

Emotional Intelligence and Teacher Effectiveness of Secondary School Teachers

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ABSTRACT

Emotional intelligence is an ability to monitor personal and others' emotions before taking some action or showing some behaviour. Teacher effectiveness is a construct that measures how frequently teachers perform certain roles based on some standards. The purpose of this research is to find out the emotional intelligence, and teacher effectiveness of secondary school teachers with reference to gender, marital status, qualification, location of the school and types of institute. Normative survey method was used for the study by the researcher. The sample consisted of 70 participants selected from different secondary schools of Ratlam district through stratified random sampling technique. The instruments of this study were Teacher Effectiveness Scale (TES) developed by the researcher and The Emotional Intelligence (EI) inventory by Annaraja and Thomas Perumalil (1980) and redesigned by Thomas Alexander (2004). The data was collected and analysed by using various statistical methods i.e. mean, standard deviation and t-test. The results indicated significant relation between teacher effectiveness and emotional intelligence of secondary school teachers. Hence, there is a need to promote the emotional intelligence of teachers along with their subject knowledge and pedagogical skills for better efficiency in the teaching-learning process in secondary education. Gender differences in emotional intelligence and teacher effectiveness were not significant.

KEYWORDS: *emotional intelligence, teacher effectiveness, secondary school*

INTRODUCTION EDUCATION

“Education is the most powerful weapon which you can use to change the world.” - (Nelson Mandela, 1940)

According to Kothari Commission (1964-66), “The destiny of India is now being shaped in her classrooms. This we believe is no more rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people.”

Bharat Ratan Dr. Sarvepalli Radhakrishnan, India's former President once said, “Teachers are the backbone of our education system. True teachers are those who help us think for ourselves.” When teacher becomes mentor, they open the doors of knowledge and life. The quality of education in a country depends on the quality of a teacher. Therefore, quality

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teachers and quality in teaching have become important elements which ensure the quality of student life. Effectiveness of teaching is understandable and successful delivery of concepts which is significant factor in teaching. Teachers can improve their knowledge with their effective teaching as well as it will also create a great experience of content and satisfaction. The characteristics associated with effective teachers are confidence, trustworthiness, respect, commitment, analytical thinking, conceptual thinking, drive for improvement, information seeking initiative, flexibility, accountability, and passion for learning etc. An effective teacher plays the roles as a facilitator, assessor, participant, and motivator to promote student participation and provide update information. The teacher should present facts and concepts from

related fields, discuss point of view of students as well as present origins of ideas and concepts.

EMOTIONAL INTELLIGENCE

The concept of emotional intelligence began to appear in the early 1990s and it was popularized in 1995 by Daniel Goleman's book, Emotional Intelligence. Salovey and Mayer (1990) defined emotional intelligence as a form of intelligence that involves the ability to monitor one's own and other feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. It is the ability to perceive emotions, integrate emotions, to facilitate thoughts, understand emotions, and to regulate emotions to promote personal growth. Thus, Emotional Intelligence can be described as having four branches: the ability to accurately perceive and express emotion, assimilate emotion into thought, understand emotion, and regulate emotions in the self and others.

Emotional Intelligence (EI) is one of the tools of the teachers for understanding the tempo of learning styles of the students. It enables the teachers to meet the learning needs and environment of the students in different cultures effectively. These aspects have to be harvested by his or her own experiences to share what he or she has been learning in theory. The teachers have to impart thoughtful and inspiring values to their students in their studies.

TEACHER EFFECTIVENESS

Teacher effectiveness is the effectiveness of the teachers in their planning and preparation of lessons for teaching, classroom management, knowledge of subject, interpersonal relationship, attitude towards the children, usage of teaching aids and time management during their teaching – learning process.

REVIEW OF LITERATURE: -

Chaman Lal, Sharma and Sharma (2011) conducted a study on Emotional intelligence of scheduled caste students in relation to self-concept. The finding suggested that the level of confidence is much higher for the female scheduled caste students of arts stream having high emotional intelligence than for the female students of the same caste and the same grade but having low emotional intelligence.

Begum & Bhargava (2010) conducted a study on the effect of self-regulatory strategies on enhancing teaching competency of B.Ed. Teacher trainees. The findings of the study were: (i) the B.Ed. teacher trainees improved in all dimensions viz., planning, monitoring and evaluation of self-regulatory strategies in the assessment than the pre-assessment. (ii) the teaching competency of the teacher trainees improved significantly in the post-assessment of

teaching competency than in the pre-assessment. (iii) all the components of teaching showed significant improvement.

Indu and Nishakumari (2010) conducted a study on emotional intelligence of college students. The findings of the study were: (i) there was no significant difference between the emotional intelligence of male and female college students. (ii) Undergraduate and postgraduate students showed significant difference in their emotional intelligence. It was found that postgraduate students were emotionally intelligent than the undergraduate students. (iii) There was no significant difference in the total emotional intelligence of arts, science and commerce students, but there was a significant difference in the dimension like inter-personal skill and adaptability. Arts students demonstrated more inter-personal skill and were more adaptable than science and commerce students.

Sabu (2010) conducted a study on in-service training programmes and teaching competency.

The findings of the study were: (i) secondary school teachers significantly differed with regard to the number of in-service programmes attended. (ii) Men and women teachers did not differ significantly in teaching competence. (iii) Government and private school teachers did not differ significantly in teaching competence.

Amaladoss Xavier (2009) conducted a study on relationship between job satisfaction and teaching competency. The findings of the study were: (i) the level of job satisfaction of postgraduate chemistry teachers was average. (ii) Teaching competency of post graduate chemistry teachers was found to be average. (iii) There was no significant relationship between the different levels of competency postgraduate chemistry teachers and job satisfaction.

OBJECTIVES OF THE STUDY:-

1. To study the level of Emotional Intelligence of the Primary School Teachers.
2. To study the level of Teacher Effectiveness of the Primary School Teachers.
3. To study the relationship between Emotional Intelligence and Teacher Effectiveness of the secondary School Teachers.

HYPOTHESES OF THE STUDY:-

H01: There is no significant difference between male and female teachers in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

H02: There is no significant difference between married and unmarried teachers in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

H03: There is no significant difference between graduate and postgraduate teachers in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

H04: There is no significant difference between rural and urban teachers in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

H05: There is no significant difference between primary school teachers having co-curricular

Certificated and without having co-curricular certificate in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

H06: There is no significant difference between male and female teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

H07: There is no significant difference between married and unmarried primary school teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

H08: There is no significant difference between graduate and post graduate teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

H09: There is no significant difference between rural and urban primary school teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

H010: There is no significant difference between primary school teachers having co-curricular certificate and without having co-curricular certificate in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

H011: There is no significant relationship between teacher effectiveness of female teachers and their

self-awareness, self-management, social awareness, relationship management and emotional intelligence.

METHODOLOGY:-

The investigator adopted the survey method to study emotional intelligence and teacher effectiveness of secondary school teachers. The survey method collects data from desired areas. It makes an effort by describing and interpreting what prevails at present, exhibits conditions, different practices, trends in the field. The survey method is relevant and quite useful for the same. The method is involved in interpretation, comparison measurement, classification and above all evaluation aiming at some generalized solution to some significant educational problems.

AREA OF THE STUDY:-

The area of study consists of Ratlam district of Madhya Pradesh

POPULATION FOR THE STUDY:-

The population for the present study includes the secondary school teachers teaching in government, and private secondary schools of the Indore district in Madhya Pradesh.

SAMPLE AND SAMPLE SIZE:-

The investigator had used random sampling for selecting the sample. The investigator randomly selected the secondary school teachers from each district. The selection was done on the basis of the type of school and location of the school. From these schools, 70 secondary school teachers were randomly selected on the basis of the criteria.

STATISTICAL TOOL:-

1. Adapted the Emotional Intelligence (EI) inventory designed by Annaraja and Thomas Perumalil (1980) and redesigned by Thomas Alexander (2004). The dimensions of emotional intelligence are self-awareness, self-management, social awareness and relationship management.
2. Teacher Effectiveness Scale (TES) developed by the researcher in 2008 with the help of the guide. The dimensions of the tool are classroom management, preparation and planning, knowledge of subject matter, teacher characteristics and interpersonal relationship.

ANALYSIS AND INTERPRETATION:-**TABLE No.01 DIFFERENCE BETWEEN MALE AND FEMALE TEACHERS IN THEIR EMOTIONAL INTELLIGENCE**

Emotional Intelligence and its Dimensions	Male (N = 40)		Female (N = 30)		't' value	Significance level
	Mean	SD	Mean	SD		
Self-Awareness	19.26	4.15	19.32	4.30	0.0589	Not Significance
Self-Management	20.11	3.49	20.02	3.57	0.1057	Not Significance
Social Awareness	22.30	5.21	22.24	3.41	0.0548	Not Significance
Relationship Management	21.54	2.88	21.48	2.64	0.0894	Not Significance
Emotional Intelligence	83.21	15.73	83.06	13.92	0.0414	Not Significance

It is inferred from the above table that there is no significant difference ($p > 0.50$) between male and female secondary school teachers in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

TABLE No.02 DIFFERENCE BETWEEN MARRIED AND UNMARRIED TEACHERS IN THEIR EMOTIONAL INTELLIGENCE

Emotional Intelligence and its Dimensions	Married (N = 35)		Unmarried (N = 35)		't' value	Significance level
	Mean	SD	Mean	SD		
Self-Awareness	23.51	4.36	24.17	3.87	0.6698	Not Significance
Self-Management	21.69	3.77	22.41	3.30	0.8502	Not Significance
Social Awareness	18.96	4.88	19.81	3.98	0.7986	Not Significance
Relationship Management	23.33	2.80	24.48	3.29	1.5748	Not Significance
Emotional Intelligence	87.49	15.81	90.87	14.44	0.9339	Not Significance

It is inferred from the above table that there is no significant difference ($p > 0.50$) between married and unmarried secondary school teachers in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

TABLE No.03 DIFFERENCE BETWEEN GRADUATE AND POSTGRADUATE TEACHERS IN THEIR EMOTIONAL INTELLIGENCE

Emotional Intelligence and its Dimensions	Graduate (N = 20)		Post graduate (N = 50)		't' value	Significance level
	Mean	SD	Mean	SD		
Self-Awareness	26.65	1.98	27.48	2.65	1.2644	Not Significance
Self-Management	24.37	3.45	25.10	1.99	1.1100	Not Significance
Social Awareness	23.26	2.88	24.49	5.25	0.9872	Not Significance
Relationship Management	22.54	3.75	24.18	2.08	2.3351	Significance
Emotional Intelligence	96.82	12.06	101.75	11.97	1.5534	Not Significance

It is inferred from the above table that there is no significant difference ($p > 0.50$) between graduate and postgraduate teachers in their self-awareness, self-management, social awareness and emotional intelligence but there is a significant difference ($p < 0.50$) between graduate and postgraduate teachers in their relationship management.

TABLE No. 04 DIFFERENCE BETWEEN URBAN AND RURAL TEACHERS IN THEIR EMOTIONAL INTELLIGENCE

Emotional Intelligence and its Dimensions	Urban (N = 40)		Rural (N = 30)		't' value	Significance level
	Mean	SD	Mean	SD		
Self-Awareness	19.54	4.69	20.32	2.72	0.8132	Not Significance
Self-Management	20.77	3.55	21.43	1.48	0.9564	Not Significance
Social Awareness	22.21	2.81	21.97	1.12	0.4416	Not Significance
Relationship Management	21.44	1.60	21.11	3.28	0.5552	Not Significance
Emotional Intelligence	83.96	12.65	84.83	8.60	0.3244	Not Significance

It is inferred from the above table that there is no significant difference ($p > 0.50$) between urban and rural teachers in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

TABLE No. 05 DIFFERENCE BETWEEN SECONDARY SCHOOL TEACHERS HAVING CO-CURRICULAR CERTIFICATE AND WITHOUT HAVING CO-CURRICULAR CERTIFICATE TEACHERS IN THEIR EMOTIONAL INTELLIGENCE

Emotional Intelligence and its Dimensions	With Curricular Certificate (N = 45)		Without Curricular Certificate (N = 25)		't' value	Significance level
	Mean	SD	Mean	SD		
Self-Awareness	27.44	2.38	28.56	4.14	1.4406	Not Significance
Self-Management	25.63	3.06	25.96	1.74	0.4955	Not Significance
Social Awareness	24.18	1.78	25.26	4.22	1.4996	Not Significance
Relationship Management	21.15	3.85	20.58	1.98	0.6898	Not Significance
Emotional Intelligence	98.40	11.07	100.36	12.08	0.6870	Not Significance

It is inferred from the above table that there is no significant difference ($p > 0.50$) between secondary school teachers having co-curricular certificate and without having co-curricular certificate in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

TABLE No. 06 DIFFERENCE BETWEEN MALE AND FEMALE TEACHERS IN THEIR TEACHER EFFECTIVENESS

Teaching Effectiveness and its Dimensions	Male (N = 40)		Female (N = 30)		't' value	Significance level
	Mean	SD	Mean	SD		
Classroom Management	21.32	3.87	22.41	2.01	1.4053	Not Significance
Preparation and Planning	23.65	4.36	20.48	2.69	3.5093	Significance
Knowledge of Subject Matter	20.80	1.84	21.09	1.12	0.7630	Not Significance
Teacher Characteristic	20.27	2.41	23.19	4.56	3.4615	Significance
Interpersonal Relationship	21.16	3.70	22.94	1.90	2.4049	Significance
Teacher effectiveness	107.20	16.18	110.11	12.28	0.8227	Not Significance

It is inferred from the above table that there is no significant difference between ($p > 0.50$) male and female teachers in their classroom management, knowledge of subject matter, teacher effectiveness but there is a significant difference between ($p < 0.50$) male and female teachers in their preparation and planning, teacher characteristics and interpersonal relationship.

TABLE No. 07 DIFFERENCE BETWEEN MARRIED AND UNMARRIED TEACHERS IN THEIR TEACHER EFFECTIVENESS

Teaching Effectiveness and its Dimensions	Married (N = 35)		Unmarried (N = 35)		't' value	Significance level
	Mean	SD	Mean	SD		
Classroom Management	26.45	3.58	26.32	2.39	0.1787	Not Significance
Preparation and Planning	24.65	4.11	24.57	2.44	0.0990	Not Significance
Knowledge of Subject Matter	23.94	2.66	24.08	4.27	0.1400	Not Significance
Teacher Characteristic	24.44	3.46	24.36	1.89	0.1200	Not Significance
Interpersonal Relationship	22.82	2.86	22.71	1.05	0.2136	Not Significance
Teacher effectiveness	122.30	16.67	122.04	12.04	0.074	Not Significance

It is inferred from the above table that there is no significant difference ($p > 0.50$) between married and unmarried teachers in their classroom management, preparation and planning, knowledge of the subject matter, teacher characteristics interpersonal relationship and teacher effectiveness

TABLE No. 08 DIFFERENCE BETWEEN GRADUATE AND POSTGRADUATE TEACHERS IN THEIR TEACHER EFFECTIVENESS

Teaching Effectiveness and its Dimensions	Graduate (N = 20)		Post graduate (N = 50)		't' value	Significance level
	Mean	SD	Mean	SD		
Classroom Management	18.23	2.44	18.91	3.38	0.8170	Not Significance
Preparation and Planning	20.31	1.88	20.85	2.12	0.9928	Not Significance
Knowledge of Subject Matter	17.40	2.32	19.36	3.45	2.3333	Significance
Teacher Characteristic	19.33	3.39	20.03	1.50	1.2036	Not Significance
Interpersonal Relationship	22.17	2.20	22.88	3.66	0.8089	Not Significance
Teacher effectiveness	97.44	12.23	102.03	14.11	1.2746	Not Significance

It is inferred from the above table that there is no significant difference ($p > 0.50$) between married and unmarried teachers in their classroom management, preparation and planning, teacher characteristics and interpersonal relationship but there is a significant difference ($p < 0.50$) between graduate and postgraduate teachers in their knowledge of subject matter.

TABLE No. 09 DIFFERENCE BETWEEN URBAN AND RURAL TEACHERS IN THEIR TEACHER EFFECTIVENESS

Teaching Effectiveness and its Dimensions	Urban (N = 40)		Rural (N = 30)		't' value	Significance level
	Mean	SD	Mean	SD		
Classroom Management	27.65	3.13	28.43	1.86	1.2125	Not Significance
Preparation and Planning	20.19	2.42	19.38	3.28	1.1897	Not Significance
Knowledge of Subject Matter	18.92	1.88	19.49	2.25	1.1535	Not Significance
Teacher Characteristic	24.32	4.12	25.11	2.88	0.8978	Not Significance
Interpersonal Relationship	23.88	2.59	22.72	3.64	1.5584	Not Significance
Teacher effectiveness	114.96	14.14	115.13	13.91	0.0501	Not Significance

It is inferred from the above table that there is no significant difference ($p > 0.50$) between urban and rural teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

TABLE No. 10 DIFFERENCE BETWEEN SECONDARY SCHOOL TEACHERS HAVING CO-CURRICULAR CERTIFICATE AND WITHOUT HAVING CO-CURRICULAR CERTIFICATE IN THEIR TEACHER EFFECTIVENESS

Teaching Effectiveness and its Dimensions	With co-curricular Certificate (N = 45)		Without co-curricular Certificate (N = 25)		't' value	Significance level
	Mean	SD	Mean	SD		
Classroom Management	23.40	2.54	21.26	3.39	2.9904	Significance
Preparation and Planning	21.18	1.96	24.08	3.16	4.7423	Significance
Knowledge of Subject Matter	19.89	2.44	20.01	4.12	0.1533	Not Significance
Teacher Characteristic	22.68	4.56	22.24	2.88	0.4358	Not Significance
Interpersonal Relationship	24.72	2.81	24.11	4.65	0.6851	Not Significance
Teacher effectiveness	111.87	14.31	111.70	18.20	0.0432	Not Significance

It is inferred from the above table that there is no significant difference ($p > 0.50$) between secondary school teachers having co-curricular certificate and without having co-curricular certificate in their knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness but there is a significant difference ($p < 0.50$) between secondary school teachers having co-curricular certificate and without having co-curricular certificate secondary school teachers in their classroom management and preparation and planning.

TABLE No. 11 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS

Dimensions	Mean	SD	't' value	Significance level
Emotional Intelligence (N = 70)	35.71	4.79	4.4549	Significance
Teacher Effectiveness (N = 70)	31.68	5.86		

It is inferred from the above table that there is significant relationship ($p < 0.50$) between teacher effectiveness and emotional intelligence of secondary school teachers.

FINDINGS:-

1. 1. Though there is no significant difference in the emotional intelligence of male and female, married and unmarried, rural and urban, having co-curricular certificate and without having co-curricular certificate, in their self-awareness, self-management and social awareness yet they are at par with each other. It may be due to the fact that they may be aware of their emotions, good at handling them at the time of need and it may be

good for the students. They may be able to be empathetic to the students in their emotional journey. This finding is supported by the study conducted by Tyagi (2004) which revealed that there was no significant among the groups. This finding is also supported by the study conducted by Mohana Sundarn (2004) which revealed that men and women did not differ in their emotional intelligence. This finding is contradicted by the study conducted by Manhas & Gakhar (2006)

which revealed there was a significant difference in the emotional intelligence of adolescents of Arts and Science stream. Since the emotional intelligence of teachers is quite good, they are, as a result, able to motivate and guide the students properly in the right path.

2. The post graduate teachers are better than graduate teachers in the relationship management. It may be due to the fact that they are seniors in age and experience. They are better exposed to life than the graduate teachers. This finding is further supported by the study conducted by Neelkamal (2007) which revealed that the teachers having higher qualifications were found to have better emotional competence than the teachers having essential qualifications only. This finding is further supported by the study conducted by Indu and Nisha kumari (2010) which revealed that undergraduate and postgraduate students showed significant difference in their emotional intelligence. Postgraduate students were emotionally intelligent than the undergraduate students.
3. The male teachers are better than female school teachers in their preparation and planning for the subjects. It may be due to the fact that male teachers may have enough time to prepare and plan than the female teachers because the female teachers may be busy more in day today home affairs and taking care of their children at home than preparation and planning. This finding was supported by the study conducted by Padmanabhiah (1986) which revealed that male and female teachers were not significantly different in the level of their overall job satisfaction/dissatisfaction. This finding is supported by the study conducted by Ramesh & Annaraja (2010) which revealed that no significant difference was found between male and female B.Ed. students in their teaching competency. Further, this finding is contradicted by the study conducted by Shanmugaganessan Lakshmi (2008) which revealed that the gender had no influence on the teaching competency of the B.Ed. trainees.
4. The female teachers are better than male teachers in their teacher characteristics. It may be due to the fact that the sober nature of women as a whole. Some of the female teachers may be quite dedicated, committed and approachable to the students, other teachers and parents for a cause. The female teachers may be mothers who are more sociable. Their social approach and relationship with others may help the children to

acquire more knowledge and information. Further, they may be able to guide and inspire their children to make use of available sources for future career.

5. The female teachers are better than male teachers in their interpersonal relationship. It may be due to the fact that the sober nature of women. They may be good at making rapport with the colleagues and parents of the students outside. Moreover, they may be ready to adapt possible steps for the development of the abilities and potentialities of the students.

The post graduate teachers are better than graduate teachers in their knowledge of subject matter. It may be due to the fact that better exposure to the content. Those primary school teachers who obtained higher degree must have been highly motivated to learn for their better career. It may be due to the fact that post-graduation is a stage of acquiring vast knowledge and possessing special skills. It is possible that the education system which we follow in India may give effective teaching learning ideas and modern scientific and creative thinking. Therefore, the qualitative education and pedagogy at this stage may have tremendous effect on its beneficiaries. As a result, they have better knowledgeable, better exposed to life and well experienced in their educational career. This finding is supported by the study conducted by Saxena Jyotsna (1995) which revealed that post graduate teachers were better adjusted than graduate teachers. This finding is further supported by the study conducted by Raju and

Viswanathappa (2006) which revealed that teachers with higher qualifications performed better than the other group.

6. The secondary school teachers who are having co-curricular certificate are better than those without having co-curricular certificate in their classroom management. It may be due to the fact that their interest in this subject and apply it in the academic field properly.

The primary school teachers who are not having co-curricular certificate are better than the teachers having co-curricular certificate in their preparation and planning. It may be due to the fact that the interest of the teachers in knowing the meaning and purpose of co-curricular certificate. The primary school teachers who are not having co-curricular certificate must be trying their best to implement new ideas even if they are making mistake to make the teaching-learning enjoyable and interesting.

7. The secondary school teachers who are either graduates or postgraduates have similarity in their

classroom management and teacher effectiveness. It may be due to the fact that they must have integrated their knowledge and their degree obtained. The teachers who have higher degree must have obtained not for the sake of higher achievements but also to make use of the available time instead of sitting ideally for no reasons. This finding is supported by the study conducted by Raju and Vishwanathappa (2006) which revealed that educational qualifications had influence on teaching competency. This finding is also contradicted by the study conducted by Saxena Jyotsna (1995) which revealed that post graduate teachers were found better adjusted than graduate teachers. Further, this finding is contradicted by the study conducted by Amaladoss Xavier (2009) which revealed that there was no significant relationship between the different levels of competency postgraduate chemistry teachers and job satisfaction.

8. There is significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers.

LIMITATIONS OF THE STUDY:-

1. The present study is limited to Ratlam districts of Madhya Pradesh.
2. Emotional Intelligence score is taken by adding the scores of all the four dimensions of emotional intelligence namely, self-awareness, self-management, social awareness and relationship management.

CONCLUSION:

The study found significant relationship between emotional intelligence and teacher effectiveness that lead to the linking these variables for future educational improvement. Singh and Jha (2012) found significant relationship between emotional intelligence and teacher effectiveness in medical and engineering faculty members.

The study found that there is a significant difference in emotional intelligence and teacher effectiveness

among secondary school teachers w.r.t. to gender, marital status, and qualification, Secondary school teachers with high level of emotional intelligence are higher in teacher effectiveness than teachers with average or low level of emotional intelligence. There exists a significant relationship between teacher effectiveness and emotional intelligence among secondary school teachers.

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