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## TEACHER'S EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO EMOTIONAL INTELLIGENCE

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### ABSTRACT

*This paper reflects the relationship between Teacher Effectiveness of secondary school teachers with emotional intelligence from Rohtak city. For the present study Descriptive survey method was used. A sample of 100 teachers was taken from Rohtak District. Teacher effectiveness was determined with the help of standardized tools constructed by Kumar and Mutha (1974) revised in 1999 and Emotional Intelligence was studied by tool developed by Hyde, Pethe, & Dhar, 2007). The study revealed a significant positive relationship between Teacher's Effectiveness and Emotional Intelligence among secondary school teachers.*

**key words: Teacher Effectiveness and Emotional Intelligence.**

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### Introduction

Effectiveness means, "The degree to which an agent produces effects", **Remmers (1952)[3]**. According to **Mitzels (1982)[28]** Encyclopedia of educational research The term 'teacher effectiveness refers' to the amount of progress the pupils make towards some specified goals of education. It includes such common dimensions as planning and mastery of the subject matter, method of teaching, rewards and punishment, motivation to facilitate learning experience, evaluation, attitude towards students, and interpersonal relationship with colleagues, with parents, attitude towards profession and job satisfaction. **Krishnan (1994)[23]** reported that an effective teacher creates environment that motivates the students. **Kumari and Padhi (2014)[2.a]** well stated that , "Teacher Effectiveness is an amalgamation of both cognitive and non-cognitive attributes like academic qualification and distinctions, clarity of thought and expression, fluency, teaching strategy, charisma, and experience and socio-personal interaction". Researches done in this regard had shown that the quality of teachers is highly crucial to better learning-related outcomes (**Miyagamwala,2015)[29.a]**. Teacher plays an important role in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another (**Kumari and Padhi 2.b**). **Zehm & Kottler, (1993)[34]** stated that, "Passionately committed teachers are those who absolutely love what they do. They are constantly searching for more effective ways to reach their children to master the contents and methods of their craft", (**Hattie in 2012)[12]**.

Teachers generally found with high level of emotional intelligence are more optimistic, more adjustable and adaptable. They are filled with lot of confidence and exhibit a high level conflict resolution and much skilled in resolving problems, have better temperament. High emotional intelligent teachers have been found to have a good sense of self-control and higher self esteem (**Ghosh,2015)[12]**. Such teachers are more collaborative, authoritative, and open mindedness. An effective teacher display a great deal with social interaction and a caring attitude. They also

exhibit good organizational and managerial skills. **Chayya (2001)[7]** states that, “ Effective teachers take personal responsibility to students learning, determines the difficulty of the lesson with the ability of the student and give the opportunities to students to practice newly learned concepts”. It has been found that more the effective teacher is high level of enthusiasm is exhibited by him which reflects their professional competence and confidence.

Teachers’ effectiveness specifies their potential to attain their set aims and objectives of education and to further strengthen their teaching profession (**Anand,1983**)[1].

### **Emotional Intelligence**

Emotions are one of the characteristics of human beings. These are the ‘personal experiences’ that arise from complex interplay among physiological, cognitive and situational variables (**Misra and Laskar, 2013**)[27.a]. Emotions play quite a significant role in guiding and directing our behaviour. It is a balance between HEART (emotions) and MIND (intelligence). Emotions are the prime movers of thought and conduct (**Gupta and Moun**[25.a]). They influence the physical, mental and social aspects of an individual along with their level of adjustment (**Gupta and Moun** [25.b]). If emotions are handled properly they are the tools for successful and satisfied life (**Misra and Laskar**[27.b]). Goleman popularized the term emotional intelligence. According to **Mayer and Solvey (1990)**[26], Emotional intelligence is defined as “ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. Emotional intelligence contributes to balance personality of the individual (**Mishra and Laskar**[27.c]).

**High E.Q means** someone is self-confident, self-aware, and able to handle difficult emotional experiences. People with high E.Q can often better recognize and control their own emotions and recognize the emotional states of other. While person’s with high I.Q measures concepts like logical reasoning word fluency and logical and mathematical skills instead of emotional stabilities (**Gupta and Moun**,[25.c]).One’s emotional intelligence can play a role in the attributions associated with teaching and learning because emotions are bound up with learning and are inseparable from it. Claxton, beautifully stated that, “Learning is an intrinsically emotional business”, (**Claxton, 1999**)[8].

### **Emotional Intelligence and Teacher’s Effectiveness**

Teachers’ emotional intelligence has an influence on the behavior of the students (**Miyagamwala** [29.b]). **Goleman(1995)**[13.a] explored from his research that E.Q predicts about 80% of the person’s success in life, while I.Q contributes to only about 20% (**Goleman**,[13.b]) as it measures logical reasoning, word comprehension and mathematical skills i.e . have greater academic success High I.Q does not correspond to ability to manage their own emotional states.(**Goleman** [13.c] , **Gupta and Moun, 2014**) [25.c]. E.Q may be the best predictor of success in life. People with high E.Q people are more likely to succeed in everything they undertake in their life (**Mishra and Laskar**,[d]). It has been found that teachers are forced to lose themselves when they confront with unruly students and have to face compelling family conflicts and several kinds of abusing behavioural activities. This demands that teachers should possess skill of managing their emotions in order to be more effective. Research findings by **Gibson and Dembo (1984)**[12] explored that high emotional intelligent teacher keep their students more engaged in learning activities, spend more time in monitoring their work in comparison to low emotional intelligent teachers who shows lack in perseverance and give negative feedback to students. Teaching effectiveness and emotional intelligence have been found to have positive correlation with each

other. Teachers with high emotional intelligence have been found to perform better in overall teaching effectiveness (Hwang,F.F, 2006)[11]. Awareness of their own emotions improves their rational decisions based on conscious which may lead to their overall effectiveness and job satisfaction. Lecturers with high Emotional Intelligence were found to have high self-confidence and were more committed to their jobs. It has been found that negative emotions greatly affect our normal life. Decisions taken in the impulsive state would lack fairness of judgment and affect others (Ramana, 2013)[30]. A teacher has to not only instruct but also inspire the students (Miyagamwala,2015)[29.c]. Study conducted by Singh(2003)[32] found that teachers need to be high in their emotional intelligence to be successful. Dash et al(2004)[8] in his study found that emotional intelligence has a positive effect on senior secondary school teachers' effectiveness (overall and at all the dimension). Emotionally mature Teachers can handle stress with great ability. They are able to recognize their strengths and weaknesses and can take responsibility for their actions empathize with others, better ability to communicate, can build trust in others, possess high self-awareness, make personal decision and manage their own feelings very well in comparison to less emotionally mature teachers. Woolfolk and Hoy(1990)[33] have also found that high emotional intelligent teachers are more humanistic in their approach. Goleman (1995)[13.d] found out that teachers with high emotional intelligence predicted positively predicted degree of life success and emotional intelligence could be learned and acquired. Only an emotionally healthy teacher can properly guide the students. Joshi (2015)[20] concluded that teachers with high Emotional Intelligence are more effective in their teaching (Kauts & Kaur, 2015)[22] and have less occupational stress (Kauts & Saroj, 2012)[21.a] Gibson and Dembo (1984)[13] cited by Beri and Beri (2014)[3] Emmer and Hickman (1991) [10]have proved that, " Teachers with high emotional intelligence are better equipped to keep their students engaged in learning activities. They are able to spend more time with the students monitoring their work". The research of Goleman (1995, 1998)[13.e,14] rightly described that, "teachers become more effective when they are aware of their own emotional behavior". Bansibihari and Surwade (2006)[4] are of the view that emotional intelligence of a teacher increases the achievement motivation, optimism and reduces violence, aggression, depression and sense of isolation among them. Mishra and Laskar[27.e])well stated that, "Teachers who are emotionally more mature are generally self aware, can make personal decisions and manage their feelings well in comparison to emotionally less matured teachers. They can handle stress, empathize with others, can communicate well, build trust in others. They have the capacity to recognize their strengths and weaknesses and can take responsibility for their actions". (Kauts & Saroj,[21.b] revealed that teachers with high emotional intelligence shows low level of stress and emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching. This paper reflects the relationship between teacher effectiveness of secondary school teachers with emotional intelligence from Rohtak city.

#### OBJECTIVE:

O<sub>1</sub>To study to the relationship between Teaching Effectiveness and Emotional Intelligence of secondary school teachers .

#### HYPOTHESIS

H<sub>1</sub> There is no significant relationship between the effectiveness of secondary school teachers and Emotional Intelligence.

#### METHODOLOGY:

The investigator employed descriptive survey method of research for the present study.

#### SAMPLING DESIGN

A sample of 100 secondary school teachers(47 male and 53 female) was selected from 16 secondary schools (seven government and nine private) located in urban and rural areas of Rohtak district.

**PROCEDURE:** The researcher visited government and private secondary schools situated in the Rohtak district of Haryana state. Teacher's effectiveness scale and Emotional Intelligence scale were administered on male and female teachers. The scores of teachers in these tests were tabulated and analyzed by using appropriate statistical techniques.

#### TOOLS USED

- **Teacher Effectiveness Scale** developed by **Kumar and Mutha (1974)** revised in 1999 [24] was used for measuring the effectiveness of teachers. It consists of 69 items.
- **Emotional Intelligence: Hyde, Pethe, & Dhar (2007)[19]** was used to measure the EI of teachers. The split half reliability coefficient of the scale is 0.88 and its content validity is 0.93. The validation has been done on Indian executives but it can be used for other professions as well. The scale has a total 34 items with response options of strongly agree, agree, neutral, disagree and strongly disagree.

#### ANALYSIS AND INTERPRETATION

The collected data were classified, tabulated and subjected to statistical analysis using Mean, S.Ds and correlation. The interpretation of the collected data is as follows:

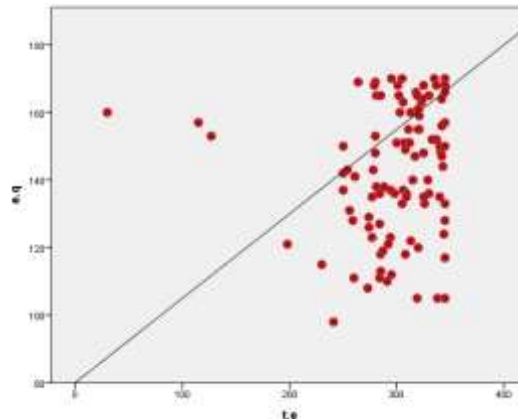
**Hypothesis:** There exists no significant relationship between the teaching effectiveness and emotional intelligence of secondary school teachers.

**Table 1. Relationship between Teachers' Effectiveness and Emotional Intelligence of Secondary School Teachers**

Group of Teachers	N	Means	'r' value
Teacher Effectiveness	100	296.84	0.082
Emotional Intelligence	100	142.55	

The value of coefficient of correlation between teachers' effectiveness and emotional intelligence is found to be 0.08 which is significant at 0.05 level of significance. The value obtained is positive in nature. Hence it can be deduced that there is a positive relationship between the teacher's effectiveness and emotional intelligence of secondary school teachers. It indicates that teaching effectiveness increases as the emotional intelligence increases, proportionately. Therefore, the hypothesis that, "There exists no significant relationship between the teaching effectiveness and emotional intelligence of secondary school teacher", **stands rejected**. Teacher's effectiveness is positively correlated with emotional intelligence of secondary school teachers.

**Figure 1. Relationship between Teachers' Effectiveness and Emotional Intelligence**



### Discussion of the Results:

The teacher has to deal with the young minds to generate new knowledge. Several researches done on the relationship between teaching effectiveness and emotional intelligence reflects that the increase in emotional intelligence the effectiveness of secondary school teachers also increases (Yadav ,2016)[4]. Behara (2009)[6] also revealed a positive correlation between teacher effectiveness and emotional intelligence and with the various dimension of teacher effectiveness. Beri and Beri (2014)[3.b] concluded contradictory results from his study and found that emotional intelligence has no role to play in deciding the teaching effectiveness of teachers.

### CONCLUSION

The purpose of the current study was also to explore the relationship between Emotional Intelligence and Teacher Effectiveness. The results of the study indicate that teacher effectiveness of secondary school teachers has a significant positive relationship with their emotional intelligence. Thus, the higher the EI, the better teacher effectiveness is. This is because emotionally intelligent teachers seek to have confidence not just in their content and materials but also in their flexibility and readiness to respond; they put energy into getting materials and methods planned but also into preparing to meet learners' expectations.

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