

Teacher Effectiveness in Relation to Type of Institution, Emotional Intelligence and Teaching Experience

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Abstract

Present study aims at studying the influence of the emotional intelligence, age and qualification on the teacher effectiveness of the teachers. The study population included secondary schools teachers working in Jalandhar and Ludhiana districts of Punjab, India. Using a multi-stage random sampling method, a sample volume of 739 teachers was determined. Two main instruments were used to measure the study variables: a 80-item questionnaire by C R Darolia on emotional intelligence (five scales: Self-awareness, Motivating Oneself, Managing Emotions, Empathy and Handling Relations, and a 60-item Teacher Effectiveness Scale by Kumar and Mutha, 1985. The frequency, mean and standard deviation values were calculated and a 3 way ANOVA analysis was performed to evaluate the statistical significance of the findings. The study results revealed that: (a) Differences in teacher effectiveness of groups of teachers' based on school type i.e. government and private secondary schools, are not significant. (b) Teachers with low emotional intelligence are less effective in teaching than teachers with high emotional intelligence. c) More experienced teachers are found to be more effective than less experienced teachers. Thus, it can be concluded that emotional intelligence and teaching experience matters in making of a teacher to be effective.

Keywords: Emotional intelligence, teacher effectiveness, age, qualification and school type.