RESEARCH PAPER
TEACHER EFFECTIVENESS IN RELATION TO EMOTIONAL AND SOCIAL INTELLIGENCE

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ABSTRACT

The study was undertaken to investigate the relationship of teacher effectiveness of inservice teachers in relation to Emotional and Social intelligence. Sample of study consisted of 500 in-service teachers (both govt and private schools). Technique of stratified random sampling was employed to select the sample. The findings revealed that teacher effectiveness of inservice teachers had no significant relationship with emotional and social intelligence.

Introduction

Education has always been linked with society. It has both a personal and social dimension like two sides of a coin, hence inseparable. Accordingly, the goals and priorities of a nation must be reflected in the objectives of teaching profession and of the teacher, since these are intrinsically and casually linked. It is very difficult to give one single definition of the term Education. Different philosophers, educationist, thinkers, statesmen, politicians, merchants, artisans and priests gave different definition to Education. The reason is that Education is an abstract entity and its concept is dynamic. It has passed through many ages and stages in the process of Education and at every stage it has a different meaning according to the conditions prevailing. The concept of Education is in a process of evolution and that process will never come to an end and it must continuously grow and change.

TEACHER EFFECTIVENESS

Effectiveness is an elusive concept when we consider the complex task of teaching. Some researchers define teacher effectiveness in terms of student achievement, others focus on high performance rating from supervisors, still others rely on comments from students, administrators and other interested stakeholders. Anand (1983) conducted research on teacher effectiveness and concluded that effectiveness may be understood as one's hold on the circumstances as well as on himself be filling the best of his total adjustment. Whereas Medley & Shannon (1994) distinguished between Teacher effectiveness, Teacher competence and Teacher performance. Teacher effectiveness is a matter of the degree to which a teacher achieves desired effects upon student. Teacher performance is the way in which a teacher behaves in the process of teaching, while teacher competence is the extent to which the teacher possesses the knowledge & skills (competencies) defined as necessary or desirable qualification to teach. Theall & Franklin (2001) defines Teacher effectiveness as an act of faith. There is constantly a high correlation between student ratings of the amount learned in the course and their overall ratings of the teacher. Whereas Leigh (2007) is also of the same view that Teacher effectiveness is measured in terms of performance of their students on literacy.
and numeracy tests.

EMOTIONAL INTELLIGENCE

According to Golemen (1995) Notion of EQ includes knowing what you are feeling and using that knowledge to make good decisions. Goleman's EQ has five components: self-awareness, self-regulation, motivation, empathy and adaptability in relationships. Instead he breaks down emotional competency into two abilities: empathy and social skills although his framework does not appear to be much different from that of his predecessor. Research in brain-based learning suggests that emotional health is fundamental to effective learning. Hence, the great interest in Emotional intelligence on the part of corporations, universities and schools nationwide.

SOCIAL INTELLIGENCE

Social intelligence is the ability to understand the society, and its heartbeats for fruitful and effective involvement in the circulatory process of society like oxygen in human body. The other side of social intelligence is not empty; it is comprised of confusions, chaos, problems, aggressions, and agitations. Thorndike (1920) has divided intelligent activity into three types:

1. Social Intelligence or ability to understand and deal with persons.
2. Concrete Intelligence or ability to understand and deal with things as in skilled trades and scientific appliances.
3. Abstract Intelligence or ability to understand and deal with verbal and mathematical symbols.

Thus, Social Intelligence or Social Competence is the ability to understand the feelings, thoughts and behaviours of persons in social or interpersonal situations and to act appropriately, based on that understanding. Social competence has long been regarded as a fundamental aspect of human capabilities (Albrecht, 2005).

OBJECTIVES

1. To study the relationship of teacher effectiveness with emotional intelligence of in-service teachers.
2. To study the relationship of teacher effectiveness with social intelligence of in-service teachers.

HYPOTHESES

1. There will be no significant relationship between teacher effectiveness and emotional intelligence of in-service teachers.
2. There will be no significant relationship between teacher effectiveness and social intelligence of in-service teachers.

TOOLS EMPLOYED

The following tools were used to conduct the present study:

1. Teacher effectiveness scale was developed and constructed by the investigator.

SAMPLE

Sample of study consisted of 500 in-service
teachers (both govt and private schools). They were derived from different schools of Panjab and Chardigarh.

DESIGN
The descriptive survey method was employed for the investigation of the problem.

DATA ANALYSIS
In order to analyze the data, Product moment coefficient of correlations was computed to study the relationships of teacher effectiveness of in-service teachers with emotional and social intelligence.

RESULTS AND DISCUSSION
Table-1 shows the values of product moment correlations.

Table-1: Correlation coefficient of teacher effectiveness with emotional and social intelligence and inter correlations.

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*Significant at 0.05 level.  
**significant at 0.01 level

Table-1 reveals that emotional intelligence of teachers is not significantly correlated with teacher effectiveness. The value of r is = .071 which is not significant at .01 level. Therefore the Hypothesis-1 that there will be no significant relationship between emotional intelligence and teacher effectiveness is accepted.

Table-1 also reveals that correlation between teacher effectiveness and social intelligence is not significant. The coefficient of correlations r = .023 which is not significant at 0.01 levels. This shows that social intelligence is not important for teachers to be effective. Therefore, the Hypothesis-2 that there will be no significant relationship between teacher effectiveness and social intelligence is accepted.

FINDINGS AND CONCLUSIONS
On the basis of analysis of data and interpretation of results obtained through coefficient of correlation the following conclusions were drawn:

1. No significant relationship was found between emotional intelligence of in-service teachers and teacher effectiveness.

2. No significant relationship was found between teacher effectiveness and social intelligence of in-service teachers.

EDUCATIONAL IMPLICATIONS
On the basis of results and conclusions, the following implications can be drawn:

The system of education must continuously grow and change. Teacher effectiveness is most important criterion as teacher educators. It is well accepted fact that the teachers have the potential for enhancing the quality of education by bringing life to the curriculum and inspiring students to curiosity and self-learning. Thus, only an effective teacher can bring a change in educational system.
REFERENCES


**PROFESSIONAL GROWTH AND DEVELOPMENT OF TEACHERS**

*Goggi Gupta*

In view of the great importance of teaching and significant need for making it a true profession, adequate growth of specialization and expertise of teachers is essential. Rabindranath Tagore has rightly said, “A teacher can never truly teach unless he is still learning himself.” A lamp can never light another lamp unless it continues to burn its own flame.

Teachers should continue to develop their knowledge, skills, understanding, interest and so on, necessary for acquiring mastery over the subject in a particular area and competence of transmitting the same to the students. They have to improve their expertise through all kinds of means, media and methods. Their preparation is actually continuous, multi-dimensional and multi-faceted. Like all other professionals, the profession of teachers is also placing new demands on their competencies, which they shall be able to meet only if they continue to update and upgrade their skills in tune with advancement in the content and pedagogy of their disciplines. A teacher has to play different roles of significance, discharging multiple functions and perform a variety of skillful tasks. In contemporary context, the role of a teacher has expanded from transmitter of knowledge to reflective practitioner, action researcher, classroom manager, curriculum developer, life long learner and community partner etc. Teacher’s professional competence and commitment determine the quality of education to a great extent. Delors Commission (1996) has rightly emphasized that there is need to update and improve teacher’s knowledge. Professional development is not a one time and adhoc activity, rather it represents a well-planned life long learning process. While the professional development of teachers begins with the initial pre-service training, it continues throughout their teaching career and is periodically reinforced by in-service education.

**What is Professional Development**

Although teaching is one of the largest professions in India, there has always been controversy about its professional status, particularly teaching in schools. Let us first examine what characterizes a profession. A profession has been defined in a number of ways. The main characteristics of a profession as spelt out by Huggesh (1963) are that a profession:

- Involves intellectual activities.
- Commands a body of specialized knowledge.
- Requires extended professional preparation.
- Demands continuous in-service growth.
- Sets its own standards.

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Among the important factors which distinguish a profession are:

1. Continuous pursuit of excellence;
2. A code of ethics which is evolved by the professionals themselves and is generally accepted by them as a self-regulatory mechanism; and
3. Autonomy to practice the profession.

Most definitions of the Professional development of teachers emphasize its principal objective as being the acquisitions of subject or content, knowledge and teaching skills (Hoyle, 1980; Joyce and Showers, 1980). “Further Professional development consists of all natural learning experiences and those conscious and planned activities, which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to moral purposes of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives” (Day, 1999).

The teacher learns naturally over the course of his career. However learning from experience alone will not serve the desired results as it only limits development. Hence continuing career long professional developments is necessary for all teachers in order to keep pace with change and to review and renew their own knowledge, skills and vision for effective teaching.

**Pre-service and In-service Education and Training**

The teacher is prepared for his profession prior to his entry into it but he has to prepare himself continuously in order to keep himself abreast with the latest developments in his areas of his subject and to acquire communication skills for effective teaching. For this purpose, pre-service education and training are rather essential. The aim of pre-service teacher education is to prepare teachers with required competencies. The training for prospective teachers would generally include

1. Up to date knowledge of the subject they are expected to teach.
2. Knowledge of Psychological principles of growth and development and individual differences.
3. Knowledge of General, as well as specific teaching methods. The training also helps prospective teachers develop understanding, skills, interest and attitudes which would enable them fostering all round development of children and the process including devising learning experiences adapted in diverse situations, coping with students problems, analyzing their characteristics regarding their talents, identifying and undertaking investigatory projects and action research, developing communication
The need for more effective pre-service education has always been stressed. There have been attempts to improve the content of pre-service teacher education and the modalities for its transaction. However, the efforts to provide in-service education to teachers on a continuous basis has neither been systematic nor extensive. The Education Commission (1964-66) recognized the need for further training of teachers after initial preparation. The NPE (1986) has also stressed the need for lifelong in-service education of teachers along with pre-service education.

**Initiatives towards Professional Development**

Though the need for systematic professional development of teachers is yet to be realized, the country has taken significant initiatives towards teachers' professional growth through different in-service training programmes. The National Policy on Education (1986) brought drastic changes in the teacher education by emphasizing the inseparability of pre-service and in-service education, which has contributed to concretize the vision towards professional growth of teachers and to institutionalise in-service education. At national level institutions like the National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), National Council for Teacher Education (NCTE), Central Institute of English and Foreign Languages (CIEFL), Central Institute of Indian Languages (CIIL), Centre for Cultural Resources and Training (CCRT) have the mandate to provide support to the state and district level institutions. The massive in-service training programmes like Programme of Mass Orientation of Teachers (PMOST) and Special Orientation of Primary Teachers (SOPT) have shown the desired direction to rethink of various approaches towards professional development of teachers and have generated a climate of teachers continuing education in the country. The use of technology like teleconferencing in professional development of teachers has penetrated into the systems to resolve the constraint of numbers and training loss through cascade model. The NCERT's four experiments on the use of teleconferencing in teacher training have opened up the new vistas. The use of two-way video conferencing is on the card by joint ventures of the United Nations Educational Scientific and Cultural Organization (UNESCO), the International Telecommunication Union (ITU), the Government of India (GOI), the National Council of Educational Research and Training (NCERT). The decentralized approach of DPEP has extended its training to block and cluster levels by establishing Block Resource Centres and Cluster Resource Centres. Apart from this, there is a positive move to involve teachers in curriculum development, textbook writing and sharing their experiments not only in State/District Forums but at the national forum also.

**Planning for Professional Development**

Professional development is the vehicle for improving the education of teachers. Professional development is an ongoing systematic growth process for all individuals
involved in the school enterprise. It is designed to improve teaching performance for the benefit of students. Professional development is not an event but a process. Professional development plans and experiences should be related directly to student performance standards and be continuous. The basic characteristics of professional development plan are:

(1) Considering teachers as learners providing enough space for continuous learning, self-learning, in-service training.

(2) Long term investment and commitment to teachers' professional development.

(3) Focusing on teachers needs and concerns, teachers' developmental needs must be assessed on a regular basis.

(4) Building professional development climate as well as infrastructure and new approaches to the organization of professional development. Phases of professional development programmes are discussed below:

(1) Readiness: Readiness phase is to answer the Question ‘why?’ The development is a determination of students needs and learning outcomes, school goals, needs, individual teacher's goals and needs.


(3) Activities: Professional development activities should be selected which will help the teacher learn more about the educational issues such as an action research project, acquiring university degrees, participation in workshop, self-study, and collaboration with other teachers.

(4) Implementation: Implementation phase is the most crucial one, as individual teachers as well as the institution have to implement it seriously sustaining their self-motivation.

(5) Evaluation: The final evaluation is used for accountability and to give direction to future action.

References
- Panda, Pranati (1998), Teachers context knowledge: Emerging concerns for Management of Teacher Education. The Primary Teachers, XXIII, 2.