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## **Wellbeing Of Secondary School Teachers In Relation To Emotional Intelligence And Teacher Effectiveness**

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### **Key words:**

Wellbeing, teacher effectiveness, emotional intelligence, secondary school teachers, High teacher effectiveness, Low teacher effectiveness, High emotional intelligence, Low emotional intelligence.

### **Abstract:**

The present study aimed at finding the relationship of emotional intelligence and teacher effectiveness and also to find the wellbeing of secondary school teachers due to high and low emotional intelligence and teaching effectiveness. The sample comprised of 110 secondary school teachers selected on the bases of random sampling technique. The study revealed significant positive correlation between emotional intelligence and wellbeing and also teacher effectiveness and well being. Significant difference was found on well being of teachers due to high & low emotional intelligence and high & low teacher effectiveness.

### **Introduction:**

The foundation of any nation rests on sound education system and sound education system depends on the quality of teachers. Teacher is on process. Effective teaching-learning process depends on the well being emotional intelligence of the teacher. In the same way teacher's emotional intelligence and effective teaching effect his well being.



According to Oxford dictionary (2004), well being is related with wealth, happiness and prosperity. In the views of Verma & Verma (1989) conceptual well being may show degree of positive correlation with quality of life, job satisfaction, general satisfaction, sense of achievement etc. Hartified & Gartified (1992) view well being as the conscious and deliberate process by which people are activity involved in enhancing their overall well being- intellectually social, emotional occupational and spiritual.

Emotional intelligence refers to the mental processes involved in the recognition, use, understanding and management of one`s and others emotional state to solve problems and regulate behavior. It is the ability to monitor one's own and other`s emotions, to discriminate among them and use the information to guide one`s thinking and action (Mayer & Salovey, 1997).

Good (1996) defined teacher effectiveness as “ The degree of success of a teacher in performing instructional and other duties specified in his contract and demanded by the nature of his position.

According to Evans (1976) , effective teaching is that in which teacher is committed to promote experimental leering among students, provide learners with continued experience of discovering solving meaningful problems, establishes a warm accepting relationship with students.

### **Review of Realted Literature**

Verma & Verma (1989) found that well being is positively correlated with quality of life, general satisfaction, achievement and negatively related to all kinds of mental disorders and stressful life events. Sultana (1996) found significant effect of job conditions working hours on psychological well being of working women. Grover (2006) conceded that. Senior secondary School teachers



showed higher level of emotional and spiritual well being. Bricheno et al. (2009) conceded positive relationship between teacher well being and teaching effectiveness.

Sowmya & Betsur (2010) found that there is a significant difference in emotional intelligence of extroverts and introverts. Kaur (2011) found boys to be more emotional as compared to girls, however no difference was found between urban and rural school students on emotional intelligence.

Arora (1976) found that effective and ineffective teachers were different impersonality traits. According to Aggarwal (2003) effective teachers are better adjusted than ineffective teachers. Lippal (2011) found positive significant correlation between well being and teacher effectiveness. Versha (2015) also found positive significant correlation between well being and teacher effectiveness.

The review of related literature indicated that more studies need to be taken up per training to the relationship of well being, emotional intelligence and teacher effectiveness.

### **Statement of the problem**

Well being of secondary school teacher in relation to Emotional intelligence And Teacher Effectiveness.

### **Objection**

1. To find the relationship between emotional intelligence and well being of secondary school teachers
2. To find the relationship between teacher effectiveness and well being of secondary school teachers
3. To find the difference in well being of secondary school teachers due to high and low emotional in intelligence



4. To find the difference in well being of secondary school teachers due to high teacher effectiveness and low teacher effectiveness.

### **Definition of key Terms**

**Well being:** well being has been conceptualized in terms of physical, mental, social, emotional and spiritual dimension of a healing individual that facilitates harmonization of personal experiences with universal humanness measured by well being Scale of Singh & Gupta (2001).

**Emotional Intelligence:** It is the ability to manage one's own emotions and emotions and use the information to guide one's thinking and action. It is the measure of score on Emotional Intelligence scale by Mangal (2004)

**Teacher Effectiveness:** It is defined as teacher's academic and professional knowledge, preparation and presentation of lesson plan, class management attitude towards students, feedback, accountability and personal qualities of the teachers as measured by Teacher Effectiveness scale by Kumar & Mutha (2005)

### **Hypotheses**

1. There is no significant relationship between emotional intelligence and well being of secondary school teachers.
2. There is no significant relationship between teacher effectiveness and well being of secondary school teachers.
3. There is no significant difference in well being of secondary school teachers due to high and low teacher effectiveness.
4. There is no significant difference in well being of secondary school teachers due to high and low teacher effectiveness.

### **Method**

The present study employed normative survey method of investigation.

### **Sample**

A sample of 110 high school teachers teaching in government high schools of Fazilka district of Punjab was drawn using random sampling technique.

### **Tools**

1. General wellbeing measures (Verma & Verma, 1989)
2. Mangal's Emotional Intelligence Inventory (2004)
3. Teacher Effectiveness scale (Kumar & Mutha, 2005)

### **Statistical Techniques Used**

1. Product moment method to study relationship.
2. Mean, SD, t-test compare the group on well being.

### **Data- Analysis and Interpretation**

**Table 1**

#### **Coefficient of correlation between well being, emotional intelligence and teacher effectiveness.**

	Emotional Intelligence	Teacher effectiveness
Well Being	.340**	.311**

\*\* Significant at .01 level

An examination of table 1 reveals that there is a positive significant correlation between emotional intelligence and well being of teachers with  $\gamma$ - value ( $\gamma = .340$ ) significant at .01 level. This hypothesis is rejected. Further table 1 depicts that there is moderate and positive relationship between

teacher effectiveness and well being  $\gamma$ - value ( $\gamma = .311$ ) at .01 level. Therefore null hypothesis 2 is also rejected.

**Table 2**

**Values of mean, SD and t-ratio to locate difference in the well being of teachers due to high & low emotional intelligence and teacher effectiveness.**

		N	Mean	SD	SEs	Df	t-ratio
Emotional Intelligence	High	56	16.92	5.03	1.18	108	1.99*
	Low	27	14.56	5.26			
Teacher Effectiveness	High	42	17.58	5.19	1.31	108	2.25*
	Low	34	14.61	6.12			

Table 2 depicts that t-ratio ( $t=1.99$ ) for the mean scores on well being between high and low emotional intelligence teachers is significant at .05 level. Thus, hypothesis 3 is not accepted. In the collect of mean scores, it was found that higher emotional higher well being as compared to low emotional intelligence teachers (mean=14.56).

Further table 2 depicts t-ratio ( $t=2.25$ ) for the mean scores on well being between high and low teacher effectiveness is significant at .05 level. Therefore hypothesis 4 is also not accepted. When mean scores were compared it was found that high teacher effectiveness teacher (mean=17.58) possessed higher well being as compared to teachers low on teacher effectiveness (mean=14.61).

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