

# STUDY OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

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## ABSTRACT

*The present study was conducted to study the teacher effectiveness of secondary school teachers in relation to their emotional intelligence. For this purpose a sample of 120 school teachers teaching at secondary level from various schools were selected randomly. Seven fold emotional Intelligence scale (SFEIS) by Khera, Ahuja and Sarbjit kaur (2002) and Teacher effectiveness scale by Umme Kulsum were used to collect data. Mean, S.D, Co-efficient of correlation and t-test were used as statistical techniques for analysis and interpretation of data. It was found that there is a positive and significant relationship between the emotional intelligence and teacher effectiveness of secondary school teachers. Further it revealed that male and female secondary teachers differ significantly in emotional intelligence but not in teacher effectiveness. Govt. & Private secondary teachers differ significantly in teacher effectiveness but not in emotional intelligence.*

**Key words : Teacher effectiveness , Emotional Intelligence, Secondary school Teachers.**

## INTRODUCTION

“ Education is a process in which and by which knowledge, character and behavior of the young are shaped and moulded”

**-Professor Drever**

Education is a conducive process, which develops child's individuality in all aspects physical, mental, emotional & social. Education is a social process by which knowledge is transferred to students through the intermediaries of teacher. “The destiny of India is being shaped in her classroom” has been pointed out by the Education commission (1964-66) & to that it may be safely be added that the destiny of these classroom is being shaped by the teachers. The national policy on Education (1986), the programme of Action (1992) and the Secondary Education commission (1952-53) have rightly stressed the significant role of teachers play in the improvement of the educational system and the development and growth of educand.

The phase Emotional intelligence was coined by John Mayer and Peter Salovey (1989) and was popularized by Daniel Goleman in 1995. According to John D. Mayer and Peter Salovey (1995) “ Emotional Intelligence may be defined as the capacity to reason with emotion in four areas : to perceive emotion, to integrate it in

thought, to understand it and to manage it.”

A good teaching is the main criterion of an effective teacher. Teaching efficiency is considered as the process factor.

Effective teaching comprises teaching competence and ability to teach. An effective teacher may be understood as one who helps development of basic skills, understanding, proper habits, desirable attitude, value judgment and adequate adjustment of the students. (Ryan 1969)

Harrison (1962) “ Most effective teachers are the one who are most intelligent, are most adequately adjusted and save a greatest strength of character.

According to Chakarabarti (1998) “ Teacher effectiveness presupposes teacher behavior with special reference to teacher characteristics and developmental environments needed for teacher effectiveness.

## REVIEW OF RELATED STUDIES

Bar-on-Reuven (1997) a pioneer in assessing emotional intelligence and the researcher who did the study, found the identical pattern of strengths and weaknesses for men and women world wide among the Igbin, Nigeria & Tamils in Sri Lanka, Germany, Israel and America every where he looked. Bar-on's conclusions are based

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on studying the emotional intelligence of more than fifteen thousand people in dozen countries of four continents.

Baljit (2004) in her study on “ Emotional intelligence as related to academic achievement” reported no significant relationship between emotional intelligence and academic achievement.

Todd(2007) studied 40 students teachers to explore the possibility of emotional intelligence to predict student teacher performance and found the two scores to be related but not statistically significant.

Gupta (1976) predicted that effective teachers were more warm hearted, intelligent, emotionally stable, assertive, adventurer some and possessed high self concept control.

Sigh(1987) In his study on teacher effectiveness and its correlates at higher secondary stages in Eastern UP concluded that there was a non significant difference in the mean scores of males and females teachers belonging to rural and urban areas in their attitude towards teaching.

#### **EMERGENCE OF THE PROBLEM**

Today's modern age of science and technology has increased the complexities of life and these complexities of life contain many emotional problems and these problems affect the teaching learning process. Role of teachers in the teaching learning process is at the pivot place. After all, teacher acts as a bridge between the educational system and the pupils. The high emotionally intelligent teacher, most centrally, can better perceive emotions, use them in the thought, understand their meaning and better manage emotions, than others.

High emotionally intelligent teacher can solve the emotional problem of the students and by solving these problems academic results can be improved.

So investigator is keen to study the relationship of emotional intelligence and teacher effectiveness of secondary school teachers.

#### **STATEMENT OF THE PROBLEM**

“A Study of the Relationship Between Emotional Intelligence and Teacher Effectiveness of Secondary School Teachers”

#### **OBJECTIVES**

1. To study the relationship between emotional intelligence and teacher effectiveness of secondary teachers.
2. To study the difference in emotional intelligence of Male and Female secondary Teachers.
3. To study the difference in Teacher Effectiveness of Male and Female secondary Teachers.
4. To study the difference in Emotional intelligence of Govt. and Private Secondary Teachers.
5. To study the difference between Teacher Effectiveness of Govt. and Private Secondary Teachers.

#### **HYPOTHESES**

1. There will be significant relationship between Emotional intelligence and Teacher Effectiveness of Secondary Teachers.
2. There will be no significant difference in Emotional Intelligence of Male and Female secondary Teachers.
3. There will be no significant difference in Teacher effectiveness of Male and Female secondary Teachers.
4. There will be no significant difference in Emotional Intelligence of Govt. and Private Secondary Teachers.
5. There will be no significant difference in Teacher Effectiveness of Govt. and Private Secondary Teachers.

#### **METHOD**

Descriptive survey method was employed in the present investigation.

#### **SAMPLE**

Representative sample in present study consists of 120 secondary school teachers selected randomly from 4 Secondary schools of Abohar city. Care was taken to give proper representation to male/ female and Govt/Private Secondary School Teachers.

#### **TOOLS**

- a. Sevenfold Emotional Intelligence Scale (SFEIS) standardized and cross validated by Khera, Ahuja & Sarbjit Kaur(2002)

- b. Teacher Effectiveness Scale by Umme Kulsum(2000)

### STATISTICAL TECHNIQUES

The data was analyzed by employing standard deviation, product moment correlation, t-value

### ANALYSIS AND INTERPRETATION OF DATA HYPOTHESIS -1

“ There will be significant relationship between emotional intelligence and Teacher Effectives of Secondary Teachers”

**Table no-1**  
**Coefficient of Correlation Between**  
**Emotional intelligence and Teacher**  
**Effectiveness Scores**

Sr. no	Variable	N	R	Level of Significance
1	Emotional intelligence	120	.769	Significant
2	Teacher Effectiveness	120		

Table 1 shows that correlation between emotional intelligence and teacher effectiveness is .769 . The r in order to be significant at .05 level & .01 level should be .1799 and .2353. Since obtained r is greater than this, therefore it is significant. The obtained results hold the opinion that emotional intelligence correlates significantly with teacher effectiveness of secondary teachers.

### HYPOTHESIS II

There will be no significant difference in Emotional Intelligence of Male and Female secondary Teachers.”

**Table -2**  
**t-ratio for emotional intelligence of**  
**male and female secondary teachers.**

Sr. No	Sub-sample	N	Mean	S.E <sub>c</sub>	Mean Diff	t-value
1	Male	54	202.12			
2	Female	66	231.80	2.038	29.68	14.563

Table 2 shows that t-value between mean scores of emotional intelligence of male and female secondary teachers is 14.563. The t-value at 118 df in order to be significant at 0.05 and 0.01 level should be 1.98 and 2.62 respectively. Obtained value is greater than this and hence it is significant. This shows secondary teachers differ much in their emotional intelligence. Calculated mean shows that emotional intelligence of female is greater than male's emotional intelligence.

Hence Hypothesis-II that there will be no significant difference in emotional intelligence of male and female secondary teachers stands rejected.

### HYPOTHESIS-III

“ There will be no significant difference in Teacher Effectiveness of male and female secondary Teachers”

To verify the above hypothesis t-ratio was computed between mean scores of teacher effectiveness of male and female secondary teachers. Results are shown in Table-3

**Table-3**  
**t-ratio for teacher effectiveness of Male and**  
**female secondary teachers**

Sr. No	Sub-sample	N	Mean	S.E <sub>D</sub>	Mean Diff	t-value
1	Male	54	361.84			
2	Female	66	372.16	11.296	10.32	0.914

Table -3 shows t-value between mean scores of teacher effectiveness of male and female secondary teachers is 0.914. The t-value at 118 df in order to be significant at 0.05 and 0.01 level should be 1.98 and 2.62 respectively. Obtained value is less than this and hence it is insignificant. This shows male and female secondary teachers do not differ much in their effectiveness.

### HYPOTHESIS IV

“ There will be no significant difference in Emotional Intelligence of Govt. and Private Secondary Teachers”

**Table-4**  
**t-ratio for Emotional Intelligence of Govt. and Private Secondary Teachers.**

Sr.No	Sub-sample	N	Mean	S.E <sub>D</sub>	Mean Diff	t-value
1	Govt. Teachers	60	214.98			
2	Pvt. Teachers	60	218.94	2.032	3.96	1.949

Table-4 shows t-value between mean scores of emotional intelligence of govt. and private secondary teachers is 1.949. The t-value at 118 df in order to be significant at 0.05 and 0.01 level should be 1.98 and 2.62 respectively. Obtained value is less than this and hence it is insignificant. This shows govt. and private secondary teachers do not differ much in their emotional intelligence.

#### HYPOTHESIS-V

"There will be no significant difference in Teacher effectiveness of Govt. and Private secondary Teachers."

**Table-5**  
**t-ratio for teacher effectiveness of Govt. and private secondary teachers.**

Sr.No	Sub-sample	N	Mean	S.E <sub>D</sub>	Mean Diff	t-value
1	Govt. Teachers	60	341			
2	Pvt. Teachers	60	393	11.262	52	4.617

Table -5 shows t-value between mean scores of teacher effectiveness of govt. and private secondary teachers is 4.617. The t-value at 118 df in order to be significant at 0.05 and 0.01 level should be 1.98 and 2.62 respectively. Obtained value is greater than this and hence it is significant. This shows teacher effectiveness of Govt. and Private secondary teachers differ in their effectiveness. Calculated mean shows that Private teacher effectiveness is more than the Govt. teacher's effectiveness.

#### CONCLUSIONS

1. There is significant relationship between emotional intelligence and teacher effectiveness of secondary teachers.

2. There is significant difference in Emotional intelligence of male and female of secondary Teachers.
3. There is no significant difference in the effectiveness of male and female secondary teachers.
4. There is no significant difference in emotional intelligence of Govt. and Private secondary Teachers.
5. There is significant difference in teacher effectiveness of Govt. and Private secondary Teachers.

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