

A Study of Teacher Effectiveness and Emotional Intelligence among Senior Secondary School Teachers

Manisha Awasthi^a, Saket Bihari^b

^aResearch Scholar, Maharishi Dayanand University, Rohtak-India

^bAssistant Professor, Bhagwan Mahaveer College of Education, Sonapat, Haryana-131030-India

Abstract

Teacher Effectiveness is the impact that classroom factors, such as teaching methods, teaching expectations, classroom organization and the use of classroom resources have on student's performance. Emotional Intelligence is the ability to sense, understand and effectively apply the power and emotions as a source of human energy. The present study lights on teacher effectiveness and emotional intelligence of senior secondary school teachers. The study has been carried out on sample of 50 senior secondary school teachers of East Delhi by using the simple random sampling technique. Teacher Effectiveness Scale (TES) developed and standardized by Dr. Umme Kulsum (2010) and Teachers' Emotional Intelligence Inventory (tEQi) by Dr. Shubhra Mangal (2010) have been administered for collecting data. For analyzing of the data Mean, SD, 't'- test and Product moment correlation were used as the statistical techniques. The findings of the research were summarized as follows (1) There is no significant difference in effectiveness of male and female teachers of senior secondary school. (2) There is no significant difference between mean scores of senior secondary school teachers on their emotional intelligence. (3) There is positive relationship between teacher effectiveness and emotional intelligence of senior secondary school teachers. (4) There is positive relationship between teacher effectiveness and emotional intelligence of senior secondary school male teachers. (5) There is positive relationship between teacher effectiveness and emotional intelligence of senior secondary school female teachers.

KEYWORDS: teacher effectiveness, emotional intelligence, senior secondary school, teachers

INTRODUCTION

Education is very important for every nation of the world. Transmission of cultural heritage and advancement of technology of any nation depends on it. In any system of education, the teachers hold the pivotal position. Teachers constitute the most important component of any educational structure. The quality of education depends on the quality of those, impart it. Teachers play an important role in improving and maintaining the standards of education. An emotionally strong teacher can do his work with full presence of mind and concentration.

TEACHER EFFECTIVENESS

Teacher effectiveness has been defined variously by researchers. Effective teaching is synonymous with teaching effectiveness and has been defined in three basic ways. These

include definitions in terms of –Teacher Personalities, Teacher-Pupil Interaction, and Teacher s’ impact on Pupil’s behavior (Evan, 2006)

EMOTIONAL INTELLIGENCE

The term emotional intelligence was introduced

Emotional intelligence (EI) is the area of cognitive ability involving traits and social skills that facilitate interpersonal behaviour. It is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others. Emotional intelligence consists of four attributes:

- **Self-awareness** – You recognize your own emotions and how they affect your thoughts and behavior, know your strengths and weaknesses, and have self-confidence.
- **Self-management** – You’re able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Social awareness** – You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- **Relationship management** – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

SIGNIFICANE OF THE STUDY

Some attempts have been made by researchers in the field of teacher education to describe teacher effectiveness and emotional intelligence of senior secondary school teachers in terms of characteristics, qualities, attributes and professional competencies by the teachers. But only few attempt were made to develop standard measure which can rate the effectiveness of teachers. A few attempts had been made to explore the role of emotional intelligence on teacher effectiveness. Hence, the investigators Endeavour to undertake the present study to compare the effectiveness and emotional intelligence of male and female teachers and to find out how emotional intelligence influence teacher effectiveness .

OPERATIONAL DEFINATION

The investigators adopted the following definitions for the terms used in this title of the study.

Teacher Effectiveness

Teacher effectiveness is defined as an efficacy exhibited by a teacher in instructional strategies classroom management, personal disposition, evaluation, interpersonal

relations, job involvement, initiative and enthusiasm, professional values, innovativeness in the everyday teaching-learning situations.

Emotional Intelligence

Emotional intelligence is defined as the capacity to reason about emotions and to enhance thinking. It includes the ability to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotion and emotional knowledge and reflectively regulate emotions to promote emotion and intellectual growth.- Mayor

Senior Secondary School

A school, that is intermediate in level between elementary school and college and that offers general, technical, vocational or college preparatory curricula.

OBJECTIVES

1. To study the significant difference between mean scores in effectiveness of male and female teachers of senior secondary school.
2. To study the significant difference between mean scores of male and female teachers of senior secondary school on their emotional intelligence.
3. To study the relationship between teacher effectiveness and emotional intelligence of senior secondary school teachers.
4. To study the relationship between teacher effectiveness and emotional intelligence of senior secondary school male teachers.
5. To study the relationship between teacher effectiveness and emotional intelligence of senior secondary school female teachers.

HYPOTHESES

1. There is no significant difference between mean scores in effectiveness of male and female teachers of senior secondary school.
2. There is no significant difference between mean scores of male and female teachers of senior secondary school on their emotional intelligence.
3. There is no relationship between teacher effectiveness and emotional intelligence of senior secondary school teachers.
4. There is no relationship between teacher effectiveness and emotional intelligence of senior secondary school male teachers.
5. There is no relationship between teacher effectiveness and emotional intelligence of senior secondary school female teachers.

METHODOLOGY

This study was carried out by descriptive survey method. The population for the investigation is the teachers teaching in senior secondary schools in the East Delhi. The investigators selected 50 senior secondary school teachers by the simple random sampling technique. Teacher Effectiveness was assessed by Teacher Effectiveness Scale developed and standardized by Dr. Umme Kulsum (2010) was administered for

collecting data. The scale contains 60 items. It has five areas covers all aspects of teachers' functions. Preparation and Planning for Teaching, Classroom Management, Knowledge of Subject Matter, Teacher's characteristics' and Inter- Personal Relations. Each item elicits two responses (i) step number on 'Now', and (ii) step number aspiring to attain in the next three years. The time dimension of the next three years was score as a frame of reference for the 'now' effectiveness, hence the step number given for each items for present time was taken as the score of the effectiveness of each of the respondent teacher. The reliability of the scale using Spearman-Brown prophecy formula was 0.94. Validity of the scale was 0.85. Emotional Intelligence of the teachers was assessed by using Teacher's Emotional Intelligence Inventory (TEQI) was used. It is constructed and standardized by Dr. Shubhra Mangal (2010).The dimensions of the inventory were Awareness of Self and others, professional Orientation, Intra- Personal Management and Inter-Personal Management. The inventory included 200 items. The items in the inventory are either in nature of positive statements or the negative statements. In positive statements 1 score is awarded for A choice, 2 for B, 3 for C, 4 for D and 5 for E choice and vice-versa in negative items. Reliability of the inventory was found from Test-retest Method and split-Half Method 0.96 and 0.95 respectively. The validity Coefficients of the inventory was 0.55. For analyzing the data, mean, SD, 't'-test and product moment correlation were used as the statistical techniques in the present study.

DATA ANALYSIS AND FINDINGS

H₀ 1: There is no significant difference between mean scores in effectiveness of male and female teachers of senior secondary school.

TABLE -1
DIFFERENCE BETWEEN MALE AND FEMALE
TEACHERS
IN THEIR EFFECTIVENESS

Teacher Effectiveness	N	Mean	SD	SE _d	Calculated 't' Value	Remarks at 5% level
Male	30	341.8	45.69	12.54	1.13	NS
Female	20	355.45	39.91			

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' value is less than the table value at 5% level of significance. Hence, the null hypothesis is accepted.

H₀ 2: There is no significant difference between mean scores of male and female teachers of senior secondary school on their emotional intelligence.

TABLE -2
DIFFERENCE BETWEEN MALE AND FEMALE
TEACHERS
IN THEIR EMOTIONAL INTELLIGENCE

Emotional Intelligence	N	Mean	SD	SE _d	Calculated 't' Value	Remarks at 5% level
Male	30	799.45	64.68	17.20	1.65	NS
Female	20	770.96	50.9			

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' value is less than the table value at 5% level of significance. Hence, the null hypothesis is accepted.

H₀3: There is no relationship between teacher effectiveness and emotional intelligence of senior secondary school teachers.

TABLE -3
COEFFICIENTS OF CORRELATION BETWEEN TEACHER EFFECTIVENESS
AND EMOTIONAL INTELLIGENCE OF SENIOR SECONDARY SCHOOL
TEACHERS

Variables	N	'r'
Teacher Effectiveness and Emotional Intelligence	50	0.835

It is inferred from the above table that the effectiveness of senior secondary school teachers is found to have positive correlation with emotional intelligence. It indicates that teachers of senior secondary school having high emotional intelligence have high effectiveness and those with low emotional intelligence have low teacher effectiveness. Hence, the null hypothesis is rejected.

H₀4: There is no relationship between teacher effectiveness and emotional intelligence of senior secondary school male teachers.

TABLE -4

COEFFICIENTS OF CORRELATION BETWEEN TEACHER EFFECTIVENESS AND EMOTIONAL INTELLIGENCE OF SENIOR SECONDARY SCHOOL MALE TEACHERS

Variables	N	'r'
Teacher Effectiveness and Emotional Intelligence	30	0.70

It is inferred from the above table that the effectiveness of senior secondary school male teachers is found to have positive correlation with emotional intelligence. It indicates that male teachers of senior secondary school having high emotional intelligence have high effectiveness and those with low emotional intelligence have low teacher effectiveness. Hence, the null hypothesis is rejected.

H₀ 5: There is no relationship between teacher effectiveness and emotional intelligence of senior secondary school female teachers.

TABLE -5

COEFFICIENTS OF CORRELATION BETWEEN TEACHER EFFECTIVENESS AND EMOTIONAL INTELLIGENCE OF SENIOR SECONDARY SCHOOL FEMALE TEACHERS

Variables	N	'r'
Teacher Effectiveness and Emotional Intelligence	20	0.65

It is inferred from the above table that the effectiveness of senior secondary school female teachers is found to have positive correlation with emotional intelligence. It indicates that female teachers of senior secondary school having high emotional intelligence have high effectiveness and those with low emotional intelligence have low teacher effectiveness. Hence, the null hypothesis is rejected.

INTERPRETATION

Male and female senior secondary school teachers were found not significantly differs in their effectiveness; they also not differ in their emotional intelligence.

Positive relationship was found between teacher effectiveness and emotional intelligence of senior secondary school teachers. It indicated that high emotional intelligence of senior secondary school teachers have high teacher effectiveness and low having low teacher effectiveness.

Positive relationship was found between teacher effectiveness and emotional intelligence of senior secondary school male teachers. It indicated that high emotional intelligence of senior secondary school male teachers have high teacher effectiveness and low having low teacher effectiveness.

Positive relationship was found between teacher effectiveness and emotional intelligence of senior secondary school female teachers. It indicated that high emotional intelligence of senior secondary school female teachers have high teacher effectiveness and low having low teacher effectiveness.

CONCLUSION

The present investigation is an attempt to examine the significant difference among male and female teachers of senior secondary school teachers on their effectiveness as well as emotional intelligence and also the relationship between these two variables. This piece of research is fondly hoped would add to the ever growing data of educational research. The future researchers may take this attempt to its' real height. It may be useful in assigning educators, counsellors, psychologist, parents, teachers and researchers to develop strategies to develop professional qualities, personal characteristics, interpersonal relationships, communication skills among the secondary school teachers so that they coordinate their emotional intelligence with their effectiveness to arouse their accountability, continuous learning, use teaching aids, motivation and knowledge of subject matter.

REFERENCE

- Best,J.W.(1999). Research in Education. New Delhi; Prentile Hall of India
- Evans,E.D.(2006). Transition to Teaching. New York, Holt, Rinehart and Winston
- Kothari,C.R.(2000). Research Methodology. New Delhi: Wishwa Prakasan
- Kalia, A., and Kaberi,S. (2013), A study on the effectiveness of teachers teaching English in the secondary schools of Kanirup District.Indian Journal of Research, Vol 2, Issue 3,pp. 76-78
- Sreenivasulu, B., and Reddy, B.S.K. (2012) Teachers effectiveness in relation to mental health, stress and emotional intelligence.Edutracks,Vol 11, No 11 pp.29-35
- Salovey,M and Mayer, J.D (1990). Emotional Intelligence Imagination, Cognition, and Personality,9,pp 185-211.
- Sunil , K., and Chirag.(2012) Teacher effectiveness of senior secondary school teachers in relation to their age, gender,types of school and locality.Reearch journal Maharishi dayanand university,Vol 11, No 2 pp.87-92