

TEACHER EFFECTIVENESS OF PROSPECTIVE TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE AND ATTITUDE TOWARDS TEACHING

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Abstract :

Teaching is situational, and effective teaching depends upon human qualities inherent in the teacher. Moreover, it is generally assumed that an effective teacher is emotionally more intelligent than a less effective teacher. At the same time, it is said that if a teacher is having positive attitude towards his or her profession, he or she will be more effective as a teacher than the one who has a neutral or negative attitude towards teaching profession. The present study was intended to find out the correlation of teaching effectiveness of pre- service trainee teachers (prospective teachers) in relation to their emotional intelligence and attitude towards teaching. A sample of 100 prospective teachers was taken for this study and using Kulsum Teacher Effectiveness (2010), Teacher's Emotional Intelligence Inventory (Mangal, 2008) and Attitude Scale towards Teaching Profession (Kulsum, 2008) relevant data were collected. After data analysis and interpretation, it was found that there is no correlation between teaching effectiveness and emotional intelligence of prospective teachers; and there was a significant positive correlation between teaching effectiveness and attitude towards teaching profession. This study has significant implications for training of teachers and policy makers in the sense that it will help mould the curriculum of teacher education towards more inputs for positive attitude development among the prospective teachers.

Keywords : Teacher Effectiveness, Emotional Intelligence, Attitude towards teaching

Introduction :

Education, as a great nation building activity, provides opportunities to all, old and young, rich and poor, men and women to develop their potentialities to the fullest and enable them to contribute their best to the welfare of society. The success of educational process to a great extent depends on the character, ability, quality, competence and personality of the teacher who is the corner stone of the arch of education. Teaching is the fundamental duty of a teacher and it has to be made effective in order to make a successful teacher. Morrison (1934) says, "Teaching is an intimate contact between a more mature personality and a less mature one which is a designed to further the education of the latter." Similarly Smith (1960), asserts "Teaching is a system of actions

intended to produce learning.' Green

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(1971) opines, "Teaching is the task of teacher which is performed for the development of a child." Teaching effectiveness is important because effective teaching helps students learning. Effective teaching does not occur by chance. Effective teachers have become good at what they do because they evaluate their practice. Teacher effectiveness depends on a number of factors like intelligence, personality, communication skill and content knowledge etc of the teacher. An effective teacher is believed to be emotionally more intelligent than a less effective one. At the same time, it is said that if a teacher is having positive attitude towards his or her profession, he or she will be more effective as a teacher than the one who has a neutral or negative attitude towards teaching profession.

Emergence of the Problem

It is generally believed that to be a successful teacher, one needs to be emotionally balanced and intelligent in addition to being only intelligent in the knowledge of the subject matter or general intelligence. It has also been supported by many studies (e.g. Kalhotra, 2014; Kauts & Saroj, 2012; Benjamin, 2011; Ogrenir, 2008; Hwang, 2007; Shukla, 2004; Bose, 1993; Shah, 1991; Chaya, 1974.) that most of the very effective teachers were those having relatively high level of Emotional Intelligence. They were able to create very good rapport with their students, which in turn kept inspiring their student to achieve more in their chosen areas. It is also observed that those teachers who have positive attitude towards teaching profession are able to teach more effectively as compared to those having not so positive or having negative attitude towards teaching profession. This led the investigator to further explore whether emotional intelligence influences teaching effectiveness or not; and whether positive attitude of teachers/prospective teachers towards their profession contributed in any significant way to enhance the effectiveness of the teachers concerned. Also there are some studies like those of Bhat (2014), Joycilin Shermila and Valarmathi (2013), and Raina (1990) etc which point to negative or no correlation among these variables in one way or the other. Hence, the investigator decided to study the above topic.

Objectives

1. To study the relationship between teaching effectiveness and emotional intelligence of the prospective teachers.
2. To study the relationship between teaching effectiveness and attitude towards teaching profession of the prospective teachers.

Hypotheses

1. There exists no significant correlation between teaching effectiveness and emotional intelligence of the prospective teachers.

2. There exists no significant correlation between teaching effectiveness and attitude towards teaching profession of the prospective teachers.

Sample

The present study was conducted on a sample of 100 prospective teachers from Chandigarh selected using the random sampling technique, consisting of 50 prospective teachers of Government College of Education, Sector-20D Chandigarh and 50 prospective teachers from Dev Samaj College of Education for Women, Sector-36 Chandigarh.

Design

It was a descriptive survey study wherein the respondent were approached and their cooperation was sought by explaining to them the objectives and utility of this study. The data was analysed statistically after administering the tests for the three variables namely Teacher Effectiveness, Emotional Intelligence and Attitude towards Teaching.

Tools used

Following standardized tools were used for conducting the present study :

1. Kulsum Teacher Effectiveness Scale by Dr. Umme Kulsum (2010).
2. Teacher's Emotional Intelligence Inventory by Dr. Shubhra Mangal (2008).
3. Attitude Scale Towards Teaching Profession by Dr. Umme Kulsum (2008)

Collection of data

All the three tools employed in the study were administered to the sample according to the instruction given in the respective manuals by the designers of these tests. Investigator explained to the subjects that this was not an examination of their general knowledge. They were requested to give their true, frank and free responses. The tests were administered after establishing a good rapport with the students. The instructions for each test were clearly read out and explained.

Statistical techniques to be used & Interpretation of data :

Descriptive and inferential statistics were used to analyze the data. Co-efficient of correlation was calculated between the variables based on the data so obtained.

Table 1: Mean, Median, Standard Deviation, Skewness and Kurtosis of teaching effectiveness Scores:

N	Mean	Median	SD	Skewness	Kurtosis
100	425.35	429.50		-.772	.847

Table 1 shows the values of mean, median, skewness and kurtosis of scores of teaching effectiveness of the total sample. The mean is 425.35 and median is 429.50, which are close to each other. This means that the scores are close to normal

distribution.

Table 2: Mean, Median, Standard Deviation, Skewness and Kurtosis of Emotional Intelligence Scores:

N	Mean	Median	SD	Skewness	Kurtosis
100	196.83	197.83	21.799	.176	-.700

Table 2 shows the values of mean, median, skewness and kurtosis of scores of Emotional Intelligence of the total sample. The mean is 196.83 and median is 197.83, which are very close to each other. This means that the scores are close to normal distribution.

Table 3: Mean, Median, Standard Deviation, Skewness and Kurtosis of Attitude to towards Teaching Profession Scores:

N	Mean	Median	SD	Skewness	Kurtosis
100	154.48	153.00	16.882	.267	-.967

Table 3 shows the values of mean, median, skewness and kurtosis of scores of Attitude to towards Teaching Profession of the total sample. The mean is 154.48 and median is 153.00, which are very close to each other. This means that the scores are very close to normal distribution.

Discussion on the basis of Inferential Statistics:

Table 4: Coefficient of Correlation of Teaching Effectiveness and Emotional Intelligence

Variable	Co-efficient of correlation (r)	Significance at 0.01 level	Significance at 0.05 level
Teaching Effectiveness and Emotional Intelligence	.108*	Not significant	Not significant

The value of co-efficient of correlation (0.108*) as given above is statistically not significant at 0.01 or 0.05 level, which shows that there is no significant correlation between teaching effectiveness and emotional intelligence of prospective teachers. This means that teaching effectiveness of prospective teacher is not influenced by their emotional intelligence. They are independent from each other. It is observed that there exists no significant relationship between teaching effectiveness and emotional

intelligence of prospective teachers. . Thus our first hypothesis is accepted.

Table 5: Coefficient of correlation of Teaching Effectiveness and Attitude towards Teaching Profession:

Variable	Coefficient of correlation	Significance at 0.01 level	Significance at 0.05 level
Teaching effectiveness and attitude towards teaching profession	.247**	Not significant	Not significant

The value of coefficient of correlation (.247**) is statistically significant at 0.05 level which shows that teaching effectiveness is positively correlated with attitude towards teaching profession. So it shows that there exists a positive correlation. Thus our second hypothesis is rejected

Findings and Conclusion

There is no correlation between teaching effectiveness and emotional intelligence of prospective teachers. This means that teaching effectiveness of prospective teachers is not influenced by their emotional intelligence. Thus our first hypothesis i.e. there exists no significant correlation between teaching effectiveness and emotional intelligence of the prospective teachers is accepted.

There is a significant positive correlation between teaching effectiveness and attitude towards teaching profession. This means that teaching effectiveness of prospective teachers is influenced by their attitude towards teaching profession. Thus our second hypothesis i.e. there exists no significant correlation between teaching effectiveness and attitude towards teaching profession of the prospective teachers is rejected.

Educational Implication

The present study reveals that scores of all the three variables are normally distributed among the prospective teachers, but two of the variables, namely teacher effectiveness and emotional intelligence are not significantly correlated. At the same time this study depicts significant positive correlation of teaching effectiveness with attitude towards teaching profession. This implies that in teacher education curricula and programs, more emphasis on development of positive attitude towards teaching profession can result into more effective teacher graduates. And, although emotional intelligence is important but not a very significant contributor to effective teacher preparation, accordingly policy planning and programme implementation can be materialized by giving proportionate priorities to these variables.

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