



Study of Teacher Effectiveness In Relation To Emotional Intelligence Among Secondary School Teachers

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Abstract:

The purpose of this research paper is to obtain access to the teacher effectiveness and emotional intelligence of secondary school teachers in relation to their gender and type of school. Teacher Effectiveness Scale developed by Umme Kulsum (2011) and Emotional Intelligence inventory scale developed by S.k Mangal and Shubhra Mangal (2012) was used for collecting the data. The study was conducted through descriptive survey methods and using simple random sampling techniques 200 school teachers were selected in Amritsar district. To analyze the results, statistical techniques such as Mean, SD, t-test, and Correlation were used. Findings of the study indicated that Gender does not significantly impact teacher effectiveness. However, teacher effectiveness varies significantly between government and private school teachers. It is found that Emotional intelligence significantly differs between genders. It also reveals significant correlation between teacher effectiveness and emotional intelligence underscores the importance of emotional intelligence in teaching.

Keywords: Teacher Effectiveness, Emotional Intelligence

Introduction:

Emotional intelligence refers to the ability to perceive, control, and evaluate emotions effectively. In educational settings, teachers' emotional intelligence can profoundly influence their interactions with students, classroom management, and overall teaching effectiveness. Research has demonstrated that teachers with higher emotional intelligence contribute to more positive learning environments, manage stress better, and build stronger student-teacher relationships (Goleman, 1995; Mayer & Salovey, 1997).

The significance of emotional intelligence in education lies in its components such as emotional awareness, empathy, and self-regulation. These skills are critical for effective teaching and learning. This study explores the impact of emotional intelligence on teacher effectiveness among secondary school teachers in the Amritsar district, with a focus on gender and school type differences.

Statement of the Problem:

Study of Teacher Effectiveness In Relation To Emotional Intelligence Among Secondary School Teachers

Significance of the Study:

This study is significant as it will provide insights into how emotional intelligence affects teaching practices and effectiveness. By focusing on secondary school teachers, it offers valuable information for teacher training programs and

educational policymakers. Understanding the role of emotional intelligence in teaching effectiveness can lead to improved teacher development strategies and potentially better student outcomes.

Research Questions:

1. What is the level of teacher effectiveness among male and female secondary school teachers?
2. How does teacher effectiveness compare between government and private secondary school teachers?
3. What is the level of emotional intelligence among male and female secondary school teachers?
4. How does emotional intelligence compare between government and private secondary school teachers?
5. What is the relationship between teacher effectiveness and emotional intelligence?

Objectives:

Objective 1:

Study the Teacher Effectiveness of Male and Female Secondary School Teachers This objective aims to compare teacher effectiveness between male and female secondary school teachers. By examining indicators such as student performance, classroom management, and teacher engagement, the study seeks to uncover any gender-based differences. Understanding these differences can help in tailoring professional development programs to meet the needs of teachers of different genders.

Objective 2:

Compare Teacher Effectiveness Between Government and Private Secondary School Teachers
This objective involves comparing teacher effectiveness in government and private secondary schools. Factors such as resource availability, administrative support, and student demographics might influence teacher performance. This comparison highlights how different school environments impact teaching practices and effectiveness.

Objective 3:

Assess the Emotional Intelligence of Male and Female Secondary School Teachers
This objective aims to evaluate emotional intelligence levels among male and female teachers. Emotional intelligence includes skills such as empathy, emotional regulation, and interpersonal communication. Understanding how emotional intelligence varies between genders provides insights into how these skills affect teaching practices and teacher-student interactions.

Objective 4:

Compare Emotional Intelligence Between Government and Private Secondary School Teachers
This objective focuses on comparing emotional intelligence levels between teachers in government and private schools. Differences in emotional intelligence might reflect variations in school culture, stress levels, or professional development opportunities. This comparison informs strategies to enhance emotional intelligence among teachers in different school settings.

Objective 5:

Examine the Relationship Between Teacher Effectiveness and Emotional Intelligence
This objective investigates the correlation between teacher effectiveness and emotional intelligence. By analyzing how emotional intelligence impacts teaching practices and effectiveness, the study aims to provide evidence on whether enhancing emotional intelligence leads to improved teaching outcomes. This relationship is crucial for developing targeted training programs that focus on both emotional intelligence and effective teaching strategies.

Hypotheses:

1. There exists no significant difference between teacher effectiveness of male and female secondary school teachers.
2. There exists no significant difference between teacher effectiveness of government and private secondary school teachers.
3. There exists no significant difference between emotional intelligence of male and female secondary school teachers.
4. There exists no significant difference between emotional intelligence of government and private secondary school teachers.

5. There exists no significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers.

Review of Related Literature:1. **Wong and Law (2002)**

- **Overview:** This study explored the relationship between emotional intelligence and job performance, finding that higher emotional intelligence is associated with better job performance. Their research suggested that emotional intelligence contributes to improved interpersonal relationships and stress management, crucial for effective teaching.

- **Relevance:** Supports the idea that emotional intelligence impacts teacher effectiveness by enhancing interpersonal skills and managing classroom stress.

2. **Kafetsios (2004)**

- **Overview:** Kafetsios found that older individuals generally exhibit higher emotional intelligence. The study linked age with better emotional intelligence, suggesting that life experiences contribute to emotional growth.

- **Relevance:** Helps understand how age might influence emotional intelligence among teachers, though this study focuses on gender and school type.

3. **Tyagi (2004)**

- **Overview:** Tyagi's research indicated that emotional intelligence among teachers was relatively low and independent of age. This challenges the assumption that older teachers necessarily have higher emotional intelligence.

- **Relevance:** Highlights that factors other than age might affect emotional intelligence, informing the investigation into gender and school type influences.

4. **Sundaram (2004) and Young (2004)**

- **Overview:** These studies found that gender differences in emotional intelligence were not significant, and emotional intelligence did not vary much between teachers in different school types.

- **Relevance:** Provides a backdrop for hypotheses regarding gender and school type differences in emotional intelligence and teaching effectiveness.

5. **Yadav (2016) and Soanes & Sungoh (2019)**

- **Overview:** Recent studies showed a positive relationship between emotional intelligence and teacher effectiveness, emphasizing emotional intelligence's role in improving teaching practices and student outcomes.

- **Relevance:** Supports the hypothesis that enhancing emotional intelligence can positively impact teaching effectiveness.

Results and Discussion:**Results:****Hypothesis 1:**

The mean score for male teachers was 422.91, and for female teachers, it was 418.88. The standard deviations were 25.01 and 17.47, respectively. The t-ratio was 1.20 with 158 degrees

S.No	Group	N	M	SD	df	t-value	Remarks
1	Male	100	422.93	25.01	158	1.20	Not significant (at 0.05 level)
2	Female	100	418.88	17.47			

Hypothesis 2:

Results: The mean score for government teachers was 425.1, while for private teachers it was 419.0. The standard deviations were 35.37 and 47.22, respectively. The t-ratio was 0.302 with 198 degrees

of freedom, compared to a tabulated value of 1.97 at the 0.01 level of significance. Since the calculated t-ratio was less than the tabulated value, there was no significant difference in teacher effectiveness between male and female secondary school teachers. Therefore, this hypothesis is not rejected.

of freedom. Since the calculated t-ratio was less than the tabulated value, there is a significant difference in teacher effectiveness between government and private secondary school teachers. Therefore, this hypothesis is rejected.

S.No	Group	N	M	Median	SD	Df	t-value	Remarks
1	Government	100	425.1	431	35.37	198	0.302	Significant at 0.05 level
2	Private	100	419.0	437.0	47.22	Tabulated value is 1.04		

Hypothesis 3:

Results: The mean emotional intelligence score for male teachers was 49.73, and for female teachers, it was 52.85. The standard deviations were 6.71 and 6.70, respectively. The t-ratio was 3.24 with 198 degrees of freedom, and the tabulated value was

1.97 at the 0.01 level of significance. Since the calculated t-ratio exceeded the tabulated value, there is a significant difference in emotional intelligence between male and female secondary school teachers. Therefore, this hypothesis is rejected.

S.No.	Group	N	M	S.D	df	t-value	Remarks
1	Male	100	49.73	6.71	198	3.24	Significant (at 0.05 level)
2	Female	100	52.85	6.70			

Hypothesis 4:

Results: The mean emotional intelligence score for government teachers was 65.8, while for private teachers it was 63.7. The standard deviations were 8.06 and 6.65, respectively. The t-ratio was 0.043

with 198 degrees of freedom. Since the calculated value was less than the tabulated value, there is a significant difference in emotional intelligence between government and private secondary school teachers. Therefore, this hypothesis is rejected.

S.No.	Group	N	M	S.D	df	t-value	Remarks
1	Male	100	49.73	6.71	198	3.24	Significant (at 0.05 level)
2	Female	100	52.85	6.70			

Hypothesis 5:

Results: The correlation value between teacher effectiveness and emotional intelligence was 0.12, significant at both the 0.05 and 0.01 levels of

significance. This indicates a relationship between teacher effectiveness and emotional intelligence among secondary school teachers. Therefore, this hypothesis is rejected.

Coefficient of Correlation	
Teacher effectiveness and emotional intelligence of secondary school teachers.	0.12

Discussion:

Interpretation: The results reveal important insights into the relationship between emotional intelligence and teacher effectiveness. Gender does not significantly impact teacher effectiveness, as there was no notable difference between male and female teachers. However, teacher effectiveness varies significantly between government and private school teachers, suggesting that school type influences performance.

Emotional intelligence significantly differs between genders, with female teachers exhibiting higher emotional intelligence. This could imply that emotional intelligence contributes to teaching effectiveness, and gender-specific training might enhance teaching practices. The difference in emotional intelligence between government and private school teachers indicates that the school environment may impact emotional competencies. The significant correlation between teacher effectiveness and emotional intelligence underscores

the importance of emotional intelligence in teaching. Improving emotional intelligence among teachers could lead to better teaching outcomes and more effective classroom management.

Implications:

The findings suggest that incorporating emotional intelligence training into professional development could enhance teaching effectiveness. Understanding how school type affects teacher performance can inform targeted strategies to address specific challenges in different educational settings.

Limitations:

This study's focus on a specific district and sample size limitations may affect the generalizability of the findings. Future research could involve a larger and more diverse sample to validate these results further.

Future Research:

Further studies could explore how additional factors, such as teaching experience or specific training programs, interact with emotional intelligence and teaching effectiveness. Longitudinal studies could provide insights into how these relationships evolve over time.

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