

A STUDY OF SECONDARY SCHOOL TEACHERS' TEACHER EFFECTIVENESS AND EMOTIONAL INTELLIGENCE IN RELATION TO THEIR GENDER

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ABSTRACT:

The goal of this research paper is to gain access to the teacher effectiveness and emotional intelligence of secondary school teachers in relation to their gender. The survey method was used to carry out the research. Dr. Shallu Puri developed the Teacher Effectiveness Scale (2010) and Shubhra Mangal developed the Emotional Intelligence scale in 2010 to collect data from secondary school teachers. For this study, 160 secondary school teachers from the Jharkhand district were chosen at random. Statistical techniques such as Mean, SD, and the t-test were used to analyze the results. The findings revealed that there is no significant difference between male and female high school teachers at both stages of importance.

KEYWORD: Teacher Effectiveness, Emotional Intelligence, Secondary School Teachers

INTRODUCTION :

Teaching in the modern era is a difficult profession that necessarily involves subject knowledge, questioning skills, an emphasis on instruction, clear objectives, good time management, effective planning, good classroom organisation, good emotional intelligence, effective use of human resources, good interaction, effective communication skills, attitudes, perceptions, and interests, among other things.

A wide range of skills and the ability to use these skills in a variety of contexts are necessary for effective teaching. Effective educators are able to inquire about the experiences of their students and develop an understanding of their capacity for students to analyze what takes place in classrooms and in their students' lives. The orientation can shift from one that views teaching as "static" to one that views teaching as "dynamic" and ever-changing. The teacher then adopts a reflective approach. Teachers who reflect learn everything they can about teaching from both theory and experience. They instruct and analyze their lessons. Such

instruction necessitates sensitivity to the diverse requirements of students. Teaching is more than just explaining, lecturing, and discussing, as effective teachers are aware. Teaching is a complex job that requires ongoing professional development as well as the development of fundamental teaching skills and knowledge.

Emotional intelligence in the classroom requires individuals to have self-awareness that enables them to recognize emotions and manage them. The effectiveness of teachers in relation to other variables like work load, stress, and so on has been the subject of numerous studies in India and elsewhere. Emotional Intelligence (EQ) and teacher effectiveness have not yet been examined in detail by a researcher. Therefore, the current study is justified because it is one of the first plans of its kind to investigate the connection between teacher educators' effectiveness and emotional intelligence.

The ability to understand one's own feelings as well as those of others, to motivate oneself, and to effectively manage one's emotions in one's relationships are all examples of emotional intelligence. It is the ability to accurately perceive, evaluate and express emotions, generate feelings that make thinking easier, and control emotions to encourage growth. It is also described as a collection of non-cognitive abilities, skills, and competencies that influence an individual's capacity to successfully respond to pressure and demands from the environment. Goleman popularized the term EI in modern times. Goleman says that emotional intelligence has five parts: Motivation, empathy, self-control, self-awareness, and social skills.

REVIEW OF RELATED LITERATURE:

Singaravelu S. (2007) conducted research on the pre-service emotional intelligence of primary-level student teachers in the Urdu theory region. The results showed that the emotional intelligence of student teachers in the Pondicherry region was above average, with a mean and standard deviation of 33.46 and 946, respectively. Emotional intelligence was found to be above average in 68% of the student teachers.

M. Nasir and S. Iqba (2012) investigated the connection between demographic factors and university students' emotional intelligence (EI). There was a significant correlation found between some demographic factors and emotional intelligence, according to the findings. The model of demographic factors was found to be a significant predictor of university students' emotional intelligence, explaining 19% of the variance in emotional intelligence.

Janak Singh conducted research in 2011 on the topic of "Impact of Emotional Intelligence on The Effectiveness of Teacher Educators." Instead of simply instructing student teachers, it is necessary to develop their teaching effectiveness in order to develop their cognitive, effective, and psychomotor abilities. Change has become the norm in a society that is becoming more progressive, and this transformation has affected both our culture and our educational system. Teachers who are prepared and educated by teacher educators bear a lot of the burden of this rapid change. A teacher who is competent, effective, and emotionally healthy contributes to the growth of a nation. The capacity to comprehend one's own and others' emotions is known as emotional intelligence. Self-awareness that enables us to recognize our feelings and manage our emotions is referred to as motional intelligence. This paper attempts to investigate the impact of teacher educators' emotional intelligence on teacher effectiveness. Goleman (1995) popularized the concept of emotional intelligence, stating that emotional intelligence "can be as powerful and at times more popular than I.Q." Studies have shown that higher levels of emotional intelligence are linked to teaching effectiveness. A wide range of skills and the ability to use these skills in a variety of contexts are necessary for effective teaching. Effective educators are able to inquire into the experiences of their students and develop an understanding of their capacity for students to analyze what takes place in classrooms and in their students' lives. Teaching is more than just explaining, lecturing, and discussing, as effective teachers are aware. Teachers must be emotionally stable in order to be effective. According to the study's findings, female teacher educators ranked among the most effective groups. The emotional intelligence scale showed that male teacher educators performed better than female educators in teacher education colleges. Emotional intelligence and the effectiveness of teacher educators are strongly correlated. Therefore, an emotionally intelligent teacher is effective.

A report on the effectiveness of secondary school teachers was published by Johal and Singh (2016) in relation to their moral prudence. When teachers in government schools rated themselves or their heads, the study's findings showed a significant positive correlation between spiritual intelligence and teacher effectiveness. When public school teachers rated themselves, there was a significant positive correlation, but when their heads rated them, there was no correlation. The study also demonstrated that instructor effectiveness and moral intelligence are unaffected by gender. High Spiritual Intelligence, on the other hand, is indicative of high Teaching Efficacy, in contrast to Low Spiritual Intelligence.

The Correlation Study of secondary school teacher teaching performance and work satisfaction was the subject of a report by Chowdhury (2015). According to the study, male and female teachers' levels of success in the teaching-learning process are also average, as are their levels of job satisfaction. According to the findings, there is a significant positive correlation between teacher effectiveness and job satisfaction among secondary school teachers based on their ethnicity, age, and level of experience.

SIGNIFICANCE OF STUDY:

Individuals must have self-awareness that enables them to recognize feelings and manage people's emotions in order to be considered teachers of emotional intelligence. The effectiveness of teachers in relation to other variables like work load, stress, and so on has been the subject of numerous studies in India and elsewhere. Emotional Intelligence (EQ) and teacher effectiveness have not yet been examined in detail by a researcher. Therefore, the current study is justified because it is one of the first plans of its kind to investigate the connection between teacher educators' effectiveness and emotional intelligence.

OBJECTIVES:

- To compare the Teacher Effectiveness of Male and Female teachers working in secondary school
- To compare the Emotional Intelligence of the Male and the Female teachers working in secondary school

HYPOTHESIS:

- There is No significant difference of emotional intelligence between male and female secondary school teachers
- There is No significant difference of emotional intelligence between male and female secondary school teachers

POPULATION:

The teachers teaching in secondary school located at Jharkhand state comprised of the population.

SAMPLE:

The sample for the present comprised of 80 teachers teaching in secondary school located in Jharkhand state. Out of 160 secondary school teacher there were 80 male and 80 female teacher. The selection of the secondary school for the study made through random sampling technique and the teacher were also selected by random sampling technique.

TOOL:

- Emotional Intelligence scale developed By Shubhra Mangal in 2010.
- Dr. Shallu Puri and Prof. S.C. Gakhar Teacher Effectiveness Scale (2010)” was used on randomly selected 160 Secondary School Teachers of Jharkhand district.

STATISTICAL TECHNIQUES :

Mean, SD and t-test has been computed for analyzing the present data.

ANALYSIS :

Gender of teachers	N	Mean	Sd	t-value	Significant Level
EMOTIONAL INTELLIGENCE					
Male	80	411.16	51.63	3.522	NS
Female	80	81.88	53.45		

Result:

The Emotional Quotient Inventory results show that males scored higher than females. Since high scores on this scale indicate a higher level of emotional intelligence, the aforementioned findings suggest that men have a higher emotional intelligence than women do.

On the EQ-i, there is a significant difference between males and females ($p .01$). The purpose of this study was to compare male and female emotional intelligence. One hundred sixty ($N = 160$) subjects made up the sample. According to our findings, gender differences in the subjects' scores on the emotional quotient inventory (EQ-i) are significant.

Gender of teachers	N	Mean	Sd	t-value	Significant Level
TEACHER EFFECTIVENESS					
Male	80	242.03	35.87	1.055	NS
Female	80	234.05	39.51		

Result:

Males scored higher than females on the Emotional Quotient Inventory, according to the results. The aforementioned findings suggest that men have a higher emotional intelligence than women do because high scores on this scale indicate a higher level of emotional intelligence.

Males and females perform significantly differently on the Emotional Quotient. The goal of this study was to compare the emotional intelligence of men and women. The sample consisted of one hundred sixty (N = 160) individuals. Gender differences in the subjects' emotional quotient inventory scores are significant, as shown by our findings.

CONCLUSION :

This study sheds light on gender differences in teacher effectiveness and emotional intelligence. The present study shows that there is a strong correlation between male and female teacher teaching effectiveness and emotional intelligence. The subjects in the sample, which totaled one hundred sixty (N = 160), were divided into two groups: male and female. The present study supports the hypothesis that males outperform females in terms of teacher effectiveness and emotional intelligence.

Teachers are always the foundation of a high-quality education. Mahatma Gandhi believed that no nation could advance without qualified educators. Effective education can be achieved through the efforts of educated, competent, and successful educators. The educational priorities and objectives rapidly changed in response to the difficult equilibrium of the present time. The educational system is directly affected by this demand. Due to India's status as a developing nation, teachers bear a significant burden in preparing students to join their peers in making India a developed nation.

A crucial criterion for high-quality education is the effectiveness of teachers. Teaching well can make learning easier and more effective. When their teachers give them the right direction, the students can learn more quickly and efficiently. Therefore, an effective teacher

does not require only a higher level of education. The teachers ought to possess the necessary expertise. Effective teaching requires more than just professional ability; it also requires a positive attitude toward the field of education and a strong connection with students. According to the findings of this study, teachers' gender does not affect their ability to teach. However, this study demonstrates that rural teachers are, on average, more effective teachers than urban teachers, and that teachers' effectiveness does not vary by subject stream. However, their teaching effectiveness may vary depending on their experiences.

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