among the primary school teachers in Kerala State.

2. There is significant difference in emotional intelligence among the primary school teachers in Kerala State with reference to the components such as personal efficacy, interpersonal efficacy and intrapersonal efficacy.

3. There is significant difference in teacher effectiveness among the primary school teachers in Kerala State.

4. There is significant difference in teacher effectiveness among the primary school teachers in Kerala State with reference to the components such as preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations.

5. There is significant relationship between emotional intelligence and teacher effectiveness of primary school teachers in Kerala State for the total sample and relevant sub samples.

6. There is significant relationship between different components of emotional intelligence such as personal efficacy, interpersonal efficacy and intrapersonal efficacy and teacher effectiveness of primary school teachers in Kerala State for the total sample and relevant sub samples.

7. There is significant relationship between different components of teacher effectiveness such as preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and
interpersonal relations and emotional intelligence of primary school teachers in Kerala State for the total sample and relevant sub samples.

There is significant relationship between emotional intelligence of primary school teachers and pupils’ attitude towards their teachers for the total sample and relevant sub samples.

There is significant relationship between teacher effectiveness of primary school teachers and pupils’ attitude towards their teachers for the total sample and relevant sub samples.

1.7 METHODOLOGY IN BRIEF

Normative survey method was used to conduct the present study. The present study assesses the relationship between emotional intelligence and teaching effectiveness of primary school teachers, in the schools which follow the state syllabus in Kerala State. The study enquires emotional intelligence and effectiveness of teaching as perceived by the teachers as well as the attitude of pupils towards these teachers.

VARIABLES OF THE STUDY

Variables may be defined as those attributes of objects, events, things and beings which can be measured. It has the characteristics that are manipulated, controlled or observed by the researcher. In this study the investigator has been designed emotional intelligence as the independent variable. Teacher effectiveness and pupil attitudes have been designed as the dependent variables.

SAMPLE SELECTED FOR THE STUDY

The total sample consists of 756 primary school teachers and 1500 pupils studying in standard V to VII. The samples were taken from 150 schools from all the districts in Kerala. For the selection of the sample of teachers stratified random
sampling technique was used giving due representation to locale, school management, gender, educational qualifications and teaching experience. From each school ten students were selected and was taken as the sample to administer the pupil attitude scale.

**TOOLS USED FOR THE STUDY**

The main tools employed for the collection of data were:

1. Emotional Intelligence Inventory (Thomas & Sushama, 2003)
2. Teacher Effectiveness Scale (Kulsum, 2000) - meant for teachers
3. Pupils’ Attitude Scale towards their Teachers (prepared and standardised by the investigator).

All the tools were administered to the selected sample and the data was collected and analysed using appropriate statistical methods.

The major statistical methods used were Critical Ratio, Karl Pearson’s Product Moment Coefficient of Correlation, One way ANOVA, Test of Significance of Coefficient of Correlation ‘r’, Scheffe’s Test of Multiple Comparison and Stepwise Regression Analysis.

**1.8 SCOPE OF THE STUDY**

The study has been undertaken to find out the relationship between emotional intelligence of primary school teachers and their effectiveness. The findings of the study will be helpful for primary school teachers to understand their strengths and weaknesses and modify their behaviour accordingly.

The study will be helpful for primary school teachers for developing Emotional Intelligence practices.

The findings of the study will enlighten curriculum planners to incorporate various aspects of emotional intelligence in school education programme.
The findings of the study will be helpful in utilising Emotional Intelligence strategies that develop effectiveness of teachers.

The findings of the study especially about the pupils’ attitude will be helpful for teachers for self improvement.

Also the revelations of the study will be useful for teachers, teacher educators, student teachers and all others related to the field of primary education.

1.9 LIMITATIONS OF THE STUDY

Despite the sincere efforts made by the investigator to make the present study as objective as possible, a number of limitations can be listed as given below:

The present study is limited to primary school education only. The pupils of Standard V, VI, and VII were considered for the present study. The sample for the study consisted of 756 teachers and 1500 pupils from 150 schools in Kerala. More samples can produce more generalisable results.

The investigator could not take all the Emotional Intelligence variables for the present study and has selected only three important and relevant areas.

The study employs three tools such as Emotional Intelligence Inventory, Teacher Effectiveness Scale and Pupil Attitude Scale. While quantifying the variables, each of them has its own inherent limitations. As the tools given were self report devices, the investigator could not have control over the accuracy of the responses.

In spite of the aforesaid limitations of the study, all attempts have been made by the investigator to obtain reliable findings.

1.10 ORGANISATION OF THE REPORT

The report has been organised under six chapters.

Chapter I contains a brief discussion of the background of the study, need and significance of the study, statement of the problem, definition of key terms,
objectives of the study, hypotheses, a brief description of methodology, scope and limitations of the study.

Chapter II presents a theoretical overview of the components of emotional intelligence and teacher effectiveness.

In Chapter III a brief survey of related literature pertaining to the area of study has been attempted.

Chapter IV covers the methodology in detail, including a description of the method adopted, sample for the study, tools and techniques used for collection of data, preparation and description of various tools, and the procedure adopted for the collection of data.

In Chapter V the analysis of data is given in detail followed by interpretation and discussion.

Chapter VI deals with the summary of the study together with conclusions arrived at, suggestions for improvement of the present method of teaching in schools, and also suggestions for further research.

The conclusion is followed by bibliography and appendices.