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Address

• Vikram Nagar, Boudhi Chouk, Latur.
• Tq. Latur, Dis. Latur 413512 (MS.)
• (+91) 9922455749, (+91) 8999250451

Email

• aiirjpramod@gmail.com
• aayushijournal@gmail.com

Website

• www.aiirjournal.com

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A Study on Teaching Effectiveness of Primary School Teachers in Relation to Their Emotional Intelligence And Professional Satisfaction”

Ramu Hannumantappa,

Ph.D student,
Department of Post graduate studies in Research in Education,
Dhashina Bharat Hindi Prachar Sabha,Dharwad.

Dr.V.S.Exambi,

Principal, TERAI,B.Ed College Tanjhora Siliguri,
District Darjiling,West Bengal.

Abstract

The Education commission (1964-66) observes that education must serve as a powerful instrument of social, economic, and cultural transformation necessary for the realization of the national goals. The teacher is the pivot of the educational system. According H.G Well’s “the teacher is the real make of history”. Teaching aptitude is a most important part of every profession. Especially among to do their holy job a successful one. Without having considerable amount of teaching aptitude, any teacher cannot perform his /her duty properly identifying the very role of teaching aptitude of teaching profession. According to super “An aptitude in terms of four characteristics specificity, unitary composition, facilitation of teaching activity or type activity and constancy, So this study has been undertaken to identify the teaching effectiveness, emotional intelligence and professional satisfaction of primary school teachers. The present research paper focuses to find out the significant effect of Emotional intelligence and professional satisfaction on teaching effectiveness of primary school teachers. The survey research method was adopted. The findings of the study reveals that out of these three relationships between emotional intelligence & teaching effectiveness is the most potent relationship than the professional satisfaction & the teaching effectiveness, and Emotional intelligence & professional satisfaction of primary school teachers.

Key words: Emotion, Emotional intelligence, professional satisfaction and Teaching effectiveness.

Introduction

The successful running of an secondary educational system depends upon mainly its teachers special ability, teachers adjustment, involvement, personality is main reason and teachers personality factors of education should be in tune with time and needs of society. The study of the problem it is hopped will be useful for the teaching aptitude and performing of teachers, administrator and research scholars in their day-to-day work in the field of secondary education “personality as a stable and enduring combination of a person’s various physical and mental aspects”, teaching effectiveness is very necessary in teaching field, teaching as an art (Eysenk. H.J.) Teaching it means who providing the knowledge to students from teacher or school teacher is a person who provides education for pupils and students the role of teacher is often formal and ongoing, carried out at a school or other place of formal education.

Significance of Study

Emotional intelligence and teaching life skills are must on part of every profession, especially among the primary, effectiveness of teacher. As generally known that “Teachers are branded as builders of nation”. The teachers are to be trained students is most important. The teachers who teach at pre-primary, secondary school are satisfied in their job and life if they cannot teach effectively and they will not be able to give proper training to he individuals, who are to be prepared future of the nation. A dissatisfied primary teachers become a nuclear of problem in the whole system of education, unless the secondary school teachers are helped to derive satisfaction in their jobs, the work they do

will not be effective both from the point of view of their own personal growth and professional contribution in terms of future preparation, a vital phenomenon for secondary as it is for any other organization. Therefore it becomes very much necessary to study the level of Emotional intelligence; professional satisfaction among primary

The source of true and holistic education is the teacher. Teacher in Indian heritage has always been given a raised platform of respect. Teachers are regarded as the most powerful agents of social change. The future of the nation depends upon the skills and efficiency of the teachers. A teachers' job is not very easy and unless a high degree of educational qualities and commitment are inculcated in the teacher's personality, the training program would remain incomplete. Teacher's works involve rigorous efforts in the classroom and outside as well as frequent interaction with parents and community. At present, it is felt that there is decline in the quality of the teaching due to the poorly committed teachers. So today, the commitment of teachers has become doubtful throughout the world. The two factors, **teaching effectiveness, and their role emotional intelligence and professional satisfaction are very important interrelated with each other**. To bring the quality in education system both are equally important. So the present study was selected by the investigator.

Title Of The Problem : "A study on teaching effectiveness of primary school teacher in relation to emotional intelligence and professional satisfaction"

Operational Definitions of The Term Used

1. Teacher effectiveness: Theall & Franklin (2011) defines teacher effectiveness as an act of faith. Teacher effectiveness is determined through the formal experience, teacher qualities, behavior, immediate effects, and long-term consequences. In educational process, a good and effective teacher occupies a place of tremendous importance. In present time, system of high sophistication, there is an unprecedented demand for effective teachers to lead multitudes of students on the path of enrichment and progress.

2. Emotional Intelligence: An intelligent that having control on his Emotion is called Emotional intelligence.

3. Professional satisfaction: An individual who balanced his personal and professional life and satisfied.

Objectives of The Study: The following objectives were formulated to guide the research:

- I. To determine the influence of different levels of emotional intelligence on teacher effectiveness among primary school teachers.
- II. To determine the influence of different levels of professional satisfaction on teaching effectiveness among primary school teachers.
- III. To analyze the main and interaction effect of Emotional Intelligence and Professional satisfaction/ teacher job satisfaction of Primary School Teachers on their Teaching Effectiveness.

Hypothesis of The Study

Null Hypotheses were formulated to test significance differences between the variables.

- I. There is no significant influence of different levels of emotional intelligence on teacher effectiveness among primary school teachers.
- II. There is no significant influence of different levels of professional satisfaction on teaching effectiveness among primary school teachers.
- III. There is no significant interaction effect of Emotional Intelligence and Professional satisfaction/ teacher job satisfaction of Primary School Teachers on their Teaching Effectiveness.

Method of The Study:

The present study is descriptive-cum-correlation in nature and involves survey method. In the present study, it is attempted to analyze the influence of teacher's emotional intelligence and teacher's job satisfaction on Teacher Effectiveness of primary School Teachers and also to find out the relationship among these variables.

Variables Considered For The Study:

Teacher Effectiveness, teacher emotional intelligence and teacher job satisfaction/professional satisfaction were considered as main variables. Gender, Age, Qualification and Teaching Experience of Primary School Teachers are considered as background variables.

There are 3 major objectives and each major objective based above mentioned variable. And there are 3 major hypotheses and each major hypothesis based above mentioned variables. Teaching Effectiveness is considered as a dependent variable where as Emotional Intelligence and job satisfaction / professional satisfaction are considered as independent variables.

Population And Sampling Details

The investigator has chosen 100 primary schools in Belgaum district. These schools represent all types of respondent's rural, urban, government, private aided private unaided, male, and female teachers.

For investigation, the investigator has chosen 20 schools from each taluka. From each selected school 5 teachers were selected randomly chosen. Thus, the total numbers teacher selected for is 500

Tools Used

1. Teacher Effectiveness Scale by Pramod Kumar and D.N. Mutha (1974)
2. Emotional Intelligence Scale considered for the study was developed by V.K .Krishnappa (2008).
3. **Teacher's Job Satisfaction Scale (TJSS)** developed by Yudhvirendra Mudgil, I.S. Muhar and Prabha Bhatia.

Scoring Procedure Used For The Tools**1. Scoring procedure for Teacher effectiveness scale:**

The subjects are required to read the statements and rate against the columns 'strongly disagree', 'agree', undecided, 'disagree' and 'strongly disagree'. No item should be omitted and there is nothing right or wrong. 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.

2. Scoring procedure for teacher emotional intelligence scale:

The scale consisted of **75** items in the form of statements describing the task/actions performed/feelings experienced by teachers. Teachers are required to give their responses on 5 point scale – Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

The responses to the positively worded items are to be scored as 5, 4, 3, 2, 1 and negatively worded items are to be scored as 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 on the scale indicate higher Emotional Intelligence and lower scores indicate lower Emotional Intelligence.

Competence-wise and total norms for interpretation of raw scores were developed based on the criteria of Mean \pm 1 SD.

3. Scoring Teacher Job Satisfaction Questionnaire

In this scale 75 items among these few items are positive and few items were negative. The total score varies from 75 to 375. Higher the score in the scale higher the job-satisfaction to and lower score in the scale lower or less job satisfaction.

Statistical Techniques Used

In pursuance of the objectives of the study as well as the research hypotheses, Analysis of Variance (ANOVA) technique (Coefficient of correlation) and t-test will be used.

Analysis and Interpretation of data

Table-1: The correlation between overall scores of Emotional intelligence, professional satisfaction and teaching effectiveness.

Variables	T.E.I	Professional satisfaction	Teaching effectiveness
Teachers emotional intelligence	1.00	0.72	0.82
Professional satisfaction	0.78	1.00	0.84
Teaching effectiveness	0.82	0.84	1.00

From the above table it is observed, that the overall teacher emotional intelligence and professional satisfaction/teacher job satisfaction, the coefficient correlation found (0.78) have positively correlated. The favorable overall samples of primary school teacher’s emotional intelligence and Teacher effectiveness the coefficient of correlation found to be (0.84) which is highly positive correlated.

Having very highly positive correlation exist and overall samples of primary school professional satisfaction/ teachers job satisfaction and teacher effectiveness , the coefficient of correlation found to be (0.82) and having very highly positive correlation exists.

Thus, there exists positive correlation exists between the teachers emotional intelligence, professional satisfaction, and teacher effectiveness among primary school teachers. So, the levels of teacher’s emotional intelligence and the levels of professional satisfaction/ teacher’s job satisfaction influence on teacher effectiveness among primary school teachers.

Table 2 Mean, SD and t’ ratio of teacher effectiveness between high, average, and low emotional intelligence of overall Primary school teachers.

Sl. No	Variable Groups							‘t’ Value	
		N	M	SD	Variable	N	M		SD
1.	Overall HEI	120	336	35.8	Overall AEI	180	310.86	45.20	5.35

2.	Overall HEI	120	336	35.8	Overall LEI	200	288.00	30.00	12.31
3.	Overall AEI	180	310.86	45.20	Overall LEI	200	288.00	30.00	5.74

From the above table serial no. (1): Implies that the obtained 't' value 5.35 is greater than the tabulated 't' values 2.61 and 1.98 with 298 degrees of freedom at 1 percent and 5 percent levels of significance respectively. Therefore, it implies that there is significant influence of high and average emotional intelligence on teacher effectiveness of overall primary school teachers..

From the above table serial no. (2): Indicates that the obtained "t" value 12.31 is greater than the tabulated 't' value is 2.61 and 1.98 to 318 degrees of freedom at 1 percent and 5 percent levels of significance respectively. Therefore, it implies that there is significant influence of High and Low emotional intelligence on teacher effectiveness of overall primary school teachers

From the above table serial no. (3) : Implies that the obtained 't' value 5.74 is greater than the tabulated 't' value, i.e. 2.61 and 1.98 with 378 degrees of freedom at 1 percent and 5 percent levels of significance respectively. Therefore, it implies that there is significant influence of Average and Low emotional intelligence on teacher effectiveness of overall primary school teachers

From the above table serial no. (1), (2), and (3) it concluded that there is significant influence of high, average, and low emotional intelligence on teacher effectiveness of primary school teachers. Hence, the null hypothesis, no s. (I) rejected and alternate hypothesis is accepted.

Table 3. Summary of analysis of variance of mean scores of high, average, and low emotional intelligence and teacher effectiveness between Overall primary school teachers.

Sl.No	Source of variance	Df	Sum of squares	Mean sum of squares	F
1	Between group	2	175,520.978	87,760.489	62.549
2	Within group	497	697,319.320	1,403.057	
	TOTAL	499	872,840.298		

Df → 2, 497 = 0.05 → 3.02 0.01 → 4.66

The above table shows the calculated 'F' value 62.549 for teacher effectiveness between high, average and low emotional intelligence of primary school teachers is greater than tabulated 'F' value, i.e. 4.66 and 3.02 for 2, 497 degrees of freedom at 1 percent and 5 percent level of significance respectively. The formulated null hypothesis rejected at both the levels of significance. Hence, the null hypothesis No. 1 rejected and the alternative hypothesis is accepted.

Table 4: Mean, SD and t’ ratio of teacher effectiveness between high, average, and low professional satisfaction of overall Primary school teachers.

Sl. No	Variable Groups							‘t’ Value	
		N	M	SD	Variable	N	M		SD
1.	High. Pro. S	110	332.00	34.98	Average Pro. S	210	310.83	42.10	4.78
2.	High .Pro. S	110	332.00	34.89	Low Pro. S	180	286.00	33.00	11.10
3.	Average Pro. S	210	310.83	44.10	Low Pro. S	180	286.00	33.00	6.34

From the above table serial no. (1): Implies that the obtained ‘t’ value 4.78 is greater than the tabulated ‘t’ values 2.61 and 1.98 with 318 degrees of freedom at 1 percent and 5 percent levels of significance respectively. Therefore, it implies that there is significant influence of high and average professional satisfaction on teacher effectiveness of overall primary school teachers.

From the above table serial no. (2): Indicates that the obtained “t’ value 11.10 is greater than the tabulated ‘t’ value is 2.61 and 1.98 to 288 degrees of freedom at 1 percent and 5 percent levels of significance respectively. Therefore, it implies that there is significant influence of High and Low professional satisfaction on teacher effectiveness of overall primary school teachers.

From the above table serial no. (3) : Implies that the obtained ‘t’ value 6.34 is greater than the tabulated ‘t’ value, i.e. 2.61 and 1.98 with 388 degrees of freedom at 1 percent and 5 percent levels of significance respectively. Therefore, it implies that there is significant influence of Average and Low professional satisfaction on teacher effectiveness of overall primary school teachers.

From the above table serial no. (1), (2), and (3) it concluded that there is significant influence of high, average, and low professional satisfaction on teacher effectiveness of primary school teachers.

Hence, the null hypothesis, no s. (III) rejected and alternate hypothesis is accepted.

Table - 5: Summary of analysis of variance of mean scores of high, average, and low professional satisfaction and teacher effectiveness between Overall primary school teachers.

Sl.No No.	Source of variance	Df	Sum of squares	Mean Sum of square	F
1	Between group	2	151,108.588	75,554.294	53.741
2	Within group	497	698,737.134	1,405.910	
	TOTAL	499	849,845.722		

Df → 2, 497 = 0.05 → 3.02 0.01 → 4.66

The above table shows the calculated ‘F’ value 57.741 for teacher effectiveness between high, average and low professional satisfaction of primary school teachers is greater than tabulated

‘F’ value, i.e. 4.66 and 3.02 for 2, 497 degrees of freedom at 1 percent and 5 percent level of significance respectively. The formulated null hypothesis rejected at both the levels of significance hence, the null hypothesis No. III rejected and the alternative hypothesis is accepted.

Table 6: Inter correlation, multiple correlations, and multiple regression analysis. (Aiken’s method) for computing regression coefficient.

Variable	E.I	Professional Satisfaction	Teaching. Effectiveness	β_1	β_2	β_3	R	F
Emotional intelligence	1.00	0.72	0.86	0.11	-	-	0.66	194.85
Professional satisfaction	0.72	1.00	0.83	-	0.25	-		
Teaching effectiveness	0.83	0.83	100	-	-	0.18		

From the above table the coefficient of correlation between Emotional intelligence and Professional satisfaction of primary school teachers it was found to be 0.72 and is significant. The coefficient of correlation between professional effectiveness and Teaching effectiveness of primary school teachers is 0.83 and is significant. In addition, the coefficient of correlation between emotional intelligence and teaching profession of primary school teachers is 0.86 and is significant.

The regression coefficient is 0.11, 0.25, and 0.18. The multiple correlations were found to be 0.66 and are significant. The contribution of emotional intelligence on professional satisfaction, Emotional intelligence and teaching effectiveness and professional satisfaction and attitude towards teaching effectiveness were 7.9%, 21.5%, and 14.9% respectively.

This finding reveals that out of these three relationships between emotional intelligence & teaching effectiveness is the most potent relationship than the professional satisfaction & the teaching effectiveness, and Emotional intelligence & professional satisfaction of primary school teachers.

Major Findings of The Study

- There exists positive correlation exists between the teachers emotional intelligence, professional satisfaction, and teacher effectiveness among primary school teachers. So, the levels of teacher’s emotional intelligence and the levels of professional satisfaction/ teacher’s job satisfaction influence on teacher effectiveness among primary school teachers.
- There is significant influence of high, average, and low emotional intelligence on teacher effectiveness of primary school teachers. Hence, the null hypothesis, no s. (I) rejected and alternate hypothesis is accepted.
- There is significant influence of high, average, and low professional satisfaction on teacher effectiveness of primary school teachers. Hence, the null hypothesis, no s. (III) rejected and alternate hypothesis is accepted.
- The coefficient of correlation between Emotional intelligence and Professional satisfaction of primary school teachers it was found to be 0.72 and is significant. The coefficient of correlation between professional effectiveness and Teaching effectiveness of primary school

teachers is 0.83 and is significant. In addition, the coefficient of correlation between emotional intelligence and teaching profession of primary school teachers is 0.86 and is significant.

- The regression coefficient is 0.11, 0.25, and 0.18. The multiple correlations were found to be 0.66 and are significant. The contribution of emotional intelligence on professional satisfaction, Emotional intelligence and teaching effectiveness and professional satisfaction and attitude towards teaching effectiveness were 7.9%, 21.5%, and 14.9% respectively.
- This finding reveals that out of these three relationships between emotional intelligence & teaching effectiveness is the most potent relationship than the professional satisfaction & the teaching effectiveness, and Emotional intelligence & professional satisfaction of primary school teachers.

Conclusion

Emotional intelligence, Professional satisfaction is great significance for efficient and profitable functioning of any organization with proper teaching and well teaching and aptitude teachers. Satisfied are the greatest asset of any organization whereas dissatisfied and ill adjusted teaching effectiveness of the biggest liability. Therefore is an essential ingredient in solving most educational problems, Educationist all over the world have started realizing that only securing enough teachers will not do most important is securing the right type of teachers with right type of knowledge, skills, attitudes and competence, their role commitment and teacher effectiveness. Teaching requires effectiveness as well as qualitative improvement for the betterment of learners. The present reveals that that out of these three relationships between emotional intelligence & teaching effectiveness is the most potent relationship than the professional satisfaction & the teaching effectiveness, and Emotional intelligence & professional satisfaction of primary school teachers.

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