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TEACHER EFFECTIVENESS OF HIGH SCHOOL TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE



ABSTRACT:-

This study is aimed at (i) studying teacher effectiveness in relation to emotional intelligence and (ii) studying the correlation of teacher effectiveness and emotional intelligence. To achieve the purpose, Teacher Effectiveness Scale Sujata Mishra (1999) and Emotional Intelligence Scale by Hyde, Pethe and Dhar (2001) were employed. A sample of 400 high school teachers was selected on the basis of random sampling technique. Descriptive statistics were used to analyse the data. The t-value was applied. Results indicate a significant difference between teacher effectiveness among male and female & Govt. and Private high school teachers. Findings on the basis of one way analysis of variance reveal that the group of high school teachers with high emotional intelligence is more effective than the group of teachers with average or low emotional intelligence. There exists positive and significant relationship between teacher effectiveness and emotional intelligence among high school teachers.

KEYWORDS : Teacher Effectiveness, Emotional Intelligence, High School Teachers.

INTRODUCTION

In educational process, an effective teacher occupies a place of remarkable position. There is an unprecedented demand for effective teachers in the

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present scenario of high complexity and specialization. This is to lead the multitudes of school children on the lane of enrichment and advancement. An effective teacher is that who helps in developing among students the basic skills, understanding, proper work habits, desirable attitude, value judgment and adequate personal adjustment.

Teacher effectiveness means perfection, the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity and learning in the teacher. Effective teacher has the potential of understanding the students' emotions and their causes, the capability of effectively regulating these emotions in oneself and in others and most importantly being able to use the emotions as a source of information for problem solving, being creative and dealing with social conditions.

The concept of teacher effectiveness is multidimensional in nature. Everyone had preconceived idea of a good teacher. An individual believe in the inherent capability of teaching is the result of the training acquired through formal training effectiveness in teaching is the result of dynamic personality of an effective teacher. A teacher who teaches effectively may cover the way for progressive and productive society; on the other hand, the poor teaching would lead to the prolongation of obliviousness, misinterpretation, intellectual and cultural sluggishness in the society. The institution having adequate material resources and appropriately adopted curriculum may all go in waste, if the teacher is not effective. Barr (1952) explains teacher effectiveness as a relationship between teachers, pupils and other persons concerned with educational undertaking. All affected by limiting and facilitating aspects at the

immediate situation.

A teacher is the hope for an individual and the country. His personality, behaviour, interests, attitudes and emotions affect students' behavioural pattern. Thus, a teacher should be emotionally intelligent and hence must understand his attributes as well as the same of students in the teaching-learning process.

Emotional intelligence refers to the ability for recognizing our own feelings and those of others, for motivating ourselves and managing emotions in ourselves and in our relationship. This is more essential and required in the life than the theoretical or abstract intelligence. According to Mayer and Salovey (1995) emotional intelligence may be defined as the capacity to reason with emotions in four areas namely to perceive emotions, to integrate it in thought, to understand it and to manage it. They broke emotional intelligence into components like:

1. Self awareness
2. Managing emotion
3. Motivating oneself
4. Empathy and handling relationships

NEED AND SIGNIFICANCE OF THE STUDY

The effectiveness of education system depends on the effectiveness of its teachers. Most of the classroom teaching in India continues to be teacher dominated hence we should pay more attention towards teacher effectiveness so that the future generation are to be adequately prepared to face the changing time. For this purpose, there must be a sound theory at the bottom of teacher effectiveness. High school teachers occupy a place of crucial importance. The future of the country inevitably rests on them. It is prominent for them to earn public recognition by their enlightened devoting and professional efficiency. Higher standards of efficiency and integrity may themselves contribute to their status. Therefore, the present study was conducted on high school teachers. Teacher effectiveness may be influenced by various factors namely teaching experience, professional training, job satisfaction, emotional intelligence, locus of control, burnout etc. Through this study the investigator wants to examine teacher effectiveness in relation to emotional intelligence. The investigator also endeavors to compare the teacher effectiveness and emotional intelligence among male & female high school teachers, among Govt. & Private teachers and also study the relationship between teacher effectiveness and emotional intelligence among teachers. The results will definitely contribute in the field of teaching.

OBJECTIVES OF THE STUDY

1. To find out the difference in teacher effectiveness among male and female high school teachers.
2. To find out the difference in teacher effectiveness among Govt. and Private high school teachers.
3. To find out the relationship between teacher effectiveness and emotional intelligence among high school teachers.

HYPOTHESES OF THE STUDY

1. There exists significant difference in teacher effectiveness among male and female high school teachers.
2. There exists significant difference in teacher effectiveness among Govt. and Private high school teachers.
3. There exists no significant relationship between teacher effectiveness and emotional intelligence among high school teachers.

SAMPLE

A sample of 400 high school teachers was taken from 38 schools of Anantnag district of the state of Jammu and Kashmir at random. Out of these, 400 teachers (256 male and 144 female) were taken from Govt. and Private high schools.

TOOLS USED

1. Teacher Effectiveness Scale by Sujata Mishra (1991).
2. Emotional Intelligence Scale by Hyde, Pethe and Dhar (2001).

STATISTICAL TECHNIQUES USED

Mean, S.D., t-ratio, One way analysis of variance (ANOVA) and Pearson Product- Moment correlation technique were used to analyse the data.

ANALYSIS, RESULT AND DISCUSSION

Table 1: Showing difference in mean scores of male and female and Government and Private high school teachers on the variable of Teacher Effectiveness

Variable	Gender	N	Mean	Std. Dev	't' Value	Sig.
Teacher Effectiveness	Male	256	158.9375	46.44267	7.535	Significant at 0.05 level
	Female	144	125.7917	33.42728		
Teacher Effectiveness	Government	64	136.1563	48.24416	2.109	Significant at 0.05 level
	Private	336	149.0714	44.23318		

*Significant at 0.05 level

Table 1 show that the difference in mean scores of male and female high school teachers on the variable of teacher effectiveness is 7.535, which is significant at 0.05 level of confidence. As the mean score of male high school teachers is higher than female high school teachers, thus it can be said that male high school teachers have higher level of teacher effectiveness.

The results are in line with the findings of Singh (2011) and Goyal and Duggal (2012), Goel (2013) who reported significant difference in teacher effectiveness among male and female high school teachers.

Therefore, hypotheses 1 stating "There exists significant difference in teacher effectiveness among male and female high school teachers" stands accepted.

Table 1 depicts that the difference in mean scores of Govt. and Private high school teachers on the variable of teacher effectiveness is 2.109, which is significant at 0.05 level of confidence. The mean score of private high school teachers is higher than government high school teachers, thus it can be said that private high school teachers have higher level of teacher effectiveness than government high school teachers.

Therefore, hypotheses 2 stating "There exists significant difference in teacher effectiveness among Govt. and Private high school teachers" stands accepted.

Table 2: Showing Correlation between Teacher Effectiveness and Emotional Intelligence among High School Teachers

Group	Variable	N	r
High School Teachers	1. Teacher Effectiveness 2. Emotional Intelligence	400	.611**

**Significant at 0.05 level

Table 2 shows the values of coefficient of correlation ($r = 0.611$) between teacher effectiveness and emotional intelligence among high school teachers is significant at 0.05 level of confidence, meaning thereby, that high school teachers with higher emotional intelligence have higher teacher effectiveness. High emotional

intelligence is a significant factor for teacher effectiveness among high school teachers. Singh and Jha (2012) and Yadav (2016) theorized that high emotional intelligence of high school teachers lead to high teacher effectiveness among them.

Hence, third hypothesis stating “There exists significant relationship between teacher effectiveness and emotional intelligence among high school teachers” stands accepted.

CONCLUSION

The paper gives an intense view about teacher effectiveness among high school teachers. The study found that there is a significant difference in teacher effectiveness among high school teachers w.r.t. to gender and type of the institution. There exists a positive significant relationship between teacher effectiveness and emotional intelligence among high school teachers

EDUCATIONAL IMPLICATIONS

This study helps in understanding the relationship between teacher effectiveness and emotional intelligence. Authorities in the field of education should efforts to increase emotional intelligence of teachers in educational institutions so that teacher effectiveness of teachers also increases. Practical steps must also be thought out and implemented for enhancing emotional intelligence of teachers. Seminars, workshops and teacher training programs can be arranged for teachers to further enhance their effectiveness. Administration and counselors in the field of education can arrange some intervention programs to make teaching more effective. The study also helps the high school teachers to make them more effective.



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