



Emotional intelligence and teacher effectiveness of secondary school teachers

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Abstract

An attempt is made in the present investigation to study the impact of gender and medium of instruction on emotional intelligence and teacher effectiveness and also study the correlation of emotional intelligence and teacher effectiveness. A sample of 120 secondary school teachers was selected on the basis of random sampling technique. The emotional Intelligence Scale (EIS) by Hyde, Pethe and Dhar (2002) was used to evaluate the emotional intelligence of the secondary school teachers. The Teacher Effectiveness's Scale (TES) by Dr. Parmod Kumar and D.N. Mutha (1985) was used to assess the teacher effectiveness among secondary school teachers. Descriptive statistics such as Means, SDs and 't' was used to test the hypotheses. The results revealed that there is significant difference in emotional intelligence and teacher effectiveness of secondary school teachers with respect to gender and there is no significant difference in emotional intelligence and teacher effectiveness of secondary school teachers with respect to management. And also there is significant relationship between emotional intelligence and teacher effectiveness of secondary school teachers.

Keywords: emotional intelligence, teacher effectiveness, secondary school teachers, management

Introduction

Teaching effectiveness is a very important aspect of education because effective teaching helps student learning as well as enhancing the students' academic performance or achievement. It has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance by a teacher. Actually "Effective teaching is dependent on the coordination of several components: the objectives, the student, the content, and the teacher" (McKeachie, 1997) [9].

Afe (2003) [1] defined Teaching Effectiveness as the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and ability to inspire good qualities in students.

Emotional intelligence of teachers plays vital role in managing their own life and deal effectively with the feelings of others. Teachers need to develop smooth relationship with students, Teachers, administrators and parents. The holistic approach influences emotionally supportive environment in the classroom, which can be created by a teacher. Emotionally healthy teacher behavior is reflected in characteristic ways of thinking, identifying, managing and expressing feelings. Emotional experience and expression are unique to each teacher and student (Ponmozhi and Ezhilbharathy, 2017) [11].

Review of literature

Manisha Awasthi and Saket Bihari (2014) [8] conducted a study on "A Study of Teacher Effectiveness and Emotional Intelligence among Senior Secondary School Teachers" and found that (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.

Pachaiyappan and Ushalaya Raj (2014) [10] conducted a study on "Evaluating the Teacher Effectiveness of Secondary and Higher Secondary School Teachers" and found that the male and female school teachers do not differ significantly in their teacher effectiveness. The study reveals that there is a significant difference in teacher effectiveness among the school teachers with respect to locale, arts and science stream secondary and higher secondary level, teaching experience and type of school management.

Sarla Rani and Poornima Devi (2015) [12] investigated the effect of gender, type of school and teaching experience on teacher effectiveness. The sample of the present study consisted of 150 teachers selected randomly from Sonapat district of Haryana. Teacher Effectiveness was measured by Teacher Effectiveness scale by Puri and Gakhar (2010). The findings indicate that there exists no significant difference between the male and female school teachers on teacher effectiveness. Significant difference exists between teachers teaching in government and private schools on teacher effectiveness. Also there exists significant difference between teachers having teaching experience below and above 10 years on teacher effectiveness.

Lal Kumar (2016) [7] studied emotional intelligence and

teacher effectiveness of higher secondary school teachers. A sample of 300 higher secondary school teachers from Vellore district was selected for the study. The findings of the study were that there is no significant difference in emotional intelligence and teacher effectiveness of higher secondary school teachers with respect to gender, age, teaching stream and type of family. And also the result indicates that there is no significant relationship between emotional intelligence and teacher effectiveness of higher secondary school teachers.

Aruna Yadav (2016)^[2] investigated the Teacher Effectiveness, Emotional Intelligence and Competence of secondary school teachers. For the present study, 480 teachers and 480 students were listed from 120 schools as a sample. The present study is an ex-post facto type of study involving descriptive survey method. Co-efficient of correlation and t-test are used to analyze the results. The main findings of the present study reveal that the co-efficient of correlation between teacher effectiveness and emotional intelligence of secondary school teachers with respect to total sample study is .70, which is significant beyond .01 levels. It indicates that the relationship between the two variables is positive. Thus a high significant positive relationship is found between teacher effectiveness and emotional intelligence.

Jarrar Ahmad Mohd. Ahmad Khan (2016)^[5] conducted a study on “a study of emotional intelligence of secondary school teachers in relation to their gender, locality and experience” and found that male teachers are dominating female teachers at secondary level on the basis of their emotional intelligence. It is also found that locality does not influence the emotional intelligence of secondary school teachers. The experienced teachers are more emotionally competent than in-experienced teachers.

Bala (2017)^[3] study 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)^[4] 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.

Objectives

The objectives of the present investigation were:

1. To assess the emotional intelligence of secondary school teachers.
2. To evaluate the teacher effectiveness of secondary school teachers.
3. To investigate the relationship between emotional intelligence and teacher effectiveness of secondary school teachers.

Hypotheses

In order to realize the above objectives the following hypotheses are formulated.

1. There is significant difference in emotional intelligence of male and female secondary school teachers.
2. There is significant difference in emotional intelligence of secondary school teachers working in government and private schools.
3. There is significant difference in teacher effectiveness of male and female secondary school teachers.
4. There is significant difference between government and private secondary school teachers in their teaching effectiveness.
5. There is significant relationship between emotional intelligence and teaching effectiveness of secondary school teachers.

Methodology

Sample

A sample of 120 (60 male and 60 female) secondary school teachers from various government and private schools located in and around Tirupati Chittoor District of Andhra Pradesh constituted the sample of the present study.

Tools

Emotional Intelligence Scale (EIS) developed by Dhar, Hyde and Pethe (2002) is a Likert-type scale consisting of 34 items scale with ten dimension and five response alternatives, which includes ten factors: self-awareness, empathy, self motivation, emotional stability, managing relations, integrity, self-development, value-orientation, commitment and altruistic behavior. Participants were asked to respond on a five-point Likert-scale ranging from 5 for ‘strongly agree’ to 1 for ‘strongly disagree’. The minimum and maximum possible score is 34 and 170. The reliability coefficient of the scale was found to be .87

The Teacher Effectiveness Scale (TES) by developed by Dr. Parmod Kumar and D.N. Mutha (1985). This scale has 69 highly discrimination items which are positively worded. These items are given a score of five, four, three, two and one for strongly agree, agree, undecided, disagree and strongly disagree respectively. The sum of these values gives the teacher effectiveness score for the subject. The total score varies from 69 to 345, showing lowest teacher effectiveness to highest teacher effectiveness. The reliability coefficient of the scale was found to be .88.

Procedure

After receiving the permission from the head of the institutions of the various secondary schools, the teachers were contacted by the researcher. They were requested to fill the questionnaires without omitting any item. All the completed forms were used for data analysis using statistical measures such as mean, standard deviation, t-test and product-moment correlation.

Statistical Analysis

The obtained data from the sample are subjected to Descriptive Statistics such as Means, SDs, ‘t’ and product-moment correlation tests wherever necessary to test the hypotheses.

Analysis and Interpretation

Table 1: Emotional Intelligence of Male and Female Secondary School Teachers

Gender	N	Mean	S.D	t-value	Significance level
Male	60	110.20	16.20	2.36	0.05
Female	60	116.87	14.70		

The calculated t-value for mean scores of EI of male and female secondary school teachers was found to be 2.36 which is significant at the 0.05 level of significance. This means that male and female teachers differ significantly in terms of their emotional intelligence. Male teachers found to be high emotional intelligence when compared to female teachers. The finding of the present study in line with earlier study of Kamalpreet Kaur Toor (2013) found that male secondary school teachers are more emotionally intelligent than female secondary school teachers. Thus the hypothesis-1 “*there is significant difference in emotional intelligence of male and female secondary school teachers*” is accepted as warranted by the results.

Table 2: Emotional Intelligence of Government and Private Secondary School Teachers

Management	No.	Mean	SD	‘t’ value	Significance level
Government	60	112.17	14.75	0.95	Not Significant
Private	60	114.90	16.65		

When the emotional intelligence of government and private secondary school teachers was compared the difference in mean scores was found to be statistically insignificant. Indicating that management would not show any significant impact on emotional intelligence. The finding of the present study contradictory with earlier findings of Pachaiyappan *et al.* (2016) found that there is significant difference between the emotional intelligence of the teachers working in private and government secondary school. Thus the hypothesis -2 “*there is significant difference in emotional intelligence of secondary school teachers working in government and private schools*” is rejected.

Table 3: Teacher Effectiveness of Male and Female Secondary School Teachers

Gender	N	Mean	S.D	t-value	Significance level
Male	60	201.83	44.31	2.15	0.05
Female	60	218.31	39.55		

When the mean scores of teacher effectiveness of male and female secondary school teachers were compared, the t – value was found to be 2.16, indicating a significant difference exist between male and female secondary school teachers. Indicating that, there is significant difference between teacher effectiveness of male and female secondary school teachers. The results are in line with the findings of Singh (2011) and Goyal and Duggal (2012), Goel (2013), Umasankar Dash and & Pranab Barman (2016) who also found that there is significant difference in teacher effectiveness among male and female secondary school teachers. Thus the hypothesis -3 “*there is significant difference in teacher effectiveness of male*

and female secondary school teachers” is accepted.

Table 4: Teacher Effectiveness of Government and Private Secondary School Teachers

Management	No.	Mean	SD	‘t’ value	Significance
Government	60	216.67	40.50	0.68	Not Significant
Private	60	207.50	43.22		

The comparison of mean scores of teacher effectiveness of government and private secondary school teachers do not differ significantly in their teacher effectiveness. Indicating that type of management would not show any significant impact on teacher effectiveness. The finding of the present study opposite of earlier study of Sarala Rani and Poornima Devi (2015) [12] and Meena Kumari and Dinesh Chahal (2017) found that significant difference exists between teachers teaching in government and private schools on teacher effectiveness. Thus the hypothesis – 4 “*there is significant difference between government and private secondary school teachers in their teaching effectiveness*” is rejected.

Table 4: Relationship between Emotional Intelligence and Teacher Effectiveness of Secondary School Teachers

Variables	Value of correlation coefficient	SE	Confidence Interval (95%)
Emotional Intelligence	0.432	0.073	0.285 to 0.576
Teacher Effectiveness			

The above table shows that the value of co-efficient of correlation between emotional intelligence and teaching effectiveness is. 0432. It represents a strong degree of positive relationship between two variables which is an indicative of positive correlation between the above two variables. Hence, there is positive correlation between emotional intelligence and teaching effectiveness of school teachers working in secondary schools. The finding of the present study in line with earlier studies of Manisha Awasthi and Saket Bihari (2014) [8], Aruna Yadav (2016) [2] Ranju Bala (2017) [3] who also found that there exists positive and significant relationship between teacher effectiveness and emotional intelligence among secondary school teachers. Thus the hypothesis – 5 “*there is significant relationship between emotional intelligence and teaching effectiveness of secondary school teachers*” is accepted.

Major Findings

1. There is significant difference in emotional intelligence and teacher effectiveness of secondary school teachers with regard to gender. Male teachers are emotionally intelligent that female school teachers. Male teachers are more effective than female school teachers.
2. There is no significant difference in emotional intelligence and teacher effectiveness of secondary school teachers with regard to type of management.
3. There is significant relationship between emotional intelligence and teacher effectiveness of secondary school teachers.

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