

EMOTIONAL QUOTIENT: SIGNIFICANT PREDICTOR OF TEACHING EFFECTIVENESS

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ABSTRACT

The use of emotional intelligence in the workplace can benefit every staff member. Less conflict and fewer hurt feelings lead to a more inspiring and productive workplace. For most people, emotional intelligence (EI) is more important than one's intelligence (IQ) in attaining success in their lives and careers. As individuals our success and the success of the profession today depend on our ability to read other people's signals and react appropriately to them. Therefore, each one of us must develop the mature emotional intelligence skills required to better understand, empathize and negotiate with other people — particularly the people with disability.. Keeping the same in mind, the present study is based much on literature and a brief analysis of 50 teachers in Delhi and NCR colleges and makes an attempt to study the role of emotional intelligence in effective teaching and suggest emotional quotient as a considerable predictor to make the workplace accessible.

Keywords: emotional intelligence, teaching effectiveness

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INTRODUCTION

The term emotional intelligence (EI) was popularised by Goleman (1995) who claimed that emotional intelligence "can be as powerful, and at times more powerful, than I.Q." (p.34). Emotional intelligence was first referred to in academic literature in 1990 and defined as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p.189).

Mayer, Salovey, Caruso & Sitarenios (2001) later refined their definition to state that emotional intelligence is "an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them" (p.234).

The positive and negative behaviors exhibited by teachers determine, to a great extent, their effectiveness in the classroom and, ultimately, the impact they have on student achievement. Teachers have a core responsibility to encourage academic integrity and honesty. Student academic dishonesty undermines student learning and its objective assessment. Effective teachers establish, communicate, and assist students in understanding disciplinary and institutional expectations concerning academic integrity. In addition, they communicate and apply clearly stated consequences for academic dishonesty that incorporate course-specific consequences (e.g., the specific impact of a violation on a student's grade, a zero on an assignment versus a failing grade in the course) as well as institutional policies concerning academic integrity violations. Effective teachers include a description of the consequences of academic dis-honesty as part of the stated grading policy in their syllabi and consistently apply those consequences.

REVIEW OF LITERATURE:

Research has shown that teacher self efficacy is one of the most important variables consistently related to positive teaching and student learning outcomes. Gibson and Dembo (1984) stated by a research that teachers with high efficacy were better able to keep students engaged in learning activities and "spent more time monitoring and checking seat-work" whereas teachers with low efficacy demonstrated a lack of persistence and gave negative feedback to students (p.576).

Teachers have rated school children with higher emotional intelligence as less aggressive and more pro-social than their peers and customer service personnel with higher emotional intelligence were rated as more effective by their managers than those with lower levels of emotional intelligence (Brackett & Mayer, 2003).

Rhodes and Wendorf (2001) found a significant positive correlation between social skills and emotional intelligence and that participants with higher levels of emotional intelligence reported significantly greater marital satisfaction than did those with lower levels.

Emmer and Hickman (1991) in their study of pre-service (student) teachers demonstrated that those higher in self efficacy are more humanistic in their approach to their students as they have higher quality, lesson presentation and questioning skills, and more effective classroom management techniques

Sutton and Wheatley (2003) suggest that "the substantial variation in teacher efficacy may result in part from variance in teachers' emotions". Chan (2004) found that "self efficacy beliefs were significantly predicted by the components of emotional intelligence" (p.15) and suggested that differences between teachers might affect this relationship.

THE PRESENT STUDY:

The current research aimed to investigate, in a sample of 50 teachers teaching in different colleges in Delhi and NCR , the relationship between emotional intelligence and teacher self efficacy and the extent to which this relationship is moderated by gender, age and teaching experience. This is also an attempt to study the role of emotional intelligence in effective teaching and suggest emotional quotient as a considerable predictor to make the workplace accessible.

HYPOTHESIS:

It was hypothesized that

- a. Teachers who reported higher levels of emotional intelligence would also report higher teaching effectiveness
- b. The relationship between emotional intelligence and self efficacy would be affected by gender, age and length of teaching experience.

RESEARCH METHODOLOGY

Research Design: Being the study exploratory in nature, it has gone through collection of data from 50 teachers teaching in different colleges in Delhi and NCR, and analyzing the same using the mean, standard deviation and t-test etc.

Sampling Unit: The participants are faculty teaching in the colleges of Delhi and NCR.

Measurement Undertaken: The questionnaire booklet consisted of two scales: The Reactions to Teaching Situations (RTS) (Perry et al, 2004) to measure the construct of emotional intelligence, and, The Teaching Efficacy Scale (TES) (Gibson & Dembo, 1984) to measure personal teaching efficacy.

RESULTS AND FINDINGS:

- The highest score for emotional intelligence was 164 out of a possible score of 200. For personal teaching efficacy, the highest score was 97 out of a possible 102.

Variable	t scores in relation of EI
(a) Gender	Emotional Intelligence t=5.80***
(b) Age	Emotional intelligence t=5.99***
(c) Experience	Emotional intelligence t=5.62*** t = 2.73**

p<.01, *p<.001

- In order to compare the emotional intelligence and personal teaching efficacy scores for males and females two independent samples t-tests were conducted. There was a significant difference in emotional intelligence scores for males (M=138.19, SD=14.83) and females [M=144.48, SD=12.33; $t(199) = -3.22, p = .001$].
- These results show that emotional intelligence makes a strong unique contribution to explaining personal teaching efficacy, when the effect of the three possible moderators is controlled for. Length of teaching experience also makes significant unique contributions.

CONCLUSION:

In conclusion, results in this study were consistent with expectations that emotional intelligence is positively related to teacher self- efficacy. In addition, consistent with prediction, female teachers reported higher levels of emotional intelligence than did male teachers. Age and status were significantly related to emotional intelligence while experience and status were significantly related to personal teaching efficacy. However, none of the predicted moderators had a significant impact on the relationship between emotional intelligence and efficacy. Emotional intelligence is a significant predictor of efficacy even after controlling for the effects of gender, age and length of experience.

It is possible that enhancing a teacher's emotional intelligence may have a positive influence on their sense of efficacy. This in turn may lead to improved student achievement since a strong sense of efficacy is associated with important outcomes, such as student learning and teacher effectiveness. This is an argument for developing pre-service and in-service courses for teachers that focus on the skills associated with emotional intelligence.

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