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## EMOTIONAL INTELLIGENCE AND CREATIVITY IN THE CONTEXT OF EFFICIENCY OF TEACHERS



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### ABSTRACT:

Education is an essential human virtue. Without it, man is a splendid share, reasoning savage. The quality of education at secondary level in bringing out the "creative self" for the nation. This could be made possible when the quality of teachers will be ensured. the present study at secondary level assumes significance to make the teacher emotionally intelligent and competent to address to the emotional needs of students so that learning becomes effective. the objective of this Study to investigate the Secondary School Teachers Efficiency, Emotional Intelligence, Capability and creativity. researcher has been taken ten teachers and twenty students randomly by following the lottery method and in

total 400 teachers and 800 students were listed from 40 schools. In conclusion we can say that the past is our finding, the present is our material and the future is our aim. Past, present and future must have important place in national system of education. Which is the key in the process of all development especially human development.

### KEYWORDS

*Emotional Intelligence , essential human virtue , teacher emotionally intelligent .*

## INTRODUCTION

The origin of the concept of intelligence is in antiquity. In the implicit approach definitions or characteristics, attributes and conception of intelligence has been gathered from people asking them what they meant by intelligence; what people say intelligence is. Explicit approach of intelligence which is based or at least tested, on data collected from people performing tasks presumed to measure intelligent functioning and serve as the basis for scientific hypotheses.

Theory of Intelligence of Sternberg (1985) the intelligent behavior is the product of analytic, creative and practical abilities. Gardner (1983, 1993) has been foremost among theorists arguing that human cognitive abilities are best envisaged as several independent forms of intelligence i.e. (linguistic, logical/ mathematical, bodily/kinesthetic, spatial/visual, musical, inter-personal/intrapersonal).

Teacher plays a pivotal role in educational administration; therefore a teacher must be philosophically, sociologically and psychologically sound so that students imbibe these qualities. Effectiveness of teacher stems from a combination of knowledge, skills and personal characteristics (Katz, 1993), the characteristics which are correlated with effectiveness are: good knowledge of subject matter, ability to organize learning materials, ability to communicate his knowledge to the students successfully and to deal with classroom situations (Gupta & Jain, 2007) and personal characteristics that is enthusiasm, effective communication, adaptable to change, a life long learner, competent, accepting of others, patient, willingness to take risks, flexibility, creativity, hardworking and sense of humour (Taylor & Wash, 2003; Colker 2008). An effective teacher helps the students in the development of basic skills, understanding, proper work habits and desirable attitude, value judgment and adequate personal adjustment (Ryan, 1969).

## REVIEW OF RELATED LITERATURE

The survey of the related literature is crucial aspect of the planning of the study. All human knowledge can be found in books and literature. It is human nature that he always seeks help and guidance from his past experience.

The review of the literature is an exacting task calling for deep insight, and clear perceptive of the overall field. It is a crucial step which invariably minimizes the risk of dead ends, rejected topics, reflected studies, wasted efforts discarded by previous investigators and even more important erroneous findings based on a faulty research design. The reviews of the literature promote a greater understanding of the problem and its crucial aspects. It also provides comparative data to evaluate and interpret the significance of one's findings. Survey of related literature helps us to show whether evidence already solves the problem adequately, without further investigations and thus, may save duplication. It may contribute to the general scholarship of the investigator by providing ideas, theories and explanations valuable in formatting the problem and may also suggest the appropriate methods of research." In a nutshell it provides us with the proper and healthy guidance. Keeping in view the importance of reviewing the old literature, certain related studies are reviewed and presented here under the three sections:-

- Studies related to teachers efficiency
- Studies related to the teachers efficiency and emotional intelligence.
- Studies related to the teacher efficiency and teacher creativity.

Sibia, Misra and Srivastava (2006) had reported on the conceptualization and development of a

measure of emotional intelligence in the Indian Socio-cultural context. The 34 items scales incorporates the four dimensions of emotional intelligence (identifying, assimilating, understanding and managing emotions) with the components of emotional intelligence discerned in the Indian context-social sensitivity, pro-social interaction, action tendencies and affective states.

Arora, Badaya and Bhatnagar (2009) have made an study to make comparison between the emotional quotient (EQ) of children of working mothers and home makers between children of working mothers with fixed time schedule and working mothers with unpredictable time schedule and between children of working women in service and children of working women in business. The results reveals that there is no significant difference between EQ of children of working mothers and home makers although it is slightly higher among children of home makers. Further it was discovered that EQ of children of working mothers with fixed time schedule is significantly higher than that of children of working mothers with unpredictable time schedule. No significant differences was found between EQ of children of working mothers in service and children of working mothers in business although it was slightly higher for children of working mothers in service. EQ of children of home-makers was significantly higher than children of working with unpredictable time schedule. But there was no significant EQ difference either between children of home-makers and children of working mothers with fixed time schedule or between children of home makers and working mothers in service or between children of homemakers and children of mothers in business. Rathee (2009) have investigated the level of emotional intelligence among sports person and non-sports person (N=100). The results revealed that sports persons had obtained significantly higher mean scores on the emotional intelligence as compared to the non-sports person, which indicate better emotional intelligence. The results further reaffirm the view that sports participation enhances the level of emotional competence and thus resulting in higher level of emotional intelligence.

Van Rooy and Viswesvaran (2004) had used meta-analytic techniques to examine the relationship between emotional intelligence (EI) and performance outcomes. This study was aimed at investigation of predictive validity and nomological net. A total of 69 independent studies were located that reported correlations between EI and performance or other variables such as general mental ability (GMA) and the big five factors of personality (extraversion, Neuroticism, Agreeableness, conscientiousness and openness to experience). Results indicated that across criteria, EI had and operational validity of 0.23 various moderating influences such as the EI measure used, dimensions of EI, scoring method and criterion were evaluated. EI correlated 0.22 with general mental ability and 0.23 (agreeableness and openness to experience) to 0.34 (extraversion) with the Big five factors of personality.

Thingujam and Ram (2000) made an attempt at Indian adaptation of emotional intelligence scale (Schulte et al, 1998) but no item modification was made. The internal consistency was estimated at 0.89. They made a classification of the individual status on EI ranging from below average to very superior, which is based on general intelligence classification. As a part of the convergent validity studies they also reported that EI was correlated strongly and positively with coping with stress, moderately and negatively with trait-anxiety, and slightly and positively with belief in social relation

The study of Das (1973) on development of Secondary Education in Assam revealed that the condition of Secondary Education under review was far from satisfactory. The salary, social status and tenure of services of teachers were not encouraging, the professional level of teachers was below standards, the buildings particularly of private institution were in deplorable conditions and the standards of the school programme like physical education, moral training, debates, games, sports, publication of school magazines and the like are generally low

Kaura (1973) in his study "to evaluate the development of Secondary Education in all its phases

in Punjab, since independent" found that the development of Secondary Education was more quantitative than qualitative.

The major findings of his studies were the following:

- i. Student enrolment rose five and a half times but the Secondary School just double in their numbers. The numbers of teachers went double by 3.75 times.
- ii. Only one-fifth of the boy and one-seventh of the girls out of the total populations in age group 11 to 14 were studying in the school year 1971-1972. The unplanned expansion of training institutions adversely affected the standards.
- iii. Steps taken for the professional growth of teachers don't commensurate with the increased in their numbers. Expenditure in Secondary Education went up seventeen times at constant prices but in reality there was no increase, rather there was a fall in expenditure and so the falls in standards.

The increase number of school was not followed by a corresponding increase of the strength of the inspecting staff and ultimately resulted in the break-down of the programme of supervisor. The number of failure is very high.

## NEED OF THE STUDY

The usefulness and effectiveness of the education system largely depends upon active, resourceful, competent and effective teachers. Teacher's competence, capability and effectiveness make school good or bad, flourishing or deteriorating. So quality of teaching depends upon the efficiency of the teacher. One can say that teacher effectiveness is the capability of teachers to teach in such a manner that he gets success to bring the desirable change in the students' behaviour. It is assessed not only from the academic pursuits and classroom teaching of the teacher but from the sum total influences exerted by the teacher upon the students. It is well know that effective teaching results into positive outcomes. Unfortunately before a teacher is recruited no effort is made to judge how effective the teacher will be and how effectively he will convey his abilities. It has been recognised that the personality of the teacher and healthy attitude towards his work contributes to effective and efficient teaching. The effectiveness of a teacher lies not only in the presentation of his subject matter in an effective way but to make the whole environment of the classroom conducive for learning ensuring the all round development of a child. In Punjab there are two types of educational institutions i.e. one, which are run by the government and the others by private trusts or societies. Recent years have seen that parents are sending their children in private schools and society at large feels that better and quality education is being provided to the students in private schools only. Private schools are also becoming more attractive and showing better results than government schools. There can be many reasons for better results but the quality of the teachers in the institution can be one of the major reasons for better results. Quality of teachers undoubtedly depends upon the academic potentialities and psychological abilities of the teachers. The selection of the teachers in government schools is strictly done as per merit and the selection in private schools is done by the managements depending upon the criterion laid down by them from time to time. Hence there is a need to see whether there is a difference in the psychological variables such as general intelligence, creativity and teacher effectiveness of private and government school teachers.

## OBJECTIVES OF THE STUDY

Keeping in view the formulation of the problem for the present study the following objectives have been investigated.

- 1) To investigate the Secondary School Teachers Efficiency, Emotional Intelligence, Capability and creativity.
- 2) To find out the secondary school teacher relationship between Teacher Efficiency and Teacher Capability.
- 3) To find out the secondary school teacher relationship between Teacher Efficiency and Teacher creativity.
- 4) To study the Secondary School Teacher Efficiency differentials with different levels of emotional intelligence.
- 5) To study the Secondary School Teacher Efficiency differentials in different levels of Teacher Capability.
- 6) To study the Secondary School Teacher Efficiency differentials in different levels of Teacher Creativity.

## DELIMITATION OF THE STUDY

Doing any work in the field of research we faced many difficulties. This research has been following delimitations:-

- 1) The study has been confined to the secondary level of education in district Kurukshetra.
- 2) The study has been delimited to the Eighth, Ninth and Tenth class students only.
- 3) The study has been delimited for government Schools and private schools only.
- 4) The study has been intended to cover only 40 secondary schools, 400 teachers and 800 students.

## HYPOTHESIS OF THE STUDY

- 1) There has been no significance difference between the teacher efficiency and emotional intelligence.
- 2) There has been no significance difference between teacher efficiency and teacher competency.
- 3) There has been no significance difference between teacher efficiency and creativity.
- 4) There has been no significance difference between the teacher efficiency, emotional intelligence, competency and creativity.

## METHODOLOGY

- Descriptive survey method.
- This grouping of teachers was done by applying the criteria i.e., Mean, SD, Chi-square and T-Test .

## POPULATION AND SAMPLE

- 1) The areas, 20 secondary schools from urban area and 20 secondary schools from rural area of the district has been selected by using simple random sampling technique.
- 2) Initially, from each school, researcher has been taken ten teachers and twenty students randomly by following the lottery method and in total 400 teachers and 800 students were listed from 40 schools.

## TOOLS USED

In order to collect data from the selected samples, following tools has been used among these, four tools i.e., teacher efficiency scale, emotional intelligence scale, teacher capability scale and teacher creativity scale has been adapted and developed respectively by the researcher himself.

## CONCLUSION OF THE HYPOTHESIS

### CO-EFFICIENTS OF CORRELATION BETWEEN TEACHER'S EFFICIENCY AND DIFFERENT DIMENSIONS OF EMOTIONAL INTELLIGENCE IN TOTAL SAMPLE

(N=400)

Table-1

| Sr. No | Dimensions of Emotional Intelligence | Coefficients of Correlation | Level of Significance |
|--------|--------------------------------------|-----------------------------|-----------------------|
| I      | Self-Awareness                       | .54                         | .01 Level             |
| II     | Empathy                              | .47                         | .01 Level             |
| III    | Self-Motivation                      | .55                         | .01 Level             |
| IV     | Emotional Stability                  | .59                         | .01 Level             |
| V      | Managing Relation                    | .59                         | .01 Level             |
| VI     | Integrity                            | .61                         | .01 Level             |
| VII    | Self-Development                     | .40                         | .01 Level             |
| VIII   | Value Orientation                    | .27                         | .01 Level             |
| IX     | Commitment                           | .27                         | .01 Level             |
| X      | Altruistic Behaviour                 | .28                         | .01 Level             |

It can be seen from Table 1 that all the ten dimensions of emotional intelligence demonstrate positive coefficients in relation to teacher efficiency. It indicates that the relationship between teacher's efficiency and dimensions of emotional intelligence are positive in direction.



It indicates that the teachers who are found to be higher in emotional intelligence in terms of self-awareness, empathy, self-motivation, emotional stability, managing relation, integrity, self-development, value orientation, commitment and altruistic behaviour are likely to be more effective teachers. Further, it can be interpreted to mean that all the dimensions of emotional intelligence seem to reveal a significant positive association with the teacher's efficiency of secondary teachers.

### CRITERIA OF CLASSIFICATION

The whole sample has been analyzed for each of the ten dimensions of emotional intelligence separately on assuming an average group to fall within Mean+½ SD limits, which includes the middle 50% of cases. The cases falling above and below this range are termed as "Extreme case". Teachers, who fall above Mean+ ½ SD limit scores on emotional intelligence, are taken to represent the 'high' group in the present investigation. Teachers falling below 'Mean-½ SD' limit scores represent the 'low' group in the present study as they indicate 'lower' level of emotional intelligence. Those who fall between those two limits i.e. 'Mean+½ SD' are moderate scores and hence are referred to as 'moderate' group. The analysis of results obtained at these three level follows.

### CO-EFFICIENT OF CORRELATION BETWEEN TEACHER EFFECTIVENESS AND DIFFERENT DIMENSIONS OF TEACHER CREATIVITY IN TOTAL SAMPLE

(N=400)

Table -2

| Sr. No | Dimensions of Teacher Creativity | Coefficients of Correlation | Level of Significance |
|--------|----------------------------------|-----------------------------|-----------------------|
| I      | Inspiration                      | .48                         | .01 Level             |
| II     | Clarification                    | .56                         | .01 Level             |
| III    | Evaluation                       | .53                         | .01 Level             |
| IV     | Distillation                     | .45                         | .01 Level             |
| V      | Incubation                       | .40                         | .01 Level             |
| VI     | Perspiration                     | .37                         | .01 Level             |

Table -2 reveal that dimensions of teacher creativity are positively correlated with teacher effectiveness of secondary school teachers. It indicates that the relationship between teacher effectiveness and all the six dimensions of teacher creativity is positive in direction. Thus high significant positive relationships are found between teacher effectiveness and various dimensions of teacher creativity. This means that teachers having high score on inspiration, clarification, evaluation, distillation, incubation and perspiration are more likely to be more effective teachers and it suggests

that with the increase in teacher creativity in terms of inspiration, clarification, evaluation, distillation, incubation and perspiration, the level of effectiveness of secondary school teachers increases to a great extent and vice-versa. Further, it can be interpreted to mean that teachers who is able in problem solving, designing, invention, artistic expression, promote new ideas ,express quality behavior in teaching have demonstrated significant positive relationships with the teacher creativity of secondary school teachers.

### Creativity Correlates of Teacher Effectiveness- 'Extreme' Groups Study

In the previous part of this section, scores on creativity have been correlated with scores on teacher effectiveness variable for the total sample of subjects. The resultant coefficients of correlation are explained in the light of the creativity. Now, a study of 'Extreme' groups on creativity has been undertaken to see if teacher effectiveness correlates crystallize in any way, different from those obtained for the sample as a whole: It is believed that the teachers scoring 'high' and 'low' on creativity may perhaps yield sharper discrimination and precipitate stronger relationships with respect to the teacher effect evenness. Though, there are fewer chances that teacher effectiveness associated with 'high' or 'low' creativity will be crystallized vividly in a study of the total sample because total sample includes a bulk of cases of average type i.e. those having 'moderate' level of creativity. This 'moderate' group usually tends to diminish the sharper differences otherwise fathomable between the 'high' and 'low' cases of creativity. Therefore, after giving a description of the relationship for the total sample, the result obtained for the same variable at three levels of creativity is analyzed. It is for this purpose that the total sample has been classified into three group's viz. 'high', 'moderate' and 'low'

### CONCLUSION

It can be seen from Table 1 that all the ten dimensions of emotional intelligence demonstrate positive coefficients in relation to teacher efficiency. It indicates that the relationship between teacher's efficiency and dimensions of emotional intelligence are positive in direction.

It indicates that the teachers who are found to be higher in emotional intelligence in terms of self- awareness, empathy, self-motivation, emotional stability, managing relation, integrity, self-development, value orientation, commitment and altruistic behaviour are likely to be more effective teachers. Further, it can be interpreted to mean that all the dimensions of emotional intelligence seem to reveal a significant positive association with the teacher's efficiency of secondary teachers.

After giving presentation of the relationships between teacher creativity and teacher effectiveness of 'high' creativity group, the result obtained for the same variable at 'moderate' teacher creativity group is being analysed. Co-efficients of correlation between teacher creativity and teacher effectiveness of 'moderate' creativity group as overall and its dimensions are provided in table 2.

In conclusion we can say that the past is our finding, the present is our material and the future is our aim. Past, present and future must have important place in national system of education. Which is the key in the process of all development especially human development. Aim of education in a country have to take into consideration. All aspects that would be to improve the quality of education should improved. So, the children become productive and contributory citizens for the nation.

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