

CRITICAL REVIEW ON EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE TOWARDS TEACHING ACCURACY AND TEACHER EFFECTIVENESS

TULI BHATTACHARYA

Research Scholar

AR19BPHDED007

Enrollment No.

EDUCATION

Dr. JAI NATH YADAV

Supervisor

University: SARDAR PATEL UNIVERSITY, BALAGHAT

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Abstract:

Teacher effectiveness is defined in terms of the changes, which take place in the knowledge, attitudes, and behaviours of students as a result of teacher involvement. the interaction between certain teacher traits and additional variables that change depending on the context in which the teacher works, rather than as a constant quality of the teacher as an individual. The actions of the teachers and pupils are used to define the efficacy of the teacher. Emotional intelligence is the ability to process emotional information particularly as it involves perception, assimilation, understanding, and management of emotion. In this article, critical review on emotional intelligence and job performance towards teaching accuracy and teacher effectiveness has been discussed.

Keywords: Emotional Intelligence, Job Performance, Teaching Accuracy, Teacher Effectiveness

INTRODUCTION:

An effective teacher is one who not only imparts the entire curriculum given to him in the best and most effective way but also ensures the best possible academic performance, a high moral standard, positive relationships with all the staff, active participation in decision-making (when necessary), and the best possible development of a student's overall personality. His/her tasks are fairly difficult, but he has a wide range of abilities, attitudes, values, and knowledge that enable him to carry them out successfully. These qualities are necessary for effective teachers.

A researcher in any field of human knowledge must have a thorough awareness of the work done both domestically and internationally in the particular area of the research. This introduces him to current information and methods that are pertinent to the line of work. It deepens his understanding of the issue and spares the needless trial and error. Many books, periodicals, bulletins, yearbooks, theses, and encyclopaedias were consulted at the libraries to achieve this goal.

CRITICAL REVIEW OF LITERATURE:

According to Wang L. (2021), numerous studies have been conducted in recent years to determine the variables influencing teacher emotions in educational settings. The actual data on how teachers' emotions affect students' performance and outcomes, however, is sparse. In light of this, this study investigated the association between teacher emotional intelligence (EI) and the academic accomplishment of students, as well as any potential underlying causes. Measures of teacher EI, teacher job engagement, and teacher self-efficacy were completed by a sample of 365 Chinese teachers from 25 public middle schools as part of this study. The grades of the previous term (February to June 2020), as reported by the students, were used to evaluate the academic achievement of the students. According to the findings, teacher work engagement partially mediated the relationship between student academic progress and teacher efficacy. Additionally, moderated mediation revealed that instructors with high self-efficacy had a more substantial positive impact than teachers with low self-efficacy on the connection between teachers work engagement and student academic attainment. Also mentioned were the study's limitations.

According to a recent study, teaching experience, education, and a high demand for instructors are all associated with teachers' levels of stress, according to Kabito and Wami (2020). They think that by balancing job demands and experience, instructors' stress levels should be decreased. Additionally, it is important to give teachers the chance to further their education and develop their skills. Teachers who are coping with the demands of their daily occupations benefit from a network of supportive coworkers.

According to Kaur and Kumar (2019), teachers in urban India report high levels of work stress. According to these studies, if stress levels are regularly monitored and the right therapy is given, teachers' quality of life and levels of stress may be considerably reduced or even reversed.

According to Sanchika Modi and Mukesh Chansoriya (2019), this study intends to determine how emotional intelligence affects teachers' job performance in Madhya Pradesh's educational system. 166 professors from universities in the Madhya Pradesh region make up the sample size. Salovey and Mayer's (1989–1990) theories of emotional intelligence served as the conceptual underpinning for this study, which looked at how it related to teachers' job performance. Through the use of the PLS-SEM measurement model, the validity and reliability of the variables were examined. The findings showed that emotional intelligence significantly affects a teacher's ability to accomplish their duties. Key research findings showed a favourable and significant association between a teacher's job performance and emotional self-awareness, self-confidence, achievement, developing others, and conflict management.

According to Harmsen et al. (2018), efforts in the future to reduce teachers' stress should focus on strengthening the bonds between teachers and pupils since they think that these connections are crucial. Strong relationships between teachers and students can help teachers feel less stressed.

According to Bhui (2017), the three main causes of stress for professors and administrative staff at West Bengal's business schools are unfair political pressure inside the organisation, role ambiguity, and task overload. The researcher suggests that in order to reduce employees' stress

at work, employers should offer job enrichment and a greater sense of power. Additionally, educational psychology and teaching strategies must be taught.

According to a poll of teachers in Tamil Nadu's Nagappattinam District conducted by Saravanan and Lakshmi (2017), those employed by private schools report less stress than those employed by public schools. Another suggestion is to examine teacher assessment and training programmes to determine whether teachers' stress levels may be influenced by their social and personal characteristics as well as their work environments. According to a study by Dr. Hasan in the Indian region of Haridwar, elementary school teachers in private schools are more stressed than their counterparts in government schools. He asserts that the high levels of stress among teachers are due to the poor compensation and increasing workload at private schools.

According to Sing and Katoch's (2017) study on "Secondary School Teachers' Occupational Stress," schools should foster a culture of cooperation and support for their staff members, provide them with time management and stress management classes, and provide them with recreational opportunities to reduce workplace stress. They also think that educators ought to be encouraged to take part in decision-making. Teachers in schools should have a comfortable working environment, job stability, a lesser workload, and training to manage the behaviour of disruptive students. Department heads should notify the school administration of any inadequate staff or equipment.

Imtiaz H. Naqvi et al. (2016) described how the study's main objective was to determine the association between teachers' performance at the secondary school level and their emotional intelligence. The study's target audience was 3168 secondary school teachers. 950 secondary school instructors, both male and female, who taught in both rural and urban high schools, made up the study's sample. According to the number of male and female secondary school teachers in each district, a proportionate sample was drawn. The co-relational design of the study Survey methodology was used to calculate the necessary data. To assess the emotional intelligence of secondary school teachers, the Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) was developed by K. V. Patricia. The results of pupils in the yearly class 10 examination administered by the Board of Intermediate and Secondary Education Lahore (BISE) served as a gauge of instructors' effectiveness. Mean, standard deviation, and Pearson

r were used to analyse the data that had been obtained. It was discovered that instructors' emotional intelligence and performance were strongly correlated. There were conclusions reached and suggestions given.

According to Lee Bee Yoke and Siti Aisyah Panatik (2015), the idea of emotional intelligence has seen an increasing level of societal interest. However, the concept of emotional intelligence has regrettably received little attention, particularly in the context of education. This study looked at the connection between school teachers' job effectiveness and emotional intelligence. Data were gathered for this study using a quantitative research methodology that includes a survey questionnaire. Overall, 384 academic primary and secondary school instructors were involved in this study. The Wong and Law Emotional Intelligence Scale (WLEIS) was used to measure emotional intelligence. The results of this empirical study revealed a significant positive relationship between job performance and each of the four components of emotional intelligence (self-emotional appraisal, others' emotional appraisal, use of emotion, and regulation of emotion). Overall, this research has added to the body of knowledge about emotional intelligence through a number of theoretical contributions and has important managerial ramifications for school administrators. From this study, a number of recommendations for more research were also made.

According to Antoniou et al. (2013) study, occupational stress and professional burnout in teachers of primary and secondary education: the role of coping strategies, secondary and elementary school teachers are more stressed than their male counterparts. They assert that using coping mechanisms may aid instructors in managing the demands of the classroom and preventing burnout. Comparatively to students in control classrooms, it has also been demonstrated that children who attend classes in pleasant environments exhibit greater social and emotional skills, better social behaviours, lower levels of conduct problems, and lower levels of emotional distress. The positive school climate also helped these kids' academics improve. The dynamics between professors and students have a big influence on how students learn.

According to a study by Jeyaraj (2013) on teacher burnout in the Madurai area of Tamil Nadu, public school instructors are less stressed than their counterparts at aided schools. Stressed-out

teachers are less satisfied with their jobs and more likely to give up teaching completely and never return.

Wong, C.S., P.M. Wong, and K.Z. (2010) explored in their research the possible impact of senior teachers' (school leaders') emotional intelligence (EI), as determined by the 16-item scale created by Wong and Law in 2002, on teachers' job satisfaction in Hong Kong. In a study, 1,107 teachers were surveyed on the qualities successful senior teachers and mentors in their respective classrooms possessed. In the study, the EI and job satisfaction of 2,386 school teachers and middle-level supervisors were surveyed. The correlation between the EI and work satisfaction scores for the 3866 teachers was 0.30. Average job satisfaction among frontline teachers was significantly correlated with middle-level leaders' average EI ($r = 0.21$). According to the survey's findings, work satisfaction and EI are positively correlated among school teachers. This study's key finding is that both teachers and school administrators need to have high levels of emotional intelligence (EI) in order to be effective teachers. This practically implies that EI should be a key consideration in hiring, preparing, and advancing teachers and school administrators, and that educational researchers should put more effort into creating training programmes to raise the EI of these professionals.

Research on the many pathways leading to teachers' organisational and professional commitment was undertaken by Bogler (2010). The purpose of the study is to investigate what influences teachers' organisational and professional dedication. Information was gathered from 841 instructors working in 118 Israeli schools. According to a multiple regression analysis, organisational traits like organisational effectiveness and teachers' loyalty to the principal were significant predictors of organisational commitment, while job-related traits like autonomy at work, intrinsic job satisfaction, job stress, role conflict, and job workload predicted professional commitment.

Somech (2010) investigated the unique connections between organisational citizenship behaviour (OCB) and involvement in decision-making as well as teacher professional and organisational commitment. The structural equation model's findings supported the major hypotheses and illustrated diverse patterns of correlations between professional commitment and organisational commitment in schools. First, involvement in the technical domain was

positively correlated with only teachers' professional commitment, whereas engagement in the management domain was positively correlated with both professional and organisational commitment. Second, OCB towards the student was favourably correlated with professional commitment, whereas OCB towards the team and organisation was positively correlated with organisational commitment.

A study on the favourable determinants of teacher effectiveness was undertaken by Duckworth (2009). He discovered that some teachers are significantly more effective than others, yet conventional measures of ability (such as certification) only account for a small portion of the variation in performance. The demands of teaching imply that character attributes that act as a protective shield against hardship can enhance a teacher's efficiency. Prior to the start of the academic year, novice teachers (N = 390) working in under-resourced public schools filled out questionnaires on their life satisfaction, grit, and optimistic explanatory style. The academic progress of students was used to gauge a teacher's effectiveness at the end of the academic year. Only grit and life happiness remained significant indicators of teacher success when all three positive qualities were input simultaneously. These results imply that favourable characteristics must be taken into account while choosing and preparing instructors.

A study on teaching proficiency, professional dedication, and work satisfaction was undertaken by Shukla (2009). The results of her study revealed a strong positive association between elementary school teachers' commitment to their careers and their level of job satisfaction. As a result, the finding demonstrates very little positive link between professional dedication and teaching competency. This means that instructors who are happy in their jobs are similarly committed to their careers. The t-value indicates no significant difference between the professional commitment levels of teachers with high and average levels of job satisfaction, demonstrating that professional commitment and teaching competency are not correlated. This means that teachers who are committed do not necessarily need to be competent, and vice versa. Teachers with varying levels of work satisfaction exhibited the same amount of dedication to their careers. Teachers with high and poor levels of job satisfaction have similar degrees of professional dedication, according to the t-value. With medium and low levels of job satisfaction, instructors' degrees of professional dedication are not significantly different, according to the t-value.

"Professional Commitment Among B.Ed. Teacher Educators of Himachal Pradesh" was the title of a study done by Vishal Sood (2008). He investigated the degree of dedication of teacher educators working in Himachal Pradesh's secondary teacher training facilities. Results indicated that level of professional dedication. It is average in Himachal Pradesh for teacher educators. Significant variations were discovered in dedication to his or her job. In terms of gender, marital status, and prior teaching experience. However, it was discovered that the level of dedication to their careers was comparable across teacher educators with NET qualifications and those without. The report provides several ideas for raising Level professional dedication educators of teachers.

Comparative research on emotional intelligence and job satisfaction among male and female college professors was done in Anita Gupta (2007). One of the study's conclusions is that male college instructors tend to be more able to control their own feelings of rampant anxiety, melancholy, or irritation than female instructors. However, male and female college instructors did not differ. In terms of understanding one's own emotions, recognising others' emotions, and managing relationships, male and female college teachers have different capacities for self-motivation. In terms of aptitude, male college instructors are superior to female instructors.

Crosswell L. and Elliot B. (2006) discovered that teachers' degree of commitment is viewed as a vital component in the accomplishment of the current agenda for educational reform because it significantly affects teachers' propensity to engage in collaborative, reflective, and critical practise. The results of this study are thus especially important for school administrators who include teachers in initiatives and educational change, as well as for teachers who are trying to strike a balance between their personal and professional lives.

Hopkins, M.M. (2005) explored the effects of gender, emotional intelligence, competence, and style on leadership achievement were examined. By examining the range of talents and leadership responsibilities, the empirical study advances research on the emotional intelligence styles and competencies that underpin effective leadership. Using self- and other-rated emotional intelligence competences, leadership styles, and achievement in a sample of 105 managers at one financial services company, the results showed a clear pattern of substantial

disparities between male and female leaders. Men and women have different sets of successful leadership modalities. Women leaders must exhibit a combination of gender-congruent and incongruent ways of behaving, including pacesetter and coaching leadership styles, in order to be successful. Men who exercise an afflictive or democratic leadership style, styles incongruent with their expected gender role, are unsuccessful.

Stubbs, E. (2005) investigated that the multilevel analysis of the effect of emotional intelligence on group performance was conducted to examine emotional intelligence competencies in the team and team leader. The study investigates the connection between team leaders emotional team performance, emotional intelligence at the team level, and intelligence abilities. Here, it is argued that team leader emotional intelligence will affect the growth of group emotional intelligence, which was assessed using team standards for emotional competence. A military organisation's 422 respondents, who represented 81 teams, provided the data. The results demonstrate a significant correlation between team leader emotional intelligence and the presence of emotionally mature group norms in the teams they lead, as well as between emotionally mature group norms and team performance.

Drago, J. M. (2004) examined the link between academic success and emotional intelligence in non-traditional college students. In this correlational study, non-traditional college students' academic success and emotional intelligence were compared. In this study, the predictor variables included emotional intelligence, achievement motivation, anxiety, and cognitive ability. Academic performance, as determined by student GPA, served as the criteria variable. The Mayer-Salovey-Caruso emotional intelligence test (MSCEIT), the State-Trait-Anxiety Inventory (STAI), the Achievement Motivation Profile (AMP), the Wonderlic Personnel Test (WPI), and the Student Demographic Survey (SDS) were used to collect the data. The results showed that emotional intelligence is significantly correlated with student GPA, student Cognitive Ability scores, and student age. The findings imply that a student's capacity for emotion recognition, usage, and management is correlated with academic success.

Brooker, J. K. (2003) assessed the emotional intelligence of leaders: A performance level comparison of managers in a financial organisation. The study examines whether managers in a financial organisation who are rated as having the highest levels of effectiveness have greater

emotional quotients than managers rated as having lower levels of effectiveness. A sample of 57 of the 79 management and finance organisation members who were chosen to engage in an internal I study were used to collect data. Using the statistical analysis computing system SAS8, the researcher examined the ECI scores provided by the Hoy group's performance ratings and demographic information. According to the results of the self vs. total other assessments, there are statistically significant variations in four competencies: emotional self-control, influence, inspirational leadership, and self-confidence. The total others' EI values for each person were higher than their own self-reported EI levels.

According to Ross (2002), social and emotional skills are becoming more crucial as societal changes create severe problems for young people. Young individuals who are psychologically capable are more likely to steer clear of high-risk pursuits that could have detrimental effects on their health and wellbeing. Middle school heads may impart these crucial life skills to pupils at a crucial juncture in their growth and development, and they can also show leadership to improve these academic opportunities. The purpose of this project was to establish a model of professional development and/or training to fulfil the needs of middle school principals in the areas of social and emotional learning (SEL) and emotional intelligence (EQ). A survey was designed and delivered to 152 middle school administrators in New Jersey to assess their requirements; 49 questionnaires (32.2%) of those were returned. Ten of the survey participants also took part in individual follow-up interviews. The findings showed that the majority of principals consider SEL/EQ to be a crucial problem for themselves and their faculty. They are actively involved in social and emotional concerns through fostering positive relationships and promoting group decision- and vision-making. They stated that they were less interested in pushing instructors to bring up these concerns or other SEL/EQ-related activities in the regular classroom

In particular, Woitaszewski (2002) explored whether emotional intelligence was more relevant than traditional psychometric intelligence (IQ) and found that the emotional intelligence of bright adolescents considerably contributes to their social and academic success. The statements made by Goleman (1995), who maintained that emotional intelligence was frequently more significant than IQ in explaining human accomplishment, were put to the test in this study. 39 teenagers (mean age = 16 years and 6 months) enrolled in a residential high school for gifted youths took part in the study. To determine overall levels of emotional

intelligence and IQ, respectively, researchers used the Adolescent Multifactor Emotional Intelligence Scale (AMEIS) (Mayer, Salovey, and Caruso, 1996) and the Test of Cognitive Skills (2nd ed.) (CTB MacMillan/McGraw-Hill, 1993). International relations and social stress were measured using the Behaviour Assessment System for Children—Self-Report Adolescent Version (Basic-SRP_A) (Reynolds & Kamphaus, 1992). Student grade point averages were used to gauge academic progress. According to the results of a hierarchical multiple regression analysis, these gifted adolescents' social and academic achievement was not significantly impacted by emotional intelligence.

CONCLUSION:

It has been noted that there is surprisingly little research comparing primary school teacher effectiveness with teaching accuracy and emotional intelligence. Emotionally Intelligent Teachers are clearly more effective than Intelligent Teachers, according to research on teacher effectiveness and instructional accuracy. There isn't any research comparing primary teachers' professional dedication to their instructional effectiveness or accuracy. The majority of the comparisons between professional commitment and emotional intelligence have been at the secondary level.

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