

“To study the emotional intelligence and teacher effectiveness in respect of their gender and medium of instruction of secondary school teachers of Distt. Fazilka (Punjab)”

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Abstract: This study aimed at evaluating the emotional intelligence and teacher effectiveness of secondary school teachers and exploring the relationship between the two, reveals a moderate positive relationship. It however indicates that both emotional intelligence and teacher effectiveness are influenced by gender but not by the medium of instruction.

Introduction: Emotional are an integral part of our mental life, lending quality and meaning to our very existence. The management of emotions is a complex affair, requiring a certain degree of skill and competence. This has given rise to the concept of emotional intelligence (EI). It encompasses a multitude of abilities related to the emotional processing of information and may be described as “the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth” (Mayer and Salovey, 1997).

Review of the related study: In recent years, emotions seem to have become a focal area of interest for researchers in cognitive sciences. Having realized the potential of emotions in the cognitive as well as overall development of an individual, the emotional development of students has now become a priority area for education professional (Elias Zings, Weissberg, Frey, Greenberg, Haynes, Kessler, Schwabstene and shriver, 1997; Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnik and Ellias , 2003). With emotional competencies being linked to the academic learning of the students (Durlak and Weissberg, 2005), the emotional intelligence of teachers has gained greater significance (Brotheridge and Grandey, 2002, Sutton and Wheatley, 2003; Palomera et al , 2008). Now with emotional intelligence (EI) being linked to work performance (Brackett and Caruso, 2007) there is a need to explore the relationship between EI and teacher effectiveness, especially in the Indian context.

Objectives: The objectives of the present investigations were:

- To assess the emotional intelligence of secondary school teachers
- To evaluate the teachers effectiveness of secondary school teachers.
- To investigate the relationship between emotional intelligence and teachers effectiveness of secondary teachers.
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Hypotheses:

- The emotional intelligence of secondary school teachers varies significantly.
- The teacher effectiveness of secondary teachers differs in a significant manner.
- The relationship between the emotional intelligence and teacher effectiveness of secondary school in teachers is significant.

Methodology

Sample: A sample of the 120 (60M,60F) secondary school teachers from various English and punjabi medium schools of Fazilka was used to collect data for the present study.

Tools used: The Emotional intelligence Scale by Hyde, Pethe and Dhar was used to evaluate the emotional intelligence of the secondary school teachers. The EIS consists of 34 items representing various factors of EI. While the minimum possible score on the EIS of 34, the maximum lies at 170.

The teacher effectiveness Scale (TES) by Kumar and Murtha was employed to assess the effectiveness of the secondary school teachers. The TES comprises of 69 items belonging to various teaching behavior categories. The total score on the TES varies from a minimum 69 to a maximum of 345. High score indicate high levels of teacher effectiveness while low scores indicate poor teacher effectiveness.

Procedure: After receiving the consent of the concerned authorities of various secondary schools, the teachers were contacted by the researcher. They were requested to fill the EIS and TES without omitting any item. All the completed forms were used for data analysis using statistical measures such as mean, standard deviation, t-test and product-moment correlation.

Analysis and Interpretation:**Table 1: Emotional Intelligence of Secondary School Teachers**

Groups	N	Mean	S.D.	t-value	Significance level
Gender Male	60	108.80	16.40	2.37	0.05
	Female	60	115.96		
Medium of Instruction English	60	113.17	15.75	0.95	NS
	Punjabi	60	115.90		

The calculated t-value for mean scores of EI of male and female secondary school teachers was found to be 2.37 which is significant at the 0.05 level of significance. This means that male and females teachers do differ significantly in terms of their emotional intelligence with female teachers demonstrating a considerable edge over their male counterparts. These findings are in congruence with results of studies by Schutte, Malbuff, Hall, Haggerly, Cooper, Golden and Dornhein (1998), Ciarrochi, Chan, and Capotti (2000), Day and carroll (2004) and penrose (2007). When the emotional intelligence of English medium and punjabi medium secondary school teachers was compared, the difference in mean scores was found to be statistically insignificant.

Table 2: Teacher Effectiveness of Secondary School Teachers

Groups	N	Mean	S.D.	t-value	Significance level
Gender					
Male	60	202.03	44.61	2.16	0.05
Female	60	218.33	39.05		
Medium of Instruction					
English	60	217.08	40.70	0.68	NS
Punjabi	60	208.50	43.11		

When the mean scores of the teachers effectiveness of male and female secondary schools teachers were compared, the t-value was found to be 2.06, indicating a significant difference between them. These findings suggest the possibility of gender influencing the effectiveness of teachers in a significant manner. The comparison of mean scores of teacher effectiveness of teachers from English and Punjabi medium schools reveals that the differences are insignificant, indicating that the medium of instruction does not play a defining role in their effectiveness as teachers.

Table 3: Relationship between Emotional Intelligence and Teacher Effectiveness of Secondary School Teachers

Variables	Value of correlation coefficient	SE _r	Confidence interval(95%)
Emotional Intelligence Teacher Effectiveness	0.433	0.074	0.288 to 0.578

The coefficient of correlation between emotional intelligence and teacher effectiveness was found to be 0.433 suggesting a moderate positive relationship. The calculated SE was found to 0.074, so

the 95% confidence interval for the true 'r' is within the limits 0.288 to 0.578. The nature of relationship between emotional intelligence and teacher effectiveness indicates that as EI increases, so does teacher effectiveness and conversely it decreases when the EI decreases.

Findings:

The major findings of the present study are:

1. The emotional intelligence of secondary school teachers varies significantly when gender is taken into consideration.
2. The teacher's effectiveness of secondary school teachers differs significantly when gender is taken into account.
3. The emotional intelligence of secondary school teachers is significantly positively correlated with their teacher effectiveness.

Educational Implications: The positive relationship between the emotional intelligence and effectiveness of the teachers suggests the need for recruiting more emotionally intelligent teachers. Also various pre-service and in-service teacher training programs could incorporate measures to improve the EI skills of the teachers which in turn would be reflected in their improved effectiveness in teaching. Having teachers with high levels of EQ would be beneficial to the students not only in terms of their improved learning outcomes but also better emotional and overall development.

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