

## **EVALUATION OF THE INFLUENCE OF EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE ON TEACHING ACCURACY AMONG THE PRE- PRIMARY SCHOOL TEACHERS IN KOLKATA, WEST BENGAL**

**TULI BHATTACHARYA**

Research Scholar  
AR19BPHDED007

**Enrollment No.**

**EDUCATION**

**Dr. JAI NATH YADAV**

**Supervisor**

**University: SARDAR PATEL UNIVERSITY, BALAGHAT**

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### **Abstract:**

Exhaustive studies have been conducted to identify traits shared by both successful and failed teachers. In addition to subject-matter expertise and teaching abilities, the several researchers discovered some shared traits among effective teachers, including sympathy, humour, patience, objectivity, pleasant manners, politeness, broad-mindedness, intelligence, and strong character. All of these elements contribute to emotions and emotional intelligence. In this article, evaluation of the influence of emotional intelligence and job performance on teaching accuracy among the pre- primary school teachers in Kolkata, West Bengal.

**Keywords:** Emotional Intelligence, Job Performance, Teaching Accuracy, Pre- Primary School, Kolkata

**Introduction:**

Within a development model of intelligence, Salovey and Mayer (1990) defined emotional intelligence. Their framework includes four hierarchical stages that describe a person's capacity for emotion recognition and categorization. In the first level, people learn how to distinguish between different emotional expressions and how to recognize their own and other people's emotions. In the second stage, people learn how to distinguish between different emotional expressions and how to recognize their own and other people's emotions. In the second stage, people use their emotions to help them make decisions. [1] The capacity to use emotional knowledge characterizes the third level. This stage is characterized by the ability to detect the connections between emotions and the changes from one emotion to another. The fourth stage is distinguished by the capability of controlling emotions through actions related to the information those feelings provide. [2]

Goleman (2001) offered a performance-based theory of emotional intelligence in opposition to Salovey and Mayer. He defines emotional intelligence specifically as 20 competencies in four clusters of broad skills. The four clusters are relationship management, self-management, social awareness, and self-awareness. The four clusters are thought to be unique from one another and from cognitive ability. Since Gardner's first research in the early 1980s, other theories regarding emotional intelligence have been developed. These scholars offer a sampling of these theories. [3] The fundamental tenet of all of these ideas is that emotional intelligence refers to the capacity to recognize and control one's own and other people's emotions. According to the National Council for Teachers Education (1998), "Professionalism can be characterized in a number of ways.

Even this would not suffice unless and until the members of the profession continue to upgrade and enhance their knowledge and skills on a regular basis; these two would remain soulless without professional commitment, which must become the major driving force of the day-to-day functioning of each individual associate. [4]

There was no equivalent of the word "profession" as it is used in current society. The three traditional professions of theology, law, and medicine did exist, to be sure, but their

practitioners did not band together to create organized professions. The folks who rendered what we now consider to be professional services throughout the medieval ages were either priests or members of exclusive guilds. These guilds had an impact on the development of the medieval universities. Due to the impact of these guilds, medieval colleges developed and served as the primary institutions for professional training. With the exception of teaching, all professions had become secularized by the end of the sixteenth century. [5]

But what exactly do we mean when we say "profession"? When Stinnett (1965) asserts that "few words are so loosely used as 'profession, As soon as its members can claim to offer a significant service to society, almost every specialized group begins to identify itself as a profession. What were only new occupations a few years ago are now fully recognized professions, and new professions are emerging at an accelerating rate."

A profession may possibly be defined as an occupation based upon specialized intellectual study and training, the purpose of which is to supply skilled service or advice to others for a specific fee or salary, according to pioneering scholar Carr-Saunders (1928), who states, "A little reflection shows that what we now call a profession emerges when a number of persons are found to be practicing a definite technique founded upon a specialized training."

A relatively new career in the universe of contemporary occupations is teaching. Teaching is a profession that dates back at least as far as law or medicine. But because of its intimate ties to the clergy or religion, it only became a profession relatively recently. [6]

The forces released by British rule in India led to the emergence of the academic field as well as the educational system. However, there is still disagreement about whether the academic profession has attained the status of professionalization among both insiders and outsiders. [7] Are the teachers competent in their fields? Various academics have varied opinions on the matter. 1970's: Sunitee Dutt and C.L. According to Wadhavan (1978), the teachers lacked professional qualities, including extensive training and a code of conduct.

Similar to this, U. Nayar (1979) found that South Asian women teachers were not highly professionalized. Suma Chitnis (1979) made some intriguing observations about college

instructors: "On the whole, college instructors do not seem to measure up as professionals. From among the seven indicators in terms of which their occupational standing has been examined, they seem to qualify satisfactorily on only one: their idealism and their commitment to work. On the other six indicators: their foundation upon advanced learning, the occupation fulfills in society, the quality of their foundation upon advanced learning, the quality of the occupation, the quality of their foundation upon advanced learning. [8] They don't meet the definition of professionals because of their organization and camaraderie, their autonomy, and the status given to their trade. Teachers themselves believe they are not valued by society as highly as other professionals like bureaucrats (I.A.S.) or doctors, engineers, or lawyers, but the National Classification of Occupations recognizes teaching as a profession. Additionally, it is widely acknowledged that teaching is a peculiar type of profession. As Rao (2005) so elegantly noted, "among all professions, teaching, in the case of professionals like doctors and lawyers, is their professional concern. Since the former's impact lasts and is reflected in minds sharpened (or not sharpened), personalities formed (or not shaped), and characteristics molded (or not molded), the professional job of teachers is not comparable to that of a lawyer or doctor. However, commitment cannot be disregarded in the teaching profession, where it was once believed to be a necessary component. [9]

Ryans (1951, 1960, and 1963) defined an effective teacher as one who aids in the development of the pupils' grasp of fundamental abilities, correct work habits, desirable attitudes, and acceptable personal adjustment. There are issues with student results that reflect the teacher's agency and the educational goals. [10] It emphasizes the impact of a teacher in a learning environment. In a related context, it also found that there are two tendencies that can be seen when defining teacher effectiveness. The first is focused on the development of students' knowledge, abilities, and attitudes as they acquire long-term and short-term goals. [11] The second is concerned with managing the variables of the instructional process, such as presentation, questioning, answering, giving feedback, etc. An excellent teacher is one who has the capacity for subject-matter knowledge and organization, instructional skills, as well as character traits and dispositions that are helpful when interacting with students. [12] Effective teachers, are those who are both skilled and devoted professionals. A teacher should be committed to their students, to society, to fundamental human values, to their profession, to achieving success, and to carrying out all tasks in the classroom, at the institution, and in the

community in the best way possible. A person who possesses all these traits is a successful teacher. [13]

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. [14] The 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. [15]

The aim and objective of the study was to evaluation of the influence of emotional intelligence and job performance on teaching accuracy among the pre- primary school teachers in Kolkata, West Bengal.

### **Research Methodology:**

In the present study the Descriptive Survey Method of research was used. The purpose of the present study is to study of effect of Emotional Intelligence and Professional Commitment on Teacher Effectiveness at Pre Primary level. In such type of studies neither any previous records nor any type of experimental can be helpful in gathering the required information. Such type of information can be collected only by administering some list to teachers at Pre Primary level and the data are gathered from the population with the help of required tools, hence, the Descriptive Survey Method was considered to be more suitable for this purpose in order to reach meaningful conclusion. Population of the present study consisted all Pre Primary teachers teaching in Government Pre Primary Schools of Kolkata, West Bengal. The investigator selected teachers at Pre Primary level because Pre Primary stage is the most important stage for developing emotions. This stage is entering in character and emotional infancy. It is the time to develop various emotions and habits. The main consideration in the selection of the sample was its representativeness and its adequacy. In this study representativeness was adopting by Random Sampling Technique and adequacy by its size. The sample teachers

(male): 200 and sample teachers (female): 200 were selected for this research. So, total sample teachers 400 were selected for this study.

The location of the study area was Kolkata, West Bengal. For the purpose of the study at first stage the investigator stratified randomly selected one hundred (100) Pre Primary schools and four hundred (400) teachers from various areas/schools of Kolkata, West Bengal. Out of four hundred teachers, two hundred were selected from the male Pre Primary teachers and two hundred female teachers. In order to collect relevant data for the fulfilment of the proposed objectives the following tools and techniques has been employed by the investigator:

- Emotional Intelligence Scale (EIS)
- Teacher Effectiveness Scale (TES)
- Professional Commitment Scale (EIS)

Statistical Analysis: Mean, Standard Deviation, t-test, Degree of freedom, Computation.

### **Data Analysis, Interpretation and Results:**

Data collected through the administration of the tools on selected sample are raw in nature. These data need to be organized, analyzed and interpreted for drawing sound conclusions and valid generalizations. Organization of data includes editing, classifying and tabulating quantitative information. Editing implies checking of the gathered raw data for accuracy, usefulness and completeness. Classification refers to dividing of the data into different categories, classes and groups. Thus in brief analysis data refers to the study of the organized material in order to discover inherent facts. Further the data were studied from various angles for accessing the new facts.

Actually the basic purpose of analysis is to summarize the completed observations in such a manner that they veiled answers to the research problems while the purpose of interpretation is to search for the broader meaning of these answers by linking them to other available knowledge. Both these purposes, of course, govern the entire research process, all preceding steps have been undertaken in order to make their fulfilment possibility. The analysis is not an



end in itself, but is a basic preliminary step in the scientific development of the problem. Through the various phases of a complex situation may be studied more objectively.

For arriving at the aims and objectives of the present study the researcher has done analysis and interpretation of the data from many angles. It was thus proper to give interpretation first after analysis of each part to make the analysis meaningful.

The results were illustrated under the following parameters:

- Classification Of Emotional Intelligent Teachers At Pre-primary Level
- Status Of The High, Moderate And Low Emotional Intelligent Teachers In Relation To Their Teacher Effectiveness Scores
- Classification Of Male Emotional Intelligent Teachers At Pre-primary Level
- Status Of The Male High, Moderate And Low Emotional Intelligent Teachers In Relation To Their Teacher Effectiveness Scores
- Classification Of Female Emotional Intelligent Teachers At Pre-primary Level
- Status Of The Female High, Moderate And Low Emotional Intelligent Teachers In Relation To Their Teacher Effectiveness Scores
- Classification Of Professional Committed Teachers At Elementary Level
- Status Of The High, Moderate And Low Professional Committed Teachers In Relation To Their Teacher Effectiveness Scores
- Classification Of Male Professional Committed Teachers At Elementary Level
- Status Of The High, Moderate And Low Professional Committed Teachers In Relation To Their Teacher Effectiveness Scores
- Classification Of Female Professional Committed Teachers At Pre-primary Level
- Status Of The High, Moderate And Low Professional Committed Teachers In Relation To Their Teacher Effectiveness Scores
- Comparision Of High And Moderate Emotional Intelligent Teachers On Teacher Effectiveness At Pre-primary Level
- Comparision Of High And Low Emotional Intelligent Teachers On Teacher Effectiveness At Pre-primary Level

- Comparison Of Moderate And Low Emotional Intelligent Teachers On Teacher Effectiveness At Pre-primary Level
- Comparison Of Male High And Male Moderate Emotional Intelligent Teachers On Teacher Effectiveness At Pre-primary Level
- Comparison Of Male High And Male Low Emotional Intelligent Teachers On Teacher Effectiveness At Pre-primary Level
- Comparison Of Male Moderate And Male Low Emotional Intelligent Teachers On Teacher Effectiveness At Pre-primary Level
- Comparison Of Female High And Female Moderate Emotional Intelligent Teachers On Teacher Effectiveness At Pre-primary Level

### **Conclusion:**

1. High Emotional Intelligent Teachers at elementary level are more effective on Teacher Effectiveness than the both Moderate and Low Emotional Intelligent Teachers teaching at elementary level.
2. Moderate Emotional Intelligent Teachers at elementary level are more effective on Teacher Effectiveness than the Low Emotional Intelligent Teachers but less effective than the High Emotional Intelligent teachers at elementary level.
3. Male High Emotional Intelligent Teachers at elementary level are more effective on Teacher Effectiveness than the both Male Moderate and Male Low Emotional Intelligent Teachers teaching at elementary level.
4. Male Moderate Emotional Intelligent Teachers at elementary level are more effective on Teacher Effectiveness than the Male Low Emotional Intelligent Teachers but less effective than the Male High Emotional Intelligent teachers at elementary level.
5. Female High Emotional Intelligent Teachers at elementary level are more effective on Teacher Effectiveness than the both Female Moderate and Female Low Emotional Intelligent Teachers teaching at elementary level.
6. Female Moderate Emotional Intelligent Teachers at elementary level are more effective on Teacher Effectiveness than the Female Low Emotional Intelligent Teachers but less effective than the Female High Emotional Intelligent teachers at elementary level.



7. High Professional Committed Teachers at elementary level are more effective on Teacher Effectiveness than the both Moderate and Low Professional Committed Teachers teaching at elementary level.
8. Moderate Professional Committed Teachers at elementary level are more effective on Teacher Effectiveness than the Low Professional Committed Teachers but less effective than the High Professional Committed teachers at elementary level.
9. Male High Professional Committed Teachers at elementary level are more effective on Teacher Effectiveness than the both Male Moderate and Male Low Professional Committed Teachers teaching at elementary level.
10. Male Moderate Professional Committed Teachers at elementary level are more effective on Teacher Effectiveness than the Male Low Professional Committed Teachers but less effective than the Male High Professional Committed teachers at elementary level.
11. Female High Professional Committed Teachers at elementary level are more effective on Teacher Effectiveness than the both Female Moderate and Female Low Professional Committed Teachers teaching at elementary level.
12. Female Moderate Professional Committed Teachers at elementary level are more effective on Teacher Effectiveness than the Female Low Professional Committed Teachers but less effective than the Female High Professional Committed teachers at elementary level.

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**Dr. JAI NATH YADAV**

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