

A Study of teacher effectiveness and occupational stress in Relation to Emotional Intelligence (With special reference to Secondary male and female teachers of Nainital District (Uttarakhand))

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Abstract

The present study examines the level of teacher effectiveness and occupational stress of secondary teachers in relation to Emotional Intelligence. It has been proved that the application of Emotional Intelligence can increase teacher effectiveness and reduce occupational stress among secondary teachers. This study has made use of Simple Random Sampling Technique in selecting 100 secondary teachers. Emotional Intelligence scale by Anukool Hyde and Sanjayot Pether; Upinder Thae was used to measure the Emotional Intelligence of teachers, Teacher effectiveness scale by Shallupri and Prof. S.C. Garkhar was used to measure the effectiveness among teachers and occupational stress index by A.K. Srivastav and Dr. A. P. Singh was used to measure the occupational stress among teachers. After statistical analysis it was found that teachers with high Emotional Intelligence were having low occupational stress and more teacher effectiveness, whereas teachers with low Emotional Intelligence were having more occupational stress and less teacher effectiveness. In this way, it was found that Emotional Intelligence helps in reducing occupational stress of teachers and enhancing their effectiveness in teaching Learning.

Keywords: *Teachers effectiveness, Occupational Stress, Emotional Intelligence, Secondary school teachers.*

Introduction

Education is as important as blood in the human body. Only through Education, we can develop the knowledge and skills that are vital for the country. It is a character-building process, which grooms personality and making a person rational, capable, responsive and intelligent. Education is regarded as an instrument to develop the cognitive abilities, tolerance and understanding human being. It should prepare the younger generation to understand and face the realities of globalization. In this way, the main responsibility is on the schools and teachers in moulding the character of the students. Thus, it can be rightly said that the role of the teacher in the society is vital.

A teachers has to face innumerable challenges and play different roles in their organization. He/she not only teaches but also organises co-curricular activities, maintains necessary records, administers time table, prepares teaching aids upto date with innovations. He/She also motivates students by words and deeds. Therefore, teacher is expected to possess a multifaceted personality. It is natural that they will remain under stress which affects their effectiveness of teaching. The present study is based on the assumption that the implication of Emotional Intelligence can increase teacher effectiveness and reduce occupational stress among teachers at secondary school stage.

Teacher Effectiveness

According to Indian Educational Commission (1964-66) 'The quality of nation depends upon the quality of Education programme and good education programme to a large extent is dependent upon the quality of teachers who implement that programme. Educational institutes may have

excellent materials resources, equipment, building, Library and other facilities alongwith the curriculum suited to the community needs but if the teachers are not good for the whole education programme is like to be ineffective and wasted. Therefore, the problem is identification of effective teachers for realizing desirable educational goals. Teacher effectiveness means “Ability to teach effectively in classroom”. Only effective teachers can materialize policies and plans of education in the classroom at grassroots level.

An effective teacher is one who helps in development of basic skills, understanding proper work habits, desirable attitude, value judgment and adequate personal adjustment of the student (Rayans, 1969).

Chayya (2001) states that effective teachers take personal responsibility to students learning, determines the difficulty of the lesson with the ability of the student and give the opportunities to students to practice newly learned concepts. For the present study, teacher effectiveness has been defined as an effective teacher who has clear concepts of the subject matter, ability to write clear objectives for his/her course, ability to organise learning materials, ability to communicate his/her knowledge with the students successfully and to deal with classroom situations.

Womgod (1989) found that the personality, adjustment leadership a high degree of intelligence and emotional control were the main characteristics that went with teacher effectiveness. Shah (1991) also came to the conclusion that the variables like locality, type of school, level of educational qualifications, grade and teaching experience are also some of the determinants of teacher effectiveness.

Occupational Stress

We are living in an era of globalization, privatization and liberalization where complexities and pressures severely affected human beings. The stress related to job has become predominant feature of modern life. Recently, job stress has come into prominent work related research topic.

Occupational stress can be defined as the psychological and emotional responses, when workers perceive an imbalance between their work demands and their capacity and resources to meet these demands. Stress responses occur when the imbalance is such that the teachers perceive they are not coping up with the situation.

Occupational stress is generally defined in terms of relationship between a person and his environment. It has been found that every occupation has stress, which may differ in degrees.

In a survey conducted to find out the most stressful jobs the following were found to be the top four professions which caused more stress, nursing, teaching, managers and professionals.

In the competitive world a teacher's job is quite stressful. There are many reasons behind it, like work overload, deadline for course completion, too many tests, exams, job insecurity, professional behaviour of student, administrative pressure, physical conditions, low salary, transfer, promotions etc.

A lot of work has been done on occupational stress among teachers. As Pithers R; Fogarty G.J. (2007) worked on “Occupational stress among vocational teachers' Teachers Stress.” The result showed a significantly higher level of occupational stress among teachers.

Teaching competencies of a teacher mainly depend upon the teacher's psychological state of mind. Therefore, occupational stress has significant effects on psychological well being and serious accounts are being taken of the health consequences of this stress (Fletcher, 1991)

Antoniou and Polychroni (2006) reported that female teachers experienced significantly higher level of occupational stress, specifically with regard to interaction with students and colleagues, workload, students progress and emotional exhaustion. Increased occupational stress among teachers had weakened the efficiency of the teachers (Sabu and Jangiah; 2005).

Emotional Intelligence

All human being have emotional and general intelligences within themselves but how many people manage their behaviour using Emotional Intelligence in their practical life? This a question of concern? Emotional Intelligence can play a very big role in the management of emotions and behaviour. Emotions rule the heart and intelligence reigns supreme in the brain. **Swami Vivekanand** has rightly pointed out that “it is the heart which takes one to the highest place which can never reach.

In the era of 21st century, new theories of intelligence have been introduced, and are gradually replacing the traditional theories. The ability to interact with others is one of the most powerful tools for personal and professional success which can be enhanced for raising our Emotional Intelligence. Researches have concluded that people who are able to manage feelings/emotions well deal effectively with others are more likely to live content lives.

Ediger (1997) stated that quality emotions and feelings help students given their best potential in the classroom. Amiratha and Khadirawan (2006) found that gender age and qualification influence the E.I. of school teacher.

Mayer and Salovey (1993) assert that emotional intelligence is 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 emotions and intellectual growth.

Caruso and Wolfe (2004) define emotional intelligence as the ability the perceive emotion, access and generate emotions. So as to assist thought, understand emotions, emotional knowledge and reflectively regulate emotions so as to promote emotional and intellectual growth.

In other words, it is a set of skills that enables the person to survive in a complex world. The personal, social and survival aspects of overall intelligence the elusive common sense and sensitivity that are essential to effective daily functioning are being studied by psychologists. They are also studying the phenomenon on different categories of people.

In the educational field, the effectiveness of teaching is affected due to low Emotional Intelligence. A teacher should be emotionally intelligent and satisfied with his/her profession because a teacher is the hope for an individual and the nation. In the teaching learning process a teacher must understand his personality, behavior and interest. Communication skills, attitude and emotions affect the childrens' behavioural pattern.

Objective of the Study

The present study is limited to achieve the following objectives:

1. To identify teachers with high Emotional Intelligence and low Emotional Intelligence.
2. To study teacher Effectiveness and Occupational Stress in relation to Emotional Intelligence of teachers.
3. To study teacher effectiveness and Occupational Stress in relation to sex of the teachers.

Hypothesis:

1. There will be significant difference between teacher Effectiveness and Occupational Stress of male and female secondary teacher in relation to Emotional Intelligence.
2. There will be significant difference between High Emotional Intelligence male and High Emotional Intelligence female secondary teachers on the scores of teacher effectiveness.
3. There will be significant difference between Low Emotional Intelligence male and Low Emotional Intelligence female secondary teacher on the scores of teacher effectiveness.
4. There will be significant difference between High Emotional Intelligence male and High Emotional Intelligence female secondary teachers on the scores of occupational stress.
5. There will be significant difference between low Emotional Intelligence male and Low Emotional Intelligence female secondary teachers on the scores of Occupational Stress.

Methodology

Survey method was used for Data Collection.

Sample

4 Sample of 100 secondary teachers (50 male and 50 female teachers) was drawn by using Random Sampling technique. Ten schools were randomly selected from Nainital district of (K.U.)

Tools for the Study

The following tools were employed for collecting the data:

- A. Teacher effectiveness scale (T.E.S.) developed by Dr. Bhallu Pure and Prof. S.C. Gakhar.
- B. Occupational Stress Scale (O.S.I.) is developed by Dr. A.K. Srivastav and Dr. A.P. Singh.
- C. Emotional Intelligence Scale (E.I.S.) developed by Anukool Hyde and Sanjyot Pethe.

Statistical Technique used

Mean, Standard Deviation and t-test were applied.

Analysis and Interpretation of Data

Significant differences between teacher effectiveness and Occupational Stress in relation to Emotional Intelligence of secondary male and female teachers

	Gender	N	M	S.D.	't' value	Level of Significance
Emotional Intelligence	M	50	95.28	46.10	3.09	Significance at both level
	F	50	98.74	90.01		
Teacher Effectiveness	M	50	243.8	64.31	1.02	Significance at .05 level
	F	50	256.76	63.04		
Occupational Stress	M	50	116.40	20.86	0.13	Significance at .05 level
	F	50	115.82	22.64		

Table-1 't' value of the means scores of teachers effectiveness in relation to High E.I. male and female secondary teachers

Gender	N	M	S.D.	't' value	Level of Significance
High E.I. male on the scores of teacher effectiveness	30	292.6	28.03	0.95	Significance at .05 level
High E.I. Female on the scores of teacher effectiveness	30	300.53	35.92		

The above table 1 shows that the mean of High E.I. male on teacher effectiveness is 292.6 and the mean of High E.I. female on teacher effectiveness is 300.53. The 't' value is 0.95; significant at the level of .05. The Hypothesis is accepted. The result shows that the teacher effectiveness of High E.I. female teachers are higher than the High E.I. male secondary school teachers.

Table-2 't' value of the mean scores of teacher effectiveness in relation to Low E.I. male and female teachers

Gender	N	M	S.D.	't' value	Level of Significance
Low E.I. male on the scores of teacher effectiveness	20	194.7	36.92	1.45	Significance at .05 level
Low E.I. female on the scores of teacher effectiveness	20	180.35	23.72		

Table 2 clearly reveals that the mean of Low E.I. male teachers on the scores of teacher effectiveness is 194.7 and the mean of Low E.I. female teachers on teaches effectiveness is 180.35, the 't' value is 1.45, which is significant at the level of .05. The Hypothesis is accepted.

The result shows that the teacher effectiveness of Low E.I. male teachers are comparatively higher than the female of Low E.I.

Table-3 't' value of the mean scores of occupational stress is relation to High E.I. male and female secondary teachers

Gender	N	M	S.D.	't' value	Level of Significance
High E.I. male on the scores of occupational stress	15	158.53	8.17	8.86	Not significant at both level
High E.I. female on the scores of occupational Stress	14	124.75	11.91		

Table-3 clearly pointed that the mean of High E.I. male on occupational stress is 158.53 and the mean of High E.I. female on occupational stress is 124.75 and the 't' value is 8.86, which is not significant at both level.

The scores indicate that occupational stress of High E.I. male is higher than occupational stress of High E.I. female.

Table-4 't' value of the mean scores of occupational stream relation to Low E.I.

Gender	N	M	S.D.	't' value	Level of Significance
Low E.I. male on the scores of occupational stress	35	109.00	15.39	1.18	Significance at .05 level
Low E.I. female on the scores of occupational stress	36	103.47	23.35		

Table 4 clearly pointed out that the mean of Low E.I. male on occupational stress is 109.00 and low E.I. female occupational stress is 103.47 and the 't' value is 1.18, which is not significant at .05 level. The Hypothesis is accepted.

This shows that occupational stress of low E.I. male teachers are higher than the low E.I. female's occupational stress, which signifies that female have less occupational stress.

Major findings of the study

On the basis of Hypothesis testing results, analysis of result and discussion, the following major findings of the study are given below:

The study reveals that there is significant difference between High E.I. male and high E.I. female on the scores of teacher effectiveness. The cause behind it is that the women are emotionally strong. Biologically, they have all the qualities like soft heart, emotions, politeness and tolerance while men are hard hearted, rude, aggressive and short tempered. Therefore, Emotional Intelligence of women is higher in every walk of life. Professionally and personally they have abilities to adjust with the environment. They have inner strength to cope with the problems smoothly. While men need support to get rid of the difficult situations. It has rightly said that "Behind the success of every man is a woman". On account of High E.I. teacher effectiveness of women is higher than men. An employee with high E.I. is able to respond appropriately to the work place stress and the emotional behaviour of his co-workers. Their abilities greatly enhance teacher effectiveness. Researches in this field found that our E.I. awareness and ability to handle feelings rather than our I.Q. well determine our success and happiness in all walks of life.

Further the study clearly shows that E.I. female have less occupational stress comparatively male. Stress is a feeling of tension that is both emotional and physical. The cause of occupational stress is due to work pressure, preparation of lesson plans for effective teaching and organization of various co-curricular activities. Thus, a teacher is expected to possess a multifaceted personality. Under these circumstances male teacher feel overburdened and remains under stress, while females never feel stressed but manage all the activities whether academics or non-academics in an intelligent way therefore their teacher effectiveness is never affected.

The conclusion of the research paper is that teachers with high Emotional Intelligence are more effective in their teaching and have less occupational stress while teachers with Low Emotional Intelligence have more occupational stress and have less teacher effectiveness.

Educational Implications:

Teaching profession is a stressful job. As the present study has revealed that low E.I. affects teacher effectiveness and occupational stress. To overcome these situations in workplace there is a need to develop the E.I. of teachers to reduce the severity of occupational stress in them. Proper training on E.I. should be given to manage stress situations. This can be done by integrating the E.I. components in the curriculum of secondary teachers Education programme both pre-service and in-service levels. The principal of the institution should provide opportunities for professional enhancement in the form of participation in professional meetings and seminars, promoting situation for healthy professional interactions and making the working environment more flexible to work.

Thus the findings are useful for administration, meaning thereby that the principals should organize such programmes which develop and increase E.I. of teachers so that they may give better performance in future.

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