

A STUDY OF TEACHER EFFECTIVENESS IN RELATION TO EMOTIONAL INTELLIGENCE AT SECONDARY SCHOOL LEVEL

RESHU GARG*

SAYEDIL ISLAM**

Abstract:

The present study aims to find out the teacher effectiveness in relation to emotional intelligence of secondary school teachers of Aligarh district. By using the random sampling technique investigators collected a sample of 200 teachers from Aligarh district. Teacher Effectiveness Scale (TES) developed by Kumar &Mutha and Roqan Emotional Intelligence Test (REIT) constructed and standardized by Prof. RoqanZainnudin and Anjum Ahmad used for data collection purpose. Data was analyzed by using mean, SD, Pearson's product moment correlation and t-test. The major findings of the study revealed that;1) There is no significant relationship exists between emotional intelligence and teacher effectiveness of secondary school teachers. 2) There is a significant difference exists in the teacher effectiveness of male and female secondary schools teachers. 3) No significant difference exists in the teacher effectiveness of more experienced and less experienced secondary school teachers. 4) There is a significant difference exists in teacher effectiveness of government and private school teachers. 5) No significant difference exists in the emotional intelligence of male and female teachers of secondary schools. 6) There is no significant difference exists in the emotional intelligence of more experienced and less experienced secondary school teachers. 7) There is no significant difference exists in the emotional intelligence of government and private school teacher.

Keywords: Teacher effectiveness, Emotional intelligence, Secondary school.

* **M.Ed. Student, Department of Education, A.M.U., Aligarh, U.P., India.**

** **Ph.D. Scholar, Department of Education, A.M.U., Aligarh, U.P., India.**

Introduction:

The chief concern of the education system is to bring about reformation in all its sectors to achieve its goal. As a result, the whole education system is focusing its attention on movements of Teacher Effectiveness, School improvement and qualitative measures. In this movement Teacher Effectiveness is the salient concern for researchers, policy makers and practitioners. Teaching is a complex phenomenon involving teachers, pupils and subject matter in a dynamic interaction. Therefore the Education Commission Report (1944-66) rightly emphasized the role of the teacher in the educational process thus, “The most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community”. The commission further added, “Even the best curriculum and the perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers.”

The Teacher plays a significant role in the process of bringing desirable changes in the learners. That is why **Kothari Education Commission** highlighted the work of the teacher as follows” The destiny of the nation is being shaped in the classroom.” All most all the reports and various commissions upheld the point that the quality of life of the citizens of any society depends upon the quality of education it provides. In turn, the quality of education depends upon the highly influential factor of the education system called the quality teacher. It is an accepted fact that the teacher occupies a pivotal position in the education system of any society. Because of this reason Teacher Effectiveness, teacher’s quality, qualification, nature of work etc., draw the utmost attention of research scholars and educationists. Gold Haber D and Anthony E (2007) opined that it is the teacher who matters the most. An effective teacher can play a dynamic role in the uplift of the standard of education in meeting the actual demands of the society. This essentially requires the teacher to strengthen the education system by revitalizing its various components. This act truly demands a balanced personality and an Emotional Intelligence on the part of the teacher.

Rationale of the study:

The world is becoming more and more competitive. With the advent of technology and recent globalization, the complexities of life have increased manifold. Parents think that their children

are able to perform very high and this desire puts a lot of pressure on students, teachers, schools, and, in the educational system. These environmental pressures require an apt combination of intellectual and emotional wealth to set new standards in teacher education. The teaching profession requires a high level of emotional abilities which include rapport, harmony and comfort while dealing with students. Large-scale reviews of research have consistently shown that emotional and social competencies of teachers have an impact on the behavior of pupils. The feelings of the teachers, the way they behave, the way they handle situations, and the way they control their lives is all seen as well as absorbed by students. Therefore the teacher has to be an empathetic person who understands the feelings of students and has competency necessary for good teaching (Olson and Wyett, 2000). Research findings have revealed that teachers who are highly Emotionally Intelligent are better equipped to keep their students engaged in learning activities. They spend more time with the students monitoring their work. whereas teachers with low Emotional Intelligence have less perseverance and often give negative feedback to students (Gibson and Dembo, 1984).

There is no doubt that emotional intelligence will somehow influence the teacher effectiveness. However, there are many questions like-Is there any significant difference between the emotional intelligence of male and female teachers? Is there any impact of teaching experience on teacher effectiveness? How emotional intelligence influences the teacher effectiveness? To get the answers to the above-mentioned questions, the present study has been conducted. It is a humble effort to find out the exact relationship between teacher effectiveness and emotional intelligence of secondary school teachers. The study will try to observe multifaceted effects of different levels of teacher effectiveness and emotional intelligence and suggest ways to minimize problems towards the enhancement of quality teacher education. With these ways, teachers will be able to face the challenges of education more easily.

Objectives of the study:

The investigator has laid the following objectives for the present study –

1. To study the relationship between teacher effectiveness and emotional intelligence of secondary school teachers.
2. To compare the teacher effectiveness of the male and female teachers.

3. To compare the teacher effectiveness of the more experienced and less experienced teachers.
4. To compare the teacher effectiveness of the government and private secondary school teachers.
5. To compare the emotional intelligence of the male and female teachers.
6. To compare the emotional intelligence of secondary school teachers working in government and private schools.
7. To compare the impact of emotional intelligence on teacher effectiveness of male and female secondary school teachers.

Hypotheses of the study:

Since the formulation of hypotheses prior to data collection is an important aspect to find out the tentative solution of any research problem for a judicious research, furthermore it also provides direction to data gathering process and gives direction to research.

By considering the significance of formulation of hypotheses, researcher formulated following null hypotheses in the light of above mention objectives for exploratory verification.

Ho1. There is no significant relationship between emotional intelligence and teacher effectiveness of secondary school teachers.

Ho2. There is no significant difference in the teacher effectiveness of male and female secondary schools teachers.

Ho3. There is no significant difference in the teacher effectiveness of more experienced and less experienced secondary school teachers.

Ho4. There is no significant difference in teacher effectiveness of government and private school teachers.

Ho5. There is no significant difference in the emotional intelligence of male and female teachers of secondary schools.

Ho6. There is no significant difference in the emotional intelligence of more experienced and less experienced secondary school teachers.

Ho7. There is no significant difference in the emotional intelligence of government and private school teacher.

Research Methodology:

Survey and descriptive research have been used for this study.

Sample size:

In order to carry out the above-mentioned study, the investigators, first of all, prepared a list of all the secondary schools situated in Aligarh city. After enlisted the schools, a sample of 13 secondary schools was selected randomly. In the second phase, a list of all the teachers working in these selected secondary schools. The investigators randomly selected 200 teachers as the sample of this study.

Tools used for the study:

The investigator used Standardized Teacher Effectiveness Scale (TES) developed by Kumar & Mutha and Roqan Emotional Intelligence Test (REIT) constructed and standardized by Prof. Roqan Zainnudin and Anjum Ahmad.

Statistical techniques used:

The investigators used Mean, Standard Deviation (SD), Pearson's product moment correlation coefficient and t-test statistical techniques for the purpose of data analysis.

Analysis and interpretation of data:

Objective-1: *To study the relationship between teacher effectiveness and emotional intelligence of secondary school teachers.*

Hypothesis- (Ho1): *There is no significant relationship between emotional intelligence and teacher effectiveness of secondary school teachers.*

Table -1: Showing the correlation between Teacher Effectiveness and Emotional Intelligence

Total Numbers of teachers	Correlation coefficient between Teacher Effectiveness and Emotional Intelligence	Remarks	Hypothesis
200	.043	Correlation not significant	Accepted

Interpretation: From the above the table it can be inferred that there exists a very poor correlation between Teacher Effectiveness and Emotional Intelligence of secondary school teachers of Aligarh District. Hence, the hypothesis stating that there would be no significant relationship between teacher effectiveness and emotional intelligence is accepted.

Objective-2: To compare the teacher effectiveness of the male and female teachers.

Hypothesis-(Ho2): There is no significant difference in the teacher effectiveness of male and female secondary schools teachers.

Table – 2: Showing the comparison of mean scores of teacher effectiveness of male and female teachers of secondary schools

Sample groups	N	Mean	SD	df	t- value	Level of significance	Null Hypothesis
Male	70	303.67	32.883	198	-3.633	0.001	Rejected
Female	130	318.03	22.637				

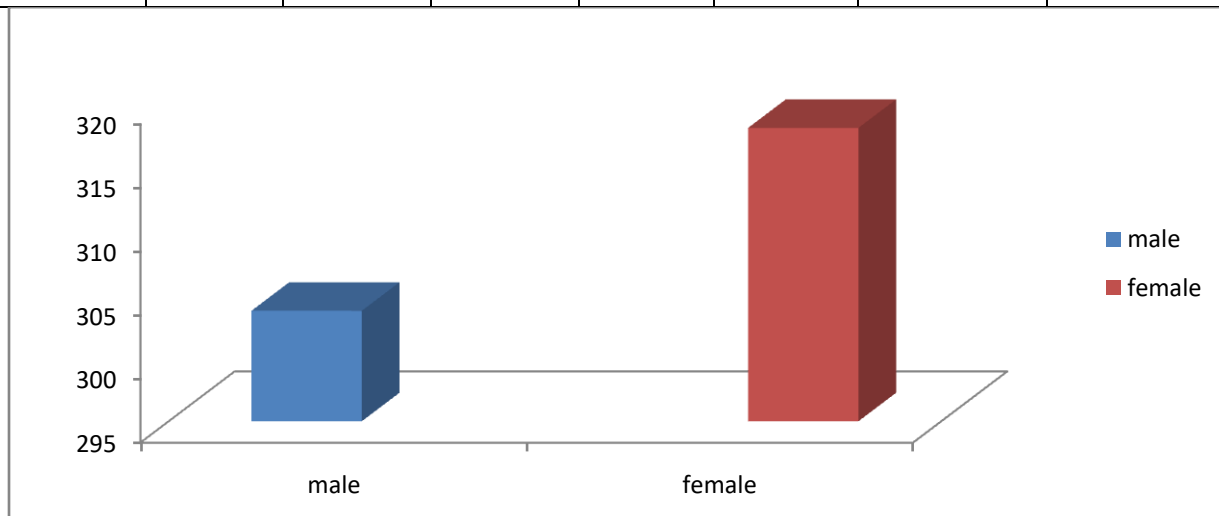


Figure 2: Shows mean score of male and female teachers of secondary schools teachers.

Interpretation: From the above table, it may be inferred that the mean teacher effectiveness score of female teachers is more than the male teachers. Hence, the null hypothesis H02 is rejected and it is concluded that female teachers are more effective than the male teachers.

Objective-3: To compare the teacher effectiveness of the more experienced and less experienced teachers.

Hypothesis (Ho3): There is no significant difference in the teacher effectiveness of more experienced and less experienced secondary school teachers.

Table – 3: Showing the comparison of teacher effectiveness of below 10 years and above 10 years' experience of secondary school teachers

Sample groups	N	Mean	SD	df	t- value	Level of significance	Null Hypothesis
Experience of below 10 years	120	313.08	28.913	198	.097	0.05	Accepted
Above 10 years	80	312.70	25.133				

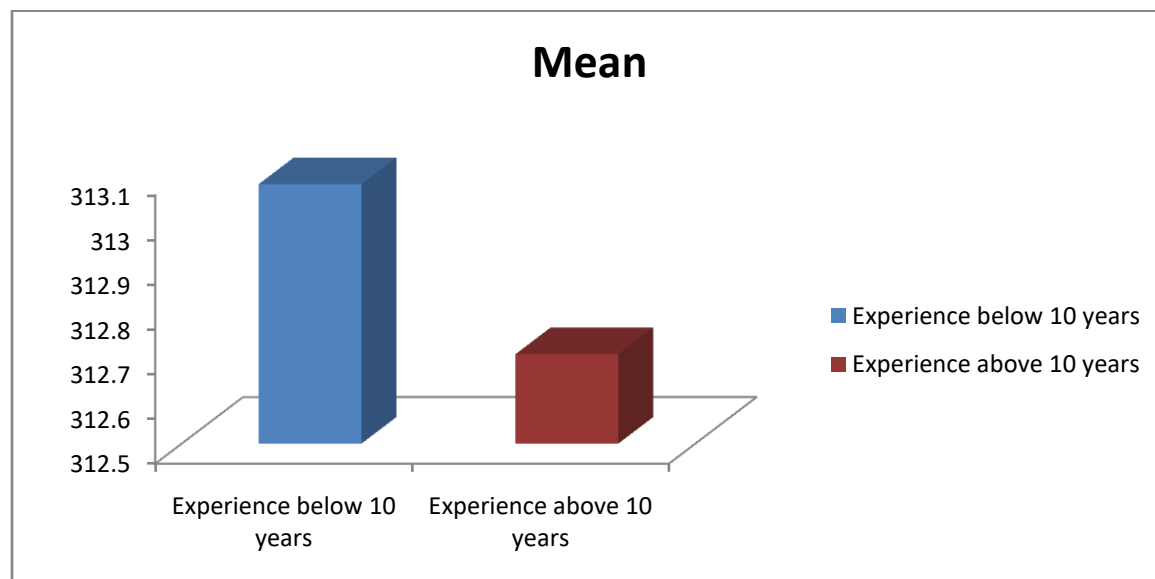


Figure-3: Shows mean scores of below and above 10 years' experiences of the teaching of secondary school teachers

Interpretation: The above table 4.3 shows that there is no significant difference between high and low teaching experiences of secondary school teachers on the measure of Teaching Effectiveness. The mean & SD scores of below 10 years of teaching experiences of teachers are 313.08 and 28.913. The mean and SD of above 10 years of teaching experiences of teachers are 312.70 and 25.133 respectively. The 't' value is computed to be 0.097, which is insignificant. The finding leads the researcher to conclude that none of the group is found to be superior to another group with respect to their teaching effectiveness. Therefore the null hypothesis is accepted at 0.05 level of significance.

Objective-4: To compare the teacher effectiveness of the government and private secondary school teachers.

Hypothesis-(Ho4): There is no significant difference in teacher effectiveness of government and private school teachers.

Table – 4: Showing comparison of teacher effectiveness of government and private secondary school teachers

Sample groups	N	Mean	SD	df	t- value	Level of significance	Hypothesis
Government	79	318.05	27.118	198	2.155	0.05	Rejected
Private	121	309.59	27.173				

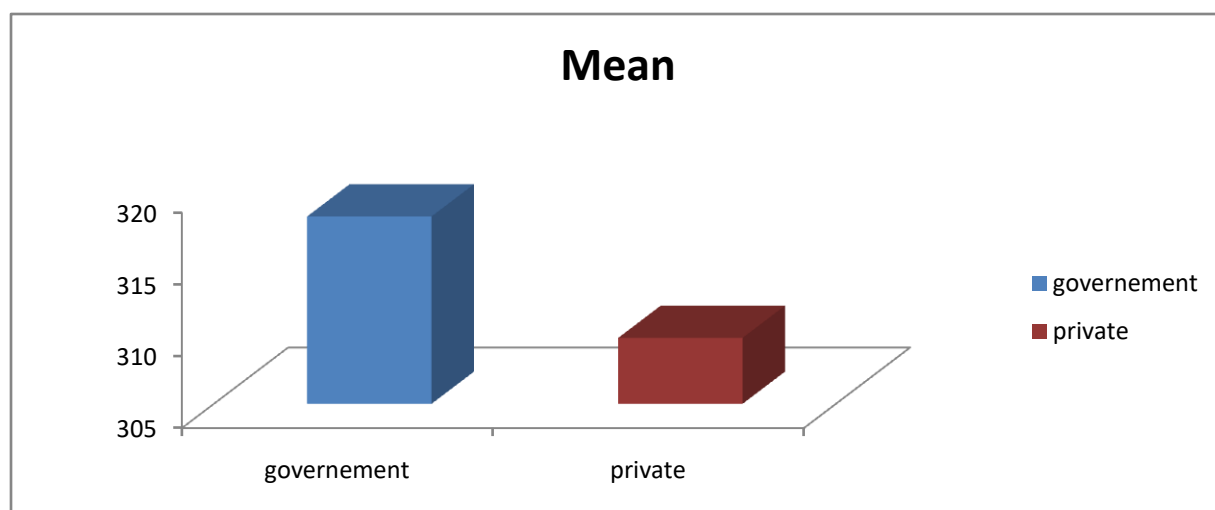


Figure-4: Shows mean scores of government and private teachers of secondary schools

Interpretation: The above table 4 shows that there is a significant difference between government and private groups of teacher on the measures of teaching effectiveness. The mean and SD scores of government groups are 318.05 and 27.118. The mean and SD of private groups of teachers are 309.59 and 27.173 respectively, the calculated 't' value is found to be 2.155, which is significant, the null hypothesis rejected. So the finding leads the researcher to conclude that both government and private groups of teacher performed similarly on the measure of teaching effectiveness.

Objective-5: To compare the emotional intelligence of the male and female teachers.

Hypothesis-(Ho5): There is no significant difference in the emotional intelligence of male and female teachers of secondary schools.

Table – 5: Showing comparison of Emotional Intelligence of male and female secondary school teachers

Sample groups	N	Mean	S.D.	df	t- value	Level of significance	Hypothesis
Male	70	69.13	5.424	198	.215	0.05	Accepted
Female	130	68.96	5.154				

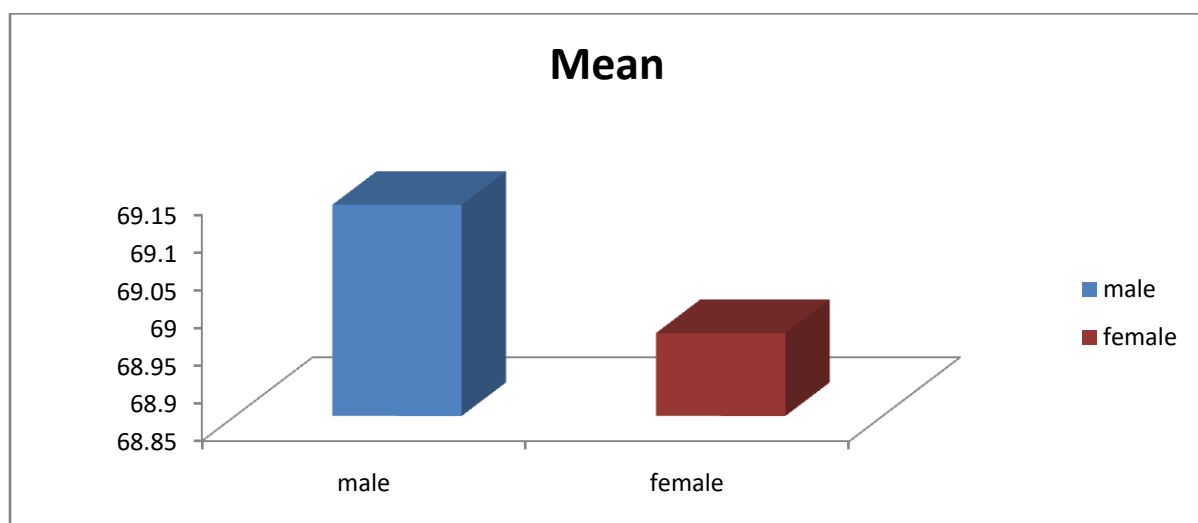


Figure-5: Shows mean scores of male and female teachers' respondents on Emotional Intelligence

Interpretation: It is clear from the above table that there is no significant difference between male and females groups on the measures of Emotional Intelligence. The mean value of above groups is 69.13 and 68.96 respectively, whereas the SD scores of the above these two groups are 5.424 and 5.154. The obtained' value for the two compared groups is found to be .215 which is not significant. It may be inferred from that superiority of one group over another group cannot be ascertained in relation to their Emotional Intelligence.

Objective-6: *To compare the emotional intelligence of secondary school teachers working in government and private schools.*

Hypothesis-(Ho6): *There is no significant difference in the emotional intelligence of more experienced and less experienced secondary school teachers.*

Table –6: Showing the comparison of Emotional Intelligence of below 10 years and above 10 years experiences of secondary school teachers

Sample groups	N	Mean	S.D.	df	t- value	Level of significance	Hypothesis
Experience of below 10 years	120	68.94	5.292	198	-.258	0.05	Accepted
Above 10 years	80	69.14	5.185				

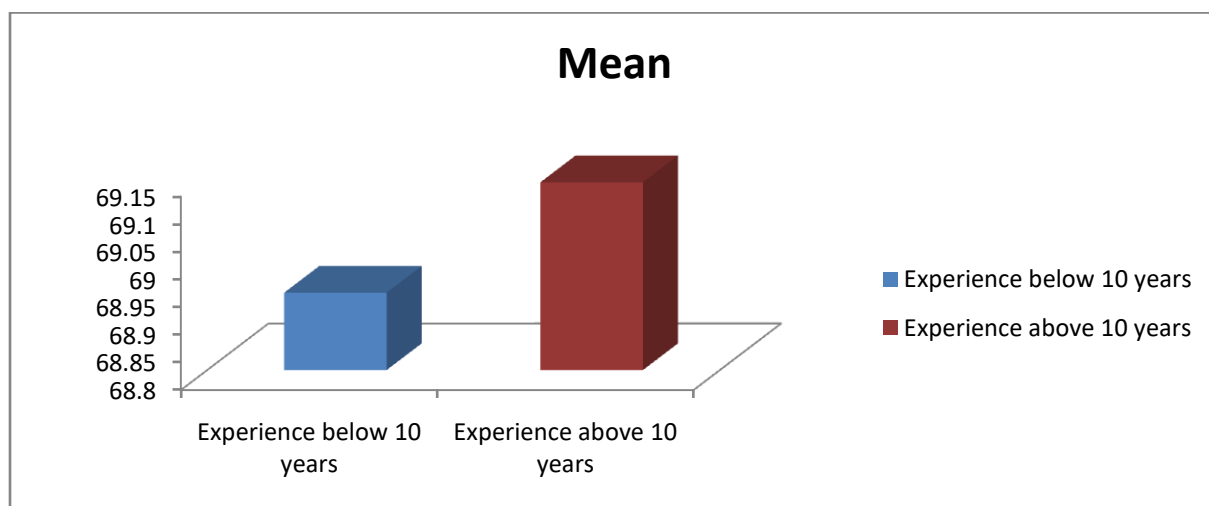


Figure-6: Shows mean scores of below and above 10 years experiences of the teaching of secondary school teachers

Interpretation:As indicated in the table no -6 the mean score of 120 teachers having 1to 10 years experiences is 68.94 and the standard deviation is 5.292 and the mean score of 80 teachers having 11 to above years experiences is 69.14 standard deviation is 5.185. When the ‘t’ test is applied ‘t’ value computed is -.258 which is not significant at 0.05 level. This means there is no significant difference between the emotional intelligence of teachers teaching experience 1 to 10 years and 11 to above years at the secondary school level. Therefore Hypothesis no 6 is accepted.

Objective-7:*To compare the impact of emotional intelligence on teacher effectiveness of male and female secondary school teachers.*

Hypothesis-(Ho7): *There is no significant difference in the emotional intelligence of government and private school teacher.*

Table – 7:Showing comparison of Emotional Intelligence of government and teachers of secondary school teachers

Sample groups	N	Mean	S.D.	df	t- value	Level of significance	Hypothesis
Government	79	68.13	5.757	198	-1.963	0.05	Accepted
Private	121	69.60	4.804				

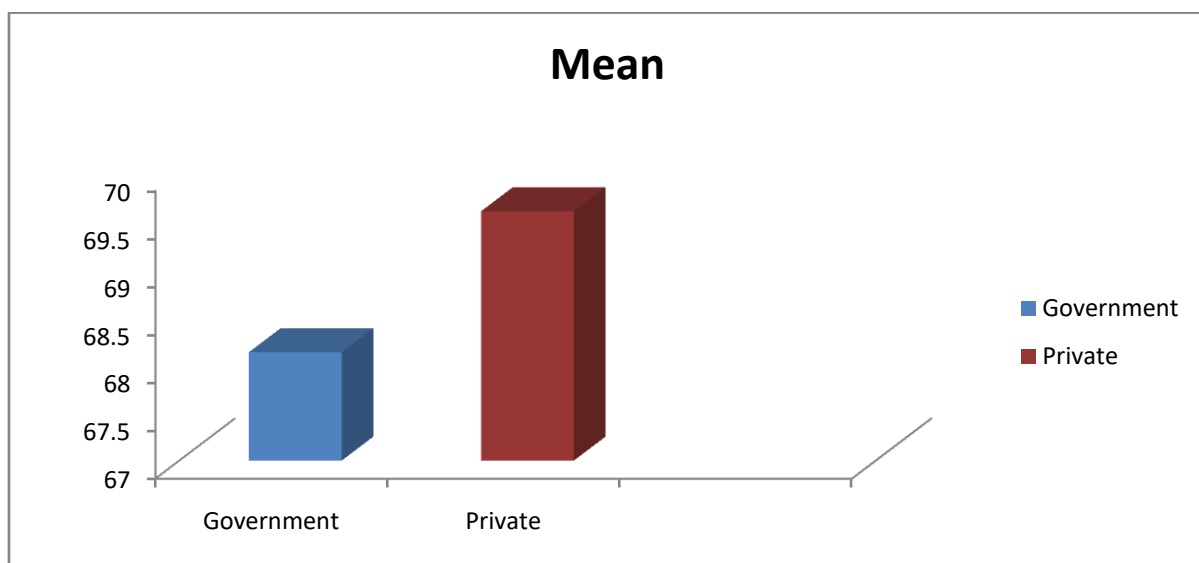


Figure-7: Shows mean scores of government and private teachers of secondary schools

Interpretation:As indicated in the table no -7 shows the mean score of government school teachers teaching is 68.13 and the mean score of Private schools teachers teaching is 69.60. The Standard deviation of government schools teachers teaching is 5.757 and Private schools teachers teaching is 4.804. When two means were put to 't' test the 't' value was found -1.963 which is not significant at 0.05 level. So the Hypothesis is accepted. The result leads us to conclude that there is no significant difference in the emotional intelligence of Government schools teachers teaching and Private schools teachers teaching at secondary school level.

Conclusion:

The investigators have drawn some conclusions which are being presented below:-

- There exists a poor correlation between teacher Effectiveness and Emotional Intelligence of secondary schools teachers.
- The female teachers are more effective than male teachers of the secondary schools.
- There is no significant difference between the less and more experienced teachers, which leads that none of the group is found to be superior to another group with respect to their teaching experiences.
- The government and the private teachers performed similar on the measure of teaching effectiveness and none of the group is superior to other.
- The male and female both have the similar level of Emotional Intelligence.
- The experienced teachers do not affect the Emotional Intelligence of teachers at secondary level.
- Types of institutions do not affect the Emotional Intelligence of teachers teaching at secondary school level.

References:

1. Antonanzas, J.L. &Salavera, C. (2014). Emotional Intelligence and Personality in student teachers,*Procedia – Social and Behavioral Sciences*, Vol. 132, 492-496, retrieved from <https://doi.org/10.1016/j.sbspro.2014.04.342>
2. Arnold (2006). Study phase and the relationship between research productivity and teaching effectiveness,*Journal of Economic Literature*, retrieved from <http://dx.doi.org/10.2139/ssrn.936368>.

3. Arokidoss, S.A. (2005). "Teacher Effectiveness of College Teachers", *perspective in education*, vol. 21 (2), pp. 106-116
4. Awang. M., Singh, B. & Dzulkarnain, I. (2012). An Analysis of the Relationship between Effective Teaching and Effective Learning 56, 594-601.
5. Bell & Little. (2008). Approaches to Evaluating Teacher Effectiveness: A research synthesis. An article, retrieved from <http://files.eric.ed.gov/fulltext/ED543776.pdf>.
6. Best. J.W. (1983). *Research in Education*, Prentice Hall of India Pvt., New Delhi.
7. Bhat, H. R., & Shah, A. H. (2015). A Study of Emotional Intelligence and its relation with Academic Achievement. *International Journal of Trend in Research and Development*. 2 (6) ISSN: 2394-9333.
8. Cazan, M. A., & Nastasa, E. L. (2014). Emotional Intelligence, Satisfaction with Life Burnout among university students. 180, 1574-1578. <https://doi.org/10.1016/j.sbspro.2015.02.309>.
9. Doinita N. E. (2015). Adult Attachment, Self-esteem and Emotional Intelligence. 187, 570-574. <https://doi.org/10.1016/j.sbspro.2015.03.106>.
10. Goleman, D. (1995). 'Emotional Intelligence,' New York, Bantam Books (pp. 312-333).
11. Good, C.V. (1973). *Dictionary of Education*. Mac Graws Hill Book Company.
12. Gunkel, M., & Schlaegel, C. (2016). Cultural values, emotional intelligence, and conflict handling style: A global study. *Journal of World Business*. 51 (4), 568-585.
13. Hassan, N. (2015). Relationship between Emotional Intelligence (EI) and Teaching Effectiveness among Lecturers at University. *International Journal of Social Science and Humanity*, 5(1).
14. Kagathala, A.B. (2002). "A study of the Effectiveness of Teachers of Secondary Schools in Gujarat", *Journal of Education and Psychology*.
15. Rahman, F., Jumani, N. B. Akhter, Y., Chisthi, S. H., & Ajmal, M. (2011). Relationship between training of teachers and effectiveness teaching. *International Journal of Business and Social Science*, 2(4), 150-160.