Chapter - II

EMOTIONAL INTELLIGENCE AND
TEACHER EFFECTIVENESS: AN OVERVIEW

2.1 MEANING OF EMOTIONAL INTELLIGENCE

2.2 HISTORY OF THE CONCEPT OF
EMOTIONAL INTELLIGENCE

2.3 PLACE OF EMOTIONAL INTELLIGENCE IN
TEACHING

2.4 MEANING OF TEACHER EFFECTIVENESS

2.5 PUPILS’ ATTITUDE AS AN INDICATOR OF
TEACHER EFFECTIVENESS
This chapter provides a detailed description of the major variables of the present study - emotional intelligence and teacher effectiveness. This is an attempt to explore the theoretical perspectives of the variables concerned.

2.1 MEANING OF EMOTIONAL INTELLIGENCE

Understanding the concept of emotional intelligence requires exploring its two component terms, intelligence and emotion. Theoretical considerations regarding emotional intelligence also include the same different terms: emotion and intelligence. Emotional Intelligence brings together the fields of emotions and intelligence by viewing emotions as useful sources of information that help one to make sense of and navigate the social environment. Therefore, it is worth examining the constituent terms; emotion, intelligence and their combination at the outset.

2.1.1 CONCEPT OF EMOTION

Emotions are complex psychological and biological responses consisting of subjective feelings, physiological reactions and expressive behaviours to internal and external stimuli. According to the American heritage dictionary of the English Language (2000) emotion is a mental state that arises spontaneously rather than through conscious effort and is often accompanied by physiological changes; a feeling: the emotions of joy, sorrow, hate, and love.

Emotions belong to the affective dimension of mental functioning, which includes the emotions themselves, moods, evaluation, and other feeling states, including fatigue or energy. Emotions are recognised as one of three or four fundamental classes of mental operations. These classes include motivation, emotion, cognition and less frequently consciousness. Among the triad of motivation, emotion and cognition basic motivations arise in response to internal
bodily states and include drives such as hunger, thirst, need for social contact and sexual desires. Motivations are responsible for directing the organism to carry out simple acts so as to satisfy survival and reproductive need.

Emotions form the second class of this triad. Emotions appear to have evolved across mammalian species so as to signal and respond to changes in relationships between the individual and the environment. Emotions can be considered as the stirred up condition of the organism involving internal and external changes in the body.

Cognition allows the organism to learn from the environment and to solve problems in novel situations. Cognition includes learning, memory and problem solving. There is interaction between motivation and emotion and emotion and cognition. An emotion interacts with cognition when good moods lead a person to think positively.

Emotions are characterised by the following:

1. Every emotional experience involves several physical and physiological changes in the organism
2. Emotions are the products of perceptions
3. The basic manner of expressing emotions is inborn and it develops through maturation
4. Emotions have the quality of displacement
5. Same emotion can be aroused by different stimuli
6. Emotions rise abruptly but cease slowly
7. Emotional experiences are associated with instincts or biological drives
8. As the individual matures the generalised excitement of childhood becomes coordinated and differentiated

Different emotions like anger, fear, happiness, love, surprise, disgust, sadness, etc. are in essence, impulses to act, the instant plans for handling life that evolution has instilled in human beings.
2.1.2 CONCEPT OF INTELLIGENCE

There are probably as many definitions of intelligence as there are experts who study it. Simply stated, however, intelligence is the ability to learn about, learn from, understand, and interact with one’s environment. This general ability consists of a number of specific abilities, such as, adaptability to a new environment or to changes in the current environment, capacity for knowledge and the ability to acquire it, capacity for reason and abstract thought, ability to comprehend relationships, ability to evaluate and judge, capacity for original and productive thought.

French psychologist Alfred Binet thought intelligence as a complex set of qualities including judgment, comprehension, and reason. He also included the power of self criticism. He pioneered the modern intelligence testing movement in developing a measure of mental age in children, a chronological age that typically corresponds to a given level of performance. Intelligence Quotients (IQ’s) were developed and used during the initial part of the 20th century as measures of intelligence. It linked a person's IQ with their potential for success in general as well as with elements such as leadership success. The validity of the general academic measure of IQ was soon challenged on the grounds that it did not consider situational components such as environment or cultural setting when predicting achievement.

Thorndike proposed that humans possess several types of intelligence, one form being called social intelligence, or the ability to understand and manage men and women, boys and girls, and to act wisely in human relations.

David Wechsler referred to both non-intellective and intellective elements of intelligence. According to him intelligence is the aggregate or the global a
capacity of the individual to act purposefully to think rationally and to deal effectively with the environment (Wechsler, 1944).

Guilford (1967) proposed that intelligence is not a monolithic, global attribute but a combination of multiple abilities, which were relatively independent. Consequently he presented structure of intellect model for intelligence incorporating three dimensions - contents, operations and products.

Sternberg (1985) proposed a triarchic theory to explain intelligence taking into account social and contextual components apart from human abilities. The theory argues that intelligent behaviour arises from a balance between analytical creative and practical abilities and that these abilities function collectively to allow individuals to achieve success within particular socio-cultural contexts.

According to Gardner (1983) intelligence is a bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture. He raised the notion of multiple intelligences including the following:

1. Linguistic intelligence,
2. Logical-mathematical intelligence,
3. Musical intelligence,
4. Spatial intelligence,
5. Bodily-kinaesthetic intelligence,
6. Intrapersonal intelligence,
7. Interpersonal intelligence,
8. Naturalistic intelligence and
9. Existential intelligence (Gardner, 1999)

The above discussion on intelligence illustrates the two distinct approaches to understand the nature of intelligence. One viewed intelligence as a single entity while the other one proposes the multiplicity of the theoretical construct.
2.1.3 EMOTIONAL INTELLIGENCE - DEFINITIONS AND VIEWS

Emotional intelligence, often referred to as Emotional Quotient (EQ), is a relatively new theoretical construct that has emerged in both popular press and academic publications in the last decades of twentieth century. Popular press definitions of emotional intelligence include a wide range of skills such as motivation, empathy, communication, persistence, and personal warmth (Goleman, 1998). Emotional Intelligence is the ability to restrain negative feelings such as anger and self-doubt, and instead focus on positive ones such as confidence and congeniality. It is the ability to use emotions effectively.

Emotional intelligence refers to a set of capabilities that are separated from IQ but necessary for success in life, in the workplace, in intimate personal relations, and in social interactions. Emotional intelligence has been considerably expanded in his different books by Goleman (1995), who identified that emotional intelligence is actually more important for success in life and work than, IQ. Emotional intelligence involves a set of skills that is not directly related to academic ability.

Gardner (1983) describes emotional intelligence as a domain of human consciousness that has, until recently, been seriously neglected. It was incorporated in Gardner’s interpersonal and intrapersonal intelligences in his theory of multiple intelligences. The interpersonal intelligence consists of the ability to understand others. Intrapersonal intelligence is the ability to develop an accurate model of the self and use it effectively to operate throughout life. Moreover, he described these skills as necessary for social interaction and the understanding of one's own emotions and behaviors.

Emotional intelligence is the ability to identify, use, understand and manage emotions. It is an umbrella concept comprising three distinct components,
Theoretical Overview

viz., appraisal and expression of emotions, regulation of emotions and utilisation of emotional information in thinking and acting.

Mayer and Salovey (1990) re-conceptualised Gardner's two intelligences (interpersonal and intrapersonal) under the broader label of emotional intelligence, an intelligence that in their view is made up of five basic emotional abilities, i.e., capacity for self-awareness, skill in managing emotions, power to motivate oneself, ability to empathise with others, ability to deal with relationships.

The ability model of emotional intelligence is proposed by John Mayer and Peter Salovey. According to them emotional intelligence pertains to an individual’s capacity to reason about emotions and to process emotional information to enhance cognitive processes and regulate behaviour. The four branches of emotional intelligence according to Mayer and Salovey (1997) and their subcomponents are reproduced below.

1. PERCEPTION, APPRAISAL AND EXPRESSION OF EMOTION
   a) Ability to identify emotion in one's physical states, feelings, and thoughts
   b) Ability to identify emotions in other people, designs, artwork, etc. through language, sound, appearance, and behavior.
   c) Ability to express emotions accurately and to express needs related to those feelings.
   d) Ability to discriminate between accurate and inaccurate, or honest vs. dishonest expressions of feeling.

2. EMOTIONAL FACILITATION OF THINKING
   a) Emotions prioritise thinking by directing attention to important information.
   b) Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings.
c) Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view.

d) Emotional states differentially encourage specific problem-solving approaches such as when happiness facilitates inductive reasoning and creativity.

3. UNDERSTANDING AND ANALYSING EMOTIONS; EMPLOYING EMOTIONAL KNOWLEDGE

a) Ability to label emotions and recognise relations among the words and the emotions themselves, such as the relation between liking and loving.

b) Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss.

c) Ability to recognise likely transitions among emotions, such as the transition from anger to satisfaction or from anger to shame.

d) Ability to understand complex feelings: simultaneous feelings of love and hate or blends such as awe as a combination of fear and surprise.

4. REFLECTIVE REGULATION OF EMOTION TO PROMOTE EMOTIONAL AND INTELLECTUAL GROWTH

a) Ability to stay open to feelings, both those that are pleasant and those that are unpleasant.

b) Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility.

c) Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.

d) Ability to reflectively monitor emotions in relation to oneself and others, such as recognising how clear, typical, influential or reasonable.
Hein (1996) opines that emotional intelligence is the innate potential to feel, use, communicate, recognise, remember, learn from, manage, and understand emotions.

Emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from inner self and immediate environment. Emotional intelligence constitutes three psychological dimensions such as emotional competency, emotional maturity and emotional sensitivity, which motivate an individual to recognise truthfully, interpret honestly and handle tactfully the dynamics of human behaviour (Singh, 2003).

According to Bradberry and Greaves (2003), emotional Intelligence is the ability of a person to recognise and understand emotions, and the skill at using this awareness to manage him/her and his/her relationships with others.

Ciecierski (2007) made a simple definition of emotional Intelligence as being intelligent about ones’ own emotions.

According to Bar-On (1997) emotional intelligence is an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures. He put forth a model based within the context of personality theory, emphasising the co-dependence of the ability aspects of emotional intelligence with personality traits and their application to personal well-being. In his model outlines five components of emotional intelligence: intrapersonal, interpersonal, adaptability, stress management, and general mood. He hypothesises that emotional intelligence develops over time and that it can be improved through training, programming, and therapy.

Goleman (1998) proposed a mixed model in terms of performance, integrating an individual's abilities and personality and applying their
corresponding effects on performance in the workplace. He separated the components of emotional intelligence into personal component and interpersonal component. Goleman's model outlines four main emotional intelligence constructs.

1. **SELF-AWARENESS**

   It is the ability to read one's emotions and recognise their impact while using gut feelings to guide decisions.

2. **SELF-MANAGEMENT**

   This involves controlling one's emotions and impulses and adapting to changing circumstances.

3. **SOCIAL AWARENESS**

   It includes the ability to sense, understand, and react to other's emotions while comprehending social networks.

4. **RELATIONSHIP MANAGEMENT**

   It entails the ability to inspire, influence, and develop others while managing conflict.

   Low and Nelson (2006) define emotional intelligence in their education model, is best understood and learned when framed around specific emotional skills and competencies. They define emotional intelligence as a confluence of developed abilities to:

   a) Know and value self;
   b) Build and maintain a variety of strong, productive, and healthy relationships;
   c) Get along and work well with others in achieving positive results;
   d) Effectively deal with the pressures and demands of daily life and work.
Emotionally healthy behaviour is reflected in characteristic ways of (1) thinking, (2) identifying, managing, and expressing feelings, and (3) choosing effective behaviours.

Emotional intelligence skills are becoming more important as society creates new challenges. One can shape emotional intelligence by his/her learning to be not only well-developed in intellectual abilities, but also in social and emotional skills. It is true that intellectual ability is essential for being successful and being a contributing member of society. Emotional intelligence is also equally essential, which can help people study toward their potentials and develop healthy interpersonal relationships. Understanding one's own emotional processes can have far-reaching effects for social functioning and the quality of life.

2.2 HISTORY OF THE CONCEPT OF EMOTIONAL INTELLIGENCE

Aristotle wrote about emotional intelligence in 350 BC, long before the term became popular. About 2,000 years ago Plato wrote, “all learning has an emotional base.” Since then, scientists, educators, and philosophers have worked to prove or disprove the importance of feelings. Unfortunately, for a large part of those two millennia, common thought was, “emotions are in the way. They keep us from making good decisions, and they keep us from focusing.” In the last three decades, a growing body of research is proving just the opposite (Goleman, 1995).

In the 1900s, even though traditional definitions of intelligence emphasised cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognise the importance of the non-cognitive aspects. For instance, as early as 1920, Thorndike used the term social intelligence to describe the skill of understanding and managing other people.
Similarly, in 1940 Wechsler described the influence of non-intellective components on intelligent behavior, and further argued that our models of intelligence would not be complete until we can adequately describe these components. In 1983, Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences* introduced the idea of multiple intelligences which included both interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence are lacking in ability to fully explain performance outcomes.

Maslow (1950) wrote about how people could enhance their emotional, physical, spiritual, and mental strengths. His work sparked the “Human Potential” movement which could be the greatest celebration of humanism since the Renaissance. In the 1970s and 80s this led to the development of many new sciences of human capacity.


Mayer and Salovey (1990) introduced the term “emotional intelligence” to describe certain qualities, for example, understanding one’s own feelings, empathy for the feelings of others, and the regulation of emotion in a way that enhances
living. They defined emotional intelligence as a scientifically testable “intelligence.”

Daniel Goleman (1995) drew on the research of Salovey and Mayer, as well as several other key researchers and practitioners. He reviewed best practice in education and responsible for the current popularity of the subject emotional intelligence. He claimed that success in life is more markedly influenced by emotional intelligence than by IQ.

2.2.1 ASSESSMENT OF EMOTIONAL INTELLIGENCE

Today, the assessment of emotional intelligence can be carried out by employing the scales developed by Mayer and Salovey - Mayer-Salovey-Caruso Emotional Intelligence Test – (MSCEIT), Goleman - Emotional Competency Inventory – (ECI), Emotional Intelligence Appraisal – (EIA), Work Profile Questionnaire Emotional Intelligence Version – (WPQei), Nelson and Low - Emotional Skills Assessment Process – (ESAP), etc. For the present study the Emotional Intelligence Inventory prepared and standardised by Thomas and Sushama (2003) was employed.

2.2.2 RATIONALE OF USING THE EMOTIONAL INTELLIGENCE INVENTORY

The Emotional Intelligence Inventory adequately covers the major aspects of emotional intelligence, i.e., personal efficacy (the measure of one’s ability to act with highest efficiency in accordance with the different social situations), interpersonal efficacy (measure of the ability to develop and maintain social relations and personal relations) and intrapersonal efficacy (measure of the extent to which a person is free from the mental conflicts and tensions, which negatively influence the development of personality) of general emotional intelligence.
Also, the inventory was found to be appropriate for the cultural settings of the geographic area where the study was intended to conduct.

2.3 PLACE OF EMOTIONAL INTELLIGENCE IN TEACHING

Emotional intelligence must be a vital, basic and influential part of every teacher at every stage of the teaching process. Awareness of the emotions at work inside teacher in general is the instrument which creates effective profitable, productive and satisfying communication. Emotional intelligence is a confluence of developed abilities to:

1. know and value self;
2. build and maintain a variety of strong, productive, and healthy relationships;
3. get along and work well with others in achieving positive results; and
4. effectively deal with the pressures and demands of daily life and work.

A teacher’s mode of expression, tone of voice and manner of address will unintentionally convey his true feeling for one pupil or another. Teacher’s approach to an individual pupil, kind or aggressive, patient or impatient, radiating satisfaction or dissatisfaction, will normally invite an identical reaction by pupil. Realisation of this fact, a revolution in those of habitual approaches to pupils which have probably prejudiced teacher reputation, will open new pathways to reasonable, mutual relations between teacher and pupils.

Becoming an emotionally intelligent teacher is a journey and process, not an arrival state or end result. Emotionally intelligent teachers are active in their orientation to students, work, and life. They are flexible in response to negative stress and less likely to overwhelm themselves with pessimism and strong, negative emotions.
Nelson and Low (2006) put forward, an emotionally intelligent teacher learns and applies emotional intelligence skills to improve:

- physical and mental health by gaining knowledge/techniques to break the habit of emotional reactivity (Stress Management);
- productivity and personal satisfaction by helping to harmonise their thinking and feeling minds (Self Esteem and Confidence);
- self esteem and confidence by learning specific emotional intelligence skills (Positive Personal Change);
- communication in personal and work relationships (Assertion);
- ability to manage anxiety and improve performance under pressure (Anxiety Management);
- ability to quickly establish and maintain effective interpersonal relationships (Comfort);
- ability to understand and accept differences in others and diversity issues (Empathy);
- ability to plan, formulate, implement effective problem solving procedures in stressful situations (Decision Making);
- ability to positively impact, persuade, and influence others (Leadership);
- ability to direct energy and motivation to accomplish personally meaningful goals (Drive Strength);
- ability to manage time to meet goals and assignments (Time Management);
- ability to complete tasks and responsibilities in a timely and dependable manner (Commitment Ethic); and
- ability to control and manage anger and improve performance under stressful conditions and situations (Anger Management).
Teachers who deliberately develop emotional skills and model emotionally intelligent behaviour, on a daily basis experience more success and satisfaction in their professional career and life. Emotionally intelligent teachers are more resilient and proactive in responding to stressors and less likely to react to stress. Teachers who model emotional intelligence, characterised with intentional reflective (not reactive) behavior, more flexible (not resistant to change), assertive communication (not aggressive or passive), more optimistic and hopeful (not pessimistic and negative), and relies on skills and positive habits (not rash habits).

Emotional intelligence in the teaching sphere is highly instrumental in mutual relations between teacher and pupils. Understanding and application of emotional intelligence, in the forms of self-consciousness, control of feelings, relationship systems and enlightened communication, pave the way to concord and harmony between mind, emotion and behaviour. This coordination equips the teacher with the resources to teach and react consciously and emotionally and ensures his effective and educative entente with his students. Their mutual understanding creates the best possible conditions for the teaching process and for scholastic success which in turn leads to effectiveness in teaching.

2.4 MEANING OF TEACHER EFFECTIVENESS

Teacher effectiveness denotes the success of a teacher in the instructional process. It is influenced by various teacher related components. Teacher effectiveness is linked to teacher competence and teacher performance with the accomplishment of teacher goals. Research on teacher effectiveness focuses on relating teacher behaviors to student achievement. The instructional and management processes, teacher's affective characteristics, social and emotional behaviors, pedagogical practice are components to effectiveness. The teacher's
psychological influence on students has been linked to student achievement in various effectiveness studies. An ideal teacher at the climax of the performance brings about a positive change in the overall behaviour of students.

The effective teachers possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. Medley (1982) has asserted, “teacher effectiveness must be defined, and can only be assessed, in terms of behaviours and learning of students, not behavior of teachers.” Differential teacher effectiveness is a strong determinant of differences in student learning.

Berk (2005) introduced twelve potential sources of evidence to measure teaching effectiveness: (a) student ratings, (b) peer ratings, (c) self-evaluation, (d) videos, (e) student interviews, (f) alumni ratings, (g) employer ratings, (h) administrator ratings, (i) teaching scholarship, (j) teaching awards, (k) learning outcome measures, and (l) teaching portfolios. National standards are presented to guide the definition and measurement of effective teaching.

For the present investigation, considering the nature of the study a Teacher Effectiveness Scale developed by Kulsum (2000) is employed. This scale measures teacher effectiveness in terms of components such as preparation and planning for teaching, knowledge of subject matter, classroom management, teacher characteristics and interpersonal relations - relevant and essential areas of teacher effectiveness.

2.5 PUPILS’ ATTITUDE AS AN INDICATOR OF TEACHER EFFECTIVENESS

Attitude is an important concept that is often used to understand and predict people's reaction to an object or change and how behaviour can be influenced (Fishbein and Ajzen, 1975)
Attitude scales attempt to determine what an individual believes, perceives or feels. Attitudes can be measured toward self, others, and a variety of other activities, institutions, and situations (Gay, 1996). How people feel, or what they believe is their attitude. Thurstone defined attitude (as cited in Edwards, 1957, p. 2) as “the degree of positive or negative affect associated with some psychological object.” The psychological object means any symbol, phrase, institution, person, idea or ideal toward which people can differ with respect to positive or negative affect.

Pupils may develop different attitudes towards their teachers. The degree of favorableness of this attitude is determined by various components. It is obvious that an effective teacher will always be liked by the student community. Hence the students naturally develop a positive attitude towards the teacher whom they like. Rosenshine’s (1973) study on teacher behaviour and student attitude substantiates this. Thus pupils’ attitude may be considered as an indicator for teacher effectiveness. Historically, student ratings have dominated as the primary measure of teaching effectiveness for the past 30 years (Seldin, 1999).

Measurement of attitude is difficult, if not impossible. By getting individuals’ expressed reaction to statements, a sample of their opinions can be obtained. From this statement of opinion, one may infer or estimate their attitude – what they really believe.

The Likert Scale is the most widely used method of scaling in the social sciences today and much easier to construct, because they tend to be more reliable than other scales with the same number of items. Likert Scale was developed by Rensis Likert in 1932. It requires the individuals to make a decision on their level of agreement, generally on a five-point scale (i.e. strongly agree, agree, uncertain, disagree, strongly disagree) with a statement. The number beside each response
becomes the value for that response and the total score is obtained by adding the values for each response, hence the reason why they are also called ‘summated scales’ (the respondents score is found by summing the number of responses).

Due to the absence of appropriate scale for measuring the pupils’ attitude towards their teacher based on certain components of emotional intelligence, the investigator decided to construct and standardise an attitude scale for measuring the pupils’ attitude towards their teacher based on certain components of emotional intelligence. To find out the pupils’ attitude towards their teacher, the Likert’s method of summated ratings used. In the final scale 25 statements were given, in which eight statements were based on ‘teacher efficiency,’ seven statements were based on ‘personal efficacy,’ five statements were based on ‘interpersonal efficacy,’ and the rest, five statements were based on ‘intrapersonal efficacy.’

CONCLUSION

The success of educational system in the long run depends very much on the quality of its teachers. Emotional intelligence has emerged as a crucial factor in the success of a teacher. Emotionally intelligent teachers provide various kinds of learning experiences to their pupils with the objective of developing them for their advantage and harnessing their physical, mental, emotional and intellectual endowments. Thus they will be able to realize the objectives of education and become effective in their profession. The teacher-student relationship is critical in facilitating the educational process and this relationship is based on the reciprocal expectations of students and teachers. Effective teachers use specific techniques in establishing their relationships with students. This atmosphere develops a positive attitude in the children towards their teacher.