



A STUDY ON HIGH SCHOOLTEACHERS' TEACHER EFFECTIVENESS AND EMOTIONAL INTELLIGENCE

Sri. Basavarajappa A. G.

Assistant Professor cum Principal,
Raghavendra College of Education, Chitradurga(KS).

ABSTRACT:

This study reveals the relationship of teacher effectiveness with emotional intelligence. To achieve the purpose, Teacher Effectiveness Scale by Kulsum (2000) and Emotional Intelligence Scale by Hyde, Pethe and Dhar (2001) were employed. A sample of 200 high school teachers was selected on the basis of random sampling technique. Descriptive statistics were used to analyse the data. The t-value and F-values were applied. Results indicate a significant difference between teacher effectiveness among male and female & Govt. and Private high school teachers. There exists positive and significant relationship between teacher effectiveness and emotional intelligence among high school teachers.

KEYWORDS: Emotional Intelligence, High school Teachers, Teacher Effectiveness.

1. INTRODUCTION:

Today the world is becoming more and more competitive. Quality of performance has become the main goal in all endeavours throughout life. Parents' expectation on their ward's performance is as high a level as possible. This desire for a high level of achievement creates a lot of pressure on their wards, teachers, and schools and in general, on the total education system itself. In fact, the whole education system seems to revolve around the academic achievement of students, though various other outcomes are also expected from the system. So, most of the schools spend a lot of time and energy by adapting different strategies to help the students to achieve better in their scholastic performance.

Teacher effectiveness means perfection, the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity and learning in the teacher. Effective teacher has the potential of understanding the students' emotions and their causes, the capability of effectively regulating these emotions in oneself and in others and most importantly being able to use the emotions as a source of information for problem-solving, being creative and dealing with social conditions.

A teacher is the hope for an individual and the country. His personality, behaviour, interests, attitudes and emotions affect students' behavioural pattern. Thus, a teacher should be emotionally intelligent and hence must understand his attributes as well as the same of students in the teaching-learning process.

Emotional intelligence refers to the ability for recognizing our own feelings and those of others, for motivating ourselves and managing emotions in ourselves and in our relationship. This is more essential and required in the life than the theoretical or abstract intelligence. According to Mayer and Salovey (1995) emotional intelligence may be defined as the capacity to reason with emotions in four areas namely to perceive emotions, to integrate it in thought, to understand it and to manage it.

2. NEED AND SIGNIFICANCE OF THE STUDY:

Teacher effectiveness may be influenced by various factors namely teaching experience, professional training, job satisfaction, emotional intelligence, locus of control, burnout etc. Through this study the investigator wants to examine teacher effectiveness in relation to emotional intelligence. The investigator also endeavors to compare the teacher effectiveness and emotional intelligence among male & female high school teachers, among Govt. & Private teachers and also study the relationship between teacher effectiveness and emotional intelligence among teachers. The results will definitely contribute in the field of teaching.

The effectiveness of education system depends on the effectiveness of its teachers. Most of the classroom teaching in India continues to be teacher dominated hence we should pay more attention towards teacher effectiveness so that the future generation are to be adequately prepared to face the changing time. For this purpose, there must be a sound theory at the bottom of teacher effectiveness. High school teachers occupy a place of crucial importance. The future of the country inevitably rests on them. It is prominent for them to earn public recognition by their enlightened devoting and professional efficiency. Higher standards of efficiency and integrity may themselves contribute to their status. Therefore, the present study was conducted on high school teachers.

3. OBJECTIVES OF THE STUDY:

- 1) To find out the difference in teacher effectiveness among male and female high school teachers.
- 2) To find out the difference in teacher effectiveness among Govt. and Private high school teachers.
- 3) To find out the difference in teacher effectiveness among high school teachers with high, average and low levels of emotional intelligence.
- 4) To find out the relationship between teacher effectiveness and emotional intelligence among high school teachers.

4. HYPOTHESES OF THE STUDY:

- 1) There is no significant difference in teacher effectiveness among male and female high school teachers.
- 2) There is no significant difference in teacher effectiveness among Govt. and Private high school teachers.
- 3) There is no significant difference in teacher effectiveness among high school teachers with high, average and low levels of emotional intelligence.
- 4) There is no significant relationship between teacher effectiveness and emotional intelligence among high school teachers.

5. METHODOLOGY:

5.1. Research method:

The descriptive survey method has been adopted for the present study.

5.2. Sample:

Sample A sample of 200 high school teachers was taken from 10 schools of Chitradurga district of the state of Karnataka at random. Out of these, 150 teachers male and 50 female were taken from Govt. and Private high schools.

5.3. Tools Used:

1. Teacher Effectiveness Scale by Kulsum (2000).
2. Emotional Intelligence Scale by Hyde, Pethe and Dhar (2001).

5.4. Statistical Techniques Used:

Mean, S.D., t-ratio, One way analysis of variance (ANOVA) and Pearson Product- Moment correlation technique were used to analyse the data.

6. OBJECTIVE WISE DATA ANALYSIS AND INTERPRETATION:

- 1. To find out the difference in teacher effectiveness among male and female high school teachers.**

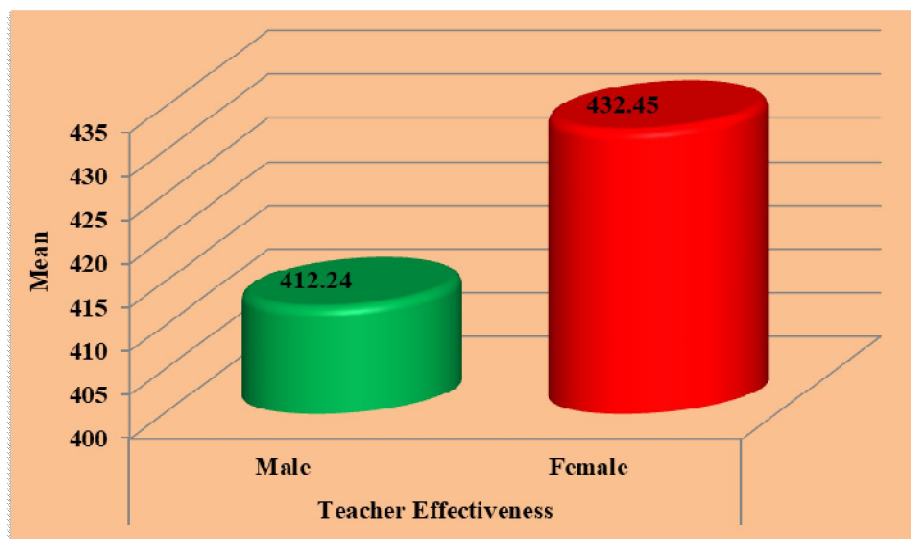
Table 1: Showing difference in mean scores of male and female high school teachers on the variable of Teacher Effectiveness

Variable	Group	N	Mean	S.D.	t-value
Teacher Effectiveness	Male	150	412.24	25.21	3.85**
	Female	50	432.45	20.32	

*Significant at 0.05 level

Table-1 shows that the difference in mean scores of male and female high school teachers on the variable of teacher effectiveness is 3.85, which is significant at 0.05 level of confidence. As the mean score of female high school teachers is higher than their counterparts, thus it can be said that female high school teachers have higher level of teacher effectiveness. The results are in line with the findings of Singh (2011) and Goyal and Duggal (2012), Goel (2013) who reported significant difference in teacher effectiveness among male and female high school teachers. Therefore, hypotheses 1 stating "There exists no significant difference in teacher effectiveness among male and female high school teachers" stands rejected.

Graph-1: The Comparison of mean scores of male and female high school teachers on the variable of Teacher Effectiveness



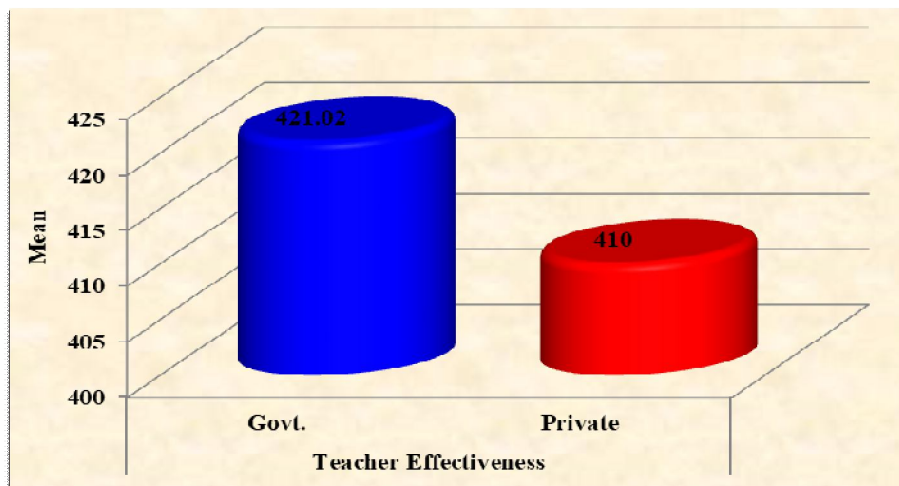
2. To find out the difference in teacher effectiveness among Govt. and Private high school teachers.

Table-2: Showing difference in mean scores of Govt. and Private high school teachers on the variable of Teacher Effectiveness:

Variable	Group	N	Mean	S.D.	t-value
Teacher Effectiveness	Govt.	75	421.02	32.22	8.72**
	Private	125	410.00	37.14	

Table 2 depicts that the difference in mean scores of Govt. and Private high school teachers on the variable of teacher effectiveness is 8.72, which is significant at 0.05 level of confidence. The mean score of Govt. high school teachers is higher than Private, thus it can be said that Govt. high school teachers have higher level of teacher effectiveness than Private. The above result is parallel to the results of the studies conducted by Kaur (2013) who revealed a significant difference in teacher effectiveness among Govt. and Private secondary teachers. On the other hand the studies conducted by Singh (2011), Goyal and Duggal (2012) revealed no significant difference in teacher effectiveness among Govt. and Private secondary teachers. Therefore, hypotheses 2 stating "There is no significant difference in teacher effectiveness among Govt. and Private high school teachers" stands rejected.

Graph-2: The Comparison of mean scores of Govt. and Private high school teachers on the variable of Teacher Effectiveness:



3. To find out the difference in teacher effectiveness among high school teachers with high, average and low levels of emotional intelligence

The third hypothesis of the study was: "There exists no significant difference in teacher effectiveness among high school teachers with high, average and low levels of emotional intelligence." In order to test this hypothesis, mean scores were calculated for the groups of high school teachers with high, average and low levels of emotional intelligence on the variable of teacher effectiveness. One-way ANOVA was employed to find out the difference in teacher effectiveness of high school teachers with high, average and low levels of emotional intelligence. Results are given in table 3 and 4.

Table 3: Summary of Analysis of Variance for Scores of Teacher Effectiveness of High school Teachers with High, Average and low levels of Emotional Intelligence

Source of Variation	SS	df	MS	F-value
Between groups	367000.153	2	183500.08	26.199*
Within groups	1379756.402	197	7003.84	
Total	1746756.551	199		

*Significant at 0.01 level

Table 3 indicates the F-value after comparing the groups of high school teachers having high, average and low levels of emotional intelligence on the variable of teacher effectiveness. The F-value obtained is 26.20, which is significant a 0.01 level of confidence.

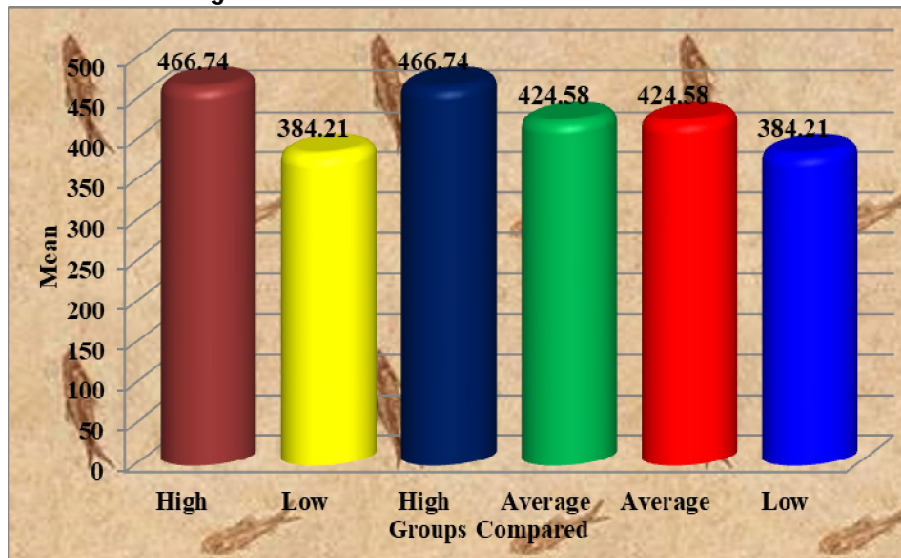
Table 4: Showing the Comparison of Mean Scores of High school Teachers at three levels of Emotional Intelligence on the variable of Teacher Effectiveness

Groups Compared	Mean	SD	t-value
High	466.74	422.74	6.62
Low	384.21	340.21	
High	466.74	422.74	3.56
Average	424.58	380.58	
Average	424.58	380.58	2.85
Low	384.21	340.21	

*Significant at 0.01 level

Table 4 reveals that the difference in mean scores between the groups of high school teachers with high emotional intelligence (M=478.87) and low level of emotional intelligence (M=396.34) is significant (t=7.72) at 0.01 level of confidence. Difference in the mean scores between the groups of high school teachers with high level of emotional intelligence (M=478.87) and average level of emotional intelligence (M=436.71) is found significant (t=4.66) at 0.01 level of confidence. Difference in the mean scores between the groups of high school teachers with average level of emotional intelligence (M=436.71) and low level of emotional intelligence (M=396.34) is found significant (t=3.95) at 0.01 level of confidence. The F-value (26.20) obtained after comparing the groups of high school teachers with varying levels of emotional intelligence is significant at 0.01 level of confidence. Hence, the third hypothesis stating "There exists no significant difference in teacher effectiveness among high school teachers with high, average and low level of emotional intelligence" stands rejected.

Graph-3: The Comparison of Mean Scores of High school Teachers at three levels of Emotional Intelligence on the variable of Teacher Effectiveness



4. To find out the relationship between teacher effectiveness and emotional intelligence among high school teachers.

**Table 5:
Showing Correlation between Teacher Effectiveness and Emotional Intelligence among High school Teachers**

Group	Variable	N	r
High school Teachers	Emotional Intelligence	200	086*
	Teacher Effectiveness		

*Significant at 0.01 level

Table 5 shows the values of coefficient of correlation ($r = 0.26$) between teacher effectiveness and emotional intelligence among high school teachers is significant at 0.01 level of confidence, meaning thereby, that high school teachers with higher emotional intelligence have higher teacher effectiveness. High emotional intelligence is a significant factor for teacher effectiveness among high school teachers. Singh and Jha (2012) and Yadav (2016) theorized that high emotional intelligence of high school teachers lead to high teacher effectiveness among them. Hence, fourth hypothesis stating "There exists no significant relationship between teacher effectiveness and emotional intelligence among high school teachers" stands rejected.

7. CONCLUSION:

The paper gives an intense view about teacher effectiveness among high school teachers. The study found that there is a significant difference in teacher effectiveness among high school teachers with respect to gender and type of the institution. High school teachers with high level of emotional intelligence are higher in teacher effectiveness than teachers with average or low level of emotional intelligence. There exists a positive significant relationship between teacher effectiveness and emotional intelligence among high school teachers.

8. EDUCATIONAL IMPLICATIONS:

This study helps in understanding the relationship between teacher effectiveness and emotional intelligence. Authorities in the field of education should efforts to increase emotional intelligence of teachers in educational institutions so that teacher effectiveness of teachers also increases. Practical steps must also be thought out and implemented for enhancing emotional intelligence of teachers. Seminars, workshops and teacher training programs can be arranged for teachers to further enhance their effectiveness. Administration and counsellors in the field of education can arrange some intervention programs to make teaching more effective. The study also helps the high school teachers to make them more effective.

REFERENCE:

1. **Aggarwal, J. C. (2007)**. Essentials of Educational Psychology. Vikas Publishing House Pvt. Ltd.
2. **Aron, A., Aron, E. N., & Coups, E. J. (2006)**. Statistics for psychology (4thed.). Delhi: Pearson Education.
3. **Alam, M. (2010)**. Effect of Emotional Intelligence & Academic stress on Academic success among adolescents. Journal of community Guidance & Research. 27(1), 53-61.
4. **Best, J.W & Khan J.V. (2000)**. Research in Education. New Delhi: Printice Hall of India Pvt. Ltd.
5. **D'Ambrosio, M., (2002)**. Emotional Intelligence in the Classroom. Academic Exchange Quarterly, 6(2), 46-51.