



STUDY OF TEACHER EFFECTIVENESS IN RELATION TO EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL TEACHERS

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Education is the most powerful tool for social revolution and cultural change. Education is the backbone for national development. Challenges of education a policy perspective (1985) stated that “only education can involve people with the knowledge, the sense of purpose and confidence essential the sense of purpose and confidence essential for building a dynamic, vibrant and cohesive nation capable of providing its people with where with all of creating better, fuller and more purposeful life.”

In the every system of formal education, the teacher holds a pivotal position. The effectiveness of the system depends upon the quality of the teachers. Laying emphasis on the role of the quality of the education the effectiveness of teachers and their character are undoubtedly the most significant”. The challenges of education a policy perspective (1985) has stressed that teacher’s performance is the most critical input in the field of educational

The quality of education depends more than any other single factors, upon the quality of teachers. A school may have excellent material resources equipments, buildings, library, laboratory and other essential teaching learning facilities along with a curriculum appropriately devised to suit the community needs, but if the teachers are misfit or indifferent, the whole program is likely to be ineffective and visited. It is not only desirable but obligatory too, to find out the associating factors of teachers effectiveness.

Teacher Effectiveness

The role of the class-room teacher in education is central. The teacher is after all the point of contact between the educational system and the pupil. The impact of any educational program or innovation on the pupil operates through the teachers. It is therefore quite accurate to say that a school’s effectiveness depends directly on the effectiveness of its teachers. Maximizing teacher effectiveness is a major goal of education.

The importance to educators of being able to recognize teacher effectiveness has long been acknowledged, in the fact, this was one of the first problems over to be studied by educational

researchers. As a result, research in teacher effectiveness has been going on for almost a century. It is appropriate to examine the results obtained during these years.

According to Barr (1952) “Teacher effectiveness may be essentially a relationship between teachers, pupils and other persons concerned with the educational undertaking, all effected by limiting and facilitating aspects of the immediate situation”.

Good (1959) defined teacher effectiveness as “the degree of success of a teacher in performing instructional and other duties specified in his contract and demanded by the nature of his position”.

According to Flanders (1970) “Teacher effectiveness is concerned with the relationship between the characteristics of teachers, teaching act and their effects on the educational outcomes of class-room teaching”

According to Medley (1982) “Teacher effectiveness is used to refer to the results a teacher gets or to the amount of progress pupils make towards some specified goal of education.”

Ryans (1960) makes a mention of general approaches to the measurement of teaching effectiveness which involves the evaluation of teacher behavior process, a product of teacher behavior and concomitants of teacher behavior.

Emotional Intelligence

Emotions play quite a significant role in guiding and directing our behaviour. Etymologically the word emotion is derived from the Latin word “Emovere” which means to ‘to stir up’ or “to excite”.

The concept of “emotional intelligence” refers to how intelligently we can control our emotions. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing our emotions well. It is a new concept and no one can yet say exactly how much of the variability of emotional life from person to person it accounts for. But the data suggests that it can be more powerful than I.Q.

There is growing evidence that fundamental ethical stances in life stem from underlying emotional capacities. The medium of all emotion is impulse and the seed of all impulses is a feeling bursting to express itself in action. The people who are always at the mercy of impulses and lack self control suffer the basis of will and character.

Emotional intelligence is not fixed at birth. It can nurture and strengthen throughout adulthood. Emotional intelligence includes ability such as being able to motivate oneself and

persists in the face of frustrations to control impulse and delay gratification to regulate morals.

Salovey and Mayer (1990) defined emotional intelligence in terms of being able to monitor and regulate one's own and other's feeling and to use feelings to guide through and action.

Goleman (1995) defines emotional intelligence as knowing one's emotions, managing emotions, motivating oneself, handling relationship recognizing emotions in others.

Elements of Emotional Intelligence

Self-awareness, emotional management, self- motivation, empathy, social effectiveness, communication, personal style & relationships, are the elements of emotional intelligence.

Significance of the Problem

There is a general consensus of opinion that for success and effectiveness of the system of education the teachers play an important role. Their knowledge, understanding and teaching methods, healthy habits, emotional intelligence and sense of commitment affect the quality of their teaching. A teacher exercises proper control over the expression and use of emotions in dealing with self and others so as to promote harmony, prosperity and peace. Looking at the importance of relationship between teacher's effectiveness and emotional intelligence, researcher is inspired to explore this area.

Another reason for undertaking such a study is that information that will be gathered with the help of present study will likely to have considerable significance both theoretically and practically. It would enable us to answer what are the basic factors which are responsible for the teaching effectiveness. Present study will also be helpful for in-service teachers' training programme.

Statement of the Problem

STUDY OF TEACHER EFFECTIVENESS IN RELATION TO EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL TEACHERS

Operational Definitions

Emotional Intelligence: It is a capacity or ability to understand our emotional, the emotion of others and to act emotions. Emotional intelligence enables one has to learn to acknowledge and understand feelings in one self and in others and that we appropriately respond to them, effectively applying emotions in our daily and work. Emotional intelligence involves the ability to perceive accurately, appraise and express and to generate feelings when they facilitate thought feeling when they facilitates thoughts, the ability to understand emotions

and emotional knowledge and intellectual gap. Emotional intelligence can be least and generally developed unlike I.Q, which after a particular age cannot be develop through experiences.

Teacher Effectiveness: An effective teacher may be understood as one who helps the development of basic skills understanding, proper work habits, desirable attitude and adequate personal, adjustment of the students.

Hypotheses of the Study

There will be no significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers.

Objectives of the Study

To study the teacher effectiveness in relation to emotional intelligence of secondary school teachers.

Delimitations of the Study

1. The study was conducted in Ludhiana district only.
2. The study was conducted on Secondary School Teachers only.

Design of the study

The present study has been undertaken to study the Teacher Effectiveness in relation to Emotional Intelligence among secondary school teachers. It is a survey type study. Hence, Descriptive survey method is employed by the investigator.

Sample of the study

A convenient portion of total population to be investigated was selected randomly with the assumption that they truly represent the total population. For the present study, a sample of 160 secondary school teachers was selected from the schools of Ludhiana district. Out of which 80 were male secondary school teachers and 80 were female secondary school teachers.

List of school from where the data has been collected

Sr. No	Name of the School	No. of Males	No. of Females	Total
1	Govt. Sen. Sec School, Maccahiwara, Ludhiana	5	8	13
2	Govt. High School, Jamalpur, Ludhiana	7	7	14
3	Govt. High School, Mundian kalan, Ludhiana	5	5	10

4	Brahm Rishi Skhiksha niketan Sen. Sec School, Ludhiana	6	5	11
5	Govt. Sen. Sec School, Dholewal, Ludhiana	6	7	13
6	Govt. high School, Tajpur Road, Ludhiana.	5	3	8
7	Govt. Sr. Sec. School, Jodhewal Basti, Ludhiana.	6	5	11
8	B.C.M. Sen. Sec School, Sector 32, Ludhiana.	6	8	14
9	Spring Dale Sen. Sec School, Ludhiana	7	7	14
10	Green Land Sen. Sec School, Sector 32, Ludhiana	8	7	15
11	U.S.P.C Jain Sen. Sec School, Ludhiana	8	6	14
12	Ryan International Sen. Sec. School, Ludhiana	6	7	13
13	D.C.M. Presidency School, Ludhiana	5	5	10
TOTAL		80	80	160

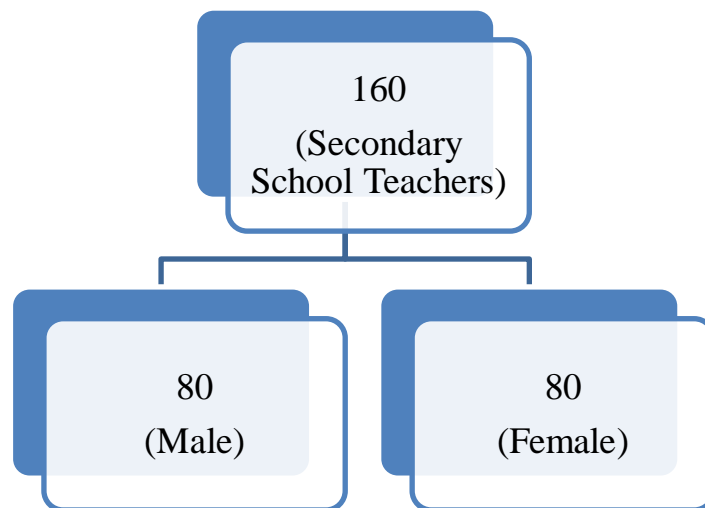


Figure 5.1

Tools

The data will be collected with the help of following standardized tests:

1. Teacher effectiveness scale (TES – KM) by Kumar and Mutha (1999) revised version.
2. Emotional intelligence scale (EIS – HPD) by Hyde, Pethe, Dhar (2007)

Statistical Techniques used

The following statistical techniques were employed in order to analyze the data:-

1. Descriptive Statistics: - Mean Median, Standard Deviation, Kurtosis and Skewness to ascertain the difference of means.
2. t- test was used in ascertain the difference of means.
3. Karl Pearson’s coefficient of correlation techniques to find the relation between the variables.

Conclusions

Table 1.1: Coefficient of Correlation between Teacher Effectiveness and Emotional Intelligence of secondary school teachers (N=160)

Category of secondary school teachers	N	R
Total	160	0.82**

** Significant at .01 level * Significant at .05 level

The coefficient of correlation between Teacher Effectiveness and Emotional Intelligence of secondary school teachers as 0.82 which is significant at .01 level of confidence which shows that there exists a significant relationship between Teacher Effectiveness and Emotional Intelligence of secondary school teachers. Therefore the hypothesis stating that there will be no significant relationship between Teacher Effectiveness and Emotional Intelligence of secondary school teachers stands rejected. It concludes that there is significant relationship between Teacher Effectiveness and Emotional Intelligence of secondary school teachers.

Suggestions for further study

Therefore the present study opens up certain avenues for further research which are briefly listed below:-

- (1) The present study was conducted on a sample of 160 secondary school teachers. A similar study may be conducted on a large sample for broader generalization.
- (2) The research on the variables of Emotional Intelligence and Teacher Effectiveness may be conducted on the teachers of high school and college level as well.
- (3) Emotional Intelligence can also be studied in relation to some other variables such as adjustment, self-concept etc.
- (4) The study of same nature can be undertaken for different district and states.

Educational Implications

The most outstanding characteristics of any research is that it must contribute something new to the development of the area concerned. The present study has its implications for the government and private secondary school teachers.

As the result of present study reveals that there exists significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers. Teacher's emotional intelligence affects their own and pupils behavior, their ability to build up sound relationships with the pupils, their style of teaching and their perceptions and expectations of themselves as teachers and of children as learners.

The study also found no significant difference in teacher effectiveness of male and female secondary school teachers. This implies that gender does not affect the effectiveness of a teacher.

Emotional Intelligence Training must be made a Part of Teacher Training Considering the fact that the teachers lead, and teach the future youth, who provide for a wide range of increasingly sophisticated and ever changing variety of manpower needed, their job is a more responsible one, implying that the teachers be high on EI and well-being to be performing effectively. Research studies also imply that EI can be enhanced, cultivated through training. Hence the training modules for teachers at all levels must include components on enhancing their EI. An Emotionally Intelligent teacher will be able to monitor and manage negative emotions like anger, frustration, irritability etc. better which will help her remain calm in the classroom situations which evoke the negative emotions. A teacher should be optimistic as there are individual differences among students and only an optimistic teacher will be able to sustain in her efforts towards the betterment of students who are relatively weak. Understand emotions among their students helping them to identify students in distress and give them the required attention and refer them for further help if needed. Emotional intelligence can be developed and promoted by making training programs that aid the teachers in exercising control over their emotions and act in suitable ways rather than to react in a negative one. Training programs can focus on eliminating any ambiguity in stressful conditions and help the teachers to combat them by facilitating the capacity to make informed choices about what should be done and how to implement it. The teachers might benefit from these programs in that they might be able to deal with professional and personal situations more effectively.

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