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TEACHER EFFECTIVENESS IN RELATION TO EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS



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Short Profile

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ABSTRACT:

This study is an attempt to analyse the impact of Emotional Intelligence on teacher effectiveness of secondary school teachers. The sample of the present investigation was drawn randomly from Govt. and Private schools of Jammu province and comprised of 600 teachers (300 Male and 300 Female). Emotional Intelligence inventory developed and validated by Dr. (Mrs.) Shubra Mangal and Teacher Effectiveness Scale (TES) developed and validated by Promodh Kumar and D.N. Mutha was used in the study. Three way analysis of variance (2x2x2) was used to test proposed hypotheses. The results revealed that,

emotional intelligence and teacher effectiveness are dependent on each other and there is impact of emotional intelligence on teacher effectiveness of secondary school teachers. Significant sex differences were found in teacher effectiveness of teachers. First order interaction between emotional intelligence and experience and second order interaction among emotional intelligence, sex and experience was found to impact teacher effectiveness significantly.

KEYWORDS

Emotional Intelligence, Teacher Effectiveness, Secondary School Teachers.

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INTRODUCTION :

Teacher effectiveness is very crucial input in the process of education. It is an important index of the quality of teachers' performance in schools. In a society teachers' collective professional competence and efficiency determines the effectiveness of school system. The concern about the quality of education essentially revolves around the dedication and commitment with which the teachers involve themselves in the teaching of children. Teaching is so polymorphous in nature, that it literally takes many different forms. Teaching act is an integration of cognitive, affective and technical component into a sequence of activities aimed at the attainment of selected learning goals outcomes. The quality and relevant education depends a great deal on what teachers do with learners. The effective teacher tends to be aware of and actively pursue goals. These goals, in turn, guide their planning as well as their behaviour and interaction with the students in the class room.

Putting briefly teacher's effectiveness implies teachers' ability to teach the students effectively. It is an index of their professional competency. Teachers capability to arouse an effective desire for learning amongst the students briefly but very precisely illustrates what is meant by teacher effectiveness.

It is clear that, teachers have great potential to effect students' educational outcomes (Anderson, 2004). There is substantial evidence indicating that, schools make a difference in terms of student achievement and the significant factor in that, difference is attributable to teachers. Specifically, differential teacher effectiveness is a strong determinant of differences in student learning (Draling - Hammond 2000). Studies of teacher – effectiveness indicate that student engagement in learning is to be valued above curriculum plans and materials. Research on teacher effectiveness has yielded a wealth of understanding about effect teacher's characteristics have on student's learning. Effective teachers believe that ,they can make a difference in student learning outcomes and they teach in a way that, demonstrates that belief (Gibbs, 2002). Teacher effectiveness is governed by levels of self efficacy, that is, the belief teachers have about their teaching capabilities (Gibbs, 2002; Woolfolk – Hoy; 1998).

Chayya (2001) while summing up the characteristics of effective teaching, states that, effective teachers take personal responsibility for student's learning, determine the difficulty of the lesson with the ability of the student, give the opportunities to students to practice newly learned concepts, maximize instructional time to increase content coverage, provide direction and control of student learning, use a variety of instructional, verbal methodology and visual aids, try to elicit responses from students each time a question is asked, present material in small steps, encourage students to reason out, initiate classroom dialogues, encourage independent thinking, problem solving and decision making and provide methods of learning with mental strategies for organizing and learning the content being taught. For the present study, teacher effectiveness has been operationally defined as academic, professional, social, emotional, moral & personality characteristics of the teachers as measured by Kumar & Mutha, (1999) Teacher Effectiveness Scale.

EMOTIONAL INTELLIGENCE

The phenomenon of emotional intelligence is a growing topic for behavioural investigation as researchers strive to understand its influence on various social interactions. Salovey & Mayer (1990)

originally use the term “emotional intelligence” in their published work and defined it as: A form of intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions. According to Bar-On (1997), EI is an array of emotional and social abilities. It includes five components: intrapersonal, interpersonal, adaptability, stress management, and general mood. Goleman’s (1998) model outlines four main constructs of EI: self-awareness, self-management, social awareness and relationship management. Mayor, Salovey, Caruso and Sitarenious (2001) later defined their definition to state that emotional intelligence is “an ability to recognize the meaning of emotions and their relationship and to reason and problem solve on the basis of them. Within different constructs of EI, there are a set of emotional competencies like emotional self-awareness, accurate self-assessment, self-confidence, trust worthiness, conscientiousness, adaptability, achievement drive, initiative, empathy, service orientation, organizational awareness, developing others, influence, communication, conflict management, leadership, change catalyst, building bonds, team work and collaboration. In the present study emotional intelligence has been defined as the ability to have awareness of self and others, professional orientation, intrapersonal management and self regulation and interpersonal management.

Emotional Intelligence and Teachers Effectiveness:

Efficient teaching and good learning are the two most important factors for success in academia. Conventionally, in a teaching learning situation a teacher brings two things to the classroom that are of value to the learners. One is subject expertise the other is knowledge of teaching methods i.e. a teacher’s pedagogy, such as how to structure and explain the content being presented, use of material and so on. But emotional intelligence is the unrecognized third component of what a teacher has to offer to learners (Mortiboys, 2005) because learning involves struggle, frustration, thrill or excitement (Claxton, 1999). A good teacher needs an understanding of individual and group motivation and behaviour to create a learning environment that, encourages positive social interaction, active engagement and the motivation to learn.

According to Neuroscience, the neutral connection between the thinking and emotional centers of the brain can either enhance or inhibit a person’s ability to learn (Davidson, 2000; Adolphs, 2003; Cacioppo & Berntson, 2009). Studies have also shown that, emotions can activate and stimulate the brain for better recall (Cahill, Prins, Weber, & McGaugh, 1994; Dalgleish, 2004) and are crucial to sensory development because they facilitate the storage and recall of information (Rosenfield, 1988). Therefore, teachers must understand the emotions of students and act accordingly. This helps in creating a positive learning environment and motivating students for better performance because how a person learns is as important as what he / she learns. Social Neuroscience explains that, when two people interact, their emotional centers impact each other, for better or for worse (Wolpert & Frith, 2004; Cacioppo & Berntson, 2005; Goleman, 2006; Cacioppo, Berntson, & Decety, 2010). This means that teachers are able to help students get in better states for learning by acknowledging learners’ expectation, hopes, worries and so on, which has a positive effect on how they feel. Researchers have found that, the single quality the students most frequently associated with effective teachers – more often than brilliance and love of subject and even more often enthusiasm in the classroom – was a special attitude toward students and relationship with them (Smith, 1997).

Birol et al., (2009) believed that, emotional intelligence levels of teachers are important in effective teacher student communication, in reducing stress and conflict and in achieving positive work atmosphere and academic success. Sutton and Whitely (2003) concluded that, emotional intelligence of teachers is necessary both for their well being and effectiveness and quality in carrying out teaching learning process in the classroom in general, and in particular, for the socio-emotion development of students. Goleman (1995) revealed that, IQ accounts for only 20 person's success in life, the balance can be attributed to 'emotional intelligence'. Emotional Intelligence of teacher helps cultivate positive, warmth and supportive relationship with students or community and team environment in the classroom. Unlike IQ, abilities which constitute Emotional Intelligence can be easily cultivated and nurtured in the individual. The way emotional intelligence of teacher can help navigate successfully across academic career and translate his or her potential into performance at work place, can be understood when we ponder over the competencies which come under the umbrella of emotional intelligence.

A teacher needs awareness of his/her feelings, values and attitude as teacher, awareness of his/her behaviour and how other see them (Palmer, 1998). Consistent and constructive feedback from students, colleagues and school authorities facilitates a teacher in better self-evaluation of his/ her abilities. Those with good EI have no hesitation in taking feedback from others and then working upon it continuously evolve their performances. Teachers with high EI competence are optimistic, adaptable, collaborative, confident, authoritative, open, approachable and enthusiastic (Mortiboys, 2005). They have better communication skills, better abilities for conflict resolution (Ming, 2003) and problem solving, better impulse and self-control and higher self-esteem. With higher level of motivation they are more assertive and more responsible and cope better with stress (Salami, 2010).

The above discussion brings to the conclusion that majority of the literature and research on emotional intelligence and its correlates in teaching learning situations is Europe specific. Interestingly, despite many studies showing the usefulness of emotional intelligence in teaching learning environment, very few researches have explored the role of emotional intelligence in teacher effectiveness of secondary school teachers in India especially when the teachers at this ladder have to meet with diverse societal demands. Therefore, present study was conducted to see if emotional intelligence of teacher affects their teaching effectiveness.

OBJECTIVES:

- 1.To study teacher effectiveness among secondary school teachers belonging to high and low emotional intelligence group.
- 2.To study sex differences in teacher effectiveness among secondary school teachers.
- 3.To study differences in teacher effectiveness among secondary school teachers in relation to their level of teaching experience.
- 4.To study the interaction between emotional intelligence and sex when teacher effectiveness of secondary school teachers was taken as the dependent variable.
- 5.To study the interaction between emotional intelligence and experience when teacher effectiveness of secondary school teachers was taken as dependent variable.
- 6.To study the interaction between sex and experience when teacher effectiveness of secondary school teachers was taken as dependent variable.

7.To study the interaction between emotional intelligence, sex and experience when teacher effectiveness among secondary school teachers was taken as a dependent variable.

HYPOTHESES:

1. There will be significant difference in teacher effectiveness among secondary school teachers belonging to high and low emotional intelligence group.
2. There will be no significant sex difference in teachers effectiveness among secondary school teacher.
3. There will be no significant difference in teacher effectiveness among secondary school teachers with different level of teaching experience.
4. There will be no significant interaction between emotional intelligence and sex for teacher effectiveness of secondary school teachers.
5. There will be no significant interaction between emotional intelligence and experience when teacher effectiveness of secondary school teachers will be a dependent variable.
6. There will be no significant interaction between sex and experience when teacher effectiveness of secondary school teachers will be taken as dependent variable.
7. There will be no significant interaction between emotional intelligence, sex and experience when teacher effectiveness will be a dependent variable.

METHODOLOGY:

Tools:

For the present research study following tools were used which have been standardized on Indian population:

1. Teacher Effectiveness Scale (TES):

Teacher effectiveness scale developed by Kumar and Mutha (1974) was used to measure the teaching effectiveness of teachers. It consists of 69 highly discriminating items. All the 69 items of the scale are positively worded. Items are given a score of 5, 4, 3, 2, 1 for 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree' respectively. The sum of these values gives the teacher effectiveness score for the subject. The scale can also be scored area wise if desired.

2. Teachers' Emotional Intelligence Inventory:

Teachers' emotional intelligence inventory developed and validated by Dr. (Mrs.) Shubra Mangal was administered to measure emotional intelligence of teachers. In the present inventory four factors were identified. They are Awareness of self and others, Professional orientation, Intrapersonal management and self regulation, Interpersonal management. It is standardized on 1273 secondary and senior secondary school teachers. It has percentile norms.

Sample:

Random sampling technique was used in selection of sample. The study was conducted on a random sample 600 (300 male and 300 female) teachers of senior secondary schools of Jammu province.

Statistical Techniques:

Mean and Three way Anova 2x2x2 were employed to realize the objectives of the study.

ANALYSIS AND INTERPRETATION

Table 1: Summary of Three Way Anova (2 X 2 X 2) Factorial Designs For Teacher Effectiveness Scores In Relation to Emotional Intelligence, Sex and Teaching Experience

Source of Variance	SS	Df	Ms	F-ratio	Level of Significance
Emotional Intelligence (A)	12103.2	1	12103.2	19.3**	Significant
Sex (B)	7722.4	1	7722.4	12.36**	Significant
Experience (C)	5	1	5	0.008	Not Significant
Emotional Intelligence x Sex (A x B)	120	1	120	0.19	Not Significant
Emotional Intelligence x Experience (A x C)	3645	1	3645	5.83*	Significant
Sex x Experience (B x C)	1711.2	1	1711.2	2.74	Not Significant
Emotional Intelligence x Sex x Experience (A x B x C)	2531.4	1	2531.4	4.05*	Significant
Within	44980	72	624		

** Significant at 0.01 level of confidence.

* Significant at 0.05 level of confidence.

Table 2: Mean Values of Teacher Effectiveness Scores.

	A ₁		A ₂	
	B ₁	B ₂	B ₁	B ₂
C ₁	295.1	296.7	275.2	294.4
C ₂	288.6	331.2	264.2	279.4

A₁ = 302.9

B₁ = 280.78

C₁ = 290.35

A₂ = 278.3

B₂ = 300.42

C₂ = 290.85

Main Effects

Emotional Intelligence (A)

A perusal of table 1 reveals that the value of F for the variable emotional intelligence is 19.3 which is significant at 0.01 level of significance. It can thus be said that there exists significant difference in teacher effectiveness of teachers with high and low level of emotional intelligence. Furthermore table 2 reveals that Mean values of teacher effectiveness with high and low level of emotional intelligence are 302.9 and 278.3 which indicate that, teachers with high emotional intelligence are more effective in comparison to those with low emotional intelligence. Hence, the hypothesis there will be significant differences in teacher effectiveness among secondary school teachers belonging to high and low level of emotional intelligence group was accepted.

Sex (B)

It is observed from table 1 that ,the value of F for the variable sex is 12.36 which is significant at 0.01 level of significance. The data revealed that, there existed a significant difference in teachers effectiveness among secondary school teachers with regard to sex. Furthermore table 2 reveals that, mean values of teacher effectiveness of male and female is 280.5 and 300.42. It can thus be said that female teachers with high emotional intelligence are more effective in comparison to male with low level of emotional intelligence. Hence, the hypothesis there will be no significant differences in teacher effectiveness among secondary school teachers was rejected.

Teaching experience (C)

A perusal of table 1 reveals that, the value of F for the variable experience is 0.008 which is not significant. It can thus be interpreted that, level of teaching experience did not impact significantly teacher effectiveness of secondary school teachers. Hence, the hypothesis that, there will be no significant difference in teacher effectiveness of secondary school teachers with respect to experience was accepted.

Interactions:

Emotional intelligence and sex (A x B)

A perusal of table 1 reveals that, the value of F for the interaction effect of variable emotional intelligence and sex is 0.19 which is not significant. It can thus be said that, there exists no significant difference in the teachers effectiveness among secondary school teachers due to effect of emotional intelligence and sex. Hence the hypothesis there will be no significant interaction effect of emotional intelligence and sex on teacher effectiveness was accepted.

Emotional intelligence and experience (A x C)

A close look of table 1 reveals that, the value of F for the interaction effect of variable emotional

intelligence and experience is 5.83 which is significant at 0.05 level of significance. It can thus be said that emotional intelligence and experience when interacting jointly influence the effectiveness of secondary school teachers. Hence, the hypothesis that, there will be no significant interaction effect of emotional intelligence and experience on teacher effectiveness was rejected.

Sex and experience (B x C)

Further table 1 reveals that, the value of F for the interaction effect of variable sex and experience is 2.74 which is not significant. It can thus be said that sex and experience when interacting jointly do not influence the effectiveness of secondary school teachers. Hence, the hypothesis that there will be no significant interaction effect of sex and experience on teacher effectiveness was accepted.

Emotional intelligence, sex and experience (A x B x C)

Persual of table 1 reveals that, the value of F for the triple interaction effect of variable emotional intelligence, sex and experience for teacher effectiveness is 4.05 which is significant at 0.05 level of significance. It can thus be said that, there exists significant difference in teacher effectiveness scores of secondary school teachers due to triple interaction of emotional intelligence, sex and experience. Hence the hypothesis that there will be no significant interaction effect of emotional intelligence, sex and experience on teacher effectiveness was rejected.

DISCUSSIONS OF RESULTS:

One of the objectives of the study was to explore the impact of emotional intelligence on the teacher effectiveness of secondary school teachers. In the results, the teachers with high emotional intelligence have been found to have more teacher effectiveness. The result is not surprising. A teacher needs awareness of his / her feelings, values and as a teacher, awareness of his / her behavior and how others see them. The findings of the study corroborate the assertion of Mortibois (2005) that, teachers with high EI competences are optimistic, adaptable, collaborative, confident, open, approachable and enthusiastic. They have better communication skills, better abilities for conflict resolution (Ming, 2003). The findings of this investigation are also in line with that of Biral et al., (2009) who believe that, EI of teacher is important in effective teacher-student communication, in reducing stress and conflict and in achieving positive work atmosphere and academic success. The results support the assertion of Slaski & Cartwright (2002); Nikolasu & Tsacousis (2000); Salami (2010) and Jha & Singh (2012) that, EI of teacher helps in avoiding emotional exhaustion and conflict with others which subsequently helps in better coping with stress & burnout thus improving performance. While the intellectual standard and subject expertise of teachers are important there are undoubtedly other qualities as well, that predict future teacher effectiveness, which require a mix of intellectual and personal attributes (Zumwalt & Craig, 2005). The results of the study indicate that higher the emotional intelligence, the better teacher effectiveness is. This is because, emotionally intelligent teachers seek to have confidence not just in their content and materials but also in their flexibility & readiness to respond; they put energy into getting materials & method planned, but also into preparing to meet learners expectations (Jensen,

1998). Emotional management may underline the ability of a teacher to be inspirationally motivating and stimulating. It is because teachers who are able to manage positive and negative emotions within themselves are able to understand the effect of positive and negative emotions on their work performance & relations with others. Managing relations develops a better understanding between teachers and students creating a positive environment in the class (Jha & Singh, 2012). Research support that, self awareness helps faculty members identify the strengths and weakness of their present teaching performance gives direction for future improvement. Knowing one's emotional strengths & weakness is of great help because the self has to constantly respond to the outer world. If one can't interpret one's own emotions, he or she may not be able to do the same for others (Carver, 2003). This reduces effectiveness in handling interpersonal relationships. A teacher who has better awareness of his emotions also has a better awareness of emotions of his / her students & colleagues which helps to deal effectively with conflicts (Welch, 2003) and create environment for better performance.

Female teachers were found to have more teacher effectiveness than male teachers. The results do not support the finding of researches of Halpern et al., (2007) and Ceci & Williams (2010) who asserted that, due to early experience, biological factors, education policy and cultural factor, the expected success of females in a given scientific tasks generally lower than that of their male counterparts even if they are equally competent. The findings of the study are also in disagreement with the results of Jha & Singh (2010) which reported no significant difference in the teacher effectiveness of male and female faculty members. It may be because of the reason that, with changing social conceptions, gender stereotypes are also changing.

The results of the study also reveal that, length of teaching experience does not impact teacher effectiveness scores. It may be because of the reason that ,young teachers are more exposed to ICT, are more oriented to professional development and willing to take challenges which develop competencies in them. There was significant interaction between emotional intelligence and experience and among emotional intelligence, sex and experience on the scores of teacher effectiveness. Data does not reveal significant interaction between emotional intelligence and sex and between sex and experience for the scores of teacher effectiveness.

CONCLUSIONS:

The results of the study are pointer to the importance of emotional intelligence and its usefulness in teaching profession as emotional intelligence of secondary school teachers was found to have significant impact on their teacher effectiveness. Research findings have revealed that emotional intelligence intervention programs provide positive approach to help teachers and students to stay healthy, improve classroom relationships and increase efficacy which subsequently lead to improved student achievement. (Jensen, 2001; Perry and Ball, 2007). In line with the earlier findings, the researchers of the present study also, support & suggest that emotional intelligence training should be incorporated in the teacher education program at the secondary school level. Besides giving subject knowledge and developing pedagogical skills, EI intervention programmes are must for better efficiency in teaching learning process. Firstly, emotional intelligence intervention programme must focus on making teacher understand the power of emotions, their motivational aspects in the teaching learning process and the role of emotional intelligence in their professional as well as personal life.

Secondly, techniques to improve the emotional stability of teachers must be incorporated. Importance of emotional intelligence competencies like self awareness, managing relations, self motivation, integrity, commitment and self development in enhancing teacher effectiveness and creating a positive learning environment can be highlighted through group activities, case studies & group discussion. Gender differences in teacher effectiveness were also significant with female teachers showing more teacher effectiveness score. There is need to plan strategies to attract females to the teaching profession.

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