ABSTRACT

This study was undertaken with an intension of making “A study of Teacher Effectiveness in relation to Emotional Intelligence and Personality Type of Secondary School Science Teachers “ To conduct research work smoothly and confine the study to specific frame work, researcher has derived the following objective:

1. To examine the level of Teacher Effectiveness, Emotional Intelligence of Secondary School Science Teachers and categories Secondary School Science Teachers into Personality Type
2. To examine the difference in Teacher Effectiveness with respect to the following categories of Secondary School Science Teachers.
   a) Gender- Male and Female
   b) Type of Schools- Government Secondary School
      Private- aided Secondary School and
      Private- unaided Secondary School
   c) Teaching Experience- Juniors (<15 years)
      Seniors (>15 years)
   d) Subject Stream- Physical Science
      Biological Science.
3. To examine the difference in Emotional Intelligence with respect to the following categories of Secondary School Science Teachers.
   a) Gender- Male and Female
   b) Type of School - Government Secondary School.
   c) Teaching Experience- Junior (<15 year).
      Senior (>15 year).
   d) Subject Stream – Physical Science
      Biological Science.
4. To examine the difference in Personality Type with respect to the following categories of Secondary School Science Teachers.
a) Gender- Male and Female.
b) Type School- Government Secondary School.
c) Teaching Experience- Junior (<15 years).
   Senior (>15 years).
d) Subject Stream- Physical Science
   Biological Science.

5. To examine the relationship between Teachers Effectiveness with Emotional Intelligence and Personality Type of Secondary School Science Teachers.

6. To examine the relationship between Emotional Intelligence and Personality Type of Secondary School Science Teachers.

7. To find whether Emotional Intelligence and Personality Type are significant predictors of Teacher Effectiveness.

To throw the light on research work following null hypothesis were formulated with respect to the objectives numbering 2,3,4,5 and 6.

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

2. There is no significant difference between Government, Private- aided and Private- unaided Science Teachers of Secondary School in their level of Teacher Effectiveness.

3. There is no Significant difference between Junior (<15 years) and Senior (>15 years) Science Teachers of Secondary School in their level of Teacher Effectiveness.

4. There is no significant difference between Physical and Biological Science Teachers of Secondary School in their level of Teacher Effectiveness.

5. There is no significant difference between Male and Female Science Teachers of Secondary School with their level of Emotional Intelligence.
6. There is no significant difference between the Government, Private-aided and Private-unaided Secondary School in their level of Emotional Intelligence.

7. There is no significant difference between Junior (<15 years) and Senior (>15 years) Science Teachers of Secondary School in their level of Emotional Intelligence.

8. There is no significant difference between Physical Science and Biological Science Teachers of Secondary School in their level of Emotional Intelligence.

9. There is no significant difference in Male and Female Science Teachers of Secondary School in their Personality Type.

10. There is no significant difference between the Government, Private-aided and Private-unaided Science Teachers of Secondary School in their Personality Type.

11. There is no significant difference in Junior (<15 years) and Senior (>15 years) Science Teachers of Secondary School in their level Personality Type.

12. There is no significant in Physical and Biological Science Teachers of Secondary School in their Personality Type.

13. There is no significant relationship between Teacher Effectiveness and Emotional Intelligence of Secondary School Science Teachers.

14. There is no significant difference in Teacher Effectiveness and Personality Type of Secondary School Science Teachers.

15. There is no significant relationship between Emotional Intelligence and Personality Type of Secondary School Science Teachers.

16. There is no significant influence of Emotional Intelligence and Personality Type on Teacher Effectiveness.

Criterion variables of the study were Teachers Effectiveness, Emotional Intelligence and Personality Type and background variables were Gender, Type of schools, Teaching Experience and Subject Stream.

Study was conducted by using Descriptive Survey research methodology to find the degree to which the interaction effect exists among the selected variables.
Population of the study was science teachers of secondary schools of Mandya District. Sampling was done at three stages. At stage: 1) All the Taluks (07) were selected. At stage: 2) The schools belonging to eight educational blocks of 07 taluks were selected randomly on basis of sample size calculated by using formula derived by creative research system (Denmark). At stage: 3) After selecting schools (306) Science Teachers of all the Schools belonging to 08 educational blocks were selected purposively for the study. Thus 610 Science Teachers were available as Sample for the study.

To collect the required data from the Sample of 610 Science Teachers of Secondary Schools, ‘kulsum Teacher Effectiveness Scale’ by Umme Kulsum, ‘Teachers’ Emotional Intelligence Scale’ developed by the investigator and ‘Eysenk Personality Inventory’ by Hans Eysenk (published by psychotronics) were used.

Data was computed and analysed by employing mean, standard deviation, t-test, one way ANOVA and Tuskey’s HSD post hoc procedures, pearson’s product moment correlation and regression analysis.

Major findings were as follows, majority of Science Teachers of Secondary School showed medium level of Teacher Effectiveness and Emotional Intelligence and more than 56% of Science Teachers of Secondary School were Ambiverts.

Male and Female Science Teachers do not differ in their level of Teacher Effectiveness and Emotional Intelligence but differed with respect to Personality Type. Government and Private unaided Science Teachers differed in their Teacher Effectiveness. Science Teachers of Government and Private aided, Government and Private unaided, Private aided and Private unaided School differed in their level of Emotional Intelligence. Similarly Private aided and Private Unaided, Private unaided and Government School Science Teachers differed with respect to Personality Type.

Junior and Senior Science Teachers differed in their level of Teacher Effectiveness and Emotional Intelligence. They differed with respect to Personality Type.
Physical and Biological Science Teachers of Secondary School differed significantly with respect to Teacher Effectiveness but no significant difference is found with respect to Emotional Intelligence and Personality Type,

Moderate positive relationship is found between Teacher Effectiveness and Emotional Intelligence of Secondary School Science Teachers. High positive correlation is found between Teacher Effectiveness and Personality Type of Secondary School Science Teachers and also negative correlation is found between Emotional Intelligence and Personality Type of Secondary School Science Teachers.

Emotional Intelligence and Personality Type together influence Teacher Effectiveness to 34.5% at 0.01 level. Study confirmed that Emotional Intelligence and Personality Type (Neuroticism) are significant predictors of Teacher effectiveness.