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# Golden Research Thoughts

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## TEACHER EFFECTIVENESS IN RELATION TO EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS



Neeta Gupta<sup>1</sup> and Neharshi Srivastava<sup>2</sup>

<sup>1</sup>Asso. Prof., DAVPG College, Dehradun.

<sup>2</sup>Research Scholar, H.N.B G. Central University, Srinagar.

### ABSTRACT

The present study was aimed to investigate the Teacher Effectiveness in relation to Emotional Intelligence and Job Satisfaction among Secondary School Teachers. For this data was collected on 200 Secondary School Teachers equally divided into Male & Female from Tilhar (U.P). Teacher Effectiveness was measured by using Teacher Effectiveness Scale (Kumar & Muthy 1999), Emotional Intelligence was measured by using Emotional Intelligence Scale (Hyde et.al, 2001) & finally Job Satisfaction was measured using Job Satisfaction Scale (Kumar & Muthy, 2007). The data was analyzed using Mean, SD, & t-test. The findings have revealed some significant results suggesting that Teacher Effectiveness

significantly affects Emotional Intelligence & Job Satisfaction of Secondary School Teachers.

**KEYWORDS:-** Teacher Effectiveness, Emotional Intelligence, Job Satisfaction

### INTRODUCTION:

Education plays a vital role in the process of socio- economic development of a nation. It is considered as a critical input for the economic development for human resource development. Humayun Kabir once said, "Without good teachers even the best system is bound to fail, with good teachers even the defects of a system can be largely overcome." The teacher is thought as a fly wheel of the whole education machine. Teacher effectiveness is understood as that which helps in development of basic skills, understanding, proper work habits, desirable attitudes commitment to work, value judgment and adequate personal adjustment etc. Effective teachers have ability of understanding the student's emotions and their causes, capability of effectively regulating these emotions is one self and in others. An effective teacher is one, who not only impart the entire curricula allotted to him in the best and efficient manner, but also ensures the best possible academic performances, high degree of moral, good inter-personal relationship with the staff members, active involvement in the decision making process and an optimal



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development of all-round personality of the students.

- Kusel (1976) defined effective teacher as one who
- Does not get “upright.”
- Is respected by others.
- Has the ability to select effective personal.
- Can get the most from his personal.
- Has physical stamina and mental health.
- Is able to deal with political situation.
- Can make decision and carry them out.

“Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationship.” (Goleman, 1998) Emotional intelligence is proposed as “the ability to process emotional information, particularly as it involves the perception, assimilation understanding and managements of emotions.” (Mayor and Caruso, D 2001).

According to Gilmore (1966) job-satisfaction or job-dissatisfaction is- “The result of various attitudes, the person holds towards his job, towards related factors and towards life in general.” Job satisfaction describes how content an individual is with his/her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one’s job, as effective reaction to one’s job and an attitude towards one’s job.

Job satisfaction is regarded as a very important issue within the educational context, especially for school teachers. This is mainly due to the fact that it is connected with different aspects of their role and those which consume most of their time both in and outside of school. Therefore, it is necessary that they feel satisfaction and harmony in carrying out their duties to ensure effectiveness in delivering their role.

### Methodology

#### Objectives:-

1. To compare the low and high effective teachers in relation to Emotional Intelligence among Secondary School Teachers.
2. To compare the low and high effective teachers in relation to Job Satisfaction among Secondary School Teachers.
3. To ascertain the correlation between the teacher effectiveness and Emotional Intelligence.
4. To ascertain the correlation between the teacher effectiveness and Job Satisfaction.

#### Hypotheses

1. High effective teachers will be more emotionally intelligent as compared to low effective teachers.
2. High effective teachers will report more Job satisfaction as compared to low effective teachers.
3. Teacher Effectiveness and Emotional Intelligence will be positively correlated.
4. Teacher Effectiveness and Job Satisfaction will be positively correlated.

#### Sample

A Sample of 300 secondary school teachers (150 male, 150 female) from Lucknow, U.P, India was chosen through random sampling method. Finally 100 secondary school teachers (50 male, 50

female) who were having high and low teacher effectiveness were include in the study.

#### Tool Used

##### ○ Teacher Effectiveness Scale (TES) by P. Kumar and D.N. Mutha, (1974).

The Teacher Effectiveness Scale (TES) in its final form consists of 69 highly discriminating items (Kumar and Mutha, 1974). This scale consist six different areas of the teachers i.e Academic, Professional, Social, Emotional, Moral and Personality. The TES is a self-administering scale. The total score varies from 69 to 345, showing from the least teacher effectiveness to highest teacher effectiveness. The scale can also be scored area-wise if desired.

##### ○ Emotional Intelligence Scale (EIS) by Hyde et.al (1992).

Emotional Intelligence Scale (EIS) by Hyde et.al (1992) was used to measure Emotional Intelligence of the respondents This scale consist ten areas of Emotional Intelligence i.e Self-Awareness , Empathy Self-Motivation ,Emotional Stability, Managing Relations, Integrity, Self-Development, Value Orientation, Commitment ,Altruistic Behavior.

##### ○ Teacher's Job Satisfaction Scale (TJSQ) by P. Kumar and D.N. Muthy (1978).

Job satisfaction of the respondents was measured by using TJSQ Scale by Kumar & Muthy (1978) The Teacher Job-Satisfaction Questionnaire (TJSQ) consists of 29 highly discriminating 'Yes-No' type items (Kumar and Mutha, 1978). The total score varies from 0 to 29, showing lowest job satisfaction to highest job satisfaction for the subject. The questionnaire can also be scored area-wise, if desired.

The split-half reliability (correlating the odd-even items) of the test applying Spearman-Brown formula is .95 (N = 100) with an index of reliability of .97.

#### Statistical Analysis

The obtained data was analyzed using Mean, SD and t-test. The results of analyses are presented in the Table 1.

#### Results & Discussion

The obtained results are interpreted as below :-

##### ❖ Significance of difference between the Mean Scores of Emotional Intelligence of High Effective and Low Effective Teachers.

Significance of difference between Low and High effect on Emotional Intelligence. The mean score and S.D.s of low effective teachers were 20.01 and 9.82 respectively, while that of high effective teachers were found 28.04 and 9.61 respectively. The calculated 't' value is thus found 4.87, which is significant at 0.01 and 0.05 both levels. It means that both the groups of teachers differ on their emotional intelligence. Low effective teachers show less Emotional Intelligence while high effective teachers were more Emotionally Intelligent. These results supports the first hypothesis of this study stating that "High effective teachers will be more emotionally intelligent as compared to low effective teachers".

The Low Effective and High Effective Teachers differ significantly on their Emotional Intelligence, Mental Health, Job-Satisfaction, but did not differ significantly on their Personality. High Effective Teachers were more Emotionally Intelligent than the Low Effective Teachers. Similar observation was made by Dash,& Dabendra (2004), in his study that there was a positive effect of

Emotional Intelligence on Teachers' Effectiveness. Same results were also found by Dr. Kauts and Richa Suraj (2011) who reports that High Emotional Intelligence was found more among high Teacher Effectiveness, whereas teachers with Low Emotional Intelligence were having less Teacher Effectiveness

❖ **Significance of difference between the Mean Scores of Job Satisfaction of High Effective and Low Effective Teachers.**

The significant difference between High Effective and Low Effective groups of teachers with regards to total Job-Satisfaction. The 't' value was found to be 3.45, which is significant at 0.05 and 0.01 both levels. Means and S.D.'s for High Effective and Low Effective groups were found to be 20.57 & 10.90 and 26.29 & 8.65 respectively. It indicates that High Effective Teachers have better Job Satisfaction in comparison to Low Effective Teachers. These result support the second hypothesis of this study stating that "High effective teachers will report more Job satisfaction as compared to low effective teachers".

High Effective Teachers also have better Job-Satisfaction than Low Effective Teachers. However, our findings resembles with the findings of Kulsum (2004), teacher effectiveness correlated positively and significantly with their Job-Satisfaction. High Effective Teachers were more satisfied with their Job than Low Effective Teachers. Agarwal and Kumar(2009) also found that High Effective Teachers have better Job-Satisfaction than others.

❖ **Correlation between Effectiveness and Emotional Intelligence.**

Mean scores of EI of high and low effective teachers was significant at 0.01 and 0.05 both levels and it is a positive but low correlation i.e. 0.303 between Teacher Effectiveness and Emotional Intelligence. It indicates that more Emotionally Intelligent Teachers will be more effective. It means that Teacher Effectiveness and Emotional Intelligence are slightly positive correlated. These result support the third hypothesis of this study stating that "Teacher Effectiveness and Emotional Intelligence will be positively correlated". Our findings resembled with the findings of Das, Debendra Nath and Behera N.P., who has resulted in their study that there was a positive effect of Emotional Intelligence on Teacher Effectiveness. The Teacher Effectiveness of various dimensions on differential high and low Emotional Intelligences, teachers are also found positively different. Another study conducted by Dr. Kauts Amit and Ms. Richa Suraj also found positive correlation between Emotional Intelligence and Teacher Effectiveness.

❖ **Correlation between Effectiveness and Job Satisfaction.**

Mean scores of Job satisfaction of high and low effective teachers was significant at 0.05 level and shows a positive correlation i.e. 0.137 between Teacher Effectiveness and Job-Satisfaction. These result supports the fourth hypothesis of this study stating that "Teacher Effectiveness and Job Satisfaction will be positively correlated".

From this result it is clear that Job-Satisfaction is positively related to Teachers' Effectiveness. The same results are found in Kulsum, U. thesis (2004) that Teachers Job-Satisfaction is the significant predictors to Teachers Effectiveness. Similar results were obtained by Padmanabhaiah (1986) in his study. He found the multiple correlation between Teaching Effectiveness and Job-Satisfaction.

**CONCLUSIONS:-**

- High Effective Teachers were found more Emotionally Intelligent and more Job Satisfied.

- It was found that Teacher Effectiveness had Positive and Significant Correlation with Emotional Intelligence.
- The result came into light was that Teacher Effectiveness was to be positively correlated with Job Satisfaction.

**Suggestions:-**

- The present study is restricted only up to Secondary School Teachers. The further study can be spread horizontally and vertically. It can be repeated on Primary and Degree Levels also.
- A follow-up study regarding the counseling, orientation and contact program for enhancing effectiveness of teachers, may be conducted in future.
- Orientation and refresher programs should be conducted for younger and inexperienced teachers.

Teachers	Mean	SD	t- value
Low Effectiveness	20.01	9.82	**
High Effectiveness	28.04	9.61	

Table No 1

Significance of difference between the Mean Scores of Emotional Intelligence of High Effective and Low Effective Teachers.

Low Effectiveness	26.29	8.65	**
High Effectiveness	20.57	10.90	

Table No 2

Significance of difference between the Mean Scores of Job satisfaction of High Effective and Low Effective Teachers.

\*\* Significant at 0.01 level

\* Significant at 0.05 level

Table No 3

Correlation between Teacher Effectiveness and Emotional Intelligence

Variable	coefficient of Correlation	Level of Significance
Teacher Effectiveness	0.303	
Emotional Intelligence		Not Significant

Table No 3

Correlation between Teacher Effectiveness and Job Satisfaction

Variable	coefficient of Correlation	Level of Significance
Teacher Effectiveness	0.137	
Job Satisfaction		**

\*\* Significant at 0.01 level

\* Significant at 0.05 level

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**Neeta Gupta**

Asso. Prof., DAVPG College, Dehradun.



**Neharshi Srivastava**

Research Scholar, H.N.B G. Central University, Srinagar.



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