CHAPTER – 3

RESEARCH DESIGN

3.1 – Research Design is a blueprint of various components of a study and assimilation of the data collected in a coherent and logical way ensuring that the research problem is addressed. It refers to the overall strategy that you choose to integrate the different components of the study. It constitutes the layout and representation of the collected data, its measurement, and analysis.

3.2 - RESEARCH DESIGN CONSTRUCT

a. Statement of the Problem.

b. Objective of the Study.

c. Hypothesis.

d. Research Method.

e. Scope and Limitation.

3.2a - STATEMENT OF PROBLEM

Emotional Intelligence (EI) is considered as an imminent and valuable tool an individual possess to excel and succeed in his or her respective profession. Teachers need this Emotional Intelligence since their profession calls for having a balanced EI to manage the student community and their colleagues. As students are the next generation and are responsible in building the nation which is directly related to their intellectual capacity, the teacher’s role in enhancing this intellectual capacity in the students becomes imperative and can be brought about
effectively only by an effective teacher. Having an effective teacher has become the need of the hour and an enquiry in the area of EI and effective teaching. The entire focus of the study is to understand the impact of EI to become a good teacher thus leading to better teaching performance.

3.2b - OBJECTIVE OF THE STUDY

The following are the objectives of this research:

(i) To study the nature of EI and its relation in teaching efficiency.

(ii) To study whether gender, age, experience effects or affects Emotional Intelligence and the efficiency of the teacher.

(iii) To study how Emotional Intelligence can be effectively utilized to improve the teacher-student relationship.

(iv) To suggest remedial measures wherever found necessary and implement evidence-based educational theories with an aim and goal towards effective teaching.

(v) To provide governing and leadership concepts for researchers, educators, and policy makers to advance the science and practice of “effective teaching” and create a conducive learning environment in an educational institution.

3.2c – HYPOTHESES

(I) There exists a significant relationship between emotional skills and effective teaching.

(II) LIST OF SUB-SETS OF HYPOTHESES:
Hypothesis # 1:

H₀: There is no significant difference in Interpersonal Skills dimension of Emotional Intelligence and work experience.

Hypothesis # 2:

There is no significant difference in Personal Leadership Skills dimension of Emotional Intelligence and work experience.

Hypothesis # 3:

H₀: There is no significant difference in Self-Management Skills dimension of Emotional Intelligence and work experience.

Hypothesis # 4:

H₀: There is no significant difference in Intrapersonal Skills dimension of Emotional Intelligence and work experience.

Hypothesis # 5:

H₀: There is no significant difference in Analytical Ability dimension of Teaching Efficiency and work experience.

Hypothesis # 6:

H₀: There is no significant difference in Clarity in Teaching dimension of Teaching Efficiency and work experience.

Hypothesis # 7:

H₀: There is no significant difference in Teacher – Group Interaction dimension of Teaching Efficiency and work experience.
Hypothesis # 8:
H₀: There is no significant difference in *Teacher – Individual Student Interaction* dimension of Teaching Efficiency and *work experience*.

Hypothesis # 9:
H₀: There is no significant difference in *Enthusiasm* dimension of Teaching Efficiency and *work experience*.

Hypothesis # 10:
H₀: There is no significant difference in *Interpersonal Skills* dimension of Emotional Intelligence and *age group*.

Hypothesis # 11:
H₀: There is no significant difference in *Personal Leadership Skills* dimension of Emotional Intelligence and *age group*.

Hypothesis # 12:
H₀: There is no significant difference in *Self-Management Skills* dimension of Emotional Intelligence and *age group*.

Hypothesis # 13:
H₀: There is no significant difference in *Intrapersonal Skills* dimension of Emotional Intelligence and *age group*.

Hypothesis # 14:
H₀: There is no significant difference in *Analytical Ability* dimension of Teaching Efficiency rating score across *four categories of age group*. 
Hypothesis # 15:

$H_0$: There is no significant difference in Clarity in Teaching dimension of Teaching Efficiency and age group.

Hypothesis # 16:

$H_0$: There is no significant difference in Teacher – Group Interaction dimension of Teaching Efficiency and age group.

Hypothesis # 17:

$H_0$: There is no significant difference in Teacher – Individual Student Interaction dimension of Teaching Efficiency and age group.

Hypothesis # 18:

$H_0$: There is no significant difference in Enthusiasm dimension of Teaching Efficiency and age group.

Hypothesis # 19:

$H_0$: There is no significant difference in Interpersonal Skills dimension of Emotional Intelligence and educational qualification.

Hypothesis # 20:

$H_0$: There is no significant difference in Personal Leadership Skills dimension of Emotional Intelligence and educational qualification.

Hypothesis # 21:

$H_0$: There is no significant difference in Self-Management Skills dimension of Emotional Intelligence and educational qualification.
Hypothesis # 22:

H₀: There is no significant difference in Intrapersonal Skills dimension of Emotional Intelligence and educational qualification.

Hypothesis # 23:

H₀: There is no significant difference in Analytical Ability dimension of Teaching Efficiency and educational qualification.

Hypothesis # 24:

H₀: There is no significant difference in Clarity in Teaching dimension of Teaching Efficiency and educational qualification.

Hypothesis # 25:

H₀: There is no significant difference in Teacher – Group Interaction dimension of Teaching Efficiency and educational qualification.

Hypothesis # 26:

H₀: There is no significant difference in Teacher – Individual Student Interaction dimension of Teaching Efficiency and educational qualification.

Hypothesis # 27:

H₀: There is no significant difference in Enthusiasm dimension of Teaching Efficiency and educational qualification.

Hypothesis # 28:

H₀: There is no significant difference in all the four dimensions of Emotional Intelligence, i.e., Interpersonal Skills, Personal Leadership Skills, Self-Management Skills and Intrapersonal Skills between male and female respondents.
3.2d - RESEARCH METHOD

There are many ways to conduct a research and collect the information. A “Descriptive” method of research was used for this study wherein interviews and distribution of the questionnaires were directed towards the teachers teaching in various colleges in and around Bengaluru to collect the necessary data. The reason for selecting respondents residing in and around Bengaluru is that Bengaluru has become quite a popular destination due to its success in nurturing the Information Technology and Biotechnology industries over the past two decades. The city has come up with a vast number of colleges as is seeing a huge influx of people from not just within India but also from various other countries. These colleges are drawing huge number of students from various and diverse cultures and backgrounds, and accordingly, creating a huge demand for the teachers. It is observed that teachers from Bengaluru have good exposure to new things happening in and around them and are ready to adopt and adapt to the new challenges posed to them. It is seen by interactions with teachers at various forums like meetings, conferences, debates, visits to colleges, et. al, that they are equally expressive about their thoughts and opinions and share their experiences and strategies in teaching and handling diverse set of students and situations.

For this research the “Survey” method was adopted as it provides various ways of collecting information like interviewing people face-to-face or handing out questionnaires to be filled in. Advantages of a questionnaire:

(i) It is practical and a large amount of information can be collected in a short period of time.
(ii) The data in the questionnaire can be easily quantified and analysed scientifically' and objectively.
(iii) The data analysed can be used to give suggestions and remedial measures towards the problem addressed in the research.

(iv) The data collected can be used to create new theories and test existing hypotheses.

The sources of data collection were:

1. **Primary Data:** It was collected by distributing a questionnaire and explaining the concept of Emotional Intelligence.

2. **Secondary Data:** It was collected from books, journals, and all the papers published in leading Research journals in the past 10-12 years. They were referred, reviewed and used in this study.

**Questionnaire as a Tool to Collect the Primary Data:**

The questionnaire is divided into 6 parts, i.e.;

1. **Personal Information.**
2. **Self-Awareness Assessment.**
3. **Social Skill Assessment.**
4. **Optimistic Thinking Assessment.**
5. **Emotional Control Assessment.**
6. **Flexibility Assessment.**

The questions in this particular questionnaire are in the form of Likert scale where the participants are given a range of options, i.e., strongly agree, agree, cannot say, disagree, and strongly disagree.
The rationale behind the questionnaire is that “emotions” are considered an innate trait to all “living beings” and some of them are considered “unique to human beings” (i.e., love, regret, nostalgia, etc.,) while others are considered common to both human beings and animals (i.e., joy, anger, sadness). We as human beings are known to react in many different ways to a circumstance/stimulus when we are alone or when we are in a group. The questionnaire was designed to understand and analyze “The ability of the respondent to be aware of themselves, how would they cope with their emotions, and manage their intra and interpersonal relationships empathetically.”

The theory of emotional intelligence is divided into five major components, and those five major components are the bases for constructing the questionnaire. Each component has a selectively chosen set of questions to help the respondents understand the question appropriately and answer accordingly.

3.3 - SCOPE AND LIMITATIONS OF THE STUDY

a. The study is restricted to the emotional intelligence of teachers and some researchers do not recognize EI as a form of intelligence.

b. It is conducted in and around the city of Bengaluru.

c. It reflects the emotional quotient of the teacher only.

3.4 - RATIONALE FOR SELECTION OF THE RESPONDENTS

The respondents are selected from four categories, i.e., Lecturer, Associate Professor, Assistant Professor, and Professor, based on their qualification and years of teaching experience.
A Lecturer in this study is considered a **newcomer to the profession without experience**. His or her views and opinions would be considered from that of a beginner and their opinion whether Emotional Intelligence is required for effective teaching or not.

The Associate Professor and Assistant Professor are **not the newcomers but with varied years of teaching experience**. Their views and opinions would be considered as a pointer to understand whether additional skills are required for effective teaching and can Emotional Intelligence be one of it.

A Professor is a senior and **highly experienced teacher**. His or her views and opinions on Emotional Intelligence and its contribution in making teaching effective would be valuable and add substance to the study.

**UTILITY OF THE STUDY**

This study involves understanding the emotional intelligence quotient of the teachers and its effectiveness in teaching. This study is a deliberate effort to know whether the present day teachers have EI skills, whether they are aware of it, whether they are using it, and are they ready to undergo training to acquire it. This study will help the researcher as well as the respondents in bringing an awareness about Emotional Intelligence and its effectiveness and benefit from it by using them in their day-to-day life as a teacher.