

An Empirical Study of Teaching Effectiveness in relation to Personality and Emotional Intelligence Amongst Secondary School Teachers

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ABSTRACT

The present study investigated the relationship amongst teacher effectiveness, Personality & emotional intelligence of male & female secondary school teachers. Descriptive research design was used to accomplish the objective of the study. A sample of 400 secondary school teachers working in government, private schools were taken from Mathura district of Uttar Pradesh by random sampling technique. Karl Pearson's coefficient technique was used for analyzing the collected data. Correlation Matrix exhibiting relationship between Teacher Effectiveness with Personality, Between Personality with Emotional Intelligence and between Teacher Effectiveness and Emotional Intelligence of Secondary school Teachers. The findings of the study revealed that there is positive relationship between Teacher Effectiveness with Personality, Between Personality with Emotional Intelligence and between Teacher Effectiveness and Emotional Intelligence of Secondary School Teachers.

Keywords: Teacher Effectiveness, Personality, Emotional Intelligence.

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1. INTRODUCTION

Education aims at rising child's personality in all aspects –spiritual, physical, mental, emotional & social. The all-round development of he/she helps him/her become a liable, self-motivated, inventive citizen. The National Policy on Education, The programme of Action & The Secondary Education Commission (1952-53) have greatly highlighted the significant role of teachers in the enhancement of the educational system & the development & growth of children. According to Prime Minister Jawahar Lal Nehru, "Education is the most important part of our plans. Industry and agriculture, which are important for us, will grow adequately only if there is the background of mass education..... I am quite convinced in my mind that the first plan among our plans and development schemes, is Universal Education...wherever you go, at the back of it, at the base of it, must lie education." Professor Drever stated, "Education is a process in which and by which knowledge, character and behaviour of the young are shaped and moulded". Education is a social process by which knowledge is transferred to students through the intermediaries of teacher. It can be held from Non formal & formal system of education, whereas all formal system is based on classroom teaching. "The destiny of India is being shaped in her classroom" has been pointed out by the Education Commission (1964-66) & to that it may be safely be added that the destiny of these classroom is

being shaped by the teachers. The National Policy on Education (1986), the Programme of Action (1992) and the Secondary Education Commission (1952-53) have rightly stressed the significant role of teachers play in the improvement of the educational system and the development and growth of educed. Tagore has aptly said, "A lamp can never light another lamp unless it continues to burn its own flame, a teacher can never truly teach unless he is still learning himself" So this needs effective teachers to teach one for healthy Educational development. In the process of changing the world teacher plays a very important role. The quality teacher makes the education system influential. The quality of education depends on the teachers effectiveness in the classroom it is the acceptable reality that the teacher plays a central role in education system of any society. So the Teachers Effectiveness catches the attention of scholars in their relation with Emotional Intelligence and Personality. Gold Haber D and Anthony E (2007) also opined that it is the teacher who matters the most. World is changing so rapidly that this change strike each and every field of life like teaching. World of knowledge is also affected by this change. Teaching is a key element in producing change in this world of knowledge as teaching is a prime profession. Under these circumstances teaching is even more complicated job which demands a lot more professionalism than any other profession as the development of any Nation

depends on this. As every individual is unique in nature likewise every teacher is distinctive from rest of the others. There are number of factors that differentiate one teacher from others like his/her personality, attitude, intellect, teaching approach and how sound his/her Emotional Intelligence is. Upon the status of teacher the whole building of school reputation and student accomplishment lies. In this Scenario personality and emotional intellect of any teacher found mainly vital.

Quality of education rests upon one of the chief factors of education namely, teacher related factors Hence, it is a major topic under investigation since a century. In Educational Research Teacher Effectiveness is recognized by other terms such as teaching success, successful teaching, teaching efficiency, teaching performance, teaching ability because of its complexity. Teacher Effectiveness refers to “the impact of the classroom factors, such as teaching methods, teacher expectations, Classroom Organization and the use of classroom resources have on students’ performance. Jim Campbell(2004) defined Teacher Effectiveness as “the power to realize socially valued objectives agreed for teachers work, especially, but not exclusively, the work concerned with enabling students to learn”. Elliott et al. (2000) stated that “effective teachers need to know their students well and be able to adapt their teaching styles to particular classroom and to individual students.” Gaubatz (2000) stated that “there is high correlation between students’ rating of the amount learned in the course and their overall ratings of the teacher and course.” Personality refers to the psychological classification of different types of individuals. Personalities are sometimes distinguished from personality traits with the latter embodying a smaller grouping of behavioral tendencies. Types are sometimes said to involve qualitative differences between people, whereas traits might be construed as quantitative differences. According to type theories, for example, introverts and extraverts are two fundamentally different categories of people. According to trait theories, introversion and extraversion are part of a continuous dimension, with many people in the middle. There are number of factors that differentiate one teacher from others like his/her personality, attitude, intellect , teaching approach and how sound his/her emotional intelligence is. Upon the status of teacher the

whole building of school reputation and student accomplishment lies. In this Scenario personality and emotional intellect of any teacher found mainly vital. Personality is known as a structured set of distinctive features or characteristics that an individual preoccupied which made him unique within his thoughts, inspiration and actions at different conditions.

‘Personality’ refers to a system of understanding human behaviour. It also refers to ‘the psychological classification of different Types of individuals.’ Collins Dictionary (CD) interpret Personality as “a cluster of personality traits commonly occurring together.” Oxford English Dictionary (OED) views it as “A collection of personality traits which are thought to occur together consistently, especially as determined by a certain pattern of response to a personality inventory.” Thus “individuals in the study would commonly produce patterned responses which would be ascribed to particular Personality.

Emotional intelligence is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behaviour, and manage and/or adjust emotions to adapt to environments or achieve one's goal. Although the term first appeared in a 1964 paper by Michael Beldoch. it gained popularity in the 1995 book by that title, written by author and science journalist Daniel Goleman . Since this time, EI, and Goleman's 1995 analysis, have been criticized within the scientific community despite creative reports of its usefulness in the popular press. The term "Emotional Intelligence" seems first to have appeared in a 1964 paper by Michael Beldoch, and in the 1966 paper by B. Leuner entitled Emotional Intelligence and emancipation which appeared in the psychotherapeutic Journal: Practice of child psychology and child analysis. In the words of Peter Salovey and John Mayer Emotional intelligence has been defined as "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior" .

OBJECTIVES:

1. To study the relationship of Teacher Effectiveness with Personality of Secondary school Teachers
2. To study the relationship of Teacher Effectiveness with Emotional Intelligence of Secondary school Teachers
3. To study the relationship of Emotional Intelligence with Personality of Secondary school Teachers

HYPOTHESES:

Ho1: There will be no significant relationship of Teacher Effectiveness with Personality of Secondary School Teachers.

Ho2: There will be no significant relationship of Teacher Effectiveness with Emotional Intelligence of Secondary School Teachers.

Ho3: There will be no significant relationship of Emotional Intelligence with Personality of Secondary School Teachers

VARIABLES OF THE STUDY

Main Variables of study is:

- a) Teacher Effectiveness
- b) Personality
- c) Emotional Intelligence

Demographic Variables :

- a) Secondary school Teachers.

DELIMITATION OF STUDY

The research study will be delimited to the followed attributes:

- The study will delimited of Teachers of English, Hindi, Science, & Social Science subject of Secondary Schools of Mathura District (U.P.)

METHOD OF STUDY

Methodology is a way of performing a research work and is familiar with the nature of the problem. Keeping the nature of the problem in mind, the researcher will follow Descriptive Survey Method. Under this method the

researcher will use comparative as well as correlation method.

SAMPLE OF THE STUDY

The sample of the study will be 400 Teachers of English, Hindi, science & social science subject of Secondary Schools of Mathura District (U.P.). For the present investigation, schools will be selected by using convenience sample selection method and the units of teachers of English subject will be selected by random sampling. As a whole, mix sampling method of sample selection will be used.

TOOLS

The following tools were used to collect the necessary data and information:

- To study the Teacher Effectiveness of Secondary School Teachers the investigator has used "Kulsum Teacher Effectiveness Scale (KTS)". It is developed by UmmeKulsum. It is a self anchoring striving scale constructed on the lines of self anchoring striving scale of Kilpatrick and Cantri (2011). The format of this scale is more or less corresponds to the one developed by Muthayya (1971).
- For measuring the Emotional Intelligence Sevenfold Emotional Intelligence Scale (SFEIS) standardized and cross validated by Khera, Ahuja & Sarbjit Kaur (2016)
- For measuring the Personality Eysenck Personality Inventory (EPI) is developed on the basis of Maudsely Personality Inventory (MPI). It is quite similar to Maudsely personality instrument. It is developed by Hans Eysenck.

STATISTICAL TECHNIQUES:

- To study the relationship between Teacher Effectiveness and Personality of Secondary School Teachers.

To test this hypothesis the Karl Pearson's coefficient technique has been applied and results are presented in the following table:

Table 4.16 Correlation Matrix exhibiting relationship between Teacher Effectiveness with Personality of Secondary school Teacher:

Variables 1	Variables 2	Correlation coefficient	df	Significance
Teacher Effectiveness	Personality	0.12256	398	positive

**Significant at 0.01 level, * Significant at 0.05 level

*Correlation is significant at the 0.01 level

From the results of the table 11.0, there is positive correlation observed between Teacher Effectiveness and

Personality of Secondary School Teachers ($r=0.12256$, $p=0.006$). Hence, the null hypothesis is rejected. It means that, there is a 'positive' relationship between Teacher effectiveness and Personality of Secondary School Teachers. **Praveena, K.B. & Suvarna, V.D. (2015)** explains There is high positive relationship between Teacher Effectiveness and Personality Type-

Extroversion-Introversion dimension of Secondary School Science Teachers. Similarly, there is high negative correlation between Teacher Effectiveness and Personality Type- Neuroticism dimension of Secondary School Science Teachers.

- **To study the relationship of Teacher Effectiveness with Emotional intelligence of Secondary school Teacher.** To test this hypothesis the Karl Pearson's coefficient technique has been applied and results are presented in the following table:

Table 4.17 Correlation Matrix exhibiting relationship between Teacher Effectiveness with Emotional intelligence of Secondary school Teachers:

Variables 1	Variables 2	Correlation coefficient	df	Significance
Teacher Effectiveness	Emotional intelligence	0.231606	398	positive

**Significant at 0.01 level, * Significant at 0.05 level

**Correlation is significant at the 0.01 level

From the table 10.00, positive correlation was observed between Teacher Effectiveness and Emotional Intelligence ($r=0.231606$, $p=0.01$). Hence, the null hypothesis is rejected. It means that, there is 'positive' relationship between Teacher Effectiveness and Emotional Intelligence of Secondary School Teachers. **Praveena, K.B. & Suvarna, V.D. (2015)** There is moderate positive relationship

between Teacher Effectiveness and Emotional Intelligence of Secondary School Science Teachers

- **To test relationship between Emotional intelligence and Personality of Secondary School Teachers.**

To test this hypothesis the Karl Pearson's coefficient technique has been applied and results are presented in the following table:

Table 4.18 Correlation Matrix exhibiting relationship between Emotional intelligence with Personality of Secondary School Teacher:

Variables 1	Variables 2	Correlation coefficient	df	Significance
Emotional intelligence	Personality	0.195874	398	positive

**Significant at 0.01 level, * Significant at 0.05 level

**Correlation is significant at the 0.01 level (2-tailed)

From the results of the table 12.0, there is positive correlation observed between **Emotional intelligence** and

Personality of Secondary School Teachers ($r=0.195874$, $p=0.006$). Hence, the null hypothesis is rejected. It

means that, there is a 'positive' relationship between **Emotional intelligence** and Personality of Secondary School Teachers. **Praveena, K.B. & Suvarna, V.D. (2015)** explains There is no relationship between Emotional Intelligence and Personality Type (Extroversion-Introversion dimension) of Science Teachers of Secondary School. There is high inverse

relationship between Emotional Intelligence and Personality Type (Neuroticism dimension) of Science Teachers of Secondary Schools .Also reveals Emotional Intelligence and Personality Type (Neuroticism dimension) influence Teacher Effectiveness .

CONCLUSION

In present study, researcher wanted to study relationship of teacher effectiveness, emotional intelligence & Personality amongst senior secondary teachers. Hypothesis wise findings revealed There is positive relationship between Teacher Effectiveness and Personality of Secondary School Teachers .Thus the Hypothesis No.1 that There will be no significant relationship in Teacher Effectiveness and Personality of Secondary School Teachers is rejected. There is positive relationship between Teacher Effectiveness and Emotional Intelligence amongst Secondary School Teachers. Thus the Hypothesis No.2 that there will be no significant relationship between Teacher Effectiveness and Emotional Intelligence amongst Secondary School Teachers is rejected. There is positive relationship between Emotional Intelligence and Personality amongst Secondary School Teachers. Thus Hypothesis No.3 that there will be no significant relationship between Emotional Intelligence and Personality amongst Secondary School Teachers is rejected.

Conflict of Interest. Nil

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