

Teaching Effectiveness of Senior Secondary School Teachers In Relation to their Organizational Commitment and Emotional Intelligence

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Abstract

Studies have revealed that emotional intelligence (EI) influences an individual's job performance in terms of organizational commitment and job satisfaction. But prior studies were limited mostly to the corporate sector. Therefore the present study was conducted to understand the correlation between EI, organizational commitment and teaching effectiveness in the case of secondary school teachers.

Descriptive survey method was used to carry out the study. The objectives of the study were to study teaching effectiveness, emotional intelligence, and organizational commitment, to find out the difference in the teaching effectiveness, emotional intelligence and organizational commitment and also examine the relationship between teaching effectiveness, emotional intelligence and organizational commitment and to explore the relationship between teaching effectiveness, emotional intelligence and organizational commitment among senior secondary school teachers. On the basis of the objectives, hypotheses were drawn as there exists no significant difference in teaching effectiveness, organizational commitment and emotional intelligence among male and female, and Govt. and Private teachers of senior secondary schools, there exists no significant relationship between teaching effectiveness and organizational commitment, emotional intelligence and organizational commitment, and emotional intelligence and teaching effectiveness among senior secondary school teachers. For the purpose of drawing out the results researcher used correlation and t-test as statistical techniques.

KEYWORDS: Teaching Effectiveness, Emotional Intelligence, Organizational Commitment, Senior Secondary School Teachers

INTRODUCTION

Professionalism demands teachers to be innovative in their attitudes, flexible in their approach, always refreshing themselves with day-to-day developments in their respective subject area. At the same time, they should be capable of recognizing the value of human potentials, understanding the diverse needs of learners and enrich the environment for their growth. In essence, the dream of learning society in this information age becomes real only when the teachers are able to collaborate with each other to accomplish the task, and, towards this end, their ability to communicate effectively becomes more critical than their technical skills and capabilities. Economic value of Emotional Intelligence (EI) has been mentioned extensively in recent organizational behavior research. Why is EI important in organizations? "From the perspective of work, feelings matter to the extent that they facilitate or interfere with the shared goal". (Goleman, 1998, P.287).

Research findings by Gibson and Dembo (1984) have proved that teachers with high emotional intelligence are better equipped to keep their students engaged in learning activities. They are able to spend more time with the students monitoring their work. On the other hand, teachers with low emotional intelligence lack in perseverance and give negative feedback to students.

According to the findings of Emmer and Hickman (1991) emotionally intelligent teachers are more effective in classroom management techniques and are thus, fully equipped to deal with difficult situations. Bansibihari and Surwade (2006) are of the view that emotional intelligence of a teacher increases the achievement motivation, optimism, joy and purpose of learning by students while decreasing violence, depression and isolation in them. Teaching carried out by emotionally matured teachers would be more stable than that of emotionally immature or unstable teachers.

Thus it can be said that teachers who are emotionally mature are generally self-aware, can make personal decisions and manage their feelings well. They can handle stress, empathize with others, can communicate well and can build trust in others. Emotionally matured teachers have the capacity to recognize their strengths and weaknesses and can take responsibility for their actions. They can be assertive without being insulting and know when to lead and when to follow. They are effective as leaders and resolve conflicts. Therefore emotionally matured teachers can think, feel as well as act better and facilitate learning by the child.

Shin (1991) made a study on teacher commitment and job satisfaction: which comes first? The study found that satisfaction is a determinant of commitment. School administrators need to work on creating job satisfaction before the teacher develops a sense of commitment toward the organization.

Patnaik (2009) made a study on organization commitment, attitude towards work and job satisfaction of post graduate teachers. The study found that some difference between male and female teachers regarding organizational commitment. The relationship between organizational commitment, job satisfaction and attitude towards work is moderate which shows that teachers who are committed towards their organization are more satisfied with the job and have a positive attitude towards work.

Sharma (2007) made a study on organizational commitment as a determinant of job satisfaction and work motivation. A simple two group correlation design was adapted to present investigation. The study found that senior engineers are found to have greater organizational commitment than junior engineers.

Studies have revealed that emotional intelligence (EI) influences an individual's job performance in terms of organizational commitment and job satisfaction. But prior studies were limited mostly to the corporate sector. Therefore the present study was conducted to understand the correlation between EI, organizational commitment and teaching effectiveness in the case of secondary school teachers.

It has been shown by the studies that organizational commitment and emotional intelligence has the potential to predict a variety of organizational outcomes, such as increased job performance, reduced turnover and withdrawal cognitions, lower absenteeism rate, and increased organizational citizenship behavior (Mathieu & Zajac,

1990; Meyer & Allen, 1997; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002; Sinha & Jain, 2004).

Moreover, committed employees who are highly motivated to contribute their time and energy to the pursuit of organizational goals are increasingly acknowledged as the primary asset available to an organization (Pfeffer, 1998). For instance, Humphreys, Brunsen, and Davis (2005) conducted a study on direct health care workers and observed a positive correlation between EI and organizational commitment. In another research, conducted on public sector employees, Adeyemo (2007) found that EI is positively and significantly associated with organizational commitment and job satisfaction. Additionally, Jordan, Ashkanasy, and Hartel (2002) contend that individuals with high levels of EI use that capability to maintain their affective commitment to the organization. But the research on relationship between effectiveness and emotional intelligence and organizational commitment is lacking. The researcher wants to see the relationship between organizational commitment, emotional intelligence and teaching effectiveness

STATEMENT OF THE PROBLEM

“TEACHING EFFECTIVENESS OF SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR ORGANIZATIONAL COMMITMENT AND EMOTIONAL INTELLIGENCE”.

OBJECTIVES OF THE STUDY

The objectives of the present study were:

1. To study the emotional intelligence of senior secondary school teachers.
2. To study the organizational commitment of senior secondary school teachers.
3. To study the teaching effectiveness of senior secondary school teachers.
4. To study the difference in emotional intelligence of senior secondary teachers with reference to their gender.
5. To study the difference in organizational commitment of senior secondary school teachers with reference to their gender.
6. To study the difference in teaching effectiveness of senior secondary school teachers with reference to their gender.
7. To study the difference in emotional intelligence of senior secondary teachers of government and private schools.
8. To study the difference in organizational commitment of senior secondary school teachers of government and private schools.
9. To study the difference in teaching effectiveness of senior secondary school teachers of government and private schools.
10. To study the relationship between teaching effectiveness and organizational commitment of senior secondary school teachers.
11. To study the relationship between teaching effectiveness and emotional intelligence of senior secondary school teachers.
12. To study the relationship between emotional intelligence and organizational commitment of senior secondary school teachers.

HYPOTHESES

The following hypotheses were proposed to achieve the set objectives:

1. There exists no significant difference in emotional intelligence of senior secondary teachers with reference to their gender.
2. There exists no significant difference in organizational commitment of senior secondary school teachers with reference to their gender.
3. There exists no significant difference in teaching effectiveness of senior secondary school teachers with reference to their gender.
4. There exists no significant difference in emotional intelligence of senior secondary teachers of government and private schools.
5. There exists no significant difference in organizational commitment of senior secondary school teachers of government and private schools.
6. There exists no significant difference in teaching effectiveness of senior secondary school teachers of government and private schools.
7. There exists no significant relationship between teaching effectiveness and organizational commitment of senior secondary school teachers.
8. There exists no significant relationship between teaching effectiveness and emotional intelligence of senior secondary school teachers.
9. There exists no significant relationship between emotional intelligence and organizational commitment of teaching senior secondary school teachers.

METHODOLOGY

The present study was conducted to find out the “Teaching Effectiveness of Senior Secondary School Teachers in Relation to their Organizational Commitment and Emotional Intelligence” using descriptive survey method.

Present study was conducted on 30 randomly selected senior secondary schools of Jammu district. In total sample were restricted to 300 teachers from government and private schools.

TOOLS USED

The following tools were used to conduct the present study.

1. Teacher Effectiveness Scale devised by Dr. (Mrs.) Umme Kulsum.
2. Organizational Commitment Scale devised by Upinder Dhar, Prashant Mishra and D.K. Srivastva.
3. Emotional Intelligence Scale devised by Anukool Hyde, Sanjyot Pethe, Upinder Dhar.

ANALYSIS OF RESULT

RESULT PERTAINING TO THE EMOTIONAL INTELLIGENCE OF SENIOR SECONDARY SCHOOL TEACHERS

Table 1.1 clearly indicates that 100% of the senior secondary school teachers possess high emotional intelligence. This may be due to their high qualification, experience and age maturity.

RESULT PERTAINING TO THE ORGANIZATIONAL COMMITMENT OF SENIOR SECONDARY SCHOOL TEACHERS

Table 1.2 clearly reveals that the percentage of the teachers possessing average level of organizational commitment were 49.33%. 50.66% possessed high organizational commitment. The reason for good organizational commitment may be their job profile, higher classes to teach, salary, etc.

RESULT PERTAINING TO THE TEACHING EFFECTIVENESS OF SENIOR SECONDARY SCHOOL TEACHERS

Table 1.3 clearly reveals that the percentage of the teachers possessing average level of teaching effectiveness were 45.66%, 54.33% possessed high teaching effectiveness in the sample. The reason for high teaching effectiveness may be that all teachers are well qualified and having proper training of teaching.

RESULT PERTAINING TO SIGNIFICANT DIFFERENCE IN EMOTIONAL INTELLIGENCE AMONG MALE AND FEMALE TEACHERS OF SENIOR SECONDARY SCHOOL

The table 1.4 depict that t-value is 0.141 which is not significant at 0.05 and 0.01 levels of significance. It can be interpreted that there exists no significant difference in emotional intelligence among male and female teachers of senior secondary school which means that both the male and female have same level of emotional intelligence.

This finding is in congruence of Tyagi (2004) who found no significant difference in the level of emotional intelligence of male and female senior secondary teachers, but contradicts the study of Scutte et al (1998) who predicted and found gender differences in the measurement of emotional intelligence and found that female scored higher than males.

RESULT PERTAINING TO SIGNIFICANT DIFFERENCE IN ORGANIZATIONAL COMMITMENT AMONG MALE AND FEMALE TEACHERS OF SENIOR SECONDARY SCHOOL

A careful glance at the results inserted in the table 1.5 clearly reveals that mean score of male and female teachers are almost same i.e. 29.44 and 29.72 respectively. This shows that there is no significant difference in the organizational commitment of male and female teachers. It means that both male and female teachers have same level of organizational commitment.

The findings of the study are not in alignment of Patnaik (2009) who made a study on organization commitment, attitude towards work and job satisfaction of post graduate teachers. The study found some difference between male and female teachers regarding organizational commitment.

RESULT PERTAINING TO SIGNIFICANT DIFFERENCE IN TEACHING EFFECTIVENESS AMONG MALE AND FEMALE TEACHERS OF SENIOR SECONDARY SCHOOL

A careful glance at the results inserted in the table 1.6 clearly reveals that there exists no significant difference in teaching effectiveness among male and female teachers. Male and female both teachers are highly effective in their teaching. If any difference has occurred it may be a chance factor.

The results are in tune with the following study: Tschannen, Moran and Hoy [2002] found that neither gender nor age is significantly related to teacher effectiveness.

RESULT PERTAINING TO SIGNIFICANT DIFFERENCE IN EMOTIONAL INTELLIGENCE AMONG GOVT. AND PRIVATE TEACHERS OF SENIOR SECONDARY SCHOOL

The table 1.7 depict that the emotional intelligence of government and private school teachers is almost of the same level and if there is any difference in the mean score it may be due to chance factor.

This study is different from Paul and Mondal (2011) who concluded that there is significant difference in the mean scores of EI of Govt., Govt. aided and Private school teachers in relation to school status. During field survey, it is revealed that unequal distribution of remuneration and other facilities in different types of school are the sole cause for difference of average intelligence of secondary school teachers. They also found that there is no significant difference in the mean scores of EI of male and female school teachers.

RESULT PERTAINING TO SIGNIFICANT DIFFERENCE IN ORGANIZATIONAL COMMITMENT AMONG GOVT. AND PRIVATE TEACHERS OF SENIOR SECONDARY SCHOOL

The table 1.8 depicts that the teachers of both type of schools are committed towards their organization. They have full dedication for their organization.

This finding contradicts the findings of Pounder (1992) made on organizational orientation in public and private schools and teachers outcomes. The study found that public school teacher differs significantly in their level of commitment when compared with teachers from govt. schools.

RESULT PERTAINING TO SIGNIFICANT DIFFERENCE IN TEACHING EFFECTIVENESS AMONG GOVERNMENT AND PRIVATE TEACHERS OF SENIOR SECONDARY SCHOOL

The table 1.9 depicts that there exists no significant difference in organizational commitment of senior secondary school teachers of government and private schools. If any difference in mean occurs it may be a chance factor.

RESULTS PERTAINING TO SIGNIFICANT RELATIONSHIP BETWEEN TEACHING EFFECTIVENESS AND ORGANIZATIONAL COMMITMENT AMONG SENIOR SECONDARY SCHOOL TEACHERS.

From the above mentioned table 1.10 it is clearly evident that the 'r' value for the teaching effectiveness is found out to be 0.12 whereas the table value for the same at 298df is found out to be 1.97 and 2.59 at 0.05 and 0.01 levels of significance respectively. As the value of correlation 0.12 is negligible hence it can be predicted that emotional intelligence and organizational commitment are not affected by each other.

RESULT PERTAINING TO SIGNIFICANT RELATIONSHIP BETWEEN TEACHING EFFECTIVENESS AND EMOTIONAL INTELLIGENCE AMONG SENIOR SECONDARY SCHOOL TEACHERS.

From the table 1.11 it is clearly evident that the 'r' value for the emotional intelligence and teaching effectiveness is found out to be -0.01 whereas the table value for the same at 298df is found out to be 1.97 and 2.59 at 0.05 and 0.01 levels of significance respectively. This proves that emotional intelligence has no role to play in deciding the teaching effectiveness of teachers. Further the value of correlation -0.01 is very negligible which again infers that teaching effectiveness and correlation are not interrelated to each other.

This finding is contradicts Behara (2009) study on junior college teachers that there exists a positive correlation between teacher effectiveness and emotional intelligence and with the various dimension of teacher effectiveness. The teacher has to deal with the young minds to generate new knowledge.

RESULTS PERTAINING TO RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT AMONG SENIOR SECONDARY SCHOOL TEACHERS.

From the table 1.12 it is clearly evident that the 'r' value for the emotional intelligence and organizational commitment is found out to be -0.01 whereas the table value for the same at 298df is found out to be 1.97 and 2.59 at 0.05 and 0.01 levels of significance respectively. Hence the hypothesis i.e there exist no significant relationship between emotional intelligence and organizational commitment is accepted. Further the value of correlation -0.01 is negligible which infers that emotional intelligence and organizational commitment are independent of each other.

But the findings are not in the alignment of Brunsen, and Davis (2005) that conducted a study on direct health care workers and observed a positive correlation between EI and organizational commitment and Adeyemo (2007) that found that EI is positively and significantly associated with organizational commitment and job satisfaction.

3.2 CONCLUSIONS

On the basis of analysis and interpretation of data, following conclusions have been drawn:

1. There is in significant difference in emotional intelligence of male and female teachers of senior secondary school.
2. There is no significant difference in organizational commitment of male and female teachers of senior secondary school.
3. There is no significant difference in teaching effectiveness of male and female teachers of senior secondary school.
4. There is no significant difference in emotional intelligence of government & private senior secondary school teachers.
5. There is no significant difference in organizational commitment of government and private teachers of senior secondary school.
6. There is no significant difference in teaching effectiveness of government and private teachers of senior secondary school.
7. There is no significant relationship between teaching effectiveness and organizational commitment of senior secondary school teachers.
8. There is no significant relationship between emotional intelligence and teaching effectiveness of senior secondary school teachers.
9. There is no significant relationship between emotional intelligence and organizational commitment of senior secondary school teachers.

3.5 RECOMMENDATIONS

1. It is assumed that selecting employees who have high EI may have a positive impact on the extent to which an organization succeeds in retaining its most critical asset i.e., its workforce.
2. Research has also shown that emotionally intelligent employees develop emotional attachment to their organizations and are more committed to their organization (Carmeli, 2003). At this point, it may be suggested that organizations should also focus on finding the levels of EI and self-efficacy beliefs of their future employees, in addition to other characteristics, in the personnel selection process.
3. In organizations principals should conduct development or training programs in order to develop or enhance these competencies among their employees. This will lead not only toward the formation of a better organization but it will also help in developing the individual as a whole.
4. At the entry point of teacher education courses itself, the level of emotional competence in students can be assessed so as to plan programmes for them to improve in these skills.
5. Innovative programmes of emotional intelligence can be practiced within teacher education programme to provide teacher candidates with additional skills to meet the challenges of an increasingly diverse student population.
6. Results suggest that administrators and policy makers may nurture and retain effective teachers who are committed to the school by fostering a friendly climate and a collaborative environment.
7. The principals should organize such programmes which develop and increase emotional intelligence of teachers so that they may give better performance.

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Table 1.1: Showing Percentage Of Senior Secondary School Teachers Having Different Level Of Emotional Intelligence.

Sr.No	Category	N	Percentage
1	Low	-	-
2	Average	-	
3	High	300	100%

Table 1.2: Showing Percentage Of Senior Secondary School Teachers Having Different Levels Of Organizational Commitment.

Sr. No	Category	N	Percentage
1	Low	-	
2	Average	148	49.33
3	High	152	50.66

Table 1.3: Showing Percentage Of Senior Secondary School Teachers Having Different Level Of Teaching Effectiveness

Sr. No	Category	N	Percentage
1	Low	-	-
2	Average	137	45.66
3	High	163	54.33

Table 1.4 Showing Mean Scores, SD, T-Value or Emotional Intelligence Of Male And Female Teachers Of Senior Secondary School.

Category	N	Mean	SD	t-value
Male	134	139.23	9.83	0.141
Female	166	137.48	10.47	

Table 1.5 Showing Mean Scores, SD, T-Value On Difference In Organizational Commitment Among Male And Female Teachers Of Senior Secondary School.

Category	N	Mean	SD	t-value
Male	134	29.44	3.98	0.57

Female	166	29.72	4.48	
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Table 1.6 Showing Mean Scores, SD, T-Value Of Teaching Effectiveness Among Male And Female Teachers

Category	N	Mean	SD	t-value
Male	134	395.25	81.46	0.10
Female	166	410.51	80.28	

Table 1.7 Showing Mean Scores, SD, T-Value Of Emotional Intelligence Among Government And Private Teachers

Category	N	Mean	SD	t-value
Government Teachers	172	8.58	14.75	0.26
Private Teachers	128	7.06	14.67	

Table 1.8 Showing Mean Scores, SD, T-Value Of Organizational Commitment Among Government And Private Teachers

Category	N	Mean	SD	t-value
Government Teachers	172	3.66	4.94	0.58
Private Teachers	128	3.09	4.52	

Table 1.9 Showing Mean Scores, SD, T-Value Of Teaching Effectiveness Among Government And Private Teachers

Category	N	Mean	SD	t-value
Government Teachers	172	68.25	82.29	0.33
Private Teachers	128	75.14	89.51	

Table 1.10 Showing The Correlation Between Teaching Effectiveness And Organizational Commitment Among Senior Secondary School Teachers

Category	N	'r'
Teaching Effectiveness	300	0.12
Organizational Commitment	300	

Table 1.11 showing the correlation between teaching effectiveness and emotional intelligence of senior secondary school teachers

Category	N	'r'
Emotional Intelligence	300	-0.01
Organizational Commitment	300	

Table 1.12 Showing The Correlation Between Emotional Intelligence And Organizational Commitment Among Senior Secondary School Teachers

Category	N	'r'
Emotional Intelligence	300	-0.01
Teaching Effectiveness	300	