A Study of Teacher Effectiveness of Secondary School Student In Relation To Their Emotional Intelligence

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ABSTRACT

The main objective of the study to investigate 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.

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

In a developed country, literacy is almost universal and children stay at school till the age of 16, 17, and 18 years as the case may be and discontinue after completing their secondary education. The secondary education forms vital stage in the educational edifice. It is the connecting link between the elementary and tertiary education. Subsequently, it is regarded as a stepping-stone or a passport for admission in colleges and universities or a passport of higher education

The nature of human intellect has fascinated scholars for centuries. Plato, Aristotle, Itard and Esquirol have formed the foundation for modern explorations of intelligence for the past 200 years. Over the last few decades the study of intelligence has proved to be the strongest claims of basic and applied psychology. It has been used extensively for selection, training, evaluation and diagnosis in clinical, industrial, defense and education settings. However, the present researchers are dissatisfied with the fact that general intelligence is correlated very poorly in predicting the life success and adaptation of the individual to his or her environment.

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A Study of Teacher Effectiveness of Secondary School Student In Relation To Their Emotional Intelligence

Emotional Intelligence

It strongly appears that emotional intelligence has implications for the ways in which individuals tackle daily problems, as preventive activity in physical and mental health, as effective developmental intervention in schools and communities, business and organizations. More specifically, at individual level it is suggested that it modulates parenting behaviour, ego strength, choice of role models, communication of feeling, appreciation of aesthetics, moral and ethical feeling, social problem solving, leadership and spiritual feelings.

“Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions”.

S.Hein, 2007

“Emotional Quotient is the ability to perceive, control, and evaluate emotions”

Salovey-Mayer, 2011

Structure of Teacher Effectiveness

According to this structure, teacher trainee interacts with these characteristics to produce some teacher competence. The teacher goes to the classroom with these competencies and considering the external context, (teaching conditions) selects appropriate teacher behaviors and performs the task of teaching (teacher performance). The teacher interacts with the internal context (pupil response and classroom conditions) resulting in pupil learning experiences, which in turn, interacts with the individual characteristics (pupil interests and abilities) to produce differential learning outcomes. Thus, learning outcomes are the result of the interaction of various factors, some of which are not under the control of the teacher. While considering teacher effectiveness, we have to take into account the relative influences of all these factors.

Significance of the Study

Secondary education in many developing countries is inefficiently organized and the present system of secondary school education largely works out of the context of the children, their physical environment and psychological makeup. Therefore, the present study relating to teacher effectiveness is planned in relation to related variables teacher effectiveness and emotional

A Study of Teacher Effectiveness of Secondary School Student In Relation To Their Emotional Intelligence

intelligence. More specifically the problem for the present study is stated as under.

Sample

For the present study the investigator the school of Haryana state. After the state selection he is selected the 10 district out of 21 district. After selection of these 10 districts, 12 secondary schools from each district and 120 secondary schools in total from 10 districts selected by using simple random sampling technique. Initially, from each school, researcher has taken four teachers and four students randomly by following the lottery method and in total 480 teachers and 480 students were listed from 120 schools.

Statistical Analysis

The data was analyzed with the help of descriptive statistical techniques. In the ***first phase, coefficient of correlation*** is calculated to find out the relationship between the groups of different variables under study and in the ***second phase, critical ratio (t-test)*** is employed to find out the significant difference between the groups of different variables under study.

Objectives of the Study

Following are the important objectives of the study:

1. To investigate the Teacher Effectiveness, Emotional Intelligence and Competence of secondary school teachers.
2. To develop a tool (Questionnaire) for measuring the competence of secondary school teacher.
3. To find out ht relationship between Teacher Effectiveness and Emotional Intelligence of the secondary school teacher.
4. To find out the relationship between Teacher Effectiveness and Teacher Competence of secondary school teachers.
5. To study the Teacher Effectiveness differentials in secondary school teachers with different levels of Emotional Intelligence.
6. To study the Teacher Effectiveness differentials in secondary school teachers with different levels of Teacher Competence.

Hypotheses of the Study

Considering the problem under investigation, the objectives and theoretical and research background of the present study the following hypotheses have been developed.

1. There exists a significant positive relationship between teacher effectiveness and emotional intelligence of secondary school teachers.
2. Secondary school teachers with higher level of emotional intelligence will be found better in teacher effectiveness in comparison to teachers with lower level of emotional intelligence.

A Study of Teacher Effectiveness of Secondary School Student In Relation To Their Emotional Intelligence

3. Secondary school teachers with higher level of emotional intelligence will be found better in teacher effectiveness in comparison to teachers with moderate level of emotional intelligence.
4. Secondary school teachers with moderate level of emotional intelligence will be found better in teacher effectiveness in comparison to teachers with lower level of emotional intelligence.

Tool to Be Used

1. Teacher Effectiveness Scale by Hoy/Mc Ber (2002) and it is adapted by the investigator.
2. Emotionally Intelligence Scale by Anakool H.S. and Sanjyot (2001).
3. The Teacher Competence Scale: Developed and used by the researcher for measuring teacher competencies.

METHODOLOGY

The present study is an *ex-post facto* type of study involving descriptive survey method. The variables involved in this study are Teacher effectiveness (dependent variable), Emotional Intelligence (independent variables). Investigator considered and selected the descriptive survey method of research as the most appropriate one for conducting the present study. It is an *ex-post facto* type of research effort.

Population and Sample

In the present study, all the secondary school teachers and students in Haryana constituted the population. For the selection of the schools and students the investigator, first of all, purposively selected 10 districts out of 21 districts by using simple random sampling technique. Initially, from each school, researcher has taken four teachers and four students randomly by following the lottery method and in total 480 teachers and 480 students were listed from 120 schools.

Statistical Analysis

The investigator revealed 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 level. 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. Therefore, Hypothesis-1 (Hy-1) of the present study that, there exists a significant positive relationship between teacher effectiveness and emotional intelligence of secondary school teachers is retained for the total sample study.

The researcher found that the coefficient of correlation .10, .15, .05, .10, .12, .23, .14, .19, .06, .08 and .11 between emotional intelligence and teacher effectiveness of 'moderate' emotional intelligence group as a whole and its dimensions viz. self-awareness, empathy, self-motivation,

A Study of Teacher Effectiveness of Secondary School Student In Relation To Their Emotional Intelligence

emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour respectively. He is also revealed that all the 11 coefficients computed are found to be insignificant even at .05 or lesser level of confidence. This indicates that all these 11 coefficients do not show any substantial positive relationship between emotional intelligence and teacher effectiveness of 'moderate' emotional intelligence group as a whole as well as its dimensions and more precisely it can be said that all these 11 coefficients are not in linear direction.

After the data analysis investigator revealed that the coefficient of correlation .26, .27, .39, .35, .14, .23, .22, .38, .04, .08 and .19 between emotional intelligence and teacher effectiveness of 'low' emotional intelligence group as overall and its various dimensions viz. self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour respectively. He is also found the reflects that six coefficients out of a total of 11 computed are significantly associated in positive direction. It also indicates that the group of teachers having 'low' level of emotional intelligence as a whole and in terms of self-awareness, empathy, self-motivation, integrity and self-development are positively related with the 'low' level of teacher effectiveness. Thus high positive relationships are found between emotional intelligence and teacher effectiveness of 'low' emotional intelligence group of teachers.

THE MAIN FINDINGS OF THE STUDY

- The finding suggests that with the increase in emotional intelligence the effectiveness of secondary school teachers increases to a great extent and with the decrease in emotional intelligence the level of teacher effectiveness is likely to be decrease to a great extent.
- Thus it can be interpreted to mean that emotional intelligence seems to reveal a strong positive association with the teacher effectiveness of secondary school teachers.
- On comparing the results of the relationship between emotional intelligence and teacher effectiveness of 'high' and 'low' emotional intelligence groups have demonstrated a very strong positive relationship (as a whole) but relationship between emotional intelligence and teacher effectiveness of 'moderate' group of emotional intelligence seems to have lost their significance in the study of the 'moderate' group (as a whole).
- Dimension-wise results indicate that the relationship between emotional intelligence and teacher effectiveness of high and low emotional intelligence groups are found to be significant positive relationship commonly in terms of self-awareness, self-motivation, integrity and self-development where as areas viz. emotional stability, value orientation, commitment and altruistic behavior seem to have lost their sensitivity in the analysis of results for the 'high' and 'low' emotional intelligence groups.
- However, on comparing the results of the relationship between teacher effectiveness and emotional intelligence as overall and its dimensions viz. self-awareness, empathy, self-

A Study of Teacher Effectiveness of Secondary School Student In Relation To Their Emotional Intelligence

motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior seem to have lost their sensitivity when correlations are obtained for the ‘moderate’ group.

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interests

The author declared no conflict of interests.

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A Study of Teacher Effectiveness of Secondary School Student In Relation To Their Emotional Intelligence

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How to cite this article: A Yadav (2016), A Study of Teacher Effectiveness of Secondary School Student In Relation To Their Emotional Intelligence, International Journal of Indian Psychology, Volume 3, Issue 4, No. 66, ISSN 2348-5396 (e), ISSN: 2349-3429 (p), DIP:18.01.162/20160304, ISBN: 978-1-365-39396-9