



TEACHER EFFECTIVENESS AND EMOTIONAL INTELLIGENCE OF GOVERNMENT SECONDARY SCHOOL TEACHERS

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Abstract

The revitalization and strengthening of the education system depends on teachers. They play crucial role for the developments of educational standards in the country. This demands teachers to be more effective in the classroom and be optimistic with high Emotional intelligence to influence the students. In the present study, the investigator analyzed the level of Teacher Effectiveness, and Emotional Intelligence of government secondary school teachers, and to find out the relationship among both the variables. The data were collected from 60 Secondary School Teachers of Balasore district using Teacher Effectiveness Scale by Pramod Kumar and D.N. Mutha (1974), Modified version of Emotional Intelligence Scale by Krishnappa V.K. (2008) and self made personal data sheet. The collected data were analyzed by using Mean, SD, t- test and Pearson's Product Moment Correlation and the findings revealed that (i) Government Secondary School Teachers of different academic stream do not differ both in Teacher Effectiveness and Emotional Intelligence. (ii) There is no significance of difference between Male and Female government Secondary School Teachers both in Teacher Effectiveness and Emotional Intelligence. (iii) There is no relationship between Teacher Effectiveness and Emotional Intelligence.



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INTRODUCTION

Undoubtedly, quality of education is the direct consequence and outcome of the quality of teachers and teacher education system. The Education Commission (1964-66) has pointed out that the quality, competence and character of teacher as the most significant factors, are influencing the quality of education and are contributing to the national development. Teacher is an educational leader and decision maker, who directly affects and

indirectly influences the students. It is the responsibility of the teacher to guide and inspire students, to enrich his pupils and inculcate values.

The effectiveness of teachers is expected to incorporate a set of behaviors into their daily professional practice. These involve a deep understanding of subject matter, learning theory and student differences, planning, classroom instructional strategies, knowing individual students and assessments of student understanding and proficiency with learning outcomes. It takes into account the physical, intellectual, and psychological interest of the students. The National Comprehensive Centre for Teacher Quality (NCCTQ) suggests, extending the definition of teacher effectiveness beyond teachers' contribution to students' achievement, it is important to consider how teachers influence classrooms, school and their colleagues as well as how they contribute to other important outcomes for students.

An effective teacher is required to interact with the students, colleagues and other important authorities. They have to understand and handle the situation with emotions in the right manner at the right time, in the right way. It is one's Emotional response to a particular situation that makes the difference. Managing emotions is crucial and important for better performance in different work settings. It is also stated that Emotional Intelligence 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 own thinking and actions. Emotional intelligence is significantly and highly correlated with job performance, while cognitive intelligence has shown low and insignificant correlation with performance in the work place.

RATIONALE OF THE STUDY

In order to promote quality education to students, the teachers need to update their remarkable knowledge and information. They also require to integrate both traditional and the most innovative teaching methods and strategies to provide better education to their students. Secondary education is an important stage where the desirable skills, attitudes and cognitive abilities are to be promoted among adolescents. It is not sufficient that the secondary school teachers are competent and effective in their classroom teaching rather they have to learn and acquire some Emotional abilities or competences. In addition to the development of the knowledge of the technology for the teaching process, they should also imbibe in them the Emotional competencies that are very essential for determining success in their teaching profession. Considering the importance of Teacher Effectiveness and the factors influencing it, many attempts may be done to develop new systems of assessing the

teacher performance. The present study will stimulate the academic bodies to plan the teacher education program in a more effective way. Therefore the investigator wants to know the Teacher Effectiveness and Emotional Intelligence of Secondary School Teachers.

REVIEW OF RELATED LITERATURE

Goleman, (1995) also proved that IQ contributes about 20 percent to the factors that determine life success, and the remaining 80 percent is predicted by Emotional Intelligence. At work group level, Emotional Intelligence is manifested in harmonious relationships among workers. He also found that Superior performance and learning could be achieved through balanced emotions.

Biswas & De (1995) Researches made on Gender and Teacher Effectiveness indicated that there is significant relationship between gender and the effectiveness of teaching.

Indira (1997), It is also reported that the male and female language teachers did not differ in their teaching competency. In other words, the subject of teacher was not an influencing factor for Teacher Effectiveness. But the Age of the teachers was really a significant factor in influencing the level of the Teacher Effectiveness.

Kaplan (2003) suggested that, though participants' Emotional Intelligence appeared weak in pre-program, it improved significantly in post-training, but, Emotionally more intelligent employees had higher levels of job satisfaction and greater commitment to their organizations (Abraham, 2000) but one could find no difference between gender, arts and science faculty. However, the Emotional Intelligence influences the academic achievement of the student teachers.

Gardner and Stough (2002) found significantly positive relationship between Transformational Leadership and Emotional Intelligence, a significant negative correlation between Emotional Intelligence and *Laissez-Faire* Leadership but no significant relationship between Emotional Intelligence and Transactional Leadership.

STATEMENT OF THE PROBLEM

Teacher Effectiveness and Emotional Intelligence of Government Secondary School Teachers.

OBJECTIVES

1. To compare the teacher effectiveness of the male and female government secondary school teachers.

2. To compare the teacher effectiveness of the Arts and Science government secondary school teachers.
3. To compare the emotional intelligence of the male and female government secondary school teachers.
4. To compare the emotional intelligence of Arts and Science government secondary school teachers.
5. To study the relationship between teacher effectiveness and emotional intelligence of government secondary school teachers.

HYPOTHESES

1. There exists no significance of difference between Male and Female Teachers of government Secondary Schools in their level of Teacher Effectiveness.
2. There exists no significance of difference between Arts and Science Teachers of government Secondary Schools in their level of Teacher Effectiveness.
3. There exists no significance of difference between Male and Female Teachers of government Secondary Schools in their level of Emotional Intelligence.
4. There exists no significance of difference between Arts and Science Teachers of government Secondary Schools in their level of Emotional Intelligence.
5. There exists no significance of relationship between Teacher Effectiveness and Emotional Intelligence of government Secondary School Teachers.

METHOD

Descriptive-cum-correlation method was adopted by the researcher.

SAMPLE

Sixty government secondary school teachers of Balasore district were selected using the technique of simple random sampling. The sample consisted of 33 males and 27 females' teachers of Balasore district, out of which 30 were Arts and 30 were Science teachers.

TOOLS USED

The investigator used Teacher Effectiveness Scale (TES) prepared by Pramod Kumar and D.N. Mutha (1974) , Emotional Intelligence Scale by Krishnappa, V.K. (2008) and a self made Personal Data Sheet for the collection of data.

STATISTICAL TECHNIQUES USED

Data collected through the Teacher Effectiveness Scale (TES) prepared by Pramod Kumar and D.N. Mutha (1974) , Emotional Intelligence Scale by Krishnappa, V.K. (2008) and a self

made Personal Data Sheet were analyzed by using Mean, SD ,t- test and Pearson’s Product Moment Correlation.

DATA ANALYSIS

Table-4.1 There is no significant difference between Male and Female Teachers of Government Secondary Schools in their level of Teacher Effectiveness

Gender of Teachers	N	Mean	SD	Calculated t-value	Table t-value	df	Level of Significance	S / NS
Male	33	218.69	32.9	1.38	2.00	56	0.05	NS
Female	27	232.07	40.43					

To test this hypothesis, ‘t’ test of significance of difference between Means of Male and Female Teachers on Teacher Effectiveness scale was employed and the details are presented in table 4.1 and It is evident that there exists no significance of difference between the Means of Male and Female government Secondary School Teachers on Teacher Effectiveness Scale (‘t’ is not significant). Hence, the null hypothesis is accepted and concluded that the Male and Female government Secondary School Teachers do not differ in their level of Teacher Effectiveness.

Table-4.2 There exists no significance of difference between Arts and Science Teachers of Government Secondary Schools in their level of Teacher Effectiveness.

Stream of Teachers	N	Mean	SD	Calculated t-value	Table t-value	df	Level of Significance	S / NS
Arts	30	226.96	37.26	0.47	2.00	56	0.05	NS
Science	30	222.46	36.78					

To test this hypothesis, ‘t’ test of significance of difference between Means of Arts and Science Teachers on Teacher Effectiveness scale was employed and the details are presented in table 4.2 and It is evident that there is no significance of difference between the Means of Arts and Science government Secondary School Teachers on Teacher Effectiveness Scale (‘t’ is not significant). Hence, the null hypothesis is accepted and concluded that the Arts and Science government Secondary School Teachers do not differ in their level of Teacher Effectiveness.

Table-4.3 There is no significance of difference between Male and Female Teachers of Government Secondary Schools in their level of Emotional Intelligence.

Gender of Teachers	N	Mean	SD	Calculated t-value	Table t-value	df	Level of Significance	S / NS
Male	33	220.33	25.4	0.46	2.00	56	0.05	NS
Female	27	217.29	23.86					

This hypothesis was tested using ‘t’ test of significance for difference between Means of Male and Female teachers on Emotional Intelligence and the details are given in table 4.3. It is observed that there is no significance of difference between the Means of Male and Female government Secondary School Teachers on Emotional Intelligence. Hence, the null hypothesis is accepted and concluded that the Male and Female government Secondary School Teachers do not differ in their level of Emotional Intelligence.

Table-4.4 There exists no significance of difference between Arts and Science Teachers of Government Secondary Schools in their level of Emotional Intelligence.

Stream of Teachers	N	Mean	SD	Calculated t-value	Table t-value	df	Level of Significance	S / NS
Arts	30	215.76	23.53	1.01	2.00	56	0.05	NS
Science	30	222.16	25.53					

This hypothesis was tested using ‘t’ test of significance of difference between Means of Arts and Science teachers on Emotional Intelligence and the details are given in table 4.4. It is observed that there exists no significance of difference between the Means of Arts and Science government Secondary School Teachers on Emotional Intelligence. Hence, the null hypothesis is accepted and concluded that the Arts and Science government Secondary School Teachers do not differ in their level of Emotional Intelligence.

Table-4.5 There exists no significance of relationship between Teacher Effectiveness and Emotional Intelligence of Government Secondary School Teachers.

Variable	Coefficient of Correlation
Teacher Effectiveness	0.007608(0.01)
Emotional Intelligence	

To test this hypothesis, Pearson Product Moment Correlation technique was employed and the details are given in table 4.5. It is observed that Coefficient of correlation between Teacher Effectiveness and Emotional Intelligence of government Secondary School Teachers was found to be 0.007608 and which was significant at 0.01 levels (2-tailed test).

This indicated that there is low positive relationship between Teacher Effectiveness and Emotional Intelligence of government Secondary School Teachers. Hence, the null hypothesis is rejected and concluded that Teacher Effectiveness and Emotional Intelligence are related to each other. In other words, teachers with higher Emotional Intelligence are found to be more effective and vice versa.

FINDINGS

1. Government Secondary School Teachers of two gender groups (Male and Female) do not differ in their level of Teacher Effectiveness.
2. Government Secondary School Teachers of different academic stream (Arts and Science) do not differ in their level of Teacher Effectiveness.
3. Government Secondary School Teachers of two gender groups (Male and Female) do not differ in their level of Emotional Intelligence.
4. Government Secondary School Teachers of different academic stream (Arts and Science) do not differ in their level of Emotional Intelligence.
5. There is a low significant relationship between Teacher Effectiveness and Emotional Intelligence.

EDUCATIONAL IMPLICATION

The results of the present study help in exploring the positive strengths and negative aspects of Secondary School Teachers in their Teacher Effectiveness, and Emotional Intelligence. It is found from this study that the percentage of more effective teachers is high and the percentage of teachers who are average and high in teacher effectiveness is still higher. But

majority of teachers are average in their Emotional Intelligence. This implied that majority of teachers are effective in their classroom transaction as teacher effectiveness is broadly related to teachers' effort to make the class meaningful and effective for which teachers give more importance whereas they are not giving much importance to Emotional aspects of the work and the confidence in themselves to discharge their duties effectively as required. As teachers are expected to interact with the students, colleagues and other important authorities, they have to understand and handle the situation with emotions in the right manner at the right time, in the right way.

The findings of the present study on Teacher Effectiveness level of Teachers indicated that the Male and Female Secondary School Teachers of different academic stream do not differ in their level of Teacher Effectiveness.

Further, the study made on Emotional intelligence threw new lights on the field of Emotional intelligence. It is highlighted that Emotional intelligence is largely learned through the social learning process and continues to develop throughout life.

The study made on interaction effect revealed that there exist a highly significant relationship between the Teacher Effectiveness and Emotional Intelligence. Thus, the present study can help all the architects of teacher education for making B.Ed. programme more effective and successful. The teaching potential can be developed by providing conducive climate and stimulating experiences to the concerned.

CONCLUSION

In this study, it has been clear that competencies seem to play an important role in shaping the interaction between students, colleagues and other concerned with the profession and the work environment. Hence, to be effective and efficient and successful in teaching profession, teachers need to have a high Emotional intelligence. To add to this, Emotional Intelligence is considered as an important factor for team work, cooperation, and effective working. Emotional Intelligence determines how far an individual will succeed, personally and professionally. In the present day school scenario the role of Emotional Intelligence is unimaginable. Emotional Intelligence helps in creating an enthusiastic work environment, improves the way teachers feel about themselves and how they relate to children, colleagues and other personnel concerned with his teaching profession, reduce stress and burnout levels, and resolve Emotional issues, improve health and wellbeing, heighten success and enable

teachers to experience greater fulfillment. Thus, we can say, Emotional empathy directly affects the teacher-student relationship and influences professional performance.

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