



TEACHER EFFECTIVENESS AMONG HIGH SCHOOL TEACHERS: THE ROLE OF EMOTIONAL INTELLIGENCE, SELF-EFFICACY AND SCHOOL ENVIRONMENT

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Abstract

Aim: Teacher effectiveness among high school teachers: the role of emotional intelligence, self-efficacy and school environment. **Objectives:** To assess the impact of emotional intelligence, self-efficacy and school environment on teacher effectiveness among high school teachers. **Sample:** The sample of the present study consists of 400 high school teachers working in different government and private high schools both male and female in erstwhile Warangal district of Telangana state would be constituted of the study. **Tools:** The Emotional Intelligence scale developed by Nutankumar Thingujam and Usha Ram (1999), the self-efficacy scale developed by Copeland and Nelson (2004) and teacher effectiveness is assessed by teacher effectiveness rating scale designed and developed by Umme Kulsum (2006) would be used. **Design:** The three independent variables i.e., emotional intelligence (low & high), self-efficacy (low & high) and school environment (poor & good) and each is varied into two ways hence, a 2×2×2 factorial design is employed. **Statistical Analysis:** The data would be subjected to descriptive statistics such as mean and SD and inferential statistics ANOVA Analysis of variance to test the hypotheses. The 't' and MRA (Multiple Regression Analysis) are used wherever necessary to compare the difference between the means. **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. Teachers with good school environment are more effective in teaching than teachers with poor school environment.

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

INTRODUCTION

Education plays an important role in transforming the society. It requires high quality education having focus on making good human beings. A quality education cannot be provided without committed and dedicated teachers, particularly at school level. In today's competitive environment the educational institutions, like other institutions survive on their human resources.

A teacher has a vital role for national development and social change. It is his/her responsibility to guide and inspire his/her students, to enrich discipline and to inculcate values, which are in consonance with our cultural heritage and our social objectives. This involves the transmission of knowledge from one generation to another and educational innovations like the restructuring of courses, introduction of examination reforms, making programmes relevant to social environment and community needs, developing new and emerging areas of studies. This can be brought about successfully only if the teacher is satisfied with his/her job and accepts a progressive outlook on education.

The term emotional intelligence can be broken down into two concepts- emotions and intelligence. If one is asked about emotions in general terms, the first responses are likely to constitute a perspective on emotions that is inherently restrictive. Most commonly, emotions are seen to make us inefficient, are a sign of weakness, a distraction and obstacle to good judgment and decision making.

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.

The term school environment describes the environment that affects the behaviour of teachers and students. School environment characterizes the organization of the school building and classroom level. It refers to the feel of the school and can vary from school to school within the same district. It mirrors the physical and psychological aspects of the school that are more liable to change and that provide the preconditions necessary for teaching and learning to take place. In this role, school can help to foster the knowledge; skills and disposition that young people need to develop into politically aware and socially responsible individuals. School environment is the sum of the values, cultures, safety practices, interactions, attitudes, expectations, atmosphere, motivation and organizational structure within a school building that cause it to function and react in a particular way.

Teacher effectiveness plays an important role in teaching –learning process. An effective teacher does not create image of the students rather help the students to create the image of their own by understanding the problems of the students and helping them, by making any subject interesting, by controlling the class and by being fair with the students while dealing with them. Teacher effectiveness is an area of research which is concerned with relationship between the characteristics of teachers, teaching acts and their effects on education and discriminating between more or less effective teachers. A teacher is said to be effective when

the teacher has attained the necessary competence in their roles and functions such as preparation and planning for classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relationship. Maximizing teacher effectiveness is a major goal of education.

REVIEW OF LITERATURE

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. 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 emotional intelligence not directly influences the teaching effectiveness. 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. Inti Nagaraju and Janaki Ramaiah (2024) examined that the impact of personality, self-efficacy and emotional intelligence on teacher effectiveness among high school teachers. Results revealed that the 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.

OBJECTIVE

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

HYPOTHESES

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

SAMPLE

The sample of the present study consists of 400 high school teachers working in different government and private high schools both male and female in erstwhile Warangal district of Telangana state is constituted of the study.

VARIABLES STUDIED

Independent Variables

- Emotional Intelligence
- Self-Efficacy
- School Environment

Dependent Variable

- Teacher Effectiveness

TOOLS USED

- (1) 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.
- (2) Assessment of Self-Efficacy:** The self-efficacy scale was developed by Copeland and Nelson (2004), which consists of 16 items. 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 School Environment:** School environment inventory developed and standardized by Manjuvani (1989) was used in the present study. The inventory consists of 60 statements and it was sub divided into part-A and part-B. Part-A consist of 50 statements and the statements are sub divided into six dimensions designed with three-point scale (many times, sometimes and rarely). Part-B consists of 10 items with two-point scale (Yes/No). In part-B all the ten items can be added to yield score on school physical setting. The reliability of the test established using test-retest method 0.82.
- (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. 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., emotional intelligence (low & high), self-efficacy (low and high) and school environment (poor & good), 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.

School Environment		Emotional Intelligence			
		Low		High	
		Self -Efficacy		Self -Efficacy	
		Low	High	Low	High
Poor	Mean	162.13	193.11	181.45	196.43
	SD	16.23	17.04	16.42	15.78
Good	Mean	176.10	203.74	172.84	201.52
	SD	16.89	17.00	17.96	16.02

Grand Means

Low Emotional Intelligence: (M=183.77)

Low Self-Efficacy: (M=173.13)

High Emotional Intelligence: (M=188.56)

High Self-Efficacy: (M=188.06)

Poor School Environment: (M=183.28)

Good School Environment: (M=192.05)

Table-I shows that teachers with high emotional intelligence, high self-efficacy and good school environment (M=201.52) 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 poor school environment (M=162.13) are less effective in teaching compared to other groups.

Grand means reveals that in terms of emotional intelligence, teachers with high emotional intelligence (M=188.56) are more effective in teaching compared with low emotional intelligence (M=183.77). In terms of self-efficacy, teachers with high self-efficacy (M=188.06) are more effective in teaching than teachers with low self-efficacy (M=173.13). In terms of personality, teachers with good school environment (M=192.05) are more effective in teaching than teachers with poor school environment (M=183.28).

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

Source of variance	SS	df	MSS	'F'-Value
Emotional Intelligence (A)	782.231	1	782.231	5.10*
Self - Efficacy (B)	912.150	1	912.150	5.95*
School Environment(C)	995.125	1	995.125	6.50**
A × B	852.610	1	852.610	5.56*
A × C	968.153	1	968.153	6.31**
B × C	892.123	1	892.123	6.28**
A × B × C	1123.212	1	1123.212	7.33**
Within	60075.176	392	153.253	-
Total	66600.780	399	-	-

**-Significant at 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 5.10 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 who possess high emotional intelligence are likely to be better at teaching because they are more adept at recognizing, expressing, and managing emotions as well as having higher levels of self-awareness, self-management, social awareness, and social skills. Teachers with high emotional intelligence are also more effective teachers than those with low emotional intelligence, according to the current study. Interpersonal and intrapersonal emotional intelligence are necessary for relationships in the home, at work, and in educational institutions. Teachers with high emotional intelligence are supposed to pick up most of the skills faster. Emotional intelligence also includes the capacity to influence relationships, both one's own and others.

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 5.95 is significant at 0.05 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.

The explanation may be that a teacher's effectiveness is primarily determined by their professional qualities, personal traits, interpersonal relationships, communication skills, and technical teaching skills. Goals, resource utilization, school constituency satisfaction, accountability, absence of problems, continuous learning, effective use of teaching aids, use of illustrations, motivation, and subject matter knowledge are additional crucial components that support effective teaching despite self-efficacy. In this case, teachers with high levels of self-efficacy are much more likely to adopt new techniques to increase teaching effectiveness.

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

Table-II clearly indicates that the obtained 'F' value of 6.50 is significant at 0.01 level indicates that school environment has significant impact on teacher effectiveness among high school teachers. As the 'F' value is significant, the hypothesis-3, which stated that school environment has significant impact on teacher effectiveness among high school teachers, is accepted as warranted by the results.

It is evident from the table-II that the 'F' values of 5.56 emotional intelligence X self-efficacy, 6.31 of emotional intelligence X school environment and 6.23 of self-efficacy School environment of first order interaction are significant. The 'F' value of 7.33 of emotional intelligence X self-efficacy School environment of second order interaction is significant at 0.01 level implied that there is significant interaction effect among

three variables, emotional intelligence, self-efficacy and school environment 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 good school environment are more effective in teaching than teachers with poor school environment.

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