

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

An Experimental Study on Secondary School Teachers of Effectiveness in Relation to Emotional Intelligence

Dr. Sunil Kumar Jangir

Assistant Professor & Ph. D. Supervisor, J.J.T. University, India

Dr. Sanju Lata

Assistant Professor, B.R.M. College of Education Gharaunda, Karnal

Ph. D. Supervisor, J.J.T. University, India

Abstract:

This research was designed to study the effectiveness of teachers in class rooms and to study the competence of teacher from classrooms observations. The major purpose of the study was to identify essential teacher competencies for teacher effectiveness and find out class room practices used by teachers. The study was also aimed at exploring indicators of competence and creativity of teachers.

Key words: *Effectiveness, Teacher competencies, Education, Emotional Intelligence*

1. Introduction

Understanding the term 'Education' what is Education? One may ask, Education is a comprehensive term. Its implications are rich and varied. It is this reason why it is difficult to give a single meaning or definition of education. In every society and in every age, a system of education is evolved according to its needs and the temper of its times. Accordingly, a psychologist, a statesman, a teacher, an artisan and a layman each will define or has defined education according to his own understanding. It is, therefore, true that the last word on education can never be said. However, to enter into the domain of education, it is quite appropriate and essential to understand what 'Education' is. For this purpose we refer to its literary meaning and various definitions formulated by different thinkers. So, in the following parts we shall try to:

- Explain the etymological or derivative meaning of the term 'education'.
- Give synonyms of the term 'education';
- Enlist a few expert views on education, both Indian and Western.
- Etymological Approach or Derivative Sense of Education.
- In Literary sense, education owes its origin to the two Latin words:

'Educare' and (ii) 'Educere' (I) Educare: The word 'educare' means 'to nourish', 'to bring up', 'to raise'. This means when we talk of educating a child, we mean to bring him up or nourish him according to certain aims or ends in view.

Educere: The term 'educare' means, 'to bring forth': 'to lead out': 'to draw out'. Accordingly, 'education' implies 'drawing out' or 'leading out' what is there inside the child.

Certain educationists refer to another term 'educio', 'e' means 'out of' and 'duco' means 'to lead'. This is somewhat, similar to 'educere.' Besides, we have one more term which is 'educatum'. This means "The act of teaching and training."

Analysing the term: As far as the term 'educare' and 'educatum' are concerned, education may be treated as an external phenomenon. It is something imposed from without. According to the terms 'educere' and 'educio', education may be understood in the meaning of growth from within. It is in this sense that modern thinkers understand the term. In other words, education is the development of individual talents. It is a general belief that every individual is born with certain talents. We have to develop those capacities. Like a gardener, a teacher has to be provided means, situations, and factors for the natural development of the child. "Educations consist in leading out the innate knowledge, virtues, and powers of the child, making the potential actual." Thus education is leading out what is within man, through knowledge and experience. It is, thus, development of man from within.

2. Nature of Education: Bi-Polar or Tri-Polar

Education is a dynamic process. It is a lifelong process. It is now believed that every individual is born with latent talents. He inherits these talents by birth. The role of education consists in the development of these talents or potentialities. The development of different aspects of human personality should take place in a balanced form. It must be all round, wholesome and integrated. In other words, man must be developed intellectually, physically, socially, spiritually, aesthetically and ethically.

Education is considered to be a process which contributes to the natural and harmonious development of man's innate powers, bring about complete development of his individuality, result into desirable behavior changes and ultimately prepares him for good life.

3. Education as a Bi-Polar Process-Adams View

As pointed out earlier, education is a process and not a prescription. In this process two persons are involved- the educator and educand. There is an interaction between the two and the result of their efforts is education. Education, thus, becomes a 'shared activity' or sharing of experiences. Adams calls it a bi-polar process. In this process there is constant interaction between the teacher and the taught and the impact of personalities like two poles interacting with each other. As such, education becomes a conscious and deliberate process in which one personality acts upon another in order to modify the development of the other by the communication and manipulation of knowledge. The child is also active participant in the teaching and learning process.

4. Education as a Tri-Polar or Three-Dimensional Process: Modern View

The modern concept of education is said to be 'three-dimensional'. It is maintained that all education takes place in the society and social setting. The whole environment of the individual becomes the source of education. The teacher consciously designs and plans educational experiences in the light of social environment. Education has to cater to the individual as well as the social needs. His instincts, urges, impulses and tendencies have to be directed towards the socially desirable channels. This is possible when the child participates in the social situations and there is an interaction between him and the environment. Thus the third factor or dimension is 'social environment' or social milieu. This process involves three things- the teacher, the taught and the social environment.

The chief task of education is, above all, to shape man, or to guide the evolving dynamism through which man forms himself as a man. Education is an essential human virtue. Without it, man is a splendid share, reasoning savage. It is to humanize him. Man becomes 'man' through education. He is what education makes him. Man is an animal, both from his passions and his reason. Education fashions and models him for society. There are generally two aspects of human life: one is biological and the other is social or cultural or spiritual. Man conceived in terms of his biological existence alone is no better than an animal. His biological existence is secured through food, shelter and reproduction. But human life can never be reduced to its biological existence alone. Man's life can only be glorified through education, and it is only the cultural or social aspect of human life which signifies his supreme position and thus constitutes the noblest work of God.

Education is not restricted to a particular age, stage or span of life, but it is a continuous process and includes all the influences which act upon an individual during his passage from the cradle to the grave. At every moment, the contact with the environment gives him a new experience, a new teaching. It will not be wrong to say 'life is education and education is life. In the words of Tagore, "Education is that which makes one's life in harmony with all existence and thus enables the mind to find out that ultimate truth which emancipates us from the bondage of dust and gives us the wealth, not of things, but of inner light, not of power, but of love, making this truth its own and giving expression of it." According to the Delor's commission (1996), education must be organized around four fundamental types of learning which in a way will be a pillar of knowledge throughout a person's life, such as: learning to know, learning to do, learning to live together and learning to be. Education brings about a change not only in an individual or a society, but also the entire nation. All eminent scholars and educationists have acknowledged the importance of education in economical, social and political development of a nation. According to American Commission on Teacher Education (1974), "The quality of a nation depends upon the quality of its citizens and the quality of its citizens depends upon the quality of their teachers." Teachers can either make or mar the society. An educational institute with an excellent material resources like infrastructure and a good curriculum is unlikely to achieve its goal if the teachers are ineffective, misfit and indifferent to their responsibility. "No system of education, no syllabus no methodology, no textbooks can rise above the level of its teachers. If a country wants to have quality education, it must have quality teachers" (V.S. Mathews).

Teacher plays an important role in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another. Children are the potential wealth of a nation. They are always exposed to the information of the teacher. It is therefore necessary to realize that the emerging Indian society can achieve all round development with the help of the teachers who act as a powerful agency in transmitting its cherished values. A teacher is not only a custodian of a nation's values but is also an architect par excellence of new values. Dr S. Radhakrishnan has aptly remarked, "Teacher's place in society is of vital importance. He acts as the point of transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning."

The Secondary Education Commission (1952-53) has rightly said, "We are, however, convinced that the most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place the occupies in the school as well as in the community." National Policy on Education 1986 emphasizes the teacher and his/her important role in bringing about desirable changes in the education. It says, "The government and community should Endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community."

The ancient Indian literature has also given the highest regards to the teachers along with the parents. The Vedas have observed "Matur devo Bhavo, Pitri devo Bhava, Acharya devo Bhava". The then schools were referred as Gurukuls. These Gurukuls were somewhat similar to the present day boarding schools. These Gurukuls not only provided the bookish knowledge but also they were responsible for generating a feeling of humbleness, self-respect and respect for all others in them. They refined their

character and would develop those skills in them which were most useful practically in their lives. In a very homely environment, these Gurukuls disciplined the lives of the pupils and taught them a live in harmony.

The modern days schools are though different from those Gurukuls but the motive of both are more or less similar and that is to educate our children and bring an all-round development of the child. Our schools should become welcome places for children, where there is a lot of fun and laughter. The shrill, uninhibited giggles and laughter and shouts of our children should echo in our schools. Whimper, tears and cries should have no place in our schools. Teachers should be foster-parents, who gently, yet firmly guide the destinies of the children in their care. They must love and respect the children, so they would get the same in return from the children. Teachers should not only teach their children well, they must also treat their children well. That would make a good school, for there is no greater hope for our country than good schools, which are effective schools, in a very real sense.

5. Secondary Educaiton

Secondary education which is a link between the primary education and the university education play a vital role in any programmes of education for national development. It provides teachers for primary education, prepares pupils for the universities and other institutions of higher learning. Besides this a vast majority of students complete their education at this stage. Student who goes for higher education cannot take full advantage of the university education. Unless they have received sound education at the secondary stage. Hence, secondary education, being the terminal point must of the highest quality.

6. Structure of Education

Secondary education commission popularly known as Mudaliar commission recommended that present intermediate stage should be replaced by the higher secondary stage which should be of four year duration i.e. 12 years schooling. But later on it modified its recommendations and favoured a common pattern for school and college education. The modified pattern was 8+3+3. It meant that 8 years of middle school education should be followed by three years of higher secondary education further three years should be devoted to first degree.

7. Secondary Education: Goals, and Targets for the Eleventh Plan

7.1. The Eleventh five Year Plan Aims

- To raise the minimum level of education to class X and accordingly universalize access to secondary education.
- To ensure good quality secondary education with focus on science, mathematics and English.
- To major reduction in gender, social, and regional gaps in enrolments, dropouts, and school retention.

7.2. The Eleventh five year Plan Targets

- To provide a secondary school within 5 km and a higher secondary school within 7-8 km. of every habitation.
- To increase the Gross Enrolment Rate (GER) in secondary education from 52% in 2004-05 to 75% by 2011-12 and the combined secondary and senior secondary GER from 40% to 65% in the same period.

In view of the policy aims and the targets for the 11th Five Year Plan, the following objectives of universalisation of secondary education has been worked out for the purpose of this study:

- Making secondary education of good quality available, accessible and affordable to all young persons.
- Developing the faculties of critical thinking, abstraction, insight, skills and competence for higher education.

8. Universalizing Secondary Education

The success of SSA in achieving large scale enrolment of children in regular and alternate schools has thrown open the challenge of expanding access to secondary education. Rapid changes in technology and the demand for skills also make it necessary that young people acquire more than eight years of elementary education to acquire the necessary skills to compete successfully in the labour market. Moreover, secondary education serves as a bridge between elementary and higher education. The stage is thus set for universalization of secondary education. The population of children in the age group (14-18 years) is estimated at 107 million in 2001, 119.7 million in 2006, and 121.1 million in 2011, whereas, the current enrolment in secondary and senior secondary education together is around 37 million only (2004-05).

- Up-gradation of existing primary schools to secondary schools for achieving the prescribed objectives and targets wherever possible.
- Setting up high quality Model Schools at block level to serve as benchmark for excellence in secondary schooling.
- Open new schools (Mostly by up-gradation) in areas with gaps.
- Expand facilities for open and distance learning and running bridge courses
- Step up allocation to secondary education from 0.9% of GDP to 2% of GDP in stages (CABE Committee, 2005).
- Encouraging Public Private Partnership mode of secondary education

The thrust of secondary education during the tenth plan period was on improving access and reducing disparities by emphasizing the Common School System in which it is mandatory for school in a particular area to take students from low-income families in the neighborhood. The Tenth Plan also focused on revision of curricula with emphasis on vocationalization and employment-oriented courses, expansion and diversification of the open learning system, reorganization of teacher training and greater use of ICT. These objectives have been partly achieved.

During the period 1990-91 to 2004-05, the number of secondary and senior secondary schools increased from 0.08 million to 0.15 million. The annual average growth rate of secondary and senior secondary schools was 4.7% during 1990-91 to 2000-01 which further marginally increased to 4.8% during 2000-01 to 2004-05. There are inter-State and intra-State variations in enrolment, dropout, and access to secondary and higher secondary schools. At the national level, the average number of secondary/higher secondary school per 1 lakh population is quite low. The national average number of secondary and higher secondary schools per 100 sq. km is only four; consequently, the GER in many States is lower than the national average of 39.91%. Nearly 60 % of secondary schools are with private management both aided and unaided, almost in equal proportions. The share of government and local body schools and private aided schools shows a declining trend with private unaided school showing an increase from 15 % in 1993-94 to 24% in 2001-02 and further to 30% in 2004-05.

The doubling of the share of private unaided schools indicated that parents are willing to pay for education that is perceived to be of good quality. The factors underlying this perception included better English teaching, better monitoring and supervision of students, performance, better attention, attendance and accountability of teachers. There is, however, no evidence to show that the enrolment in these schools are additional. Only those who can afford to pay apparently opt for these schools and their average enrolment is much lower than that in the aided and government schools. Public sector investment in secondary schools has, therefore, to be increased even for incentivizing Public-Private Partnership (PPP).

The enrolment in 1.02 lakh secondary and 0.50 lakh higher secondary schools is 24.3 million and 12.7 million respectively (2004-05). The GER for secondary education (IX and X) is 51.65% and that for higher secondary 27.82%. The combined GER both for the secondary and higher secondary schools is only 39.91%. The dropout rate at secondary level is as high as 62%. During the decade ending 2004-05, enrolment at the secondary and higher secondary levels increased at an average annual rate of 5.32%. During the three years of the Tenth Plan up to 2004-05, it increased at a faster rate of 6.75% per annum and additional 7.5 million children were enrolled. There will be further acceleration in secondary enrolments during the Eleventh Plan period as the dropout rates at the primary level are declining and the transition rate from primary to upper primary level is getting closer to 90%.

The enrolment in 1.02 lakh secondary and 0.50 lakh higher secondary schools is 24.3 million and 12.7 million respectively (2004-05). The GER for secondary education (IX and X) is 51.65% and that for higher secondary 27.82%. The combined GER both for the secondary and higher secondary schools is only 39.91%. The dropout rate at secondary level is as high as 62%.

During the decade ending 2004-05, enrolment at the secondary and higher secondary levels increased at an average annual rate of 5.32%. During the three years of the Tenth Plan up to 2004-05, it increased at a faster rate of 6.75% per annum and additional 7.5 million children were enrolled. There will be further acceleration in secondary enrolments during the Eleventh Plan period as the dropout rates at the primary level are declining and the transition rate from primary to upper primary level is getting closer to 90%.

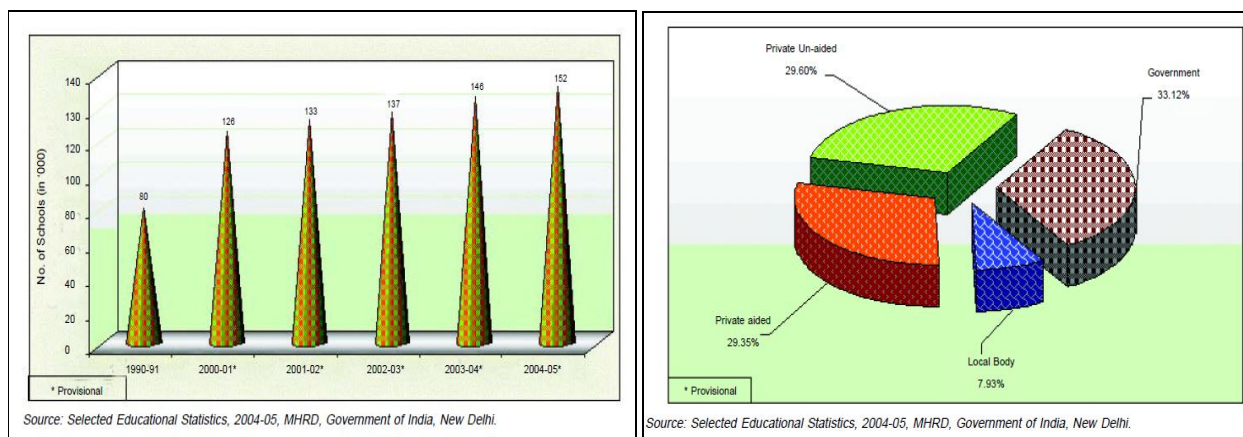


Figure 1: Growth Of Secondary/Sr. Secondary Schools

Figure 2: Percentage Of Secondary/Sr. Secondary Schools Under Different Managements

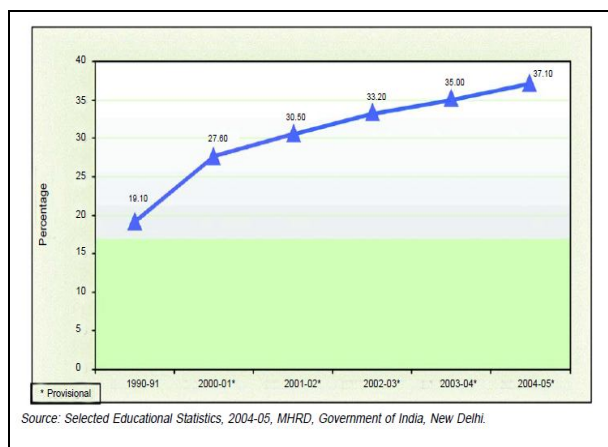


Figure 3: Growth Of Enrolment In Secondary And Senior Secondary Schools

Indicators	Boys		Girls		Total	
	Enrolment	GER	Enrolment	GER	Enrolment	GER
Secondary (IX-X)	1.42	57.39	1.01	45.28	2.43	51.65
Hr. Secondary (XI-XII)	0.74	30.80	.53	24.46	1.27	27.82
Secondary & Hr. Sec. (IX-XII)	2.16	44.26	1.54	35.05	3.70	39.91
Dropout (%) Rates (I-X)	60.41		63.88		61.92	

Table 1: Secondary Education- Enrolment (In Crores) And Dropout, 2004-05

Source: Selected Educational Statistics (2004-05), Mhrd And As Reported In The Eleventh Five Year Plan Vol. Ii, 2008.

9. Emotional Intelligence

Emotional intelligence may be defined as an ability to understand the one's own emotions as well as emotions of others and act appropriately based on these emotions. Mayer and Salovey (1993) defined as emotional intelligence as the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this information to guide one's thinking and action. In the present study, Emotional Intelligence has been conceived and measured in terms of self-awareness, empathy, self-motivation, emotional stability, managing relation, integrity, value orientation, commitment and altruistic behavior. The nature of human intellect has fascinated scholars for centuries. Plato, Aristotle, Itard and Esquirol have formed the foundation for modern explorations of intelligence for the past 200 years. Over the last few decades the study of intelligence has proved to be the strongest claims of basic and applied psychology. It has been used extensively for selection, training, evaluation and diagnosis in clinical, industrial, defense and education setting. However, the present researchers are dissatisfied with the fact that general intelligence is correlated very poorly in predicting the life success and adaptation of the individual to his or her environment. Recent advances in conceptualizing intelligence have adapted a novel perspective, which has focused on the distinction between cognition and affect. The attention of the researchers in the field is now gathering around the concept like social intelligence, emotional intelligence and spiritual intelligence etc. Research to understand the unexplainable factors associated with life success has moved towards looking into new theoretical constructs and soon may stumbled upon the notion of social intelligence put-forth ideas like multiple intelligences Further, it appears that emotional intelligence influences day-to-day problem solving in school, communities, business and organizations. At the individual level, it predicts communication skills, morality, leadership, problem solving capacity and aesthetics. It is noteworthy at this juncture that over the last one decade the notion of emotional intelligence has become a scientific construct for understanding implications of behavior and adaption of the individual to his environment. Keeping in mind the above reflected ideas of various researchers, some universal appeal is arising i.e., what exactly emotional intelligence is? What are the characteristics of emotional intelligence? How emotional intelligence is different from intelligence and how emotional intelligence is a scientific construct etc? to carry out this universal appeal, it is pertinent to highlight the conceptual issues and construct of emotional intelligence.

10. Emotional Intelligence in Teacher Training Programme

Knowledge has been expanded to such an extent that one cannot imagine the age-old education can serve the demands of the present society. That is why, it was said by Indian Education Commission (1964-66) that, yesterday's education system can not satisfy the present needs and even less so the tomorrow's need. A great slice of the present day education is over dominated by the cognitive domain (head) is one hand and on the other hand, most important aspect of human life i.e. affective domain (heart) and psychomotor domain (hand) are completely ignored. Even any information, or knowledge imparted to the pupil-teacher in our teachers training programme does not take into account a holistic view of the three domains of the individual (the cognitive, the affective and the psychomotor domains). This leads to a great stumbling block for preparing the best effective teachers. In this connection how well people would perform in the workplace and only non-cognitive abilities will be essential for predicting one's ability to succeed in life. Probably, keeping in mind the above reflected ideas, Gandhiji had defined education is the all round development drawing out of the best in child and man, body, mind and spirit, but till date we are far from such 'gigantic' goals.

In our educational system much emphasis is laid on the logical and rational aspects of the brain rather than the emotional aspect, which is crucial the individual to be effective. Moreover, learning is not only a pure cognitive process - a process involving solely the brain, but is also involves emotional process. Learning under the guidance of a loved teacher or a respected manager is different form learning in the presence of a hated teacher or clinical supervisor (Gabriel et al., 2002). Therefore, we need high quality of teaching by selecting teachers with better committed to work co-operatively and collaboratively with colleagues in their own the other schools and emotionally energetic in their work with children and adult alike. Vali (205) viewed that teacher's ability to deal with emotional problems is a powerful factor in molding the minds. Emotionally intelligent teachers can produce emotionally intelligent citizens. A teacher who is able to carry out reasoning with regard to emotions and uses emotions to enhance reasoning will succeed in developing the emotional intelligence of pupils.

An emotionally competent teacher is the heart and soul of any educational programme. Since the student teachers are at the threshold of entering the career of teaching, it is highly desirable that they understand their levels of emotional intelligence, which plays a vital role in their survival and fitness in the profession. Numerous studies have identified emotional intelligence and teacher efficacy as critical behavioural factors of teacher to be effective in school environment or classroom. It strongly appears that emotional intelligence has implications for the ways in which individuals tackle daily problems, as preventive activity in physical and mental health, as effective developmental intervention in schools and communities, business and organizations

(Goleman, 2001). More specifically, at individual level it is suggested that it modulates parenting behavior, ego strength, choice of role models, communication of feeling, appreciation of aesthetics, moral and ethical feeling, social problem solving, leadership and spiritual feeling. In our educational system much emphasis is laid on the logical and rational aspect of the brain rather than the emotional aspect, which is crucial for the individual to be effective. Moreover, learning is not only a pure cognitive process - a process involving solely the brain, but it also involves emotional process. Learning under the guidance of a loved teacher or a respected manager is different from learning in the presence of a hated teacher or clinical supervisor. Therefore, we need high quality of teaching by selecting teachers with better committed to work co-operatively and collaboratively with colleagues in their own and other schools and emotionally energetic in their work children and adult alike. The teachers who understand and improve their emotional intelligence skills are also able to develop professional strength.

11. The Researcher Has Following Main Objectives of the Study

- To investigate the Secondary School Teachers Effectiveness, Emotional Intelligence, Competence and Creativity.
- To find out the “Secondary School Teachers relationship between Teacher Effectiveness and Emotional Intelligence.
- To find out the Secondary School Teacher relationship between Teacher Effectiveness and Teacher Competence.
- To find out the Secondary School Teacher relationship between Teacher Effectiveness and Teacher Creativity.
- To study the Secondary School Teacher Effectiveness with different levels of emotional intelligence.

12. Review of Literature

- **Chelo Moreno Rubio (2010)** revealed that Effective teachers- Professional and personal skills. The selective research finding that become an effective teacher is not an easy work for this profession and personal skill should be good. An effective teacher is not an easy task. In fact, It is a complex process. It is not only concerned with success in short-term, but also with appropriate values and success of long term achievement. Effective teachers need to have good professional and personal skills.
- **Lasky, S.(2000)** find out that in the absence of school programmes the major responsibility of working with children in the school rests with the teacher. This research finding that in the absence of school is a good method to educate the parents.
- **Sreekala Edannur (2010)** revealed that the Emotional Intelligence of Teacher Educators. In his research finding is that emotional intelligence has deeply effect on teacher educator.
- **Max Malikow (2005)** on Effective Teacher Study revealed effective teacher as one who demonstrates extraordinary ability. His research finds that to adopt effective abilities we can make the students effective.

13. Conclusion

At last we can say that the past is our finding, the present is our material and the future is our aim. Past, present and future must have important place in national system of education. There are generally two aspects of human life, one is biological and the other is social or cultural or spiritual. Man conceived in terms of his biological existence alone is no better than an animal. His biological existence is secured through food, shelter and reproduction. But human life can never be reduced to its biological existence alone. Man's life can only be glorified through education, and it is only the cultural or social aspect of human life which signifies his supreme position and thus constitutes the noblest work of God, Which is the key in the process of all development especially human development. Aims of education in a country have to take into consideration. All aspects that would be to improve the quality of education should improve. So, the children become productive and contributory citizens for the nation.

14. References

1. Corpley, A.J. (2001) Creativity in education and learning: A guide for teachers and educators, Kogan Page Limited, London, UK,
2. Mayer, J.D. & Geher, G. (1996) Emotional intelligence and the identification of emotion, *Intelligence*, 22, 89-112.
3. Mayer, J.D. & Salovey, P. (1997) What is emotional Intelligence? In P. Salovey and D. Sluyter (Eds.), *Emotional Development and Emotional*
4. *Intelligence: Implication for Educators*, Basic Books, New York.
5. Mayer, J.D. Caruso, D.R., & Salovey, P. (1999) Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 262-298
6. Mayer, J.D. Salovey, P. & Caruso, D. (2000) Models of emotional Intelligence. In R.J. Sternberg (Ed.), *The handbook of human intelligence*, Cambridge University Press, New York, (pp.396-420).
7. Mayer, J.D. Salovey, P. & Caruso, D. (2000) Competing models of emotional intelligence. In R. Sternberg (Ed.) *Handbook of Emotional Intelligence*, New York, Cambridge University Press.
8. Lasky, S.(2000) The cultural and emotional politics of teacher-parent interactions, *Teaching & Teacher Education*, 16, 843-860