CHAPTER – V

SUMMARY AND CONCLUSION

An overview of the present research including the need and significance of the study, the objectives and hypotheses of the study and the methodology followed, major findings, implications and suggestions for further research are presented in this chapter.

5.1 NEED FOR AND SIGNIFICANCE OF THE STUDY

In order to promote quality education to students, the teachers need to update their remarkable knowledge and information. They also require to integrate both antediluvian and the most innovative teaching methods and strategies to their pupils to become best products and to transcend it to next generation. Secondary education is an important stage where the desirable skills, attitudes and cognitive abilities are to be promoted among adolescents. Thus, the teachers, by being role models, can mould the pupils with good character, subject matter, social life and the like. They constitute the most affective factor of educational outcomes. But in reality, the present situation is opposite to what one is expected of them. The teachers are unable to meet the challenges of the society.

It is one of the common observations and comments that the pass percentage of S.S.L.C. students is not encouraging and highlighting many factors in the education system, for this result, teacher factors, student factors, school factors, etc. If teacher factor is considered, now-a-days teacher ineffectiveness is found to be one of the prime factors contributing to the discouraging results in S.S.L.C. examination. This teacher ineffectiveness may also be due to many
personal, psychological and social attributes, like Emotional Intelligence, Self Concept, Self Esteem, social maturity, content and pedagogical competencies, etc. Many attempts have already been made regarding teacher competencies, and other aspects whereas emphasis is being given to study teacher’s ability to deal with his self and get along properly with children, colleagues and authorities; attitudes, self evaluation about himself/herself and belief in self and others, which go a long way in improving teacher quality and students achievement.

As it is said above, it is not sufficient, if the secondary school teachers are competent and effective in their classroom teaching, they have to learn and acquire some emotional abilities or competences. In other words, they should have Emotional Intelligence also to be effective teachers. Thus, in addition to the development of the knowledge of the technology of the teaching process, they should also imbibe in them the emotional competencies that are very essential for determining success in their teaching profession and psychological well being. These competencies seem to play an important role in shaping the interaction between students, colleagues and others concerned with the profession and the work environment. Hence, to be effective and efficient and successful in teaching profession, teachers need to have a high Emotional intelligence. To add to this, Emotional Intelligence is considered as an important factor for team work, cooperation and effective working. Emotional Intelligence determines how far an individual will succeed, personally and professionally.

Further, when school programs are examined, it is generally seen that mental abilities are supported to a greater extent than Emotional Intelligence. However, Emotional Intelligence education is just as beneficial for educators as it
is for children. When children gain Emotional Intelligence abilities, their academic success increases and social interactions are strengthened. As this development also leads to fewer discipline problems, educators can devote their energies in providing more efficient education. Emotional intelligence may be developed by education that focuses on helping children develop basic emotional intelligence abilities such as expressing, understanding, and managing emotions and using these skills to cope with everyday social problems (Elias et al., 1997).

There is also a need to know how Self Esteem contributes to the quality improvement of secondary school teachers in terms of their teaching success. Quality of secondary education can be improved only when there are teachers with high Self Esteem. A wide range of experiences a student has while going through school – scholastic, athletic, social and emotional – all constitutes input to his or her Self-Esteem development. Every success and failure, together with the reactions of peers, parents and teachers to these experiences, will contribute significantly to the students’ Self-worth, Self-confidence, Self-reliance and Self-competence.

A comprehensive review of research on Teacher Effectiveness shows that intelligence, attitude and degree marks (Bhalwanhar, 1984), personality, adjustment, democratic leadership, emotional control (Wangoo, 1984), achievement of students (Collard, 1993 & Cremers, 1999) are significantly related to Teacher Effectiveness.

Empirical studies in the field of ‘emotion’ also assert that Emotional Intelligence is an important construct related to positive life outcomes such as pro-social behavior, parental warmth and positive family and peer relations
Amendolai (2003) is also of the view that Emotional Intelligence enhances academic achievement and success. Narendra Sidhaye and Anjali Anaspure (2008) expressed that Emotional Intelligence has emerged as a significant predictor of occupational stress. Further, lower Emotional Intelligence is found related to negative outcomes, including stress, illegal drugs, alcohol use, deviant behavior and poor relations with friends (Brackett, Mayor & Warner, 2003). Kanna and Vohra (2003) in their empirical studies found that Managers who use their cognitive resources (logical reasoning and strategy) to overcome their daily hassles are high in job performance and also optimistic. McQueen (2004) also suggests that Emotional Intelligence is highly predictive of an individual’s general domains such as career performance.

Literature available in the field of Self-Esteem also revealed many facts. It has attracted a great deal of attention from researches in United States. The research ventures by Holly (1987) highlighted that Self-Esteem is influenced by culture, child rearing practices, achievement-related attributions and interactions with parents and teachers. There are substantial evidences which show that school achievement is positively associated with the level of Self-Esteem (Bankston & Zhou 2002; Lockett & Harrell 2003; Schmidt & Padilla, 2003; Holly, 1987; Purky 1970; Covington 1989; Reasoner 2005; Rosenberg 1965). To add to this, Gill (1969) opined that the importance of Self-esteem in the educational process seems to need more emphasis than is presently given to it. The situation is not far from this even today. Teachers need to have concern about their Self-esteem. Numerous researchers have reported that the lower academic performance experienced by students has reflected in a more negative self-evaluation of academic abilities of
teachers. In other words, Self-Esteem has been found to be significantly associated with a number of important aspects of human behavior like general adjustment, anxiety, acceptance of other people and child rearing practices. This has implications for both parents and teachers.

While reviewing the research work on Teacher Effectiveness, Emotional Intelligence and Self Esteem, it came to lime light that though there are a considerable number of valid tools to measure Teacher Effectiveness, Emotional Intelligence and Self Esteem of Secondary School Teachers in English version, both in India and abroad, sporadic attempts have been made (to the best knowledge of the investigator) to develop those Scales in Kannada language. So, it is felt, there is a need to translate Teacher effectiveness scale and Self Esteem Inventory into Kannada version which would help in measuring the level of Teacher effectiveness and Self Esteem of teachers of secondary schools.

As a result of review of related literature and research problems, it is found that there are only a few studies in the area of Teacher Effectiveness that too with secondary school teachers. Some of the studies are conducted to evaluate emotional and abstract intelligences of M.B.A. students, adolescent college students, and other educational courses, but no considerable studies are found relating to these variables among secondary school teachers. Among the studies reported, the results were found to be inconsistent and no generalization was possible. Hence, this attempt has been necessitated to throw light on the level of and relationship among the variables Teacher effectiveness, Emotional intelligence and Self Esteem of Secondary School Teachers and thus the present study is taken up.
The study is significant, since it may lead to further research investigating effectiveness of teachers and the related factors in India. Considering the importance of Teacher Effectiveness and the factors influencing it, many attempts may be done to develop new systems of assessing the teacher performance. The present study will stimulate the academic bodies to plan the teacher education program in a more effective way, which will definitely provide data-base to bring change in the current syllabi, duration of training period and transaction mode including evaluation. Findings will also help the administrators and the faculty of the B.Ed. colleges in bringing necessary changes to the teacher education program in the light of feedback received. Government and other organizations engaged in teacher education may extract the benefit from the conclusions of the study and plan programmes to enhance Teacher Effectiveness and thereby ensure quality of education.

No doubt, the findings will be useful for Ministry of Education, policy makers, especially, National level organizations like NCTE, NCERT, NAAC etc. to bring desired changes in the program.

5.2 OPERATIONAL DEFINITIONS OF KEY TERMS

- **Teacher Effectiveness**: Teacher Effectiveness refers to “the impact of that classroom factors, such as teaching methods, teacher expectations, classroom organization, and use of classroom resources, have on students performance” or “the capacity to produce effects; power to effect the object intended”.

In the present study, the level of Teacher Effectiveness of teachers is represented by the categories derived based on the total scores obtained by the teachers on Teacher Effectiveness Scale by Dr. Pramod Kumar and D.N. Mutha (1974).
• **Emotional Intelligence:** “Emotional Intelligence” refers to “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships”. It includes three basic personal competencies – Self-awareness, Self-regulation, Motivation and two basic social competencies – Empathy and Social Skills.
  
  o **Self-awareness:** Knowing what we are feeling in the moment, and using these preferences to guide our decision making, having realistic assessment of our own abilities and a well grounded sense of Self confidence.
  
  o **Self-regulation:** Handling our emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress.
  
  o **Motivation:** Using our deepest preferences to move and guide us toward our goals, to help us take initiative and strive to improve, and to persevere in the face of setbacks and frustrations.
  
  o **Empathy:** Sensing what people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people.
  
  o **Social Skills:** Handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes, for cooperation and teamwork.

In the present study, the level of Emotional Intelligence of teachers is represented by the categories derived based on the total scores obtained by the teachers on (Krishnappa V.K.’s) Emotional Intelligence Scale (modified by the investigator).
• **Self-Esteem:** According to Coopersmith (1967, 1981), Self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individual holds towards himself/herself. It is a subjective experience, which the individual conveys to others by verbal reports and other overt expressive behaviour.

In the present study, the level of Self-Esteem of teachers is represented by the categories derived by the investigator based on the total scores obtained by the teachers on Self-Esteem Inventory by Coopersmith (1975).

• **Age group:** Age group is represented by the chronological age of teachers and they are categorized into four groups

  21-30 years
  31-40 years
  41-50 years
  51-60 years.

• **Teachers’ Qualification:** Teachers’ Qualification is represented by considering their general as well as professional qualifications (Bachelor and/or Post Graduate degrees in both the categories). Teachers are categorized into five groups as given below;

  B.A/B.Sc. B.Ed.
  B.A/B.Sc.M.Ed.
  M.A/M.Sc., B.Ed.
  M.A/M.Sc.M.Ed.
  Any of the mentioned categories with additional qualification (Diploma, ICT, Management, etc.)
• **Teaching Experience**: This means the total number of years of experience in teaching from the beginning of their career (irrespective of the institutions/schools where they worked) to this date. Teachers are categorized into four groups based on their Teaching Experience:

  <5 years
  5-14 years
  15-24 years
  25+ years.

**5.3 STATEMENT OF THE PROBLEM**

In the present study, it is purported to analyze the level of Teacher Effectiveness, Emotional Intelligence and Self-Esteem of Secondary School Teachers and also to find out the relationship among these variables. The problem is entitled “**Teacher Effectiveness, Emotional Intelligence and Self-Esteem of Secondary School Teachers – A Correlational Study**”.

**5.3.1 Objectives of the Study**

The following objectives were formulated to guide the research.

1. To analyze the level of Teacher Effectiveness, Emotional Intelligence, and Self-Esteem of Secondary School Teachers.

2. To study the difference between/among the following categories of Secondary School Teachers in the level of Teacher Effectiveness:
   a) Male and Female Teachers,
   b) Teachers of different Age groups,
   c) Teachers with different Qualifications,
   d) Teachers with different Lengths of Experience,
3. To study the difference between/among the following categories of Secondary School Teachers in Emotional Intelligence (total, dimensions and competence wise)
   a) Male and Female Teachers,
   b) Teachers of different Age groups,
   c) Teachers with different Qualifications,
   d) Teachers with different Lengths of Experience.

4. To study the difference between / among the following categories of Secondary School Teachers in Self-Esteem
   a) Male and Female Teachers,
   b) Teachers of different Age groups,
   c) Teachers with different Qualifications,
   d) Teachers with different Lengths of Experience.

5. To analyse the relationship between (i) Teacher Effectiveness and Emotional Intelligence, (ii) Teacher Effectiveness and Self-Esteem of Secondary School Teachers.

6. To analyse the main and interaction effect of Emotional Intelligence and Self-Esteem of Secondary School Teachers on their Teacher Effectiveness.

5.3.2 Hypotheses Formulated

The following null hypotheses were formulated with respect to the objective numbers 2, 3, 4 and 5.

1. There is no significant difference between Male and Female Teachers of Secondary Schools in their level of Teacher Effectiveness.

2. There is no significant difference among Secondary School Teachers of different Age groups in their level of Teacher Effectiveness.
3. There is no significant difference among Secondary School Teachers with different Qualifications in their level of Teacher Effectiveness.

4. There is no significant difference among Secondary School Teachers with different Lengths of Experience in their level of Teacher Effectiveness.

5. There is no significant difference between Male and Female Teachers of Secondary Schools in their level of Emotional Intelligence in total and its dimensions.

6. There is no significant difference among Secondary School Teachers of different Age groups in their level of Emotional Intelligence in total and its dimensions.

7. There is no significant difference among Secondary School Teachers with different Qualifications in their level of Emotional Intelligence in total and its dimensions.

8. There is no significant difference among Secondary School Teachers with different Lengths of Experience in their level of Emotional Intelligence in total and its dimensions.

9. There is no significant difference between Male and Female Teachers of Secondary Schools in their Personal and Social Competence of Emotional Intelligence.

10. There is no significant difference among Secondary School Teachers of different Age groups in their Personal and Social Competence of Emotional Intelligence.

11. There is no significant difference among Secondary School Teachers with different Qualifications in their Personal and Social Competence of Emotional Intelligence.
12. There is no significant difference among Secondary School Teachers with different Lengths of Experience in their Personal and Social Competence of Emotional Intelligence.

13. There is no significant difference between Male and Female Teachers of Secondary Schools in their level of Self-Esteem

14. There is no significant difference among Secondary School Teachers of different Age groups in their level of Self-Esteem

15. There is no significant difference among Secondary School Teachers with different Qualifications in their level of Self-Esteem.

16. There is no significant difference among Secondary School Teachers with different lengths of Experience in their level of Self-Esteem.

17. There is no significant relationship between (i) Teacher Effectiveness and Emotional Intelligence and (ii) Teacher Effectiveness and Self-Esteem of Secondary School Teachers.

18. There is no significant main and interaction effect of Emotional Intelligence and Self-Esteem of Secondary School Teachers on their Teacher Effectiveness.

5.3.3 Variables Considered for the Study

Main Variables

- Teacher Effectiveness
- Emotional Intelligence
- Self-Esteem
Background Variables

*Gender:* Male and Female

*Age group:* 21-30 years
- 31-40 years
- 41-50 years
- 51-60 years

*Teachers’ Qualifications:*
- B.A/B.Sc. B.Ed.
- B.A/B.Sc.M.Ed
- M.A/M.Sc., B.Ed.
- M.A/M.Sc. M.Ed.
- Any of the above categories with additional Qualification (Diploma, ICT, Management, etc.)

*Teaching Experience:*
- <5 years
- 5-14 years
- 15-24 years
- 25+ years

In case of objective 6 and hypothesis 18, Teaching Effectiveness is considered as a dependent variable whereas Emotional Intelligence and Self-Esteem are considered as independent variables.
5.4 SAMPLING DETAILS

Population of the Study

A total of 230 Secondary Schools (both Government, aided and Unaided) in the Mysore District (including all the 7 Taluks – Mysore, Hunsur, K.R. Nagar, Periyapatna, H.D. Kote, Nanjanagud, T. Narasipura) and all the teachers (435) teaching 8th, 9th and 10th standards of those schools constituted the population for the study.

Sampling Procedure and the Sample

Selection of the sample for the study was done at 2 stages.

a) Selection of Schools – About 25% of 230 (total no.) schools i.e. 60 schools were selected using proportionate random sampling and giving representation to Government, aided and unaided schools from all the 7 taluks of Mysore District. The number of schools selected from each Taluk is proportionate to the total number of schools in that Taluk.

b) Selection of Teachers – All the teachers teaching 8th, 9th and 10th standards in the selected Secondary Schools were considered for the study. Total number of teachers targeted as the sample was about 600 (approximately 10 per school) but the accessible sample for the study was 500 only.

As the investigator could not get back filled in tools from 48 teachers and 17 tools among those received from teachers were found incomplete, the total sample worked out to be 435 teachers, out of which 267 are Male and 168 are Female teachers.
5.5 MEASURING TOOLS USED FOR DATA COLLECTION

The following tools were used for data collection in the present study.

Table 33: Measuring Tools used for Data Collection

<table>
<thead>
<tr>
<th>Variables to be measured</th>
<th>Tools used</th>
<th>Remarks</th>
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<td>1. Teacher Effectiveness</td>
<td>Teacher Effectiveness Scale (TES) by Pramod Kumar and D.N. Mutha (1974)</td>
<td>Translated into Kannada by the Investigator.</td>
</tr>
<tr>
<td>2. Emotional Intelligence</td>
<td>Emotional Intelligence Scale by Krishnappa V.K. (2008), both in English and Kannada</td>
<td>Modified both the versions (English and Kannada) by the Investigator.</td>
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<tr>
<td>4. Personal Data of teachers</td>
<td>Personal Data Sheet</td>
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**Teacher Effectiveness Scale (TES):** The Teacher Effectiveness Scale by Dr. Pramod Kumar and D.N. Mutha (1974) is a Likert 5-point scale, developed to provide a handy instrument for identifying effective or ineffective teachers at school level. The scale is self-administering one and consists of highly discriminating 69 items, distributed under 11 highly focused areas.

All the items are positively worded and the items are to be given a score of 5, 4, 3, 2 and 1 for ‘strongly disagree’, ‘agree’, ‘undecided’, ‘disagree’ and ‘strongly disagree’ respectively. The sum of these values indicates the teacher effectiveness score for the subject. The total score range from 69 to 345 showing least Teacher Effectiveness to highest Teacher Effectiveness.
The criterion validity against principals’ rating is found to be 0.77 (N=50). The test-retest reliability of the scale is found to be 0.75 (N=60) with two month’s interval time.

To meet the need of majority of the teachers constituting the sample, the tool was translated into Kannada version without changing the intention of the items and reliability coefficient (alpha) was calculated, which was found to be 0.95.

**Emotional Intelligence Scale (EIS):** The Emotional Intelligence Scale of V.K. Krishnappa (2008) was modified by the investigator and used in the study. It is a self-administering scale, based on Goleman’s model of Emotional Intelligence. The Emotional Intelligence framework as given by Goleman is comprised of Personal and Social Competencies. The scale consists of 75 items. The responses to the positively worded items were scored 5, 4, 3, 2, 1 and negatively worded items were scored 1, 2, 3, 4, 5 for strongly agree, agree, undecided, disagree, and strongly disagree’ respectively. The sum total of the scores on the 75 items in the scale indicates the Emotional Intelligence of a teacher. The theoretical range of scores is 75-375. Higher scores in the scale indicate higher Emotional Intelligence and lower scores indicate lower Emotional Intelligence. The validity and reliability of the scale is found to be 0.93 and 0.95 respectively.

**Self Esteem Inventory (SEI):** The Coopersmith Self-Esteem Inventory (CSEI-A), developed by Stanley Coopersmith (1967, 1981) – Adult Form was used in the present study.
This Inventory is a self-report questionnaire designed to measure the respondent’s attitudes towards self in personal, social, family, and academic areas of experience. For the Adult Form, total score internal consistency estimates ranged from 0.71 to 0.80, and test-retest reliability ranged from 0.80 and 0.82.

The CSEI–A was translated into Kannada version and established its validity. The reliability (alpha) was found to be 0.63 respectively.

The CSEI-A consists of 25 items in the form of favorable or unfavorable statements about the Self, which they indicate as “like me” or “unlike me.” Each response indicating positive attitude toward self is marked as ‘1’ and negative response is scored as ‘0’. The raw scores on the CSEI-A are multiplied by 4; thus the scores on the CSEI represented hypothetical range of 0 to 100. Higher scores associated with higher levels of Self-Esteem and lower scores represented lower level of Self Esteem.

**Personal Data Sheet**

Personal Data Sheet was prepared by the Investigator and it consisted of items on the information about the personal details like name and address of the school, locale (urban or rural), type of the school (Government, Aided, and Unaided), gender, age, marital status (married or unmarried), educational qualification, length of service, total number of years of experience, in-service training programs attended and medium of instruction.
5.6 STATISTICAL TECHNIQUES USED

To analyze the collected data from 435 teachers SPSS package version 11.00 was used and the following statistical techniques were employed.

1) Descriptive Statistics i.e., Mean and SD to report the level of Teacher Effectiveness, Emotional Intelligence, and Self-Esteem of Secondary School Teachers.

2) ’t’ test of significance for difference between Means to test the hypotheses on the difference between Male and Female teachers in Teacher Effectiveness, Emotional Intelligence and Self Esteem.

3) One way ANOVA and Dunken’s test to find out the difference among teachers of different categories based on their age, qualification and experience in the level of Teacher Effectiveness, Emotional Intelligence and Self Esteem.

4) Pearson’s Product Moment Correlation to analyse the relationship between (i) Teacher Effectiveness and Emotional Intelligence and (ii) Teacher Effectiveness and Self-Esteem.

5) Two way ANOVA to find out the main and interaction effects of Emotional Intelligence and Self-Esteem on Teacher Effectiveness of Secondary School Teachers.

5.7 MAJOR FINDINGS OF THE STUDY

1. Secondary School Teachers of two gender groups-Male and Female, of different Age groups, Qualifications and Lengths of Teaching Experience do not differ in their level of Teacher Effectiveness.

2. There is significant difference between Male and Female Secondary School Teachers in their total Emotional Intelligence level and in two dimensions
of Emotional Intelligence viz., Self Awareness and Motivation. The Male Teachers have slightly higher Emotional Intelligence level than their Female counterparts. However, they do not show any significant differences in the other three dimensions of Emotional Intelligence namely Self Regulation, Empathy and Social Skills.

3. The Secondary School Teachers of different Age groups do not differ in their level of total Emotional Intelligence, but significant difference was found among them in two dimensions of Emotional Intelligence viz., Self Regulation and Social Skills. Whereas, the Secondary School Teachers with different Qualifications do not differ in their level of Emotional Intelligence in total and in any of its dimensions.

4. The Secondary School Teachers with different Lengths of Experience show significant difference in their total Emotional Intelligence level and in its three dimensions – Self Awareness, Self Regulation and Social Skills. Whereas, they do not show any significant differences in two dimensions of Emotional Intelligence namely Motivation and Empathy.

5. No significant difference was found between Male and Female Secondary School Teachers in their Social Competence scores of Emotional Intelligence whereas significant difference is found between them in their Personal Competence scores of Emotional Intelligence. The Male teachers have exhibited comparatively higher level of Personal Competence than Female counterparts.

6. There is no significant difference among Secondary School Teachers of different Age groups and Qualifications in their Personal as well as Social Competence scores of Emotional Intelligence.
7. There is significant difference among Secondary School Teachers with different Lengths of Teaching Experience in the Personal and Social Competence scores of Emotional Intelligence.

8. There is significant difference between Male and Female Secondary School Teachers in their level of Self Esteem. The Male Teachers have higher Self Esteem level than their Female counterparts.

9. The Secondary School Teachers of different Age Groups, Qualifications and Lengths of Teaching Experience do not differ in their level of Self Esteem.

10. There is significant positive relationship between Teacher Effectiveness and Emotional Intelligence and Teacher Effectiveness and Self-Esteem of Secondary School Teachers.

11. There is significant main effect of Emotional Intelligence on Teacher Effectiveness Whereas there is no significant main effect of Self-Esteem on Teacher Effectiveness, and no significant interaction effect of Emotional Intelligence and Self-Esteem on Teachers Effectiveness of Secondary School Teachers.

5.8 DISCUSSION OF THE FINDINGS

1. Level of Secondary School Teachers in their Teacher Effectiveness, Emotional Intelligence and Self-Esteem

   It is found from this study that the percentage of more effective teachers is high and the percentage of teachers who are average and high in Teacher Effectiveness is still higher. But majority of teachers are average in their Emotional Intelligence and Self-Esteem. This implied that majority of teachers are effective in their classroom transaction as teacher effectiveness is broadly related to teachers’ effort to make the class meaningful and effective for which teachers
give more importance whereas they are not giving much importance to emotional aspects of the work and the confidence in themselves to discharge their duties effectively as required. As teachers are expected to interact with the students, colleagues and other important authorities, they have to understand and handle the situation with emotions in the right manner at the right time, in the right way. It is one’s emotional response to a particular situation that makes the difference. Even our experiences and experiments clearly delineate that a person with a high intellect cannot be always successful in his life. It is very imperative that measures are to be taken to see that teachers improve their level of Emotional Intelligence and Self-Esteem.

2. Difference between/among different categories of Teachers in Teacher Effectiveness

The results obtained from the present study showed that Secondary School Teachers of two Gender groups – Male and Female, of different Age groups, Qualifications and Lengths of Teaching Experience do not differ in their level of Teacher Effectiveness.

This finding with respect of gender is contradicting with the findings of Chaya (1974), Gupta (1977), Mutha (1980), Sing (1987), Biswas and De (1995), Tyagi (2004) and De Fabio (2005) who claimed that there is significant difference between Male and Female Secondary School Teachers. Whereas it is on par with the findings of Thamilamani (1990) and Indira (1997) who reiterated that no difference could be found between Male and Female Secondary School Teachers.

This finding with respect to Teachers of different Age groups is in support of the findings of Raja, William and Thyagarajan (1998).
The result with respect to Teachers with different Qualifications is in accordance with the study conducted by Raja, William and Thyagarajan (1998). The researcher found very less number of studies on the variables Qualifications of teachers and Teacher Effectiveness. Hence, further researches need to be conducted on these variables to make generalizations.

This finding with respect to Teaching Experience is in contradiction with the findings of Schiefelbein and Simmons (1981) and Padmanabhaiah (1986), who found that teachers with lengthier experience are better in their teacher Effectiveness.

In toto, it is evident that Teacher Effectiveness of Secondary School Teachers is not influenced by any of the four selected background variables – Gender, Age group, Qualifications and Teaching Experience. This could be attributed to the fact that Teacher Effectiveness depends upon many factors like teachers’ content and pedagogical competencies, interest in the subject and teaching, skills and materials used irrespective of teachers’ background like Gender, Age, etc. Any teacher need to be competent enough with positive outlook and interest towards teaching and students if he or she wants to prove oneself as effective teacher. Further, it is inferred that (i) the relationship between Age and Teacher Effectiveness is still a matter of controversy as the results are inconsistent (ii) there are no adequate number of studies on the relationship between Qualifications and Teacher Effectiveness, and this needs to be researched further.
3. Difference between/among different categories of teachers in Emotional Intelligence and its dimensions

a) Both Male and Female teachers showed significant differences in their total Emotional Intelligence level and in its two dimensions – Self Awareness and Motivation. It is found that Male Secondary School Teachers have higher Emotional Intelligence level than their Female counterparts.

But it is contradicting with the well established finding that Females have significantly high Emotional Intelligence than their Male counterparts (Tyagi, 2004; De Fabio, 2005; Patal, 2006; Penrose, Perry & Ball, 2007; Schutte et al., 1998; Atkins & Sough, 2005).

This finding of higher Emotional Intelligence among Men teachers could be explained like this. The socialization and secured feelings among men is usually more. Whereas women may have more family and occupational stress and responsibilities, and insecure feelings. Even hormonal imbalance in the body may play its role and cause fluctuations in the level of Emotional Intelligence.

b) In the present study, it is found that Teachers of different Age group and with different Qualifications do not differ in Emotional Intelligence in total and in its dimensions. However, difference is found among Teachers of different Age group in 2 dimensions of Emotional Intelligence i.e. Self Regulation and Social Skills.

With respect to Age group, similar finding could be seen in Tyagi (2004) and Penrose, Perry and Ball (2007), but is contradicting with that of Goleman (1998), which highlighted that Emotional Intelligence is positively correlated with Age.
This finding of study could be attributed to the point that if proper training is not given to control one’s emotions and to deal with people properly, chronological age and educational qualifications may not do anything in the development of Emotional Intelligence.

(c) The Secondary School Teachers with different Lengths of Teaching Experience differ in their total Emotional Intelligence level and in three dimensions of Emotional Intelligence viz., Self Awareness, Self Regulation, and Social Skills but they do not differ in two dimensions namely Motivation and Empathy. No other studies have been found to support this finding.

The study revealed one or more interesting fact that the Male and Female Secondary School Teachers who are having more than 25 years of Teaching Experience found to be lower in their level of total Emotional Intelligence and in all the dimensions also.

The reason for the difference in Emotional Intelligence might be that with more experience, teachers are better at identifying emotions and they are less susceptible to the emotions of others. Daniel Goleman, Mayor and Salovey (1993), and others proved through empirical evidences that Emotional Intelligence develops with experience from childhood to adulthood. It is said that emotional competencies could be learned or acquired at any point in life. Experience is the pathway for a person to have real knowledge of jobs.

4. Competence wise difference between/among different categories of teachers in Emotional Intelligence

The Male and Female Secondary School Teachers differ in their Personal Competence level of Emotional Intelligence. In other words, the Male teachers
have comparatively higher level of Personal Competence. Whereas the Male and Female Secondary school teachers do not differ statistically in their Social Competence level of Emotional Intelligence and comparatively the Male teachers have higher level of Social Competence.

The Secondary School Teachers of different Age groups, Qualifications, and Teaching Experience do not differ in their Social and Personal Competence scores of Emotional Intelligence. The reasons for these could be the same as given above.

5. Difference between/among different categories of Teachers in Self Esteem

(a) The study showed that there is significant difference in the Self Esteem level of Male and Female Secondary School Teachers. The Males have exhibited higher level of Self Esteem. This could be due to the priority given to the males from the beginning. In the male dominated society, the males are pampered and protected more than the females. The comfortable feeling and attitude may keep the males in the higher strata and that leads to the formation of high Self Esteem. Whereas the criticism or insecure feelings of females may lead to posses low Self Esteem, which in turn may affect Teacher Effectiveness.

This finding is similar with the finding of Smith (2002). As the investigator located less number of researches on the variables Self Esteem and Gender, further research is required to generalize this finding.

(b) The Secondary School Teachers of different Age Groups, Qualification and Teaching experience do not differ in their level of Self Esteem. The finding indicated that Age does not have any influence on Self Esteem of a person. This
finding is similar to Smith (2002). Whereas, Solomon (1992) explored that regardless of Age; the Self-Esteem of a learner facilitates or inhibits learning.

6. Relationship between (i) Teacher Effectiveness and Emotional Intelligence and (ii) Teacher Effectiveness and Self-Esteem

There exists a highly significant relationship between the level of Teacher Effectiveness and Emotional Intelligence and Teacher Effectiveness and Self-Esteem.

In other words, it will be interpreted as higher the Emotional Intelligence and Self-Esteem, better would be the level of Teacher Effectiveness.

Here, it is more emphatic that the concepts of Emotional Intelligence and Teacher Effectiveness have some related factors of human personality. The teachers who are emotionally intelligent can create conducive socio-emotional climate, manage the classrooms properly, exhibit warmth behavior, communicate with clarity and can enthuse the student to learn effectively and can create ample opportunities to learn effectively. Thus Emotional Intelligence may contribute to greater Teacher Effectiveness. Apart from this, they may be concerned with the institution more honestly and give preference to professional goals. Thus, the true commitment, and devotion and dedication are the affective or emotional ones which may contribute towards a greater professional commitment also. It is also found that there is positive relationship between Teaching Experience and Self-Esteem. This implied that a teacher with high Self-Esteem will be more effective and vice versa. It is evident that Self-Esteem is related to a person’s confidence level, emotions and social relations (James, 2002; Blasovich A. Tomaka, 1991; Branden, 1969) which in turn enable teacher to become more effective.
This finding is supported by the results of the studies conducted by Kaul (1972), Chaya (1974), Gupta (1976), Sing (1978), Malik (1984), Wangoo (1984), Satyagirirajan (1984) and Madden (2000) who found that the Teacher Effectiveness is related to teacher emotions.

7. Main and interaction Effects of Emotional Intelligence and Self-Esteem on Teacher Effectiveness

It is found from the study that there is significant main effect of Emotional Intelligence on Teacher Effectiveness, whereas there is no significant main effect of Self-Esteem on Teacher Effectiveness and no significant interaction effect of Emotional Intelligence and Self-Esteem on Teacher Effectiveness of secondary school teachers.

It is clear from this finding that Emotional Intelligence and Teacher Effectiveness are not only positively related, but Emotional Intelligence is also influencing the level of Teacher Effectiveness of secondary school teachers. Whereas, even though, a significant positive relationship is found between Self-Esteem and Teacher Effectiveness, Self-Esteem alone or with Emotional Intelligence may not influence directly the level of Teacher Effectiveness.

Teacher Effectiveness may depend upon many other factors (discussed vide 5.8 supra, page no. 126) like teachers’ content and pedagogical competencies, interest in the subject and teaching, skills and materials used. Thus, more attention should be given to these factors in addition to the development of Self-Esteem and Emotional Intelligence of teachers.
5.9 EDUCATIONAL IMPLICATIONS

The results of the present study help in exploring the positive strengths and negative aspects of Secondary School Teachers in their Teacher Effectiveness, Emotional Intelligence and Self Esteem.

It is found from this study that the percentage of more effective teachers is high and the percentage of teachers who are average and high in teacher effectiveness is still higher. But majority of teachers are average in their Emotional Intelligence and Self-Esteem. This implied that majority of teachers are effective in their classroom transaction as teacher effectiveness is broadly related to teachers’ effort to make the class meaningful and effective for which teachers give more importance whereas they are not giving much importance to emotional aspects of the work and the confidence in themselves to discharge their duties effectively as required. As teachers are expected to interact with the students, colleagues and other important authorities, they have to understand and handle the situation with emotions in the right manner at the right time, in the right way. It is one’s emotional response to a particular situation that makes the difference. Even our experiences and experiments clearly delineate that a person with a high intellect cannot be always successful in his life. It is very imperative that measures are to be taken to see that teachers improve their level of Emotional Intelligence and Self-Esteem.

The findings of the present study on Teacher Effectiveness level of Teachers indicated that the Male and Female Secondary School Teachers of different Age Groups, Qualifications and Teaching Experience do not differ in their level of Teacher Effectiveness. In fact, with the passage of time, the Age,
additional Qualifications or Length of Teaching Experience must distinguish them from others and increase their level of Teacher Effectiveness. But the results obtained are contrary to this and necessitated more focussed attention on Teachers at each and every level. For this, adequate and innovative measures must be adapted by the training institutes to provide qualitative training. They require to produce teachers who are realistic, responsible, expressive, confident, assertive, emotionally stable, matured, resourceful, controlled, independent, ready to try new things, and more tolerant of change.

It is commonly understood that the training programs are resource centers for human development. They are effective in producing human capital not only for the world of teaching-learning but also for all walks of life and other professions. Here due attention must be paid for the prospective teachers to be academically, professionally, socially, emotionally and morally strong during their professional course. This makes teachers to do wonders in their future to increase their level of Teacher Effectiveness.

Thus, the findings may attract more and more attentions and concern of societal members, government and other organizations involved in Teacher Education programmes to consider educational training institutions (B.Ed.) as an essential requirement for teachers joining the teaching profession.

An empirical study, which was very interesting, revealed that one should value both ‘the head’ and ‘the heart’ (Dalip Singh, 2003). Here it is implied that Job dissatisfaction, Stress, Inter-Personal conflicts with seniors, colleagues or subordinates, frustrations, anger and anxiety are just a few factors that affect the productivity of oneself, of others and of organizations. So, we have a need to
learn, or be taught different methods of managing our emotions and expressing our selves in order to attain job satisfaction and productivity.

Further, the study made on Emotional intelligence threw new lights on the field of Emotional intelligence. It is highlighted that Emotional intelligence is largely learned through the social learning process and continues to develop throughout life. A deliberate and conscious effort may not be done by an individual to learn emotional skills, but his emotional makeup is the product of learning experiences. Formal education or knowledge is not required to teach the emotional competencies, abilities and concepts. They are learned through imitation of role models, i.e., teachers, parents, stalwarts, heroes and so on. Every one learns and uses the concepts in one’s own way. Thus, Emotional intelligence skills can be acquired by any person at any age. Hence, they should not be completely or largely ignored. Instead, one has to make conscious efforts and review progress periodically, including getting feedback from others. It must be inculcated in one’s personal and professional life also.

Denis Hayes (2003) studied on ‘Emotional preparation for teaching, a case study about trainee teachers in England’. Findings indicate that a typology of emotional condition consists of anticipatory, anxious, fatalistic and affirming emotions. The research highlights the impact of emotional condition on trainee teachers’ ability to function efficiently and suggests that in a time of rapid change and increasing pressure on teachers from every direction, learning to cope with emotions is an important element of training. Consequently, it is proposed that the impact of emotions on trainee teachers deserves considerably more attention than has hitherto been recognized.
It is also implied in the study that the training of Emotional Intelligence of teachers at each and every step is the need of the hour as the Male and Female Secondary School Teachers of different Age groups, Qualifications and Teaching Experience differ either in their total Emotional Intelligence or in its dimensions.

As the teachers enter the teaching profession from the field of training of their professional skills, the training of Emotional Intelligence of teachers must be started from the teacher training institutions. The teachers training programmes must include the practical strategies and programmes as these institutions provide platforms for the budding teachers.

To strengthen the teachers further, programmes should be designed to develop certain active coping skills. They should also get opportunities to be placed in a good working social environment. Emotional literacy programmes should be organized for the prospective teachers with guidelines to teachers to develop their Personal Competence. In addition to this, the educational institutions must provide healthy emotional modeling to the trainers. The cumulative effect of all these programmes result in making the teachers attain moderately high Emotional Quotient.

It is further implied that the role of schools in educating teachers about their Emotional Intelligence and Self-Esteem is highly important. Adequate learning materials must be provided to the teachers to ease the teaching of subjects and to reduce the stress and strain on the part of the teachers. Programmes on personality development, communication skills, work shops, seminars etc. must be organized in the schools where the teachers invest their service. Likewise, the teachers need to pay more attention to train their emotional competence. They
must focus on making deliberate and conscious efforts to improve their Emotional Intelligence potential.

Several major areas require further consideration in the study of Self esteem also. The finding that the Male and Female Secondary School Teachers exhibit an highly significant difference in their level of Self Esteem and Male teachers are slightly higher in their level of Self-Esteem. This could be an important clue for rendering counselling service to female teachers to enhance the level of Self-Esteem. The counselors and other professionals could design Self-Esteem enhancement programs to provide service.

It is a general observation that the Female Teachers lead highly stressful life due to working condition, performing dual roles (in family and school), staying away from the family, managing with family members and school officials, colleagues and students, economical issues, etc. Because of this, they may fail in performing certain duties to the expected level and this may be the cause for having low Self- Esteem. Therefore, counseling sessions should emphasize on coping with these stressful life events, difficulties caused by school life and its extensions creating awareness about their abilities and motivating towards constructive tasks. In addition to this, the teachers need to be given opportunities to participate in forums seminars, conferences symposiums, etc.

The study made on interaction effect revealed that there exists a highly significant relationship between the Teacher Effectiveness and Emotional Intelligence. Thus, the present study can help all the architects of teacher education for making B.Ed. programme more effective and successful. The teaching potential can be developed by providing conducive climate and
stimulating experiences to the concerned. In other words, the Teacher Effectiveness will contribute to convert our society into a knowledgeable society which will ultimately results in enhancing economy of the country.

5.10 SUGGESTIONS FOR FURTHER RESEARCH

Following topics have been suggested for further research.

1. The relative effectiveness of face to face teacher education programme and teacher education through distance education mode

2. Combined effects of selected teacher variables on Teacher Effectiveness of teachers teaching different subjects in schools.

3. Extension of same study with many more variables.


5. The effectiveness of a specially designed instructional materials to develop Self Esteem or Emotional Intelligence of teachers.