CHAPTER - 3

METHODOLOGY

I. PROBLEM STATEMENT:

To study Teacher Effectiveness in relation to Emotional Intelligence, Locus of Control and Assertiveness

II. SPECIFIC OBJECTIVES:

1. To assess teacher effectiveness on a wider basis; its distribution in a group of teachers in specifically selected institutes

2. To study the relationship between:
   - Emotional maturity and Teacher Effectiveness
   - Assertiveness and Teacher Effectiveness
   - Locus of Control and Teacher Effectiveness

3. Analyse the relationship between:
   - Experience, Gender, Stream and Assertiveness among secondary school teachers
   - Experience, Gender, Stream and Emotional Intelligence among secondary school teachers
   - Experience, Gender, Stream and Teacher Effectiveness among secondary school teachers
III. HYPOTHESES:

1. $H_1$ Effective teachers are expected to be more assertive

2. $H_0$ Effective teachers are not expected to be more assertive

3. $H_2$ Effective teachers are expected to rely more on their inner strength i.e. they are expected to be more self-reliant.

4. $H_0$ Effective teachers are not expected to rely more on their inner strength i.e. they are expected to be more self-reliant.

5. $H_3$ Effective teachers are expected to be more emotionally mature than relatively less effective teachers.

6. $H_0$ Effective teachers are not expected to be more emotionally mature than relatively less effective teachers.

7. $H_4$ Effective teachers are expected to have better self expression than relatively less effective teachers.

8. $H_0$ Effective teachers are not expected to have better self expression than relatively less effective teachers.

9. $H_5$ Effective teachers are expected to have better emotional expression than relatively less effective teachers.

10. $H_0$ Effective teachers are not expected to have better emotional expression than relatively less effective teachers.

11. $H_6$ Effective teachers are expected to be better at emotional expression than relatively less effective teachers.

12. $H_0$ Effective teachers are not expected to be better at emotional expression than relatively less effective teachers.
13. **$H_7$** Effective teachers are expected to be more resilient than relatively less effective teachers.

14. **$H_0$** Effective teachers are not expected to be more resilient than relatively less effective teachers.

15. **$H_8$** Effective teachers are expected to be better at interpersonal connection than relatively less effective teachers.

16. **$H_0$** Effective teachers are not expected to be better at interpersonal connection than relatively less effective teachers.

17. **$H_9$** Effective teachers are expected to rely more on intuition than relatively less effective teachers.

18. **$H_0$** Effective teachers are not expected to rely more on intuition than relatively less effective teachers.

19. **$H_{10}$** Effective teachers are expected to have more integrity than relatively less effective teachers.

20. **$H_0$** Effective teachers are not expected to have more integrity than relatively less effective teachers.

21. **$H_{11}$** Gender of teachers is expected to have a significant impact on their teacher effectiveness.

22. **$H_0$** Gender of teachers is not expected to have a significant impact on their teacher effectiveness.

23. **$H_{12}$** Gender of teachers is expected to have a significant impact on their Preparation for teaching and planning.

24. **$H_0$** Gender of teachers is not expected to have a significant impact on their Preparation for teaching and planning.
25. $H_{13}$ Gender of teachers is expected to have a significant impact on their Classroom Management

26. $H_0$ Gender of teachers is not expected to have a significant impact on their Classroom Management

27. $H_{14}$ Gender of teachers is expected to have a significant impact on their Knowledge of subject-matter

28. $H_0$ Gender of teachers is not expected to have a significant impact on their Knowledge of subject-matter

29. $H_{15}$ Gender of teachers is expected to have a significant impact on their Teacher characteristics

30. $H_0$ Gender of teachers is not expected to have a significant impact on their Teacher characteristics

31. $H_{16}$ Gender of teachers is expected to have a significant impact on their Interpersonal relations.

32. $H_0$ Gender of teachers is not expected to have a significant impact on their Interpersonal relations.

33. $H_{17}$ Subject Stream of Teachers is expected to have a significant effect on teacher effectiveness.

34. $H_0$ Subject Stream of Teachers is not expected to have a significant effect on teacher effectiveness.

35. $H_{18}$ Subject Stream of Teachers is expected to have a significant effect on their Preparation for teaching and planning.
36. **H₀** Subject Stream of Teachers is not expected to have a significant effect on their Preparation for teaching and planning.

37. **H₁₉** Subject Stream of Teachers is expected to have a significant effect on Classroom Management

38. Subject Stream of Teachers is not expected to have a significant effect on Classroom Management

39. **H₂₀** Subject Stream of Teachers is expected to have a significant effect on their Knowledge of subject-matter

40. Subject Stream of Teachers is not expected to have a significant effect on their Knowledge of subject-matter

41. **H₂₁** Subject Stream of Teachers is expected to have a significant effect on their Teacher characteristics

42. Subject Stream of Teachers is not expected to have a significant effect on their Teacher characteristics

43. **H₂₂** Subject Stream of Teachers is expected to have a significant effect on their Interpersonal relations

44. Subject Stream of Teachers is not expected to have a significant effect on their Interpersonal relations

45. **H₂₃** Experience of teachers is expected to have a significant impact on Teacher Effectiveness.

46. Experience of teachers is not expected to have a significant impact on Teacher Effectiveness.

47. **H₂₄** Experience of teachers is expected to have a significant impact on Preparation for teaching and planning.
48. $H_0$: Experience of teachers is not expected to have a significant impact on Preparation for teaching and planning.

49. $H_{25}$: Experience of teachers is expected to have a significant impact on Classroom Management

50. $H_0$: Experience of teachers is not expected to have a significant impact on Classroom Management

51. $H_{26}$: Experience of teachers is expected to have a significant impact on Knowledge of subject-matter

52. $H_0$: Experience of teachers is not expected to have a significant impact on Knowledge of subject-matter

53. $H_{27}$: Experience of teachers is expected to have a significant impact on Teacher characteristics

54. $H_0$: Experience of teachers is not expected to have a significant impact on Teacher characteristics

55. $H_{28}$: Experience of teachers is expected to have a significant impact on Interpersonal relations

56. $H_0$: Experience of teachers is not expected to have a significant impact on Interpersonal relations

57. $H_{29}$: Gender of teachers is expected to have a significant effect on levels of assertiveness among teachers.

58. $H_0$: Gender of teachers is not expected to have a significant effect on levels of assertiveness among teachers.

59. $H_{30}$: Gender of teachers is expected to have a significant effect on locus of control orientation among teachers.
60. $H_0$ Gender of teachers is not expected to have a significant effect on locus of control orientation among teachers.

61. $H_{31}$ Experience of teachers is expected to have a significant effect on level of assertiveness among teachers.

62. $H_0$ Experience of teachers is not expected to have a significant effect on level of assertiveness among teachers.

63. $H_{32}$ Experience of teachers is expected to have a significant effect on locus of control orientation among teachers.

64. $H_0$ Experience of teachers is not expected to have a significant effect on locus of control orientation among teachers.

65. $H_{33}$ Subject Stream of Teachers is expected to have a significant effect on level of assertiveness among teachers.

66. $H_0$ Subject Stream of Teachers is not expected to have a significant effect on level of assertiveness among teachers.

67. $H_{34}$ Subject stream of teachers is expected to have a significant effect on locus of control orientation among teachers.

68. $H_0$ Subject stream of teachers is not expected to have a significant effect on locus of control orientation among teachers.

69. $H_{35}$ Gender and experience of teachers is expected to have a significant effect on level of assertiveness among teachers.

70. $H_0$ Gender and experience of teachers is not expected to have a significant effect on level of assertiveness among teachers.
71. \( H_{36} \) Experience and stream of teachers is expected to have a significant effect on level of assertiveness among teachers.

72. \( H_0 \) Experience and stream of teachers is not expected to have a significant effect on level of assertiveness among teachers.

73. \( H_{37} \) Gender and stream of teachers is expected to have a significant effect on level of assertiveness among teachers.

74. \( H_0 \) Gender and stream of teachers is not expected to have a significant effect on level of assertiveness among teachers.

75. \( H_{38} \) Gender and experience of teachers is expected to have a significant effect on locus of control orientation among teachers.

76. \( H_0 \) Gender and experience of teachers is not expected to have a significant effect on locus of control orientation among teachers.

77. \( H_{39} \) Experience and stream of teachers is expected to have a significant effect on locus of control orientation among teachers.

78. \( H_0 \) Experience and stream of teachers is not expected to have a significant effect on locus of control orientation among teachers.

79. \( H_{40} \) Gender and stream of teachers is expected to have a significant effect on locus of control orientation among teachers.

80. \( H_0 \) Gender and stream of teachers is not expected to have a significant effect on locus of control orientation among teachers.
81. \( H_{41} \) Gender and experience of teachers is expected to have a significant effect on Preparation for teaching and planning.

82. \( H_0 \) Gender and experience of teachers is not expected to have a significant effect on Preparation for teaching and planning.

83. \( H_{42} \) Gender and experience of teachers is expected to have a significant effect on Classroom Management

84. \( H_0 \) Gender and experience of teachers is not expected to have a significant effect on Classroom Management

85. \( H_{43} \) Gender and experience of teachers is expected to have a significant effect on Knowledge of subject-matter

86. \( H_0 \) Gender and experience of teachers is not expected to have a significant effect on Knowledge of subject-matter

87. \( H_{44} \) Gender and experience of teachers is expected to have a significant effect on Teacher characteristics

88. \( H_0 \) Gender and experience of teachers is not expected to have a significant effect on Teacher characteristics

89. \( H_{45} \) Gender and experience of teachers is expected to have a significant effect on Interpersonal relations.

90. \( H_0 \) Gender and experience of teachers is not expected to have a significant effect on Interpersonal relations.

91. \( H_{46} \) Gender and experience of teachers is expected to have a significant effect on Self-Expression

92. \( H_0 \) Gender and experience of teachers is not expected to have a significant effect on Self-Expression
93. $H_{47}$ Gender and experience of teachers is expected to have a significant effect on Emotional-Expression

94. $H_0$ Gender and experience of teachers is not expected to have a significant effect on Emotional-Expression

95. $H_{48}$ Gender and experience of teachers is expected to have a significant effect on Emotional Awareness of others

96. $H_0$ Gender and experience of teachers is not expected to have a significant effect on Emotional Awareness of others

97. $H_{49}$ Gender and experience of teachers is expected to have a significant effect on Resilience

98. $H_0$ Gender and experience of teachers is not expected to have a significant effect on Resilience

99. $H_{50}$ Gender and experience of teachers is expected to have a significant effect on Interpersonal Connection

100. $H_0$ Gender and experience of teachers is not expected to have a significant effect on Interpersonal Connection

101. $H_{51}$ Gender and experience of teachers is expected to have a significant effect on Intuition

102. $H_0$ Gender and experience of teachers is not expected to have a significant effect on Intuition

103. $H_{52}$ Gender and experience of teachers is expected to have a significant effect on Integrity

104. $H_0$ Gender and experience of teachers is not expected to have a significant effect on Integrity
105. $H_{53}$ Gender and stream of teachers is expected to have a significant effect on Preparation for teaching and planning.

106. $H_0$ Gender and stream of teachers is not expected to have a significant effect on Preparation for teaching and planning.

107. $H_{54}$ Gender and stream of teachers is expected to have a significant effect on Classroom Management

108. $H_0$ Gender and stream of teachers is not expected to have a significant effect on Classroom Management

109. $H_{55}$ Gender and stream of teachers is expected to have a significant effect on Knowledge of subject-matter

110. $H_0$ Gender and stream of teachers is not expected to have a significant effect on Knowledge of subject-matter

111. $H_{56}$ Gender and stream of teachers is expected to have a significant effect on Teacher characteristics

112. $H_0$ Gender and stream of teachers is not expected to have a significant effect on Teacher characteristics

113. $H_{57}$ Gender and stream of teachers is expected to have a significant effect on Interpersonal relations.

114. $H_0$ Gender and stream of teachers is not expected to have a significant effect on Interpersonal relations.

115. $H_{58}$ Gender and stream of teachers is expected to have a significant effect on Self-Expression

116. $H_0$ Gender and stream of teachers is not expected to have a significant effect on Self-Expression
117. \(H_{59}\) Gender and stream of teachers is expected to have a significant effect on Emotional-Expression

118. \(H_0\) Gender and stream of teachers is not expected to have a significant effect on Emotional-Expression

119. \(H_{60}\) Gender and stream of teachers is expected to have a significant effect on Emotional Awareness of others

120. \(H_0\) Gender and stream of teachers is not expected to have a significant effect on Emotional Awareness of others

121. \(H_{61}\) Gender and stream of teachers is expected to have a significant effect on Resilience

122. \(H_0\) Gender and stream of teachers is not expected to have a significant effect on Resilience

123. \(H_{62}\) Gender and stream of teachers is expected to have a significant effect on Interpersonal Connection

124. \(H_0\) Gender and stream of teachers is not expected to have a significant effect on Interpersonal Connection

125. \(H_{63}\) Gender and stream of teachers is expected to have a significant effect on Intuition

126. \(H_0\) Gender and stream of teachers is not expected to have a significant effect on Intuition

127. \(H_{64}\) Experience and stream of teachers is expected to have a significant effect on Preparation for teaching and planning.

128. \(H_0\) Experience and stream of teachers is not expected to have a significant effect on Preparation for teaching and planning.
129. $H_{65}$ Experience and stream of teachers is expected to have a significant effect on Classroom Management

130. $H_6$ Experience and stream of teachers is not expected to have a significant effect on Classroom Management

131. $H_{66}$ Experience and stream of teachers is expected to have a significant effect on Knowledge of subject-matter

132. $H_6$ Experience and stream of teachers is not expected to have a significant effect on Knowledge of subject-matter

133. $H_{67}$ Experience and stream of teachers is expected to have a significant effect on Teacher characteristics

134. $H_6$ Experience and stream of teachers is not expected to have a significant effect on Teacher characteristics

135. $H_{68}$ Experience and stream of teachers is expected to have a significant effect on Interpersonal relations.

136. $H_6$ Experience and stream of teachers is not expected to have a significant effect on Interpersonal relations.

137. $H_{69}$ Experience and stream of teachers is expected to have a significant effect on Self-Expression

138. $H_6$ Experience and stream of teachers is not expected to have a significant effect on Self-Expression

139. $H_{70}$ Experience and stream of teachers is expected to have a significant effect on Emotional-Expression

140. $H_6$ Experience and stream of teachers is not expected to have a significant effect on Emotional-Expression
141. $H_{71}$ Experience and stream of teachers is expected to have a significant effect on Emotional Awareness of others

142. $H_{0}$ Experience and stream of teachers is not expected to have a significant effect on Emotional Awareness of others

143. $H_{72}$ Experience and stream of teachers is expected to have a significant effect on Resilience

144. $H_{0}$ Experience and stream of teachers is not expected to have a significant effect on Resilience

145. $H_{73}$ Experience and stream of teachers is expected to have a significant effect on Interpersonal Connection

146. $H_{0}$ Experience and stream of teachers is not expected to have a significant effect on Interpersonal Connection

147. $H_{74}$ Experience and stream of teachers is expected to have a significant effect on Intuition

148. $H_{0}$ Experience and stream of teachers is not expected to have a significant effect on Intuition

149. $H_{75}$ Experience and stream of teachers is expected to have a significant effect on Integrity

150. $H_{0}$ Experience and stream of teachers is not expected to have a significant effect on Integrity

151. $H_{76}$ Gender and stream of teachers is expected to have a significant effect on Integrity

152. $H_{0}$ Gender and stream of teachers is not expected to have a significant effect on Integrity
IV. VARIABLES:

TABLE - A

<table>
<thead>
<tr>
<th>Independent</th>
<th>Levels</th>
<th>Dependent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assertiveness</td>
<td>Teachers ranging from Assertive to Non-Assertive</td>
<td>1. Teacher effectiveness</td>
</tr>
<tr>
<td>2. Locus of Control</td>
<td>• Internal</td>
<td></td>
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<tr>
<td></td>
<td>• External</td>
<td></td>
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<tr>
<td>3. Emotional Intelligence</td>
<td>Teachers ranging from more emotionally intelligent to less emotionally intelligent</td>
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<td>4. Gender</td>
<td>• Male</td>
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<td></td>
<td>• Female</td>
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<td>5. Experience</td>
<td>• More than 10 years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Less than 10 years</td>
<td></td>
</tr>
<tr>
<td>6. Subject Stream</td>
<td>• General/Arts Science</td>
<td></td>
</tr>
</tbody>
</table>

V. TOOLS:

Psychometric Tests were used to measure Teacher Effectiveness, Locus of Control, Emotional Intelligence and Assertiveness. The available tests were pre-tested for their suitability to the present sampling group. Following is a brief description of tests that were administered.
1. **Teacher Effectiveness Scale by Umme Kulsum** developed in 2000. The scale is based on the Self-Anchoring striving technique developed by Kilpatrik and Cantril in 1960. Respondents had to indicate the present position they are in on an imaginary ladder from 0-10. There a total of 70 items in the test and the following areas related to teacher effectiveness are tested by the scale:

I. Preparation for Teaching and Planning  
II. Classroom Management  
III. Knowledge of subject-matter  
IV. Teacher characteristics  
V. Interpersonal Relations.

The test was standardized by establishing reliability on a sample of 180 secondary school teachers in the city of Banglore. The test-retest reliability co-efficient of correlation was 0.63 and split-half reliability correlation was 0.68.

2. **Rotter’s Locus Of Control Scale**

This is a 23 item forced choice type of questionnaire based on the original version of Rotter developed in 1966.

3. **Emotional Intelligence Scale adapted from Cooper and Sawaf**

This a self-scoring instrument adapted from Cooper and Sawaf’s tool ‘An Integrated EQ assessment and individual profile’. The test measures emotional skills in three broad areas viz emotional literacy, emotional competencies and basic values and beliefs. This tool was modified and standardized on Indian population. It has seven dimensions namely:
I. Emotional Self-Awareness

II. Emotional Expression

III. Emotional Awareness of Others

IV. Resilience

V. Interpersonal Connection

VI. Intuition

VII. Integrity

4. **Assertiveness Scale by Nita Tripathi:**

The original test was available in Gujarati as prepared and developed by Nita Tripathi. The test was then translated into English for the purpose of the present study. After completion of the translation it was tested for its reliability on a sample of 30 individuals. The same group of 30 individuals were given the test twice at an interval of 15 days. Reliability was calculated with the help of Correlation tests and was found to be 0.69. Thus it was considered to be a reliable translated version of the original test.

VI. **DESIGN:**

**Experimental Design: 2x2x2 Factorial Design:** Teachers from Arts/General Stream and Science stream will be selected for the study. Within these two categories, teachers with a work experience of less than 10 years and more than 10 years will be taken. Further, equal number of males and females will be taken from these groups.

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VII. SAMPLING:

School Sample comprising of higher secondary teachers was used in the present study. Sampling characteristics like Gender, education level, culture, work experience and other related characteristics were considered. Most important characteristics kept in consideration were:

- Gender- Males and Females
- Work experience- More than 10 years and less than 10 years.
- Stream-Arts/General and Science
Data was collected from rural and urban areas of:

- Vadodara
- Bharuch
- Rajkot
- Junagadh

**VIII. SCORING:**

Scoring was done according to the Manual of instruction of each test applied. Appropriate and relevant statistical techniques were used to test the hypotheses. More specifically, techniques like correlation, t-test and F-test were used.