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# PURSUIT

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# PURSUIT

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## Emotional Intelligence and Perceived Efficiency of Teachers

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### Abstract:

Emotional intelligence plays a major role in educational set up as teachers need to recognize and manage their own emotions to perform well as a teacher. They also need to understand and motivate students to perform better and to trigger the development of their potential. It seems that teachers with higher Emotional Intelligence will be more successful in influencing students and will be perceived as efficient teachers by them. The present research paper tries to explore the relationship between Emotional Intelligence of teachers and students' perception about the efficiency of the teachers. The researchers used Mangal Emotional intelligence inventory (MEII) by Dr. S.K. Mangal and Mrs. Shubhra Mangal to assess Emotional intelligence of fifty teachers of Nashik city. They also prepared a questionnaire to assess students' perception about the efficiency of the teachers. It is found that teachers with higher Emotional Intelligence are perceived as efficient teachers.

**Key words:** Emotional Intelligence, efficiency of the teachers, students' perception

Emotional intelligence represents the ability to perceive, appraise, and express emotion accurately and adaptively; the ability to understand emotion and emotional knowledge; the ability to access and/or generate feelings when they facilitate cognitive activities and adaptive action; and the ability to regulate emotions in self and others (Mayer & Salovey, 1997). In other words, emotional intelligence refers to the ability to process emotion-laden information competently and to use it to guide cognitive activities like problem solving and to focus energy on required behaviours. The term suggested to some that there might be other ways of being intelligent than those emphasized by standard IQ tests, that one might be able to develop these abilities, and that an emotional intelligence could be an important predictor of success in personal relationships, family functioning, and the workplace.

Mayer & Salovey (1997) suggest the four branches of Emotional Intelligence. The first of these branches, *emotional perception and expression*, involves recognizing and inputting verbal and nonverbal information from the emotion system. The second branch, *emotional facilitation of thought* (sometimes referred to as *using emotional intelligence*), refers to using emotions as part of cognitive processes such as creativity and problem solving. The third branch, *emotional understanding*, involves cognitive processing of emotion, that is, insight and knowledge brought to bear upon one's feelings or the feelings of others. And fourth branch, *emotional management* concerns the regulation of emotions in oneself and in other people.

Teachers need to recognize and manage their own emotions to perform well. They also need to understand and motivate students to perform better and to trigger the development of their potential. Thus emotional intelligence as the ability to understand feelings in the self and others, and to use these feelings as informational guides for thinking and action (Salovey & Mayer, 1990) is crucial in educational set up as teacher is both a carer and an educator. An individual with high Emotional Intelligence will make a devoted, enthusiastic and efficient teacher influencing students profoundly as teachers need to perceive, appraise and manage the

emotions of students accurately, motivate them to do better while facilitating their learning. He will also be vigilant about his own emotions and its expression.

It appears that students would also perceive the emotionally intelligent individual as efficient and encouraging teacher. The present study tries to explore the relationship between Emotional Intelligence of teachers and students' perception about the efficiency of the teachers.

**Statement of the Problem:**

To find out the relationship between Emotional Intelligence and Perceived Efficiency of Junior and Senior college teachers of Nashik City

**Objectives:**

1. To find out the Emotional Intelligence of junior and senior college teachers of Nashik City
2. To find out the Perceived Efficiency of junior and senior college teachers of Nashik City
3. To know whether the relation exists between emotional intelligence of junior and senior college teachers of Nashik City and perceived efficiency of them
4. To find out whether the Emotional Quotient of teachers get reflected in teaching and related activities
5. To find out whether the students find the teachers with higher emotional intelligence more supportive and facilitative

**Hypotheses:**

1. There is a positive relation between Emotional Intelligence of junior and senior college teachers of Nashik City and perceived efficiency of them by the students
2. The students find teachers with higher emotional intelligence more supportive and facilitative

**Method:**

The study was carried out in following steps:

1. Recognizing target population
2. Drawing random sample
3. Application of Mangal Emotional Intelligence Inventory (MEII) by Dr. S.K. Mangal and Mrs. Shubhra Mangal on selected sample
4. Preparation of questionnaire to assess perceived efficiency of teachers
5. Application of questionnaire to two hundred and fifty students (Five students for each teacher)
6. Collecting narrations of students about the qualities they like most in respective teachers
7. Quantitative and Content Analysis

**Sample:**

The fifty (25 Males and 25 Females) junior and senior college teachers of Nashik City within age group of thirty to forty years working on a granted post having minimum experience of five years are selected through simple random sampling

**Variables and Screening Tools:****Research Variables:**

1. Emotional Quotient of teachers
2. Perceived Efficiency (academic and emotional) of teachers by their students

**Screening Tools**

1. Mangal Emotional intelligence inventory (MEII) by Dr. S.K. Mangal and Mrs. Shubhra Mangal  
It is a standardized test with a criterion related validity of 0.62 and reliability of 0.90. The test consists hundred items that are to be answered as yes or no. The scoring can be done with the key provided
2. Questionnaire of Perceived Efficiency  
It is prepared by researchers of this study containing ten closed questions. The positive answers for question one and four to ten carry one mark. The negative answer for question 3 carries one mark. The score above seven is considered as high score and a score of five to seven as average and one to four as low.

#### Operational Definition of Variables:

1. Emotional Intelligence of teachers: Scores on Mangal Emotional intelligence inventory (MEII) by Dr. S.K. Mangal and Mrs. Shubhra Mangal
2. Perceived Efficiency of teachers: Scores on the Questionnaire of Perceived Efficiency prepared by researchers of this study

#### **Results:**

The twelve percent of teachers scored 'Very Good' on Mangal Emotional intelligence inventory (MEII) and twenty Six percent teachers scored 'Good', thirty six percent teachers scored 'Average', sixteen percent scored 'Poor' and six percent scored 'very Low'.

The fourteen percent of teachers scored 'High' on the Questionnaire of Perceived Efficiency prepared by researchers of this study and sixty four teachers scored "Average" and twenty percent scored 'Low'.

The comparison of both test scores showed that all the teachers scoring 'Very Good' on Mangal Emotional intelligence inventory (MEII) also scored 'High' on the Questionnaire of Perceived Efficiency prepared by researchers of this study. Teachers scoring 'Good' and 'Average' on Mangal Emotional intelligence inventory (MEII) scored 'Average' on the Questionnaire of Perceived Efficiency prepared by researchers of this study. The teachers scoring 'Poor' or 'Very Poor' scored 'Low' on the Questionnaire of Perceived Efficiency prepared by researchers of this study.

#### **Discussion**

The central objective of the study has been to know the impact of teachers' Emotional Intelligence on students. It is seen that the teachers scoring high on Mangal Emotional intelligence inventory (MEII) also are perceived as highly efficient by the students. All the teachers scoring 'Very Good' on inventory are rated highly by the students. The teachers scoring 'Good' or 'Average' are rated as averagely efficient by students. Most of the teachers scoring 'Poor' are also perceived low in efficiency by their students but some of them are perceived average in efficiency. It might be attributed to the friendly appearance of teachers and to their lenient rating by students.

The content analysis of students' narration shows that teachers who scored high on the test also productively executed their intellectual and emotional capacities to facilitate learning and developing life skills in students as well. They are not only efficient, resourceful teachers implementing new methods of teaching but they are also the nurturers taking utmost care of students' emotional well-being, inculcating positive attitude in students, encouraging them to do well, providing support and counselling whenever possible; facilitating academic and personal growth. They are liked by the students and preferred over others. The teachers scoring 'Average' do well as tutors observing their duty but restricting themselves to syllabus they were not enthusiastic as high scorers. They make no significant impact on students' overall development. Students did not mention any significant positive feature in low scorers.

Thus the analysis supports both the hypotheses.

**Conclusions:**

1. Teachers with higher Emotional Intelligence are perceived as highly efficient by their students
2. Students find the teachers with higher Emotional Intelligence as more supportive and facilitative

**Limitation of the Study:**

The study focuses only on the junior and senior college teachers of Nashik City so caution should be taken while generalizing. It does not emphasis much on advanced statistical analysis but focuses more on the content analysis and related implications.

**Implications:**

It is evident that Emotional Intelligence matters chiefly for facilitation of personal growth that supports academic performance of the students. A teacher with high intellectual and emotional capacities can influence students inculcating positivity and motivation along with academic development. Students look up to their teachers as role models seeking academic help and emotional support at every stage but especially at a stormy stage of adolescence. Here teacher can play a role of counselor as well. If he can recognize the emotions of students, he will be able to influence and manage them too in a very positive manner. But all teachers are not equipped with high emotional skills. So, more needs to be said about improving Emotional Intelligence of teachers to make great advancement and reforms in education. Some programs shall be brought in to introduce teachers to the concept of Emotional Intelligence, just as we conduct soft skills development program for students.

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**Web Resources:**

- [www.psychologytoday.com](http://www.psychologytoday.com)
- [www.sagepub.com](http://www.sagepub.com)