

TEACHER EFFECTIVENESS IN RELATION TO EMOTIONAL INTELLIGENCE AND ATTITUDE TOWARDS TEACHING PROFESSION

*Dr. (Mrs.) Venita Singh

**Harnoor Kaur

Abstract

The present study has been undertaken to study teacher effectiveness in relation to emotional intelligence and attitude towards teaching profession and to study the difference in teacher effectiveness on the basis of gender, type of schools and streams. Teacher Effectiveness Scale, Teachers Emotional Intelligence Inventory and Teacher Attitude Inventory are used as measures in the study. Survey method is used as a method of research. The results of the study show that there exists significant relationship between teacher effectiveness and emotional intelligence and teacher effectiveness and attitude towards teaching. There is no significant difference in the teacher effectiveness on the basis of gender, type of schools and streams.

Keywords : Emotional Intelligence, Attitude, Teacher Effectiveness and Teaching Profession

Teacher effectiveness simply could not be defined in terms of any particular trait or method. Good teachers are considerate and child centered. Teacher effectiveness must be defined and can only be assessed in terms of behavior of pupils, not the behavior of the teacher. The main objective of teaching is to make desired behavioral changes among students in all the three dimensions: Cognitive, Affective and Psychomotor. The responsibility to fulfill these objectives lies mainly on teachers. The term 'teacher effectiveness' is used to refer to the results a teacher gets or to the amount of progress the pupil make toward some specific goal of education.

The term emotional intelligence was coined by Mayer and Salovey (1989) and was popularized by Goleman, 1995. Emotional Intelligence Quotient describes an ability, capacity or skill to perceive, assess and manage the emotions of one's self, of others and of groups. Singh (2003) proposed an operational definition of Emotional Intelligence as the ability of the individual to respond appropriately and successfully to a vast variety of emotional stimuli being elicited from the inner self and immediate environment.

Attitude towards teaching is an enduring perceptual organization of teacher's belief and learned tendency to react favorably to different degrees, which determine his natural or potential response towards teaching. A positive and favorable attitude makes the work not only easier but also more satisfying and professionally rewarding.

The study of emotional intelligence and attitude towards teaching profession is very important in this modern era of education. Teacher effectiveness plays a pivotal role in teaching learning process. Only effective teachers are able to

realize the real goal of education and try to achieve it. Teacher effectiveness may be related to number of variables, however, in the present study only two variables namely, emotional intelligence and attitude towards teaching profession are included.

Objectives of the Study

1. To study the relationship between teacher effectiveness and emotional intelligence.
2. To study the relationship between teacher effectiveness and attitude towards teaching profession.
3. To study the difference in teacher effectiveness on the basis of gender.
4. To study the difference in teacher effectiveness of Govt. & private secondary school teachers.
5. To study the difference in teacher effectiveness of Science & Arts stream teachers.

Method

In the present study survey method is used as a method of research. Teacher effectiveness is dependent variable and emotional intelligence and attitude towards teaching profession are independent variables. Main purpose of the study is to see how far the independent variable effect the dependent variable.

Sample

A stratified disproportionate random sample of 150 Govt. and Private Senior Secondary teachers was drawn from the various schools of Abohar (Punjab).

*Principal D.A.V. College of Education, Abohar (Pb) vsvenitasingh@gmail.com

**M.Ed. Student D.A.V. College of Education, Abohar

Measures

1. Teacher effectiveness scale (Kulsum, 2000)
2. Teachers emotional intelligence inventory by Mangal (2010)
3. Teacher attitude inventory by Ahluwalia.

- a) Male and Female teachers.
- b) Govt. and Private teachers.
- c) Science and Arts teachers.

Statistical Techniques Used

1. K-S test to check the normality of sample.
2. Pearson's Product Moment Correlation is calculated to find out the relationship between Teacher effectiveness and emotional intelligence, teacher effectiveness and attitude towards teaching.
3. t- ratio is used to find out significant difference between:-

Results and Discussion

An assumption of normality was found to be fulfilled after applying KS test. Results are interpreted in the light of statistical techniques and shown in the Table-1, 2, 3, 4, and 5 respectively.

TABLE-1

Co-efficient of correlation between Teacher Effectiveness and Emotional Intelligence of Secondary School Teachers

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Co-efficient of correlation between Teacher Effectiveness and Emotional Intelligence of Secondary School Teachers

Sr. No.	Variables	N	r	Level of Significance
1	Teacher Effectiveness	150	0.60**	Significant at 0.01 Level
2	Emotional Intelligence	150		

TABLE- 2

Co - efficient of Correlation between Teacher Effectiveness and Attitude Towards Teaching of Secondary School Teachers

Sr.No.	Variables	N	R	Level of Significance
1	Teacher Effectiveness	150	0.04	Not Significant
2	Attitude Towards Teaching	150		

TABLE-3

t- ratio between mean scores of Teacher Effectiveness of Male and Female Senior Secondary School Teachers

Sub Sample	N	Mean	SD	SEd	t-value	Significance
Male	75	23.85	22.77	3.68	0.13	Not Significant
Female	75	224.36	22.27			

TABLE- 4

t- ratio between mean scores of Teacher Effectiveness of Govt. and Private Secondary School Teachers

Sub Sample	N	Mean	SD	SEd	t- value	Significance
Govt.	75	222.85	22.87	3.99	0.37	Not Significant
Private	75	224.36	18.69			

TABLE- 5

t- ratio between mean scores of Teacher Effectiveness of Science and Arts Secondary School Teachers

Sub Sample	N	Mean	SD	SEd	t- value	Significance
Science	75	223.35	21.46	3.78	0.41	Not Significant
Arts	75	221.80	24.50			

1. It is evident from table 1 that there is significant relationship between teacher effectiveness and emotional intelligence ($r = 0.60$). The obtained result holds the opinion that there is significant correlation between teacher effectiveness and emotional intelligence of senior secondary teachers. The obtained results are contrary to the previous findings of Bathla (2008), which reported no significant correlation between the teacher effectiveness and emotional intelligence of secondary school teachers. Hence, hypothesis -1 that there exists significant relationship between teacher effectiveness and emotional intelligence of senior secondary school teachers stands accepted.
2. It is evident from table 2 that the coefficient of correlation between teacher effectiveness and attitude towards teaching of secondary school teachers is not significant ($r = 0.04$). Obtained results are in conformity with the previous findings of Annamalai (2000) who reported no significant relationship between teacher effectiveness and attitude towards teaching of senior secondary school teachers. Hence, hypothesis- 2 that there exists significant relationship between teacher effectiveness and attitude towards teaching profession of secondary school teachers is rejected.
3. Table 3 shows that there is no significant gender difference in teacher effectiveness of secondary school teachers ($t = 0.13$). Obtained results are in conformity with the previous findings of Ryan (2000) which reported no significant difference between teacher effectiveness of male and female secondary school teachers. Hence, hypothesis-3 that there is no significant difference between teacher effectiveness of male and female secondary school teachers is accepted.
4. Table 4 shows that there is no significant difference in teacher effectiveness of Govt. and private secondary school teachers ($t = 0.37$). Obtained results are in conformity with the previous findings of Sud and Malik (1999) which reported no significant difference between teacher effectiveness of govt. and private secondary school teachers. Hence, hypothesis-4 that there is no significant difference between teacher effectiveness of govt. and private secondary school teachers is accepted.
5. Table 5 shows that there is no significant difference in teacher effectiveness of Science and Arts secondary school teachers ($t = 0.41$). Obtained results are in conformity with the previous findings of Singh (1987)

which reported no significant difference between teacher effectiveness of Science and Arts secondary school teachers. Hence, hypothesis-5 that there is no significant difference between teacher effectiveness of Science and Arts secondary school teachers is accepted.

Educational Implications

- 1) The study reveals that teacher effectiveness and emotional intelligence are correlated with each other and we can say emotional intelligence affects teacher effectiveness. So emotional intelligence of teachers i.e. capacity to make effective adjustments in schools should be increased.
- 2) The attitude towards teaching profession is not correlated with teacher effectiveness as attitude of teachers largely depends upon their personal characteristics and disposition and both seem to be highly interlinked.
- 3) There is no significant difference in teacher effectiveness of male/female, Govt./Private, Science/Arts stream secondary school teachers. Teacher effectiveness is actually what the teacher and pupil do and it does not depend upon Gender, type of school or stream of secondary school teachers.

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