



**ORIGINAL RESEARCH PAPER**

**Education**

**EFFECT OF EMOTIONAL INTELLIGENCE ON TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS**

**KEY WORDS:** Teacher effectiveness, emotional intelligence

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**ABSTRACT**

The present study is an attempt to study teacher effectiveness of secondary school teachers in relation to socio-economic status. A total of 120 (60 male and 60 female) teachers senior secondary level of District Rohtak were taken as the sample. Teachers' Effectiveness Scale (TES) developed by Mutha and Mutha and Emotional Intelligence Inventory by Pethe and Dar were used to collect the data. Mean, Standard Deviation, 't' test and Karl Pearson's Product Moment Coefficient Correlation were used to analyze the data. The findings of the study were: (i) Teachers with high emotional intelligence are found more effective in teaching than teachers with low emotional intelligence; (ii) There is a significant positive relationship between teacher effectiveness and emotional intelligence of secondary school teachers. It shows that emotional intelligence of secondary school teachers has significant effect on teacher effectiveness.

**INTRODUCTION**

Teacher effectiveness plays a pivotal role in the teaching learning process. Being the centre of the whole programme it needs close observation and critical analysis as it has a direct bearing on the learning outcome of the pupils. The effectiveness of education is dependent on the effectiveness of its teachers.

Teachers' role in education requires many various abilities. One of such fundamental capacities in the contemporary world is emotional intelligence. Emotional aspects in the teaching process influence overall student performance, which has been proved in many studies like a study done by Umender Malik, Sonia (2015) on teaching competency of secondary school teachers in relation to their emotional intelligence. Malik & Sharma (2013) revealed that gender of teachers does not bear any relationship with their teaching effectiveness and professional commitment.

**SIGNIFICANCE OF THE STUDY**

The reality of the education system has led to the attrition of teachers due to resignations and premature retirement due to stress. Rapid changes in the world and technology have exacerbated teacher's perceived professional incompetence; teachers experience stress due to the lack of occupational confidence as a result of the difficulty that they experience to keep up to date in their areas of expertise.

Teacher effectiveness is one of the ultimate goals of education. In the academic world, the topic of emotional intelligence is still relatively new; so this study is been taken up.

**STATEMENT OF THE PROBLEM**

**Effect of Emotional Intelligence on Teacher Effectiveness of Secondary School Teachers**

**OBJECTIVES OF THE STUDY**

1. To compare the teacher effectiveness of secondary school teachers having low and high emotional intelligence.
2. To find the relationship between teacher effectiveness and emotional intelligence of secondary school teachers.

**HYPOTHESES**

1. There is no significant difference in teacher effectiveness of secondary school teachers having low and high emotional intelligence.
2. There is no significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers.

**METHOD**

Descriptive survey method was used.

**SAMPLE**

A total of 120 (60 male and 60 female) teachers senior secondary

level of District Rohtak were taken as the sample.

**TOOLS USED**

1. Teachers' Effectiveness Scale (TES) developed by Mutha and Mutha (2002)
2. Emotional Intelligence Scale (EIS) by Pethe and Dhar (2007).

**STATISTICAL ANALYSIS**

Mean, Standard Deviation, 't' test and Karl Pearson's Product Moment Coefficient Correlation were used to analyze the data.

**ANALYSIS AND INTERPRETATIONS**

**Table 1 Mean, Standard Deviation and 't' values of teacher effectiveness of secondary school teachers having low and high level of emotional intelligence**

Types of Emotional Intelligence	Number	Mean	S.D.	SEM	't'
Teachers with low emotional intelligence	29	262.44	17.05	3.16	7.547**
Teachers with high emotional intelligence	57	292.63	17.76	2.35	

Levels of Significance 0.01 = 2.59, 0.05 = 1.97

\*\*Significant at 0.01 level

The table 1 shows that the mean teacher effectiveness score of secondary school teachers are having low and high emotional intelligence are 262.44 and 292.61 respectively. The 't' values is 7.547, which is significant at 0.01 level of significance, as the tabulated value is 1.96 at 0.05 and 2.58 at 0.01 level of significance. So the null hypothesis, "There is no significant difference in teacher effectiveness of secondary school teachers having low and high level of emotional intelligence" is not retained. So it was observed that there is a significant difference in teachers effectiveness among secondary school teachers having low and high level of emotional intelligence. It means that secondary school teachers with high emotional intelligence are more effective in teaching than secondary school teachers having low emotional intelligence.

**Table 2 Co-efficient of correlation between teacher effectiveness and emotional intelligence of secondary school teachers**

Variables	Number	Means	SD's	Coefficient of correlation
Teacher Effectiveness	120	279.25	21.24	0.691**

Emotional Intelligence	120	77.98	16.50	
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Levels of Significance at 0.01 = 0.115, at 0.05 = 0.888

\*\*Significant at 0.01 level

Table 2 depicts that co-efficient of correlation between Teacher Effectiveness and Emotional Intelligence of secondary school teachers is 0.691 which is significant at 0.01 level of significance. So, the null hypothesis, i.e., "There is no significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers" is not retained. Hence, there exists a significant positive correlation between these parameters. It indicates that teacher effectiveness and emotional intelligence of secondary school teachers are positively correlated with each other. So it could be concluded that secondary school teachers have more teacher effectiveness if they have more emotional intelligence. It can be interpreted that higher the emotional intelligence, higher the teacher effectiveness of secondary school teachers and vice-versa.

**FINDINGS**

- It was found that there is a significant difference in teacher effectiveness of secondary school teachers having low and high level of emotional intelligence. Teachers with high emotional intelligence are found more effective in teaching than teachers with low emotional intelligence.
- It was found that there is a significant positive relationship between teacher effectiveness and emotional intelligence of secondary school teachers. It shows emotional intelligence of secondary school teachers has significant impact on teacher effectiveness.

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