



Impact Of Personality, Self-Efficacy And Emotional Intelligence On Teacher Effectiveness Among High School Teachers

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Abstract

Aim: Impact of personality, self-efficacy and emotional intelligence on teacher effectiveness among high school teachers. **Objectives:** To assess the impact of personality, self-efficacy and emotional intelligence on teacher effectiveness among high school teachers. **Sample:** 800 high school teachers working in government and private schools in Nandyal district of Andhra Pradesh state were selected. **Tool:** Teacher effectiveness was assessed by teacher effectiveness rating scale designed and developed by Umme Kulsum (2006), The Emotional Intelligence scale developed by Nutankumar Thingujam and Usha Ram (1999), self-efficacy scale was developed by Copeland and Nelson (2004) and the personality scale was developed by Williams (1998) were used. **Design:** As there are three independent variables i.e., type of Personality (Type-A & B), self-efficacy (low and high) and emotional intelligence (Low & high), each is divided in to two categories, a $2 \times 2 \times 2$ factorial design was employed. **Statistical Analysis:** The obtained data was analyzed statistically in order to test the hypotheses using Means, SDs and Analysis of Variance (ANOVA) were calculated. **Conclusions:** Teachers with high emotional intelligence are more effective in teaching compared with low emotional intelligence, teachers with high self-efficacy are more effective in teaching than teachers with low self-efficacy and teachers with type-A personality are more effective in teaching than teachers with type-B personality.

Key words: Personality, Self-Efficacy, Emotional Intelligence, Teacher Effectiveness and High School Teachers.

INTRODUCTION

Teaching is one of the most important professions in the world. This noble profession becomes the basis of all the occupations of the society; It is quite clear that the pace of development depends on teaching quality. It can also be described as a platform where students have significant socialization. Schools are important institutions where children follow careers and give meaning to their lives. Since teachers play a special role in setting the standards and creating conditions for children's school attainment, they are considered an important element for a student's educational success.

Teacher effectiveness is the ability or quality of a teacher which can develop or improve the teaching-learning process and educational process also. In fact, effective teaching or teacher effectiveness is dependent on the coordination of several components i.e., the students, learning objectives, content, and teacher himself.

Effective teachers are not thinking about what to do; they are responding in a predictable manner to the student behaviour. In establishing a productive learning environment, effective teachers are recapturing instructional time that is often lost in administrative activities, discipline and transitions.

Emotional intelligence offers a teaching framework that allows learning from collaborative relationships in order to increase professional development and leadership. Emotional learning and maturation are paramount to both. Emotional intelligence is a quality that improves and optimizes by personal reflection, practice and supervision. With colleagues, the Emotional intelligence physician consolidates therefore a supportive work climate, encouraging high-efficiency, in which other health professionals feel energized to perform get better in a mutual confidence ambiance.

Self-efficacy is the perceived ability to carry out a desired action. The higher a person's feelings of self-efficacy, the better that person tends to be at a wider range of tasks. And such success, of course, can ultimately lead to more generalized positive feelings about one.

Self-efficacy refers to an individual's belief(s) in his/her competency/ability to perform a task, achieve the goal and overcome the obstacles. It also stands for the abilities of people to produce desired levels of performance that exercise impact over the events which affect their lives. Self-efficacy is defined as a person's conviction/belief that he/she can successfully achieve/attain the desired levels and goal in some academic scenario.

Personality is determining role in the obvious behavior of the person. Personality is systematic complex including relatively fixed and continuous characteristics that identifies one personality form the other.

Personality refers to a set of underlying traits that determine how an individual typically behaves, thinks, and feels. Personality is an important individual resource that is not only associated with important life outcomes, such as subjective well-being and mental health, but is also supposed to play a prominent role in explaining educational attainment and academic success.

REVIEW OF LITERATURE

Sandra Buela and Mamman Joseph (2015) revealed that there is a significant relationship between extraversion personality trait and teacher effectiveness ($r=0.28$; $p<0.05$), especially with dimension knowledge of subject matter of teacher effectiveness ($r=0.29$; $p<0.05$) and teacher character dimension ($r=0.34$; $p<0.01$) as well as agreeableness personality trait and interpersonal relationship dimension ($r=0.27$; $p<0.05$), whereas it was found that there was no significant relationship between teacher effectiveness and personality traits of openness to experience ($r=0.05$), neuroticism ($r=-0.22$) and conscientiousness ($r=0.18$). Experienced teachers are significantly higher in teacher effectiveness than less experienced teachers ($F=3.66$; $p<0.05$).

Sehgal, Nambudiri and Mishra (2017) found a positive relationship between teacher efficacy and three dimensions of teacher effectiveness, namely, teacher delivery of the content, teacher role in facilitating teacher student interaction, and teacher role in managing student learning.

Reshu Garg and Sayedil Islam (2018) aimed a study on the teacher effectiveness in relation to emotional intelligence of secondary school teachers of Aligarh district. The major findings of the study revealed that there is no significant relationship exists between emotional intelligence and teacher effectiveness of secondary school teachers.

Sekreter (2019) stated that emotional intelligence is a vital indicator in the field of education. This vital indicator of teacher effectiveness inspected emotional intelligence under teacher performance activity and its relational to organizational productivity. emotional intelligence skills and its impact on teacher's performance in teaching process were investigated, it was founded that effective teaching and good learning are correlated and these were vital parts of students' academic success. Therefore, an affective teacher is needed to perceive students' emotional state in learning and its causes of their specific behavior during learning to create an ideal environment. This can encourage positive social learning interaction and active participation.

Zakkula Dhana Raju and Vijaya Vardhini (2020) examined the relationship between teacher effectiveness and self-efficacy among secondary school teachers. Results indicated that there is significant relationship between teacher effectiveness and teacher self-efficacy.

Josheena Jose (2021) examined a study on emotional intelligence and teaching effectiveness among teachers in Kerala. Results revealed that the inferred that emotional intelligence not directly influences the teaching effectiveness.

Mohammad Rezaull Karim et al., (2021) showed that the development of teacher self-efficacy can enhance instructional resources. As well as instructional resources can enhance the teacher effectiveness. Teacher self-efficacy directly takes part in enhancing teacher effectiveness through improving self-enhancement values or motivations for teaching, as well as by improving self-confidence. Enhancement of self-efficacy by incorporating capacity-building programs and teacher professional development programs into in-service training design is capable of improving teacher effectiveness and ultimately improving student achievement.

Smita Paschal and Nimisha Srivastava (2021) examined the relationship between self-efficacy and teacher effectiveness of school teachers. The results of this study demonstrate the relationship between self-efficacy and teacher effectiveness in secondary school teachers.

OBJECTIVE

1. To assess the impact of personality, self-efficacy and emotional intelligence on teacher effectiveness among high school teachers.

HYPOTHESES

1. There would be significant impact of personality on teacher effectiveness among high school teachers.
2. There would be significant impact of self-efficacy on teacher effectiveness among high school teachers.
3. There would be significant impact of emotional intelligence on teacher effectiveness among high school teachers.

POPULATION

Population for the present study consists of 3600 high school teachers working in different government and private schools in Nandyal district of Andhra Pradesh state.

SAMPLE

From the population of 3600 high school teachers, a sample of 1200 teachers from different schools were selected randomly and administered “personality, self-efficacy and emotional intelligence and teacher effectiveness scales. Using mean \pm 1 SD formula for the scores obtained. A final sample of 800 subjects were selected in such a way that they fit into a $2 \times 2 \times 2$ factorial design was applied.

VARIABLES STUDIED

Independent Variables

- Personality
- Self-Efficacy
- Emotional Intelligence

Dependent Variable

- Teacher Effectiveness

TOOLS USED

- (1) Assessment of Personality:** The personality scale was developed by Williams (1998), which consists of 22 items. Each statement has six options i.e., very strongly agree-6 to Very strongly disagree-1. High score on the scale indicates type-A personality and low score indicates type-B personality. This scale helps to identify the type of personality. The reliability for each of the factor was as follows: achievement drive 0.72, Patience/Impotence, 0.80.
- (2) Assessment of Self-Efficacy:** The self-efficacy scale was developed by Copeland and Nelson (2004), which consists of 16 items. Each statement has four options, i.e., strongly disagree-1, disagree-2, agree-3 and strongly agree-4. Low score on the scale indicates low self-efficacy and high score indicates high self-efficacy. The reliability of the instrument was established by test-retest method, it is 0.82, and validity of the instrument is 0.92.
- (3) Assessment of Emotional intelligence:** The Emotional Intelligence of the Subjects was assessed by using the Emotional Intelligence Scale developed by Nutankumar Thingujam, and Usha Ram (1999). It consists of 33 items. Each question has 5-Options. The reliability of the instrument 0.90 was established by test-retest Method and the validity is 0.78.
- (4) Assessment of Teacher Effectiveness:** Teacher effectiveness was assessed by teacher effectiveness rating scale designed and developed by Umme Kulsum (2006) and the scale consisted of 60 statements divided into five roles/functions of teachers. (1). Preparation and planning of teacher, (2). Class Room management, (3). Knowledge of Subject matter, (4). Teacher Characteristics and (5). Interpersonal relations. Each statement has a Likert type answer format and the responses, were scored as follows 5-Excellent, 4-Very Good, 3-Good, 2-Pair, and 1- Poor. High score on this scale means high teacher effectiveness and low score means lower teacher effectiveness. The reliability of the instrument was established by test - retest method and it is 0.76 and validity is 0.91.

RESEARCH DESIGN

As there are three independent variables i.e., type of Personality (type-A & B), self-efficacy (low and high) and emotional intelligence (low & high), each is divided in to two categories, a $2 \times 2 \times 2$ factorial design was employed.

ANALYSIS OF DATA

The Means and SDs of the scores were calculated. To find out whether there are any significant differences among the means the data was subjected to Means, SDs and ANOVA (Analysis of Variance).

RESULTS AND DISCUSSION

Table- I: Means and SDs of teacher effectiveness scores.

Personality		Emotional Intelligence			
		Low		High	
		Self -Efficacy		Self -Efficacy	
		Low	High	Low	High
Type-A	Mean	191.20	192.15	189.95	213.54
	SD	15.23	16.20	14.87	16.24
Type-B	Mean	185.32	187.66	186.27	196.22
	SD	13.27	15.11	16.32	15.81

Grand Means

Low Emotional Intelligence: (M=188.19) High Emotional Intelligence: (M=197.40)	Low Self Efficacy: (M=189.08) High Self Efficacy: (M=196.50)
Personality Type-A: (M=196.71) Personality Type-B: (M=188.87)	

Table-I shows that teachers with high emotional intelligence, high self-efficacy and type-A personality (M=213.54) are more effective in teaching among high school teachers compared other groups. It is also found that teachers with low emotional intelligence, low self-efficacy and type-B personality (M=185.32) are less effective in teaching compared to other groups.

Grand means reveals that in terms of emotional intelligence, teachers with high emotional intelligence (M=197.40) are more effective in teaching compared with low emotional intelligence (M=188.19). In terms of self-efficacy, teachers with high self-efficacy (M=196.50) are more effective in teaching than teachers with low self-efficacy (M=189.08). In terms of personality, teachers with type-A personality (M=196.71) are more effective in teaching than teachers with type-B personality (M=188.87).

Table-II: The summary of ANOVA for scores on teacher effectiveness.

Source of variance	SS	df	MSS	'F'-Value
Emotional Intelligence (EI)	721.125	1	721.125	5.90*
Self - Efficacy (SE)	812.152	1	812.152	6.65**
Personality (P)	932.205	1	932.205	7.63**
EI × SE	856.125	1	985.123	8.06**
EI × PE	821.243	1	821.243	6.73**
SE × PE	892.123	1	892.123	7.31**
EI × SE × PE	923.452	1	923.452	7.55 **
Within	96750.72	792	122.160	-
Total	102709.145	799	-	-

**-Significant beyond 0.01 level

*-Significant at 0.05 level

Hypothesis-1: There would be significant impact of emotional intelligence on teacher effectiveness among high school teachers.

It is evident from table-II that the obtained 'F' value of 5.90 is significant at 0.05 level indicates that emotional intelligence has significant impact on teacher effectiveness among high school teachers. As the 'F' value is significant, the hypothesis-1, which stated that emotional intelligence has significant impact on teacher effectiveness among high school teachers, is accepted as warranted by the results. Teachers with high emotional intelligence (M=197.40) are more effective in teaching compared with low emotional intelligence (M=188.19).

The probable reason might be teachers with high emotional intelligence have the characteristics of identifying emotions, using emotions, understanding emotions, managing emotions, self-awareness, self-management, social awareness and better social skills and these factors generally help the teachers for effective teaching. In the present investigation also the teacher effectiveness of teachers with high emotional intelligence is better than the teachers with low emotional intelligence. Relationships in the workplace, at home, and in schools require interpersonal and intrapersonal emotional intelligence. It is expected of teachers with high emotional intelligence to master most of the abilities more quickly. The ability to influence one's own and other people's relationships is another aspect of emotional intelligence.

The finding of the present investigation is consistent with earlier findings of Sekreter (2019) and Josheena Jose (2021) who examined the emotional intelligence of secondary teachers and its effect on teacher effectiveness and found that emotionally mature/stable teachers are more effective in their teaching than emotionally immature/unstable teachers in the classroom.

Hypothesis-2: There would be significant impact of self-efficacy on teacher effectiveness among high school teachers.

As shown in table-II that the obtained 'F' value of 6.65 is significant at 0.01 level indicates that self-efficacy has significant impact on teacher effectiveness among high school teachers. As the 'F' value is significant, the hypothesis-2, which stated that self-efficacy has significant impact on teacher effectiveness among high school teachers, is accepted as warranted by the results. Teachers with high self-efficacy (M=196.50) are more effective in teaching than teachers with low self-efficacy (M=189.08).

The explanation could be that professional attributes, personal traits, interpersonal connections, communication abilities, and teaching technical skills are the key factors that determine a teacher's effectiveness. In addition to these, other important elements that contribute to effective teaching despite self-efficacy include goals, resource utilization, school constituency satisfaction, accountability, lack of problems, continuous learning, efficient use of teaching aids, use of illustrations, motivation, and subject matter knowledge. In this situation, adopting new techniques to increase teaching effectiveness is greatly aided by teachers who have high levels of self-efficacy.

The present study is corroboration with the findings of Sehgal, Nambudiri and Mishra (2017), Zakkula Dhana Raju and Vijaya Vardhini (2020), Mohammad Rezaull Karim et al., (2021) and Smita Paschal and Nimisha Srivastava (2021) which stated that self-efficacy is positively and significantly related to teacher effectiveness.

Hypothesis-3: There would be significant impact of personality on teacher effectiveness among high school teachers.

Table-II clearly indicates that the obtained 'F' value of 7.63 is significant at 0.01 level indicates that personality has significant impact on teacher effectiveness among high school teachers. As the 'F' value is significant, the hypothesis-3, which stated that personality has significant impact on teacher effectiveness among high school teachers, is accepted as warranted by the results. Teachers with type-A personality (M=196.71) are more effective in teaching than teachers with type-B personality (M=188.87).

Personality contributes more to the output in every work. It is clear that teachers with good health can create a good working atmosphere which brings a lot of returns. Strict attitude towards health and frequent health checkup, maintain follow-ups regularly add boost to the working capabilities of a teacher. Relaxed attitude towards health tendency to procrastinate, flexibility in maintaining health leads usage of effective teaching. Type-A personalities when confronted with more stresses they use more of effective teaching. Teachers with type A personality try to analyze the problem, search by possible solutions finalize and react to extreme stress more frequently than teachers with type-B personality.

The present study is corroboration with the findings of Sandra Buela and Mamman Joseph (2015) which stated that personality is positively and significantly related to teacher effectiveness.

It is evident from the table-II that the 'F' values of 8.06 emotional intelligence (EI) X self-efficacy (SE), emotional intelligence (EI) X personality (P) and 6.73 self-efficacy (SE) X Personality (P) of first order interaction are significant. The 'F' value of 7.55 emotional intelligence (EI) X self-efficacy (SE) X personality (P) of second order interaction is significant at 0.01 level implied that there is significant interaction among three variables, emotional intelligence (EI), self-efficacy (SE) and personality (P) is causing the effect on teacher effectiveness.

CONCLUSIONS

1. Teachers with high emotional intelligence are more effective in teaching compared with low emotional intelligence.
2. Teachers with high self-efficacy are more effective in teaching than teachers with low self-efficacy.
3. Teachers with type-A personality are more effective in teaching than teachers with type-B personality.

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