

Teachers' Effectiveness of Secondary School Teachers in relation to their Emotional Intelligence

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Abstract

The present study has been designed to investigate the teachers' effectiveness of secondary school teachers in relation to their emotional intelligence. For this, the random sampling technique was used to select 448 secondary school teachers from the population of the study. All the selected subjects were administered with Puri and Gakhar Teacher Effectiveness Scale (PGTES-2010) for teacher effectiveness. The whole sample was divided into two comparable groups on the basis of teachers' effectiveness scores (TES scores). For this, the total score of TES was obtained. The subjects having highest 27% score on TES constituted the high teachers' effectiveness group. The high teachers' effectiveness group consisted of 121 subjects and subjects having lowest 27% score on TES constituted the low teachers' effectiveness group. The low teachers' effectiveness group consisted of 121 subjects. Then, all the selected subjects were administered with Hyde, Dhar, & Pethe Emotional Intelligence Scale (EIS-2007). Subsequently the data was analyzed by using descriptive statistical method, the most prominently by t-ratio. The obtained findings revealed that high teachers' effectiveness group obtained higher mean scores on all the dimensions of emotional intelligence as compared to low teachers' effectiveness group. The finding pointed that higher emotional intelligence helps an individual to be more friendly, sociable, skillful, helpful, self controlled and responsible and also have better knowledge of emotions.

Keywords: Teachers' Effectiveness, Emotional Intelligence, Secondary School Teachers.

Introduction

Education is a systematic process through which knowledge is transferred to the students with the help of effective teaching. In this connection, McKeachie (1997) said that, "Effective teaching is dependent on the coordination of several components, i.e. the objectives, the student, the content and the teacher". It depends upon teachers, how they use their abilities to make their teaching effective and show satisfied results in teaching. Teacher effectiveness is synonymous with effective teaching and can be defined as a kind of classroom transactions that occur between teacher and students, resulting in an increase in students' knowledge (Evans, 2006). Teacher effectiveness also defined as the power to understand socially valued objectives settled for teachers' work, especially, but not exclusively, the work concerned with enabling pupils to learn (Campbell, et al., 2003). The ability of a teacher to teach is influenced by their physical, mental and emotional status as well as the environment and availability of opportunities. The teachers' effectiveness depends on many factors including emotional intelligence of the teachers. "Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships" (Goleman, 1998). However, Salovey & Mayer (1990) defined an emotionally healthy person as "Being able to monitor and regulate one's own and others' feelings and to use feelings to guide thought and action". An emotionally healthy person is well aware of his emotions, strengths and weaknesses. However, a disturbed teacher, whether mentally or emotionally, cannot give satisfactory result in teaching. Therefore, the teacher must be emotionally stable and mature in order to have a cordial relationship with his or her students. This will actually lead to better performance of the students.

Review of Related Literature

Various studies have been conducted to investigate the effect of emotional intelligence on teacher effectiveness. The study conducted by Adeyemo and Chukwudi (2014) showed that emotional intelligence is a significant predictor of pre-service teachers' teacher effectiveness. Another study conducted by Bala (2017) on 200 secondary school teachers to examine the effect of emotional intelligence on teacher effectiveness. Results indicated that the group of secondary school teachers with high emotional intelligence was more effective than the group of teachers with average or low emotional intelligence. There existed a positive and significant relationship between teacher effectiveness and emotional intelligence among secondary school teachers. Ali & Ahmad (2018) also examined the relationship between emotional intelligence and teaching effectiveness among 300 teachers of secondary schools of Rampur districts, Uttar Pradesh. The results of the study showed that high effectiveness group of teachers were emotionally more stable as compared to low effectiveness group of teachers. The results of the study also showed that there was a positive and significant relationship between overall emotional intelligence and overall teaching effectiveness. In a recent study that was conducted by Ezzi (2019) investigated the relationship between teaching performance and emotional intelligence of English student-teachers. The outcomes of the study showed that emotional intelligence is not a significant predictor of the student-teachers' superior performance in teaching. Thus, evidence from the literature confirmed that teacher effectiveness and emotional intelligence are positively correlated. Nevertheless, it is noteworthy that only a few studies has been conducted to investigate the emotional intelligence of high and low teachers' effectiveness groups of secondary school teachers in India till date. Therefore the investigator decided to conduct the study to compare the emotional intelligence of high and low teachers' effectiveness groups of secondary school teachers.

Objective

To compare the high and low teachers' effectiveness groups of teachers on the different measures of emotional intelligence.

Hypothesis

High and low teachers' effectiveness groups of teachers not differ significantly on the measures of emotional intelligence.

Methodology

All the secondary school teachers of Haryana considered as the populations of the study. A sample of 448 secondary school teachers from various schools of Haryana was randomly drawn from the population. Teacher effectiveness was measured with the help of Puri and Gakhar teacher effectiveness scale (PGTES-2010). For categorizing the subjects into high and low teachers' effectiveness groups, the scores obtained from Teachers' Effectiveness Scale (TES) was taken into consideration. The grouping was made to compare the high and low teachers' effectiveness groups on the measures of emotional

Intelligence. The subjects having highest 27% score on TES constituted the high teachers' effectiveness group. The high teachers' effectiveness group consisted of 121 subjects and subjects having lowest 27% score on TES constituted the low teachers' effectiveness group. The low teachers' effectiveness group consisted of 121 subjects.

Tools

1. For measuring the teachers' effectiveness of the subjects, the investigator used Puri & Gakhar Teachers Effectiveness Scale (PGTES-2010). PGTES consists of 68 items for measuring the six behavioural categories of the teachers. The test retest reliability coefficient was found to be 0.76 and its content validity was 0.91.
2. For measuring the emotional intelligence of the subjects, the investigator used Hyde, Dhar, & Pethe Emotional Intelligence Scale (EIS-2007). The scale consists of 34 items for measuring the ten dimensions of the emotional intelligence. The split half reliability coefficient of the scale was found to be 0.88 and its content validity was 0.93.

Results and Discussion

Table 1: Means, S.Ds and t-ratio of High and Low Teachers' Effectiveness Groups of Teachers on Self -Awareness Measure of Emotional Intelligence

Groups	Mean	S.D.	t-ratio	Level of Significance
High Teachers' Effectiveness Group (N=121)	18.28	1.53	9.71	0.01
Low Teachers' Effectiveness Group (N=121)	16.26	1.66		

Table 1 indicates that, the mean scores of both high and low teachers' effectiveness groups of teachers on the self-awareness dimension of emotional intelligence are 18.28 and 16.26 with the standard deviations of 1.53 and 1.66 respectively. The calculated t-value is 9.71 which is significant at 0.01 levels of significance. It reveals that the teachers belonging to high teachers' effectiveness group possess more self-awareness as well as capability of self analysis than low teachers' effectiveness group of teachers.

Table 2: Means, S.Ds and t-ratio of High and Low Teachers' Effectiveness Groups of Teachers on Empathy Measure of Emotional Intelligence

Groups	Mean	S.D.	t-ratio	Level of Significance
High Teachers' Effectiveness Group (N=121)	21.80	1.93	6.77	0.01
Low Teachers' Effectiveness Group (N=121)	20.08	1.77		

An observation of table 2 reveals the mean score of high teachers' effectiveness group is 21.80 and low teachers' effectiveness group is 20.08 on the empathy dimension of emotional intelligence. The standard deviation of high teachers' effectiveness group is 1.93 and low teachers' effectiveness group is

1.77. The calculated t -value is 6.77 which is significant at 0.01 levels of significance. The above results clarify that high teachers' effectiveness of teachers tends to have high level of empathy skill than low teachers' effectiveness group.

Table 3: Means, S.Ds and t-ratio of High and Low Teachers' Effectiveness Groups of Teachers on Self-Motivation Measure of Emotional Intelligence

Groups	Mean	S.D.	t-ratio	Level of Significance
High Teachers' Effectiveness Group (N=121)	26.49	2.00	8.63	0.01
Low Teachers' Effectiveness Group (N=121)	24.15	2.30		

Table 3 shows that the mean scores of both high and low teachers' effectiveness groups of secondary school teachers on self-motivation dimension of emotional intelligence are 26.49 and 24.15 with standard deviations of 2.00 and 2.30 respectively. When the t-test is applied to compare the mean scores of both the groups, it is found that the calculated t-value is 8.63 which is significant at 0.01 levels. This means that, teachers belonging to high teachers' effectiveness group are more responsible, better able to focus on the task at hand and more self-controlled than low teachers' effectiveness group of teachers.

Table 4: Means, S.Ds and t-ratio of High and Low Teachers' Effectiveness Groups of Teachers on Emotional Stability Measure of Emotional Intelligence

Groups	Mean	S.D.	t-ratio	Level of Significance
High Teachers' Effectiveness Group (N=121)	17.53	1.38	7.26	0.01
Low Teachers' Effectiveness Group (N=121)	16.16	1.57		

The table 4 depicts that mean score of high teachers' effectiveness group is 17.53 and low teachers' effectiveness group is 16.16 on the emotional stability dimension of emotional intelligence. The standard deviation of high teachers' effectiveness group is 1.38 and that of low teachers' effectiveness group is 1.57. The calculated t-value is 7.26 which is significant at 0.01 level of significance. It reveals that high teachers' effectiveness group have better ability to have stability in their feelings than the low teachers' effectiveness group of teachers and high teachers' effectiveness group teachers are more emotionally stable and more ability to stay cool, calm and collected in all situations than the low teachers' effectiveness group of teachers.

Table 5: Means, S.Ds and t-ratio of High and Low Teachers' Effectiveness Groups of Teachers on Managing Relation Measure of Emotional Intelligence

Groups	Mean	S.D.	t-ratio	Level of Significance
High Teachers' Effectiveness Group (N=121)	17.02	1.79	4.93	0.01
Low Teachers' Effectiveness Group (N=121)	15.90	1.82		

From table 5, it can be observed that the mean scores of both high and low teachers' effectiveness groups of teachers on the managing relation dimension of emotional intelligence are 17.02 and 15.90 with standard deviations of 1.79 and 1.82 respectively. The t- value comes out to be 4.93 which is significant at 0.01 levels of significance. So, it can be concluded that high teachers' effectiveness group of teachers are more capable in managing relation with others and also more sharing, helpful and harmonious in groups as compared to low teachers' effectiveness group of teachers.

Table 6: Means, S.Ds and t-ratio of High and Low Teachers' Effectiveness Groups of Teachers on Integrity Measure of Emotional Intelligence

Groups	Mean	S.D.	t-ratio	Level of Significance
High Teachers' Effectiveness Group (N=121)	12.75	1.48	4.90	0.01
Low Teachers' Effectiveness Group (N=121)	11.89	1.38		

Table 6 disclosed that, the mean and standard deviation of high teachers' effectiveness group of secondary school teachers on the integrity dimension of emotional intelligence are 12.75 and 1.48, and low teachers' effectiveness are 11.89 and 1.38 respectively. The obtained t-value is 4.90, which is found to be significant at 0.01 levels of significance. The above results elucidate that high teachers' effectiveness group have better awareness of one's weakness, strengths and beliefs. In other words, high teachers' effectiveness group of teacher has better integrity than the low teachers' effectiveness group of teachers.

Table 7: Means, S.Ds and t-ratio of High and Low Teachers' Effectiveness Groups of Teachers on Self-Development Measure of Emotional Intelligence

Groups	Mean	S.D.	t-ratio	Level of Significance
High Teachers' Effectiveness Group (N=121)	8.68	0.92	5.58	0.01
Low Teachers' Effectiveness Group (N=121)	8.06	0.87		

It can be observed from the table 7 that the mean scores of two comparable groups on self-development dimension of emotional intelligence are

8.68 and 8.06 with their respective standard deviation of 0.92 and 0.87. The obtained t-value is 5.58 which is found to be significant at 0.01 levels of significance. Hence, there exists significant difference in high and low teachers' effectiveness groups on the measures of self-development. The findings point out high teachers' effectiveness group of secondary school teachers has better attitude and knowledge towards themselves which is important for the development of everyone.

Table 8: Means, S.Ds and t-ratio of High and Low Teachers' Effectiveness Groups of Teachers on Value Orientation Measure of Emotional Intelligence

Groups	Mean	S.D.	t-ratio	Level of Significance
High Teachers' Effectiveness Group (N=121)	8.85	1.00	7.12	0.01
Low Teachers' Effectiveness Group (N=121)	7.86	1.07		

As can be seen in table 8, the mean scores of both high and low teachers' effectiveness groups of teachers on the value orientation dimension of emotional intelligence are 8.85 and 7.86 with standard deviation of 1.00 and 1.07 respectively. The calculated t-value is 7.12 which is greater than the table value at 0.01 level of significance value. This means that there is a significant difference in value orientation of high and low teachers' effectiveness groups. It refers that teacher of high teachers' effectiveness group more able to maintain the standards of honesty, ethics and moral values as compared to teachers of low teachers' effectiveness.

Table 9: Means, S.Ds and t-ratio of High and Low Teachers' Effectiveness Groups of Teachers on Commitment Measure of Emotional Intelligence

Groups	Mean	S.D.	t-ratio	Level of Significance
High Teachers' Effectiveness Group (N=121)	8.13	0.91	5.12	0.01
Low Teachers' Effectiveness Group (N=121)	7.49	1.00		

Table 9 shows the mean comparison of high teachers' effectiveness and low teachers' effectiveness groups of teachers on the commitment dimension of emotional intelligence. The mean score of high teachers' effectiveness group is 8.13 and low teachers' effectiveness group is 7.49. The standard deviation of high teachers' effectiveness group is 0.91 and that of low teachers' effectiveness group is 1.00. The obtained t-value is 5.12, which is significant at 0.01 level of significance. The comparison of the mean scores shows that teachers of high teachers' effectiveness group have better commitment than low teachers' effectiveness group. Hence, it can be said that the teachers of high teachers' effectiveness group have better able in completion of their commitment and promises than the low teachers' effectiveness group.

Table 10: Means, S.Ds and t-ratio of High and Low Teachers' Effectiveness Groups of Teachers on Altruistic Behavior Measure of Emotional Intelligence

Groups	Mean	S.D.	t-ratio	Level of Significance
High Teachers' Effectiveness Group (N=121)	8.59	0.93	6.21	0.01
Low Teachers' Effectiveness Group (N=121)	7.80	0.97		

From table 10, it can be observed that the mean scores of both high and low teachers' effectiveness groups of teachers on the altruistic behavior dimension of emotional intelligence are 8.59 and 7.80 with standard deviations of 0.93 and 0.97 respectively. The calculated t-value is 6.21 which is significant at 0.01 level of significance. The comparison of the mean scores refers that teachers belonging to high teachers' effectiveness group showing unselfish concern for the welfare of others as compared to low teacher's effectiveness group.

Table 11: Means, S.Ds and t-ratio of High and Low Teachers' Effectiveness Groups of Teachers on the Measure of Emotional Intelligence

Groups	Mean	S.D.	t-ratio	Level of Significance
High Teachers' Effectiveness Group (N=121)	148.16	8.17	11.49	0.01
Low Teachers' Effectiveness Group (N=121)	135.69	9.19		

From table 11, it can be observed that the mean scores of two comparable groups on emotional intelligence are 148.16 and 135.69 with their respective standard deviations of 8.17 and 9.19. The obtained t-value is 11.49, which is significant at 0.01 level of significance. Hence, it can be said that high teachers' effectiveness group of teachers have better ability to manage and take responsibility for one's emotions. They have superior emotional and social skill in dealing with others and tend to be a source of happiness to others. Therefore, the hypothesis i.e. *'High and low teachers' effectiveness groups of teachers not differ significantly on the measures of emotional intelligence'* is rejected. The obtained results support the findings of Adeyemo and Chukwudi (2014), Bala (2017), Ali & Ahmad (2018) whereas the obtained results disagree with the findings of Ezzi (2019) who found that emotional intelligence is not a significant predictor of the teachers' superior performance in teaching.

Conclusion

An overall finding revealed that high and low teachers' effectiveness groups of secondary school teachers show significant differences on all the ten dimensions of emotional intelligence i.e. self-awareness, empathy, self-motivation, emotional stability, managing relation, integrity, self-development, value orientation, commitment and altruistic behavior. The findings reveal that high teachers' effectiveness group of secondary school

teachers show better scores on all the above mentioned dimensions of emotional intelligence as compared to low teachers' effectiveness group. It shows that higher emotional intelligence level helps an individual to be friendlier, sociable, skillful, helpful, and self controlled and responsible and also have better knowledge of emotions. Therefore, it is suggested that EI training should be included in the teacher training program. The training program will effectively enhance the emotional intelligence of the pupil teachers and will also helpful in reducing their emotional and behavioural problems that may negatively impact on their teaching process.

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