

Role of Emotional intelligence on Teaching Effectiveness and Student Engagement- A contextual Framework

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ABSTRACT

Students differ in their capacity to perceive the emotional states of others and to understand, communicate and regulate their emotional reactions. Although several studies have shown how the college's facets influence the involvement of students, less specifically concentrated on the magnitude of emotional intelligence in the efficacy of teaching. In our research, the role of emotional understanding in the efficiency of the teaching and student participation was explored. In particular because of its association with academic success the commitment of the student can be significant factors (Perera & DiGiacomo, 2013). This study proposes an integrated conceptual structure amid the role of emotional intelligence in the efficiency of teaching and the commitment of students.

Keywords- Emotional intelligence (EI), teaching effectiveness, Student Engagement, Education.

1. INTRODUCTION

The teachers are the nation's founders. The Education Commission (1966) points out that "The future of India is now being developed in the classroom." It stressed that, in order to make the phase of education a success, the most important things is the consistency of the skill and character of teachers. Teachers have a vital role to play in expressing information in particular subjects, encouraging students to learn to the most significant degree possible, cultivating appropriate behavior and cultivating their personalities. Ranganathananda (2007) suggests that the Teacher needs to create that capacity in him and control it in one's job of educating the boys and girls who have recourse to it. The Teacher must not only educate the students but also inspire them.

Teachers are the mentors for their students. It has further proposed that leaders who can develop confidence, reverence and a certain warmth and relationship with members of their communities will be more successful (Kaur & Kaur, 2006). The analysis demonstrates that the consistency of teachers is critical to improving learning effect (Rice, 2003).

Teachers are the mentors for their students. It further suggests that leaders who can build confidence, admiration, kindness and relationship with community members will be more successful (Kaur & Kaur, 2006). Analysis shows that teacher coherence is essential to improve learning outcomes (Rice, 2003).

The standard of teaching in education is related to the efficacy of teaching (Emery, Kramer, and Tian, 2013). The climate of educational institutions however faces challenges due to the rising needs, aspirations and wishes of the public, stakeholders and the Ministry of Higher Education. Teachers have a variety of tasks and duties such holding workshops, project introduction and student and community service program participations (Iskandar, Majzub, and Mahmoud, 2009).

Accordingly, teachers tend to feel negative feelings such as stress, aggression, sadness, resentment, nervousness, and irritation (Ismail et al. 2009), due to increasing work stress.

When educating students in a classroom environment, not only is the intellectual aspect important, but there is also a need to concentrate on emotional intelligence. The Teacher is supposed to have all four elements of emotional intelligence in order to have a good interaction with his students. According to Hargreaves (1998), teachers need to make classroom tutoring and supervision choices about students' emotions, potentials and desires, as this allows them to be empathetic about the desires of students and thereby contribute to their achievements.

Emotional intelligence affects intellectual and career success as it contributes to the general level of intellect of individuals (Romanelli, Cain & Smith, 2006). Analysis of the outcome of students' emotional intelligence on student achievement has produced mixed findings where the majority of research find a strong link between emotional intelligence and student achievement (Adeoye & Emeke, 2010). The teachers must not only learn the expertise and skills required to make sure effective transmission of information but also furnish themselves with another important teaching component known as emotional intelligence.

Student engagement is also cited as an important feature in educational forecasting; with a large number of studies that decide how best to support higher education (Grier-Reed et al. 2012). Higher education is also a way to increase participation in the creation of external factors, such as teaching and learning (Kuh, et al. 2005). It should however be noted that the characteristics of the student guide this phase while recognizing the predictors of commitment.

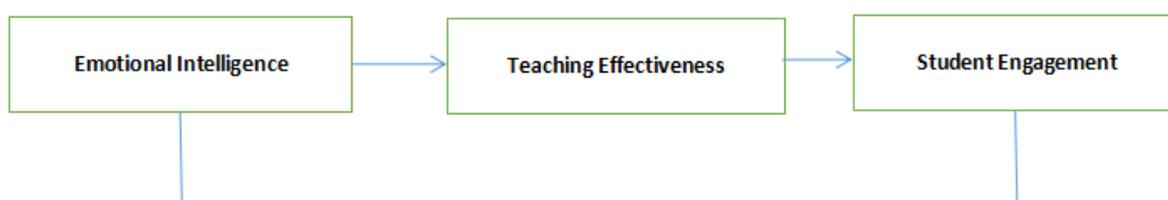


Fig. 1. A proposed framework linking Teacher's emotional intelligence to teaching effectiveness and student engagement

2. LITERATURE REVIEW

2.1 Emotional Intelligence (EI)

In terms of personal strengths, emotional intelligence is defined as the combination of advanced abilities to: (1) be well-known; (2) establish and uphold good, healthy relationships; (3) behave successfully and communicate efficiently with others, and (4) meet daily demands and pressures effectively and healthfully. Emotional intelligence requires specific ability to harmonize and contribute to positive behavior. Emotional intelligence is a continual and life-long method of learning and incorporating particular skills.

The Emotional Skills Assessment Process (ESAP) is an approach which defines the organizational concept of some of the main components of emotional intelligence.

ESAP is a constructive appraisal approach that helps students recognize and appreciate particular habits that are important to their life, academic and job progress. The emphasis of the assessment is on cognitive/behavioral abilities, and the instrument is best used as the first step towards emotional learning, relating therapeutic techniques to the 'feel' or 'perceived' needs of the individual student.

The dimension of Emotional Intelligence

In this study, the facets of EI are focused on the Emotional Skills Assessment Process (ESAP), involving interpersonal skills, personal leadership skills, self-management skills, and intrapersonal skills (Nelson and Low, 200).

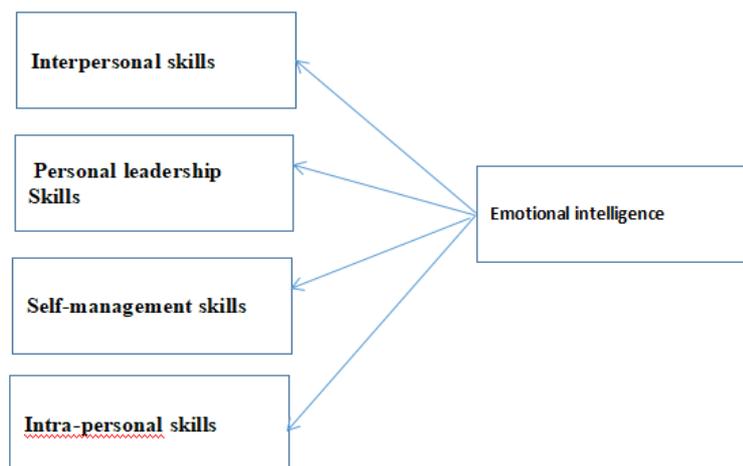


Fig 2- Dimensions of Emotional Intelligence

a) Interpersonal Skills

According to (Teacher Education Handbook, 2009) 'interpersonal skills are at the foundation of teaching.' Besides, (Lee and Yang, 2013) said that excellent teachers build learning stimulation through an association between information and its implementation and regularly connect among students.

Interpersonal skills are required as it is where decision-making is communicated, and belief is established through mutual operational partnerships (Teacher Education Handbook, 2009). Iskandar, Majzub, and Mahmud, (2009) claimed that, in order to be a teacher; the necessary skills needed are interpersonal traits. Teachers would not be able to do a successful education without their expertise.

b) Personal Leadership Skills

Studies have demonstrated an appreciation of the significance of emotional intelligence capabilities to the performance of persons, communities and organizations to become successful leaders (Tang, Yin, and Nelson, 2009). Successful teachers require communication skills to work well in their roles with colleagues, peers, students, or the group (Hwang, 2007).

Teachers can be successful leaders in the classroom or as peers. Bowman (2005), states five main points for teachers with good leadership. These are recognition and meeting demands of students, comprehensive knowledge, skills and technologies for which students must succeed and drawing particular strengths for students (Bowman, 2005).

As stated by Nelson and Low (2003), social awareness, compassion, decision-making and leadership are essential components of professional leadership skills. Social awareness skills help a person to develop build positive relationships with individuals and groups and to safely maintain them. Besides, empathetic teachers should consider and acknowledge the diverse points of view of students and that it is empathic in engagement, confidence, compassion and supportive relationships (Nelson and Low, 2003). Apart from that, empathy allows teachers to note the non-verbal behavior of pupils while making sufficient changes to dispel their concerns and fears (Bowman, 2005).

c) Self-Management Skills

The position of higher education institutions has become more demanding in today's competitive climate. As a result, the role of Teacher, along with the responsibility for teaching and research, has often turned out to be tougher. The efficacy of self-management is crucial in order to reach high level of academic and job achievement for teachers. Self-management capabilities improve the capacity of individuals to evaluate problems, set tasks relevant to problems, and recognize and handle factors that strengthen and discourage accomplishment of goals (Bowman, 2005). Nelson and Low (2003) claimed that self-control consists of pushing power, beliefs and time management.

d) Intrapersonal Skills

As described in the ESAP, intra-personal skills comprise of self-esteem and stress management (Nelson and Low, 2003). Nelson and Low (2003) described self-esteem as an intellectual trust capacity to

accomplish successful interpersonal goals while stress management is a scholarly skill to handle depression and concern in life and work.

Cherniss (2000) argued that conflict management and emotion management is another part of the EI, the secret to achievement. Nelson and Low (2003) states that negative self-esteem and self-rejection are linked to self-destructive behavior, while positive self-esteem is vital for inner trust and social conduct of people. In addition (Nelson and Low, 2003), teaching is a demanding career and highlights that high levels of negative stress and emotional responsiveness lead to burnout. This statement is confirmed by (Ogrenir, 2008) which states teaching is a high emotional demand and constant challenging behavior.

Gohm, Corser, and Dalsky (2005) carried out a research on 158 newcomers to examine the connection between EI and stress (emotionally related capabilities) and to consider personality (self-perception of meta-emotional characteristics of understanding, force, and attention) as the variable that moderates. The findings of the study suggest that EI is likely to be realistic in mitigating stress for specific individuals but needless or not important to others (Gohm, Corser, and Dalsky, 2005).

2.2 Teaching Effectiveness

Aregbeyen (2010) has defined effective teaching as a process that enables students to learn, encourages interaction and dialog and encourages students' interest, appreciation and optimizes academic achievement. Teaching effectiveness is defined as "the degree to which a teaching movement fulfills its intent, its purpose and objectives" (Oh, Choi and Spielman 2008).

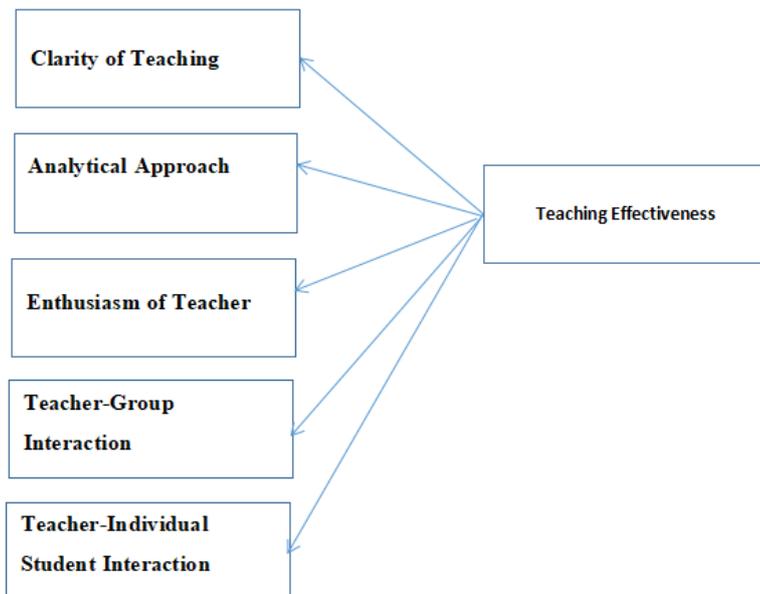


Fig 3- Dimensions of Teaching Effectiveness

a) Clarity of Teaching

Hwang (2007) said that "...students considered the favorite attributes of teachers to be structured and trained, informed, capable of interacting, caring for students, passionate and difficult and demanding as well as unprepared, vague, unrelated, and disruptive attributes of the less-loved teacher." (Gurney, 2007) said that teachers who can share their know-how really work for a better classroom.

Gurney (2007) also claimed that teaching knowledge is the foremost component that provides the foundation for effective teaching. According to (Delaney, Johnson, Johnson, and Treslan, 2010), the students expect their professor to speak to them in a structured way, have well structured notes, and their visuals are clearly organized.

Teachers must explain crucial points for each class session precisely (Aregbeyen, 2010). Teachers should be truthful. Students embrace teachers who are truthful about not having the reply to the problem but are eager to discover the solution and take it back to class (Delaney et al., 2010). In addition, efficient teachers are able to optimize teaching time, skip redundant materials, provide lists of specific course resources and include lessons (Delaney et al., 2010).

b) Analytical Approach

Anderson (2004) outlined the features of effective teachers. Characteristics include confidence, trustworthiness, loyalty, consideration, critical thought, critical thinking, drive for change, evidence finding, initiative, versatility, transparency and enthusiasm for learning (Anderson, 2004). Besides, (Chen and Sok, 2007) claimed that a successful teacher plays the role of facilitator, assessor, participant and motivator in encouraging student engagement and presenting up-to-date knowledge.

Aregbeyen (2010) claimed that the Teacher should offer data and concepts from relevant areas, address students' points of view and address the conception of ideas.

c) Enthusiasm of Teacher

Robitaille (2003) concluded that teachers who are unenthusiastic and non- interested about their subject are likely to have more inadequate educational results than teachers who are confident and adoring about their subject matter. Aregbeyen (2010) further states that students tend to like their teachers who have an engaging style of presentation of their lectures.

d) Teacher-Group Interaction

Chickering and Gamson, (1987) formulated a series of guiding principles Good Practice in Undergraduate Education. Principles provide good practice that promotes student-faculty interaction, student collaboration, constructive learning, offers timely reviews, emphasizes time on study, expresses high

standards and acknowledges different skills and ways of learning (Yeah, Padavano and Gould, 2004). Aregbeyen (2010) states that a teacher needs his students to express their views and know-how in the schoolroom.

Moreover, it is necessary for the Teacher to make positive critiques in order to promote student learning and to have the experience that may improve self-confidence.

e) Teacher-Individual Student Interaction

The attributes of teachers are vital to the establishment of a healthy interaction between the student and the Teacher. Teachers should regard the student as an individual and be superior to (Aregbeyen, 2010). According to (Robitaille, 2008) Teacher's attributes may help to promote good academic and behavioural results for students, such as helping to affect students positively, developing talent and receiving positive feedback.

For teachers it is essential to be open to students outside the classroom in order to meet the goals (Ekundayo, Konwea and Yusuf 2010). As mentioned by (Delaney et al., 2010), good teachers need to be logical for reverence for their pupils. As students are more inclined to admire teachers who are caring and sympathetic, treat them with regard, and make them more safe asking questions (Delaney et al., 2010).

2.3 Student engagement

Student Engagement is characterized as 'energy in motion' (Appleton, Christenson, Kim, & Reschly, 2006). Several Student Engagement subtypes exist, such as scholarly, cognitive, analytical, institutional, physical, mental, social and psychological (Woalters & Taylor, 2011). Student Engagement is most widely examined as a multidimensional concept composed of three interrelated sub-types: rational (i.e. time-to-work), relational (i.e. student emotions, commitment and relations to their school) and cognitive (i.e. self-regulation and learning strategies) (Fredricks & McColskey, 2012).

Beyond intellectual rewards, improved participation will lead to benefits in a wide variety of areas, ranging from ability growth and confidence to strengthened emotional well-being and optimistic self-esteem (Quaye & Harper, 2014). Kuh and colleagues (2008) states, commitment can balance prior results by growing grades and consistency in higher education, despite of earlier academic results.

Student Engagement is conceived as an initiative driven by students towards their learning (Pascarella & Terenzini, 2005). Quaye & Harper (2014) states, student engagement whether within and/or beyond the college community are educationally beneficial activities. Recently, the sense of engagement has been broadened through analyzing the efforts students are making in their academic experiences, how the school is adjusting its tools and instructional methods to promote engagement (Kuh, 2007). Thus, participation is no longer seen as a sole feature of the subject, is worthwhile as a product of a wider social and cultural context (Zepke, 2015).

While the latter two variables can be objectively observed in terms of completion of assignments, attendance and class involvement, cognitive and emotional interactions are more subjective in terms of student perceptions of learning and motivation. Affective commitment includes a sense of attachment and attachment to college students, while cognitive involvement involves the role of psychological commitment of students in their school success, their educational objectives, and a sense of control (Lawson & Lawson, 2013). Commitment, therefore, demands more than just contribution in educational activities: it also engages experiencing and creating meanings (Harper & Quaye, 2009).

3. RESEARCH PROPOSITION

Impact of Emotional Intelligence on Teaching Effectiveness and Student Engagement

As stated in the numerous literatures, it has been observed that the EI ability of the Teacher is a critical predictor of its effectiveness. Teachers who pay greater attention to students and display greater regard for students' well-being, trust, and encouragement in the learning process will improve both student success and achievement. Teachers will need to recognize that cognitive skills manifest in their success and play a vital role in the well-being of the student and the organization. A positive affective appearance of student encounters (smiling and conveying friendliness) is thus strongly correlated with a substantial student engagement. This role makes a teacher genuinely successful in classroom activities and helps them manage their emotions in order to achieve the aims and goals of the learning process.

Mavroveli and Sánchez-Ruiz (2011) Emotional Intelligence should not be particularly involved in academic achievement as it is affective. However, it is speculated that this relationship can be elucidated in terms of increased commitment, both affective and cognitive. The role of the EI in fostering interaction at the workplace has recently been reported (Akhtar et al., 2015), with a handful of studies describing the relationship between the EI on Teaching Effectiveness and intervention related to engagement in academic settings (Wurf & Croft-Piggin, 2015).

A quality education system relies on the success of its teachers since it is the Teacher who is closely interacting with the students and has a considerable influence on the learning and accomplishment of the students (Birwatkar 2014). As a result, researching the emotional maturity of maturity teachers in this respect becomes vital as their relationship with student engagement. The effect of Teacher's emotional intelligence on student engagement is an under-researched field of literature (Curci, Lanciano & Soleti, 2014).

4. CONCLUSION

The goal of this study is to provide insight into the association amid the role of emotional intelligence and teaching efficiency and student engagement. Number of research studies has revealed that there is a strong correlation among emotional intelligence and teaching effectiveness. A teacher with a high

degree of emotional intelligence will be helpful in teaching effectiveness. As the teaching career is highly emotional work, it requires a number of competencies in emotional intelligence.

A variety of studies have found that positive feelings of teachers can improve the well-being of teachers and also the level of adaptation of students. When it is time to take an exam, he/she will be sure that the exam will be successful if more determined action is taken. Strengthening optimistic thinking by emotional abilities increases the student's drive to learn and draws him to his target of completing the exam. Emotions will interrupt thought and learning. Being confident tends to increase to think creatively, to be more imaginative and to see and remember neutral experiences as positive. Positive feelings such as pleasure, contentment, approval, confidence and happiness may increase learning. However, sustained emotional discomfort (e.g. fear, depression, tension, frustration, etc.) can impair the ability to learn. It has been found that emotions can have significant effects on learning and help or hinder the development of a student and their performance and success.

5. LIMITATIONS AND SCOPE FOR FUTURE RESEARCH

This analysis examines and offers an understanding of the interaction between emotional intelligence on teaching effectiveness and student engagement from a theoretical point of view. However, in the future, an empirically validated system will provide proof of relationships. It will be necessary to use a quantitative study methodology using the survey approach to validate the system empirically. The data thus collected can be evaluated using sophisticated statistical methods to examine the relationship between the variables of the proposed system. The perspectives gained from empiric experiments would be helpful in the design of learning strategies that will affect the efficacy of teaching and student participation. Furthermore, this concept should not take into account how the various aspects of emotional maturity and relational environment relate to growing student participation.

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