

Teacher Effectiveness of Secondary School Teachers in Relation to Their Emotional Intelligence

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ABSTRACT

This study is aimed at (i) studying teacher effectiveness in relation to emotional intelligence and (ii) studying the correlation of teacher effectiveness and emotional intelligence. To achieve the purpose, Teacher Effectiveness Scale by Kulsum (2000) and Emotional Intelligence Scale by Hyde, Pethe and Dhar (2001) were employed. A sample of 200 secondary school teachers was selected on the basis of random sampling technique. Descriptive statistics were used to analyse the data. The t-value was applied. Results indicate a significant difference between teacher effectiveness among male and female & Govt. and Private secondary school teachers. Findings on the basis of one way analysis of variance reveal that the group of secondary school teachers with high emotional intelligence is more effective than the group of teachers with average or low emotional intelligence. There exists positive and significant relationship between teacher effectiveness and emotional intelligence among secondary school teachers.

Keywords: *Teacher Effectiveness, Emotional Intelligence, Secondary School Teachers*

In educational process, an effective teacher occupies a place of remarkable position. There is an unprecedented demand for effective teachers in the present scenario of high complexity and specialization. This is to lead the multitudes of school children on the lane of enrichment and advancement. An effective teacher is that who helps in developing among students the basic skills, understanding, proper work habits, desirable attitude, value judgment and adequate personal adjustment.

Teacher effectiveness means perfection, the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity and learning in the teacher. Effective teacher has the potential of understanding the students' emotions and their causes, the capability of effectively regulating these emotions in oneself and in others and most importantly being able to use the emotions as a source of information for problem-solving, being creative and dealing with social conditions.

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The concept of teacher effectiveness is multidimensional in nature. Everyone had preconceived idea of a good teacher. An individual believe in the inherent capability of teaching is the result of the training acquired through formal training effectiveness in teaching is the result of dynamic personality of an effective teacher. A teacher who teaches effectively may cover the way for progressive and productive society; on the other hand, the poor teaching would lead to the prolongation of obliviousness, misinterpretation, intellectual and cultural sluggishness in the society. The institution having adequate material resources and appropriately adopted curriculum may all go in waste, if the teacher is not effective. Barr (1952) explains teacher effectiveness as a relationship between teachers, pupils and other persons concerned with educational undertaking. All affected by limiting and facilitating aspects at the immediate situation.

A teacher is the hope for an individual and the country. His personality, behaviour, interests, attitudes and emotions affect students' behavioural pattern. Thus, a teacher should be emotionally intelligent and hence must understand his attributes as well as the same of students in the teaching-learning process.

Emotional intelligence refers to the ability for recognizing our own feelings and those of others, for motivating ourselves and managing emotions in ourselves and in our relationship. This is more essential and required in the life than the theoretical or abstract intelligence. According to Mayer and Salovey (1995) emotional intelligence may be defined as the capacity to reason with emotions in four areas namely to perceive emotions, to integrate it in thought, to understand it and to manage it. They broke emotional intelligence into components like:

1. Self awareness
2. Managing emotions
3. Motivating oneself
4. Empathy and handling relationships

NEED AND SIGNIFICANCE OF THE STUDY

The effectiveness of education system depends on the effectiveness of its teachers. Most of the classroom teaching in India continues to be teacher dominated hence we should pay more attention towards teacher effectiveness so that the future generation are to be adequately prepared to face the changing time. For this purpose, there must be a sound theory at the bottom of teacher effectiveness. Secondary school teachers occupy a place of crucial importance. The future of the country inevitably rests on them. it is prominent for them to earn public recognition by their enlightened devoting and professional efficiency. Higher standards of efficiency and integrity may themselves contribute to their status. Therefore, the present study was conducted on secondary school teachers.

Teacher effectiveness may be influenced by various factors namely teaching experience, professional training, job satisfaction, emotional intelligence, locus of control, burnout etc. Through this study the investigator wants to examine teacher effectiveness in relation to

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emotional intelligence. The investigator also endeavors to compare the teacher effectiveness and emotional intelligence among male & female secondary school teachers, among Govt. & Private teachers and also study the relationship between teacher effectiveness and emotional intelligence among teachers. The results will definitely contribute in the field of teaching.

Objectives of the Study

1. To find out the difference in teacher effectiveness among male and female secondary school teachers.
2. To find out the difference in teacher effectiveness among Govt. and Private secondary school teachers.
3. To find out the difference in teacher effectiveness among secondary school teachers with high, average and low levels of emotional intelligence.
4. To find out the relationship between teacher effectiveness and emotional intelligence among secondary school teachers.

Hypotheses of the Study

1. There exists no significant difference in teacher effectiveness among male and female secondary school teachers.
2. There exists no significant difference in teacher effectiveness among Govt. and Private secondary school teachers.
3. There exists no significant difference in teacher effectiveness among secondary school teachers with high, average and low levels of emotional intelligence.
4. There exists no significant relationship between teacher effectiveness and emotional intelligence among secondary school teachers.

METHODOLOGY

The descriptive survey method has been adopted for the present study.

Sample

A sample of 200 secondary school teachers was taken from 10 schools of Hoshiarpur district of the state of Punjab at random. Out of these, 100 teachers (50 male and 50 female) were taken from Govt. and 100 (50 male and 50 female) from Private senior secondary schools.

Tools Used

1. Teacher Effectiveness Scale by Kulsum (2000).
2. Emotional Intelligence Scale by Hyde, Pethe and Dhar (2001).

Statistical Techniques Used

Mean, S.D., t-ratio, One way analysis of variance (ANOVA) and Pearson Product- Moment correlation technique were used to analyse the data.

ANALYSIS, RESULT AND DISCUSSION

Table 1: Showing difference in mean scores of male and female & Govt. and Private secondary school teachers on the variable of Teacher Effectiveness

Group	Variable	N	Mean	S.D.	SE _p	t-value
Male	Teacher Effectiveness	100	424.24	67.50	9.34	2.95**
Female		100	451.77	64.50		
Govt.		100	458.37	61.38	9.12	2.46**
Private		100	435.88	67.50		

**Significant at 0.05 level*

Table 1 shows that the difference in mean scores of male and female secondary school teachers on the variable of teacher effectiveness is 2.95, which is significant at 0.05 level of confidence. As the mean score of female secondary school teachers is higher than their counterparts, thus it can be said that female secondary school teachers have higher level of teacher effectiveness.

The results are in line with the findings of Singh (2011) and Goyal and Duggal (2012), Goel (2013) who reported significant difference in teacher effectiveness among male and female secondary school teachers.

Therefore, hypotheses 1 stating “There exists no significant difference in teacher effectiveness among male and female secondary school teachers” stands rejected.

Table 1 depicts that the difference in mean scores of Govt. and Private secondary school teachers on the variable of teacher effectiveness is 2.46, which is significant at 0.05 level of confidence. The mean score of Govt. secondary school teachers is higher than Private, thus it can be said that Govt. secondary school teachers have higher level of teacher effectiveness than Private.

The above result is parallel to the results of the studies conducted by Kaur (2013) who revealed a significant difference in teacher effectiveness among Govt. and Private secondary teachers. On the other hand the studies conducted by Singh (2011), Goyal and Duggal (2012) revealed no significant difference in teacher effectiveness among Govt. and Private secondary teachers.

Therefore, hypotheses 2 stating “There exists no significant difference in teacher effectiveness among Govt. and Private secondary school teachers” stands rejected.

The third hypothesis of the study was:

“There exists no significant difference in teacher effectiveness among secondary school teachers with high, average and low levels of emotional intelligence.”

In order to test this hypothesis, mean scores were calculated for the groups of secondary school teachers with high, average and low levels of emotional intelligence on the variable of

Teacher Effectiveness of Secondary School Teachers in Relation to Their Emotional Intelligence

teacher effectiveness. One-way ANOVA was employed to find out the difference in teacher effectiveness of secondary school teachers with high, average and low levels of emotional intelligence. Results are given in table 3 and 4.

Table 2: Summary of Analysis of Variance for Scores of Teacher Effectiveness of Secondary School Teachers with High, Average and low levels of Emotional Intelligence

Source of Variation	SS	df	MS	F-value
Between groups	367000.15	2	183500.08	26.20*
Within groups	1379756.40	197	7003.84	
Total	1746756.55	199		

*Significant at 0.01 level

Table 2 indicates the F-value after comparing the groups of secondary school teachers having high, average and low levels of emotional intelligence on the variable of teacher effectiveness. The F-value obtained is 26.20, which is significant a 0.01 level of confidence.

Table 3: Showing the Comparison of Mean Scores of Secondary School Teachers at three levels of Emotional Intelligence on the variable of Teacher Effectiveness

Groups Compared	M ₁	M ₂	SD ₁	SD ₂	t-value
High-Low	478.87	396.34	54.22	61.64	7.72*
High-Average	478.87	436.71	54.22	67.62	4.66*
Average-Low	436.71	396.34	67.62	61.64	3.95*

*Significant at 0.01 level

Table 3 reveals that the difference in mean scores between the groups of secondary school teachers with high emotional intelligence (M=478.87) and low level of emotional intelligence (M=396.34) is significant (t=7.72) at 0.01 level of confidence. Difference in the mean scores between the groups of secondary school teachers with high level of emotional intelligence (M=478.87) and average level of emotional intelligence (M=436.71) is found significant (t=4.66) at 0.01 level of confidence. Difference in the mean scores between the groups of secondary school teachers with average level of emotional intelligence (M=436.71) and low level of emotional intelligence (M=396.34) is found significant (t=3.95) at 0.01 level of confidence. The F-value (26.20) obtained after comparing the groups of secondary school teachers with varying levels of emotional intelligence is significant at 0.01 level of confidence.

Hence, the third hypothesis stating “There exists no significant difference in teacher effectiveness among secondary school teachers with high, average and low level of emotional intelligence” stands rejected.

Teacher Effectiveness of Secondary School Teachers in Relation to Their Emotional Intelligence

Table 4: Showing Correlation between Teacher Effectiveness and Emotional Intelligence among Secondary School Teachers

Group	Variable	N	r
Secondary School Teachers	1. Teacher Effectiveness 2. Emotional Intelligence	200	0.26*

**Significant at 0.01 level*

Table 4 shows the values of coefficient of correlation ($r = 0.26$) between teacher effectiveness and emotional intelligence among secondary school teachers is significant at 0.01 level of confidence, meaning thereby, that secondary school teachers with higher emotional intelligence have higher teacher effectiveness.

High emotional intelligence is a significant factor for teacher effectiveness among secondary school teachers. Singh and Jha (2012) and Yadav (2016) theorized that high emotional intelligence of secondary school teachers lead to high teacher effectiveness among them.

Hence, fourth hypothesis stating “There exists no significant relationship between teacher effectiveness and emotional intelligence among secondary school teachers” stands rejected.

CONCLUSION

The paper gives an intense view about teacher effectiveness among secondary school teachers. The study found that there is a significant difference in teacher effectiveness among secondary school teachers w.r.t. to gender and type of the institution. Secondary school teachers with high level of emotional intelligence are higher in teacher effectiveness than teachers with average or low level of emotional intelligence. There exists a positive significant relationship between teacher effectiveness and emotional intelligence among secondary school teachers

Educational Implications

This study helps in understanding the relationship between teacher effectiveness and emotional intelligence. Authorities in the field of education should efforts to increase emotional intelligence of teachers in educational institutions so that teacher effectiveness of teachers also increases. Practical steps must also be thought out and implemented for enhancing emotional intelligence of teachers. Seminars, workshops and teacher training programs can be arranged for teachers to further enhance their effectiveness. Administration and counselors in the field of education can arrange some intervention programs to make teaching more effective. The study also helps the secondary school teachers to make them more effective.

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