



A DETAILED STUDY ON IMPACT OF EMOTIONAL INTELLIGENCE ON TEACHER'S EFFECTIVENESS IN HIGHER EDUCATION IN LUCKNOW DISTRICT

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ABSTRACT- Emotional Intelligence (EI) is the ability to monitor one's own and others' feelings and emotions, to discriminate among them and use this information to guide one's thinking and action. EI differs from the conventional concept of intelligence that it is not only the IQ level but it also confines emotions. It makes one to be aware, evaluate and utilize oneself ability to express emotions in right situations at right time. This study is quantitative in nature. The research design is co-relational. In this study researcher found the relationship between EI and Teacher's Effectiveness (TE). Moreover, it assessed which gender is more emotionally stable. Population for this purpose was the education universities and higher education colleges of Lucknow. Sample was selected from population. Data was collected through closed questionnaire. It is concluded that Emotional Intelligence can be cherished in several divisions of our survival and it requires the acquisition of precise emotional capacities and skills. Its worth has been frequently renowned in terms of its part in performance and effectiveness, especially in the workplace. For both scales (EI and TE) demonstrates positive response for the variables separately and collectively.

Key Words: Emotional Intelligence, Teaching Effectiveness, Teachers, Emotions etc.

I. INTRODUCTION

Emotions have grown into a predictable theme for psychologists, truth-seekers, scholars etc. which play a vital part in social environment, behavior roles, and even in intellectual processes. It is a behavioral manager that can adjust from a profound feeling to an apprehensive feeling in reaction to certain circumstances. Specialists have described that emotions get on a social basis structured through an assemblage of cultural units. The emotional self-regulation approaches that the folks use while get used to themselves to their emotions and the thought closely connected to the rational regulator is called 'emotional intelligence. Emotional intelligence may be defined as understanding emotions in demand to support for emotional and intellectual development which remains successful in lifespan and vigorous in general of a person. (Uzzaman & Karim, 2013)

The terminology Emotional Intelligence was devised in 1990 by Salovey and Mayer to express potential is similar to perception of one's personal and others sentiments and to utilize the data for supervising beliefs and deeds. This idea turns out to be popular. He defined emotional intelligence in span of "abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's mood and keep distress from swamping the ability to think; to empathize and to hope". (Nasir & Masrur, 2010)

Emotional Intelligence (EI) gives us way to use emotions to understand self-defined goals by becoming "artful" and attain capacity to identify and achieve emotions of one individual and others in decent manner. In the terminology of assessment and evaluation, EI means supply of intra and inter-personal capabilities and competences consisting of social and emotional skills relevant of skills of knowing and managing emotions of oneself and others in way of one's self defined goals. Boyatzis and Salas described that Emotional intelligence is skill to diagnose, perceive and utilize emotional instructions about one's own or others' that cause effective performance. (Mangal & Mangal, 2015)

RESEARCH OBJECTIVES

- i. To measure the level of emotional intelligence (EI) of teachers at higher education.
- ii. To examine the teaching effectiveness.



SIGNIFICANCE OF THE STUDY

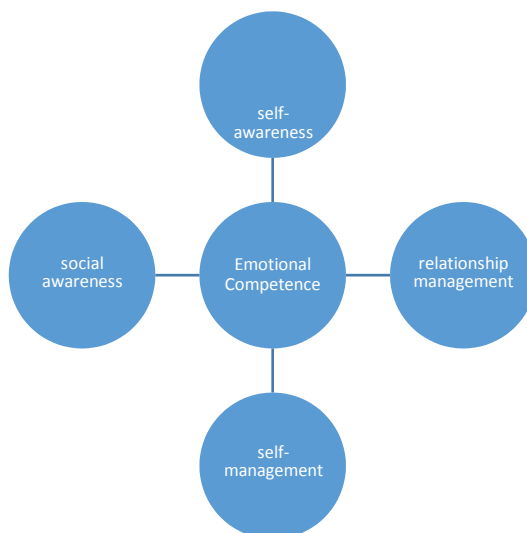
Emotional intelligence includes abilities by way of stimulus and will power, it can show a vital role in attaining goals in several grounds of lifespan thus leading to victory. Educations directed in various zones like education, fitness, and exertion, etc. point out the emotional intelligence which is allied with different facets of feat in lifecycle. For the effective teaching EI is most important aspect to accomplish the teaching needs. This study can direct the teachers, school heads, ministry of educations and stakeholders to improve their personal and educational behaviors.

II. LITERATURE REVIEW

Generally, models are taken as theoretical description of structural composition and application contexts of construct. J.P. Guilford's model of intellect means structural composition of Human intelligence. Thurston has divided the functioning of human intelligence into 9 intellectual factors. Howard Gardner in his model of intellectual functioning has brought out seven types of intelligence operating in their specific ways. Similarly, other psychologists working in the area of emotional intelligence, have also put forward a number of specific models to explain the structure and functioning of human emotional intelligence. As a result, we have a variety of EI models categorized as ability models, trait models, and mixed models etc. available population in to know about one's EI in terms of its structural composition, functioning and application. For this study mixed model is being preferred.

MIXED MODEL

Mixed model mirrors mixed trends in unfolding and signifying measures of EI. Consequently, they may be seen to offer equal weightage to the abilities and character traits in their depiction and capacity of one's EI. EI comprises of number of related personality traits along with number of operational capabilities. In this way one's EI may supposed to be intellectual as well as ecological in nature. Relying on the nature of the tests used and nature of the objects of the test items, these may be labelled as self-report procedure, performance procedure or the combinations of self-report and performance procedures. As cases of EI measures grounded on mixed models of EI, we can term the tests like Bar-On Emotional Inventory (EQ-i) and Emotional Competence Inventory (ECI) established by Daniel Goleman and his coworker Dr. Richard Boyatzis. EQ-i emphasizes on self-perceived skills, abilities and character traits and pays self-report procedures as divergent to performance procedures to achieve EI. In this the present model, what we have perceived as intra-personal and inter-personal monarchies of one's emotional intelligence are zilch but two distinct monarchies in which one has to mark use of his emotional intelligence in the individual, societal and specialized life.





TEACHING EFFECTIVENESS

Teaching effectiveness is a definitely vital peculiarities of education for the intension that effective teaching rescue student education as well as remodeling the students' educational achievement. It is now more vital as the importance of features in higher education has refined. Effective teaching does not happen unintentionally by a teacher. In fact according to McKeachie (1997) "Effective teaching is dependent on the coordination of several components: the objectives, the student, the content, and the teacher" (Reddy & Rao, 2015) defined Teaching Effectiveness as the form of teaching categorized by the demonstration of rational, social and emotional constancy, adoration for children and optimistic nature headed for the teaching profession and capability to stimulate good assets in students.

EMOTIONAL INTELLIGENCE AND TEACHERS

Passionate insight in Education maybe depend at any rate as much in transit educators publically recognize to their very own rearranging states of mind and stresses, the manner in which they manage the students in the homeroom. Instructors are the most significant piece of training framework. They need to utilize social and passionate capacities as the aftereffect of their obligation and social statute. As indicated by Teachers are perceptive of the pretended by feelings in their everyday exertion. Feelings and aptitudes for making do with them influence learning forms, mental and physical wellbeing, the nature of social connections and scholastic and work execution (Brackett et al. 2011). Educating is well-considered to be one of the most distressing organizations, particularly in light of the fact that it includes day by day work dependent on social joint efforts where the educator must attempt to change their very own feelings, yet additionally those of understudies, guardians, partners. (Joshith, 2012)

Instructors with more significant level of EI divulge less unwelcoming frame of mind and show more master social conduct than their gentries. All the more sincerely wise instructors have more noteworthy affirmation and more significant levels of employment fulfillment to their showing calling. Shaukat (2016) detailed that sincerely insightful educators might be better balanced at workstation and can play out their abundant jobs all the more viably. Genuinely keen instructors are thought to be mindful, profitable and light in dealing with a distressing circumstance. They are additionally considered pre-emptive, viable, confirmed and scrutinizing masterminds. Educators with elevated levels of enthusiastic knowledge will in general amalgamate and display their positive feelings to confront hitches and are bound to widen their profession horizons.

III. METHODOLOGY

This study is quantitative in nature. The research design is co-relational. In this study we measured the level of emotional intelligence (EI) of teachers at higher education and teaching effectiveness of teachers. Population for this purpose is education universities and higher education colleges of Lucknow. Sample has been selected from population. Data is collected through closed questionnaire.

POPULATION

According to Creswell, "a population is a group of individuals who have the same characteristic" and target population is that population to which a researcher wants to generalize the results of a study." (Creswell, 2012) This study is conducted on EI and Teachers Effectiveness. It finds the relationship between them and examining gender stability. Population is all colleges and education universities of district Lucknow. There is only one university and twelve degree colleges, is population. The target population for teachers is 755 and for students is 7,957.

SAMPLING

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population. (Creswell, 2012) Population for this study is all the degree colleges and education



universities. Population of teachers is 755 in District Lucknow because of limited number of teachers universal sampling technique is used. The sampling of students is dependent upon sampling of teachers that's why random sampling technique has been used as total population students in District Lucknow is 7,957 and 12% sample of students is 1000.

DATA COLLECTION INSTRUMENT

The research instruments used in the study were questionnaires. Questionnaire as an instrument helps in collecting information more rapidly than any other means. In addition, the participants of the study were teachers who could easily read and respond the statements given in Urdu and English languages in the questionnaires. Two different questionnaires were used to collect data from Teachers. The first questionnaire was used to measure the emotional intelligence of Teachers. The second questionnaire used to measure effectiveness of their teaching. The measurement of the construct of emotional intelligence has been a matter of great concern and sensitivity for the researchers in this field.

RELIABILITY AND VALIDITY OF INSTRUMENT

Validity is the strength to which a tool assesses what it made-up to be assess. (Creswell, 2012) To enhance the validity of the questionnaire my supervisor went through it and approved it. Some changes were made in the instruments based on the supervisor's instructions. Than a pilot study was conducting to identify those items which are unclear and unsuitable so as increase validity. The questionnaires have already been used by Naqvi, et al. (2016) and Shehzad, et al (2016) and many other researchers.

According to Creswell (2012), reliability means that consistency of the instrument's scores at diverse time in same circumstances. The pilot testing supported the researcher to test the reliability of the instrument. Cronbach's Alpha reliability and split half reliability was used to measure the reliability. Teacher's questionnaire has 0.788 Cronbach's Alpha reliability and students' questionnaire has 0.891 Cronbach's Alpha reliability statistics. These reliabilities were reflected high enough to confirm the instrument as reliable.

IV. DATA ANALYSIS

Quantitative data analysis took place following submission of questionnaires to form association with identified aims and objectives. The form of data analysis was carried out using quantitative data practices. Researcher read, summarize, and interpret the data in the form of mean, standard deviation and t-test. Information was examined with the assistance of SPSS programming bundle. Mean score of respondents On EQ-I: and TES were determined.

ANALYSIS OF EMOTIONAL INTELLIGENCE: BARON-I SCALE

EI variables contains management our feelings and sentiments so that the teachers facilitate rather than hinder the task; having hardworking and shelving satisfaction, to chase goals; improving well from emotional anguish. A crucial part of emotional intelligence is reveling and reflecting on the optimistic moments in lifespan. Persons who practice EI are usually stronger and more prospective to have accomplishing relationships, which aid them change past harsh conditions. Some statements in all variables are negatively stated and responses inclined towards negative pole and some are positively assisted having affirmative response. The cumulative means demonstrate that the responses are inclining towards highly positive edge. Although the response validates that teachers are able and capable of to be a teacher. They are stable in their personal life and they have emotions and feelings but they know how to control them. They made mistakes, sometimes break rules and they also face severe circumstances.

The collective mean of variable wise items has been calculated to measure the emotional intelligence while referring to Mix model of emotional intelligence. Variable wise total means have been computed to get the



cumulative mean. Cumulative means present responses for each variable, having value up to which extent people are emotionally stable.

Table 4.13: Cumulative Means and standard deviation

EI scale	Cumulative mean	STD. Deviation
EI: V1: Intra personal skills	2.7448	10.3550
EI: V2: Interpersonal skills	3.4514	1.25213
EI: V3: Stress management	2.75836	1.247102
EI: V4: Adaptability	3.37924	1.26571
EI: V5: General mood	3.1374	1.2602
EI: V6: Positive impression	2.97645	1.2551

ANALYSIS OF TEACHER EFFECTIVENESS SCALE

The pitch of education has a countless of interferences designed to develop student learning results. Research directs that amid these, the worth of teacher-student relationships is most significant influences on education achievement. Inclusively, the features of teacher-student relationships are linked with pupils' motivation to study. Worthy teacher-student relationships are allied to greater levels of student contribution, along with decreasing disturbing behavior, deficiencies, and dropout. A negative relationship amid teacher and student, noticeable by lasting clash, is on the other hand linked with underachievement. (Fosen, 2016) The variables comprise of different statements which are positive in nature. The cumulative mean for these variables are 3.85 mostly which demonstrates that the response inclines towards moderate positive edge of the scale. The students of the Dist. Lucknow makes it clear that their teachers' co-operation with them is neither too much positive and encouraging nor too much negative and awful. Some of the teachers can understand, appropriate and helpful in the study of their students.

Table 4.18: cumulative means and standard deviation:

TES scale	Cumulative mean	Std. deviation
TES: V1: Teacher and Student Relationship	3.654	1.226
TES: V2: Facilitative Classroom Environment	3.858	1.157
TES: V3: Content and Pedagogical Skills	3.833	1.171
TES: V4: Classroom Management	3.822	1.214

V. MAJOR FINDINGS

This study searched to catch on Emotional intelligence (independent variable) which influence the teachers' effectiveness (dependent variable) in at higher education. The researcher used two separate structured questionnaires for the teachers and students of the higher education of district Lucknow.

Objective: 1 Level of Emotional Intelligence

Intrapersonal skills comprises self-esteem and stress management, self-motivation skill of confidence, to cope stress, burden and strain in life and work, manage emotions is one more part of emotional intelligence, decisive for success. Though all the statements of this variable were negative in nature but surprisingly the response is extremely positive. The cumulative mean for this variable is 2.74 and standard deviation is 10.355 which exhibit that emotional intelligence is found in teachers of district Lucknow in high prospects. Teachers are well aware of intra-personal skills showing that they know how to control their stress and manage different situations, motivate themselves and boost themselves to achieve the target goals.

Interpersonal skills are vital because the decision-making is dividend and trust is founded through supportive working relations, to cooperate efficiently with different people, ability to communicate with learners, companions, parents, supervisors and other professional persons, behavior, and attitudes. Having one negative statement except all other statements of this variable gave positive response. The cumulative mean for this variable is 3.45 and standard deviation is 1.25 through which it is found that teachers are well



educated and aware of manners and behaviorism. Teachers of district Lucknow have abilities to communicate with others, listen and solve the problems of other persons, can manage their relations efficiently and have capability to inculcate goodness in their society.

The part, stress the executives of EI incorporates overseeing and adaptable feelings, Stress Tolerance is the ability to bear the troublesome circumstances and antagonistic occasions by valuably taking care of feelings, motivation Control is the capacity to battle or postpone a hankering, a drive or prompting by guiding one's feelings. While all the statements of stress management were negative but the cumulative mean is 2.75 and standard deviation is 1.24 demonstrating that the response is inclining towards affirmative results. The teachers have abilities to manage their emotions, to endure difficult situations and handle others emotions.

Adaptability is fearful with the aptitude to modify with the variety and adapt to the troubles that infer with the change, ability to observationally pass judgment on the outside the real world and the inward sentiments, expertise to acclimate one's sentiments and feelings as indicated by the differing conditions and manage in new conditions and capacity to perceive the issue and to put ahead an employable arrangement. The statements of this variable were positively stated and they have shown positive response. The cumulative mean for this variable is 3.37 and standard deviation is 1.265 proving that adaptability skills have positive impact on teachers' behavior. Teachers are able to adjust themselves in different situations and able to overcome the problems, they can cope the problems and have stable emotionally state.

Enthusiastic insight (EI) comprise of the abilities, for example, general mind-set related to fearlessness, delight with one's life, and the aptitude to coordinate positive passionate state and worship life, ability to consider emphatically, to clutch locate the idealistic side of the life expectancy and bear confident even with issues and unfriendly emotions. The variable having three negative and remaining positive statements demonstrating positive response. The cumulative mean is 3.13 and standard deviation is 1.26. The response illustrates that the teachers of district Lucknow have self-motivation, have ability to think positively and overcome the negative feelings and interact with others with good ethics.

Positive impression is the skill to influence emotions to yield positive achievement and to persistently chase goals even in the face of severe adversity. Consuming emotions to be affirmative, confident, self-assured, and persistent instead of negative, pessimistic or critical of decisions, inherent motivation is often mentioned to as positive impression. The variable is revealing positive impact having cumulative mean 2.97 and standard deviation 1.25. Teachers are capable of positive impression skills. They are optimistic, self-assured and can crop positive achievements.

Objective: 2 Teacher effectiveness

Teacher effectiveness in being influenced by teacher and student relationship. The cumulative mean is 3.65 and standard deviation is 1.22, demonstrating positive effect. It is founded that as student teacher relationship is apprehended, when students relate their teachers, they discover their existing teachers are friendly and more supportive. With the enlistment of new and refreshed instructors at advanced education which has improved more beneficial understudy educator relationship. However, there are various educators who are upsetting to keep up incredible understudy instructor relationship, in any case, others come up short on this ability.

Discoveries for variable facilitative study hall condition uncovered that it has positive impression demonstrating total mean 3.85 and standard deviation 1.15. Understudies are somewhat delighted with their homeroom condition. They discover it generously and sincerely safe any place they can interconnect their enthusiastic state and offer their data productively.

Another aspect of TES is content and Pedagogical Skills. Inclination towards high affirmative pole of this variable is proved by cumulative mean 3.83 and standard deviation 1.15. Findings disclosed that numerous teachers come in the class better equipped but beside several others do not trouble to study the content which they have to impart. Some of teachers attempt to update their understanding of information.

Classroom Management is variable which is also important for learning process. The cumulative mean is



3.82 and standard deviation is 1.21 displaying positive response of students in favor of teachers. The teachers are capable to include students in a variation of classroom activities. They impart all the students to get used to their teaching method accordingly.

VI. CONCLUSION

It is concluded that Emotional Intelligence can be cherished in several divisions of our survival and it requires the acquisition of precise emotional capacities and skills. Its worth has been frequently renowned in terms of its part in performance and effectiveness, especially in the workplace. For both scales (EI and TE) demonstrates positive response for the variables separately and collectively.

RECOMMENDATIONS

The study recommended that the teachers who are previously designated must be given opportunity to overcome their flaws and improve these skills. Through literature it is proved that EI skills can be enhanced through training. That's why training workshops, meetings, seminars, and conferences should be organized from which their personal and social emotional requirements could be managed.

Education organizations should focus on ending practical courses that aid teachers at a higher level of emotional intelligence which would advance their enactment at work place.

Emotional Intelligence is the basic need for every one especially for teachers. Awareness and improving skills for emotionally balance personality and for effective teaching can be achieved through pre-service trainings.

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