

Research Paper in
Education



MEMBER OF
Crossref



Dr. A.C. Lal Kumar

Assistant Professor for
M.Ed., G.E.T. College of
Education, Vidyasankara
Puram, Paradarami,
Gudiyattam, Vellore,
Tamil Nadu

Emotional Intelligence and Teacher Effectiveness among Higher Secondary School Teachers

Abstract

Education is a nation building task and the process of education is largely lies in the hands of teacher. In the formal education system, infrastructure, finance and community support was provided by Government and stakeholders of education. But the process of molding the future citizens of India depends upon the quality of teacher. Effective teaching is a par excellence attribute of quality education. An effective teacher may be understood as one who helps in the development of basic skills, understanding, proper work habits, desirable attitude and value judgment. Teacher effectiveness concerns with these outcomes and the objectives of education. This study has focus on 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.

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

Introduction

Emotional Intelligence is the type of Social Intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions. Perceiving Emotions: The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions. Reasoning with Emotions: The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

EI is a fundamental element of human behavior which harmonizes the cognitive and emotional minds. Emotionally intelligent behavior is reflected in the ability to think constructively and behave wisely. Those who develop their emotional intelligence are usually more successful in their academic and professional life, for EI and job success go in hand in hand (Bradberry and Greaves, 2009).

Peter Salovey and John Mayer, Two Psychologists from Yale University coined the phrase EI in 1990 in the Journal Imagination, Cognition and Personality. However, the concept of emotional intelligence gained popularity through Goleman's (1995) best seller titled "Emotional Intelligence". He defined EI in 1998 as "Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in our selves our relationships. Emotional intelligence adds emotional stability that makes us capable and efficient in establishing successful interpersonal relationships. The emotional intelligence at the most general refers to the ability to recognize and regulate emotions in one self and in others. It strongly appears that emotional intelligence influenced day to day problem solving in schools, communities and business organizations. At individual level it predicts communication and business skills morality, leadership, problem solving and aesthetics. Now, the contemporary view of intelligence is that the emotions and cognition can work hand in hand.

Salovey and Mayer (1997), "Emotional Intelligence involves the ability to perceive accurately, the appraisal and expression of emotions; the ability to access and/or generate feelings when they facilitate thought: the ability to understand emotion and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth".

Teacher Effectiveness

In order to identify an effective teacher, the role and contribution of the teacher to the product of education needs to be examined. This unfolds that good teacher should possess the knowledge of learner's characteristics, learning process, classroom management, requisite skills to be able to contribute significantly to the outcome of educational process which is the growth of students in the right direction. There are many activities in this respect. The effectiveness of the educational system largely depends upon the active, resourceful and competent teachers. An effective teacher not only imparts the entire educational curricula allotted to him in the best and most efficient manner but also ensures the best possible academic performance and an optimum development of the personalities among children. In the present scenario when there is a fierce competition in every sphere of life, effectiveness of teachers becomes imperative to empower the students for facing the emerging challenges of global world.

Teacher effectiveness concerns with these outcomes and the objectives of education. It aims at the effects of a teacher in the classroom situation. Teaching in the classroom depends upon how the teacher performs. According to Southern (1974), an effective teacher is the one who has a sense of humor, ability to explain things clearly so that students can easily understand what is being taught, ability to make any subject interesting to learn, ability to control the class, ability to be ready and willing to help students when they need and ability to be as fair as possible in dealing with students. In the words of Anderson (1991), "An effective teacher is the one who is quite consistently achieves goals, which either directly or indirectly focuses on the learning of his/her students." The positive and negative behaviors exhibited by teachers determine, to a great extent their effectiveness in the classroom and, ultimately, the impact they have on student achievement.

Need of the Study

Emotional intelligence plays vital role in development of mental and psychological health and perspectives of youth which are tomorrow's future. People who are emotionally intelligent, deal with fluctuating emotions effectively and hence lead a much happier life than those who cannot control their emotions well. This study focuses on the emotional intelligence of secondary school level orphan students. Behavioral and emotional disorders are highly prevalent among orphan children with residential care that needs to be addressed. Moreover, measure for early identification and intervention will improve the quality of life of the orphan population. So this study will help to find emotional intelligence among teacher effectiveness of higher secondary teachers. Teaching profession is one of the most challenging one. It is the responsibility of the teacher to develop his students so that they can become individually, socially useful. Not only the academic responsibilities, but teachers have to shoulder many administrative duties in the institution. Compared to other professions, teachers are underpaid in India. If they are to perform their strenuous duty effectively their working conditions should be made life satisfactory.

Objectives

- To study the difference if any, in emotional intelligence and teacher effectiveness of higher secondary school teachers regard to gender.
- To study the difference if any, in emotional intelligence and teacher effectiveness of higher secondary school teachers regard to age.
- To study the difference if any, in emotional intelligence and teacher effectiveness of higher secondary school teachers regard to teaching stream.
- To study the difference if any, in emotional intelligence and teacher effectiveness of higher secondary school teachers regard to type of family.
- To study the relationship between emotional intelligence and teacher effectiveness of the higher secondary school teachers.

Hypotheses

1. There is no significant difference in emotional intelligence and teacher effectiveness of higher secondary school teachers with regard to gender.
2. There is no significant difference in emotional intelligence and teacher effectiveness of higher secondary school teachers with regard to age.

3. There is no significant difference in emotional intelligence and teacher effectiveness of higher secondary school teachers with regard to teaching stream.
4. There is no significant difference in emotional intelligence and teacher effectiveness of higher secondary school teachers with regard to type of family.
5. There is no significant relationship between emotional intelligence and teacher effectiveness of the higher secondary school teachers.

Sample: The sample was restricted to 300 higher secondary school teachers from different schools in Vellore District of Tamil Nadu State.

Tools

- Emotional Intelligence Scale by Anukool Kyde, Sunjyat Dethe & Upinder Dhar (2001).
- Teacher Effectiveness Scale by Umme Dixit (1993).

Analysis of Data

Table 1: Emotional Intelligence with respect to Gender

Gender	N	Mean	SD	t-value	Level of Significance
Male	157	339.23	81.74	0.059	NS
Female	143	343.54	95.73		

From Table-1, the calculated t-value 0.059 is lesser than the table value of 1.96 at 0.05 level of significance. Thus there is no significant difference in emotional intelligence of higher secondary school teachers with regard to gender.

Table 2: Emotional Intelligence with respect to Age

Age	N	Mean	SD	t-value	Level of Significance
Below 30	238	341.96	88.19	1.024	NS
Above 31	62	331.03	89.95		

From Table-2, the calculated t-value 1.024 is lesser than the table value of 1.96 at 0.05 level of significance. Thus there is no significant difference in emotional intelligence of higher secondary school teachers with regard to age.

Table 3: Emotional Intelligence with respect to Teaching Stream

Teaching Stream	Sum of Squares	Mean Squares	df	F	Level of Significance
Between Groups	3379.137	1689.568	2	0.214	NS
Within	2341966.633	7885.410	297		

Groups				
Total	2345345.770		299	

From Table-3, the calculated F-value 0.214 is lesser than the table value of 3.00 at 0.05 level of significance. Thus there is no significant difference in emotional intelligence of higher secondary school teachers with regard to teaching stream.

Table 4: Emotional Intelligence with respect to Type of Family

Type of Family	N	Mean	SD	t-value	Level of Significance
Nuclear	140	336.30	88.58	0.790	NS
Joint	160	345.65	88.59		

From Table-4, the calculated t-value 0.790 is lesser than the table value of 1.96 at 0.05 level of significance. Thus there is no significant difference in emotional intelligence of higher secondary school teachers with regard to type of family.

Table 5: Teacher Effectiveness with respect to Gender

Gender	N	Mean	SD	't' Value	Level of Significance
Male	157	136.57	50.37	0.028	NS
Female	143	136.40	58.72		

From Table-5, the calculated t-value 0.028 is lesser than the table value of 1.96 at 0.05 level of significance. Thus there is no significant difference in teacher effectiveness of higher secondary school teachers with regard to gender.

Table 6: Teacher Effectiveness with respect to Age

Age	N	Mean	SD	t-value	Level of Significance
Below 30	238	133.84	53.45	0.386	NS
Above 31	62	146.69	57.30		

From Table-6, the calculated t-value 0.386 is lesser than the table value of 1.96 at 0.05 level of significance. Thus there is no significant difference in teacher effectiveness of higher secondary school teachers with regard to age.

Table 7: Teacher Effectiveness with respect to Teaching Stream

Teaching Stream	Sum of Squares	Mean Squares	df	F	Level of Significance
Between Groups	2280.314	1140.157	2	0.383	NS
Within Groups	883440.683	2974.548	297		
Total	885720.997		299		

From Table-7, the calculated F-value 0.383 is lesser than the table value of 3.00 at 0.05 level of significance. Thus there is no significant difference in

teacher effectiveness of higher secondary school teachers with regard to teaching stream.

Table 8: Teacher Effectiveness with respect to Type of Family

Type of Family	N	Mean	SD	t-value	Level of Significance
Nuclear	140	137.26	56.04	0.228	NS
Joint	160	135.82	53.14		

From Table-8, the calculated t-value 0.228 is lesser than the table value of 1.96 at 0.05 level of significance. Thus there is no significant difference in teacher effectiveness of higher secondary school teachers with regard to type of family.

Table 9: Relationship between Emotional Intelligence and Teacher Effectiveness

Variables	N	'r' value	Level of Significance at 0.05 Level
Emotional Intelligence Teacher Effectiveness	300	0.013	NS

Table-9 shows that the relationship between the emotional intelligence and teacher effectiveness is 0.013 which is not significant at 0.05 level. Therefore, it is concluded that there is no significant relationship existed in emotional intelligence and teacher effectiveness of higher secondary school teachers.

Major Findings

1. There is no significant difference in emotional intelligence of higher secondary school teachers with regard to gender, age, teaching stream, and type of family.
2. There is no significant difference in teacher effectiveness of higher secondary school teachers with regard to gender, age, teaching stream, and type of family.
3. There is no significant relationship between emotional intelligence and teacher effectiveness of higher secondary school teachers.

Suggestions for Further Research

On the basis of this study the investigator forwards some suggestive measures to attain teacher effectiveness among all groups of teachers. Teachers should be recruited through a proper channel and effective policy. Teacher student ratio should be in proper shape. Pay scale, working environment, promotional benefits, after service benefits must be upgraded. Part time and contractual teachers should get job security as well as proper pay scale according to their qualification and work load. The same study could be carried out on teachers from different

streams, both in school and college level. Comparative studies could be made to find out the life satisfaction level of regular and distance course teachers also.

Recommendations

- Skill based workshops, conferences and seminars must be organized periodically to develop these skills in these areas.
- Psychological skill based activities to be promoted in teacher education institutions to promote the teaching among the teachers.
- Practical sessions to be given much more importance to develop the teaching among the teachers.
- Quality of the programme has to be still more improved to develop the emotional intelligence and teaching effectiveness of the teachers.

References

- Alpones. (2005). Emotional Intelligence of Adolescents. New Frontiers Education.
- John W. Best & James V. Khan (2008). Research in Education (10th Ed.). New Delhi: Prentice Hall of India Pvt. Ltd.
- Henry E. Garett & Wood Worth, R.S. (2008). Statistics in Psychology and Education, New Delhi: Surjeet Publications Ltd.
- Goleman, D. (1995). Emotional Intelligence. New York: Bantam Books.
- Guilford, J. P. (1956). Fundamental Statistics in Psychology and Education. New York: McGraw Hill Book Company Inc.
- Lokesh Koul. (1990). Methodology of Educational Research (2nd Ed.). Vikas Publishing House Pvt. Ltd., New Delhi.
- www.e.journals.org
www.sciencedirect.com