



## A Study of Component Gender in Teacher Effectiveness, Personality and Emotional Intelligence amongst High School Educators

Dayal Sandhu<sup>1</sup> and Monika Agrawal<sup>2</sup>

<sup>1</sup>Assistant Professor, Faculty of Education, GLA University, Mathura (Uttar Pradesh), India.

<sup>2</sup>Research Scholar, Faculty of Education, GLA University, Mathura (Uttar Pradesh), India

(Corresponding author: Dayal Sandhu)

(Received 23 January 2020, Revised 24 March 2020, Accepted 27 March 2020)

(Published by Research Trend, Website: [www.researchtrend.net](http://www.researchtrend.net))

**ABSTRACT:** The current investigation explored the teacher effectiveness, Personality & emotional intelligence of male & female high school educators. Descriptive survey method was utilized to achieve the purpose of the research. A trial of 400 high school educators employed in government aided and private schools were selected from Mathura district of Uttar Pradesh through random selection method of sampling. Statistical techniques like critical ratio were utilized for examining the gathered data. The outcome of the research exposed that high school educators with reference to gender vary significantly in their level of teacher effectiveness, Personality & emotional intelligence. The findings indicated that there is significant association amongst teacher effectiveness, emotional intelligence and personality of male and female teachers.

**Keywords:** Personality, Teacher Effectiveness, Emotional Intelligence, High school Educators.

### I. INTRODUCTION

Education aims at rising child's personality in all aspects –spiritual, physical, mental, emotional & social. The all round development of he/she helps him/her become a liable, self-motivated, inventive citizen. There is significant role of teachers in the enhancement of the educational system & the advancement & growth of children. According to Prime Minister Jawahar Lal Nehru, "Education is the most important part of our plans. Industry and agriculture, which are important for us, will grow adequately only if there is the background of mass education..... I am quite convinced in my mind that the first plan among our plans and development schemes, is Universal Education....wherever you go, at the back of it, at the base of it, must lie education." Professor Drever stated, "Education is a process in which and by which knowledge, character and behaviour of the young are shaped and molded". Education is a social course of action through which facts are exchanged to students by the mediators of teacher [1]. It could be withheld through formal and non formal system of instruction, besides all formal schemes is grounded on classroom instruction [14]. As it is rightly uttered that "The destiny of India is being shaped in her classroom" which may be securely be supplemented that the destiny of these classroom are created by their educators. Recommendations of various commissions emphasized the important task of educators participate in expansion of the educational scheme and the progress and development of pupil. Tagore has rightly said, "A lamp can never light another lamp unless it continues to burn its own flame, a teacher can never truly teach unless he is still learning himself" So this needs effective teachers to teach one for healthy Educational development. In the process of changing the world teacher plays a very important role [2]. The quality teacher makes the education system influential

[12]. The value of education lays on the teachers' effectiveness in the classroom which is the adequate actuality that the teacher plays an essential place in education system of the general public .So, the Teachers Effectiveness seeks the attentiveness of scholars with respect to relation with Emotional Intelligence and Personality and it is the teacher who matters the most [13]. World is altering so speedily that this alteration hit each and every ground of life like teaching. World of knowledge is also affected by this alteration. Teaching is a key constituent in producing alteration in this world of knowledge as teaching is a chief vocation. Beneath these conditions, teaching is even more difficult job which stresses a lot additional professionalism than any other vocation as the expansion of any Nation rely on this. As every person is exclusive in nature similarly every teacher is unique from rest of the others [11]. There are many correlates that distinguish one teacher from others like their personality, attitude, intellect, teaching approach and how feasible their Emotional Intelligence will be. Upon the position of teachers, the entire configuration of school reputation and student achievement lies. In this situation, personality and emotional mental power of any teacher found chiefly imperative [19]. The previous studies show the relationship of teacher effectiveness, emotional intelligence and personality among science teachers of high school. This study indicates the relationship amongst teacher effectiveness emotional intelligence and personality of male and female Hindi, English Social Science, and Science high school teachers. This study shows that there is no significant difference among teacher effectiveness, emotional intelligence and personality of male and female Hindi, English Social Science, and Science high school teachers.

## II. TEACHER EFFECTIVENESS

Worth of teaching lies ahead as one of the main correlates explicitly, educator related correlates [21]. Therefore, it is a main subject matter below exploration ever from the time of century. In context of Educational Research, recognition of Teacher effectiveness identified by additional provisions such as teaching accomplishment, teaching competence, successful instruction, teaching capability, teaching performance, due to its complication [3]. Teacher Effectiveness implies to "the dependency of the classroom correlates, such as teaching methods, teacher expectations, classroom Organization and the use of classroom resources have on students' performance [10]. It is the power to realize socially valued objectives agreed for teachers work, especially, but not exclusively, the work concerned with enabling students to learn". Effective teachers need to know their students well and be able to adapt their teaching styles to particular classroom and to individual students. "There is high correlation between students' rating of the amount learned in the course and their overall ratings of the teacher and course."

## III. EMOTIONAL INTELLIGENCE

Emotional intelligence refer to potential in persons for identifying and possess their emotions and of others discriminate amongst dissimilar feelings as well as tag them accurately, utilize emotional in sequence to direct thoughts as well as conduct, plus handle or else regulate sentiments to become accustomed to surroundings or accomplish one's vision. Even though the word first came into picture in 1964 coined through Michael Beldoch but It achieved recognition in the 1995 manuscript through Daniel Goleman who was a journalist of science [4]. From this point of time, Emotional Intelligence and Goleman's 1995 examination has been alleged enclosed by the scientific commune in spite of inspired reports of its utility in the famous press [27]. The word "Emotional Intelligence" implies primary to encompass and introduced in writing by Michael Beldoch, and in the writing by B. Leuner which is regarded as entitled 'Emotional Intelligence and emancipation' that came into picture in the Journal of psychotherapeutic: exercise of psychology and analysis of child [5]. During the verbal skill of Salovey and Mayer, the Emotional intelligence has been expressed by "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour".

## IV. PERSONALITY

Personality implies to the psychological categorization of various factors of persons. Personalities are at times differentiate from persona qualities by means of the later occupying a less significant alignment of behavioral trends. Correlates are at times supposed in the direction of engage qualitative differences among individuals, while traits might be identified as qualitative dissimilarities. In context of type theories there are instances such as introverts and extraverts were both primarily dissimilar classification of individuals [6]. On contrary, to theories of trait, introversion and

extraversion were element of a enduring aspect, by way of many persons in the middle. There are numerous factors that distinguish one teacher from others like their personality, attitude, intellect, teaching approach and how healthy their emotional intelligence is. Upon the position of teacher the entire construction of school reputation and student achievement lies [7]. In this circumstances personality and emotional intelligence of any teacher establish chiefly vital. Personality is known as a prepared set of distinctive attributes that a person preoccupied which made him exclusive within his opinion, motivation and trial at different situation [20]. Personality' implies scheme of considerate individual behavior [8]. It moreover implies to 'the psychosomatic classification with dissimilar traits of persons'. Dictionary coined by Collin described Personality by "a cluster of personality traits commonly occurring together" [15]. Dictionary of Oxford perceived it by "A collection of personality traits which are thought to occur together consistently, especially as determined by a certain pattern of response to a personality inventory." Consequently, persons in the investigation were usually creating sequenced responses which were credited to specific Personality [16].

## V. REVIEW OF RELATED LITERATURE

The review of related literature enables the researcher to have proper perspective in the topic of research. The significance of Literature forms the foundation upon which all the future work is built. The investigator has reviewed untested reports of previous researches, dissertations, articles, surveys, books and internet sources. Samuel Olayinka Salami conducted a study on, "Gender as a moderator of relation between Emotional Intelligence and career development." [23] Results indicated that Emotional Intelligence and gender predicted career development and gender moderated the relationship between Emotional Intelligence and career development. Sunita G Angadi made study on Emotional Intelligence in relation to reading comprehension of secondary school students [25]. In this study she showed that emotional intelligence is defined as the ability to recognize and manage ones emotions and the emotions of others. As a result, individuals, groups and organizations high in EI are presumed to be more capable of utilizing emotion to adapt and capitalize on environment demands. Pathardikar and Singh was conducted a study on the impact of Personality traits and Emotional Intelligence on leadership effectiveness [26]. The findings revealed that openness to experience emerged as best predictor of leadership effectiveness followed by conscientiousness, Emotional Intelligence, agreeableness and Extraversion. They suggested Personality Traits and Emotional Intelligence are significant predictors of Leadership Effectiveness. Naik tried to find out the effect of Teacher Personality, Attitude and Teaching Effectiveness on students achievements [24]. The study revealed that there existed significant difference between the interaction effects of teachers Personality Type and attitude towards profession on effectiveness in teaching. To conclude, the review of related literature reflected the existence of some gaps on the relationship of Emotional Intelligence and Personality Type with Teacher

Effectiveness of secondary school Hindi, English, Social Science, and Science male & female teachers. It is indicated that there is a need A Study of Component Gender in Teacher Effectiveness, Personality, and Emotional Intelligence amongst High School Educators.

**Objectives:**

- To study & compare Teacher Effectiveness of high school educators with reference to gender.
- To study & compare Emotional Intelligence of high school educators with reference to gender.
- To study & compare Personality of high school educators with reference to gender.

**Hypotheses:**

**Ho1:** There exists no significant difference in Teacher Effectiveness of high school educators with reference to gender.

**Ho2:** There exists no significant difference in Emotional Intelligence of high school educators with reference to gender.

**Ho3:** There exists no significant difference in Personality of high school educators with reference to gender.

**Variables:** Variables of the investigation are:

- Teacher Effectiveness
- Personality
- Emotional Intelligence

**Demographic Variables:**

- Gender: Male & Female English, Hindi, Science, & Social Science subject Teachers.

**Delimitation of study:** The research study will be delimited to the followed attributes:

- The study was delimited to Teachers of English, Hindi, Science, & Social Science subjects amongst High Schools of Mathura District (U.P.)

**Method of Study:** Methodology which is a way of executing a research design and is familiar with the temperament of the problem. Knowing the nature of the problem in mind, the researcher will follow Descriptive Survey Method. Under this method the researcher will use comparative as well as correlation method.

**Sample selection:** The selection of the sample of investigation was 400 Teachers of English, Hindi, science & social science subject of high Schools of Mathura District (U.P.). For the present investigation, schools will be selected by using convenience sample selection method and the units of teachers of English

subject will be selected by random sampling. As a whole, mix sampling method of sample selection will be used.

**Tools:** The subsequent research tools were utilized to gather the essential data and information:

- For measuring the Teacher Effectiveness, the researcher has used "Kulsum Teacher Effectiveness Scale (KTS)". It is made by Umme Kulsum in the year 2011 [19].

- For measuring the Emotional Intelligence, Sevenfold Emotional Intelligence Scale (SFEIS) validated and framed by Khera, Ahuja & Sarbjit Kaur, 2002 [28].

- For measuring the Personality, Eysenck Personality Inventory (EPI) is developed on the basis of Maudsely Personality Inventory (MPI). It is somewhat alike to Maudsely personality research tool. It is made by Hans Eysenck [9].

**Statistical techniques:** To analyze the data of present investigation, descriptive as well as inferential statistics are used. Correlation Analysis technique and Critical Ratio ( $N > 30$ ) are used as per the nature of data obtained.

It is interpreted from Table 1 that the average values of Teacher Effectiveness scores with reference to sex are 531.757 and 530.0591 respectively. It is also found that CR estimate (=2.16) is larger than the tabulated estimate which is found out to be 1.96 at 0.05 level of significance which indicates that there is significant difference amongst Teacher Effectiveness of high school educators with reference to sex [17]. Hence, null hypothesis that there exists no significant difference in Teacher Effectiveness of high school educators with reference to gender is rejected.

It is inferred from Table 2 that the average values of Emotional Intelligence scores with reference to sex are 220.257 and 219.2903 respectively. It is also found that CR estimate found out as 2.08 is larger than the tabulated estimate which is found out to be 1.96 at 0.05 level of significance indicates that there is significant difference amongst Emotional Intelligence of high school educators with respect to sex [8]. Hence, null hypothesis that there exists no significant difference in Emotional Intelligence of high school educators with reference to gender is rejected.

**Table 1: Showing statistical measures Teacher Effectiveness scores with reference to Gender.**

Sex	Sample Number	Mean value	Standard Deviation	Degree of freedom	Critical Ratio(CR)	
					Calculated estimate	Level of significance
Male	214	531.757	63.78946	398	2.16	Significant at 0.05 level
Female	186	530.0591	58.87937			

**Table 2: Showing statistical measures Emotional Intelligence scores with reference to Gender.**

Sex	Sample Number	Mean value	Standard Deviation	Degree of freedom	Critical Ratio(CR)	
					Calculated estimate	Level of significance
Male	214	220.257	21.43829	398	2.08	Significant at 0.05 level
Female	186	219.2903	21.31746			

**Table 3: Showing statistical measures Personality scores with reference to Gender.**

Sex	Sample Number	Mean value	Standard Deviation	Degree of freedom	Critical Ratio(CR)	
					Calculated estimate	Level of significance
Male	214	55.74766	10.47039	398	2.08	Significant at 0.05 level
Female	186	55.032226	10.08981			

It is inferred from Table 3 that the average values of Personality scores with reference to sex are 55.74766 and 55.032226 respectively. It is also found that CR estimate found out as 2.08 is larger than the tabulated estimate which is found out to be 1.96 at 0.05 level of significance indicates that there is significant difference amongst Personality of high school educators with reference to sex [9]. Hence, null hypothesis that there exists no significant difference in Personality of high school educators with reference to gender is rejected.

## VI. CONCLUSION

In current study, researcher studied and compared the teacher effectiveness, Personality and emotional intelligence amongst high school educators in reference to their gender. Hypothesis wise conclusion shown that there exists no significant difference in Effectiveness, Personality and Emotional Intelligence amongst Male & Female high school educators. It means sex do not play as a significant predictor in determining Effectiveness, Personality and emotional intelligence amongst high school educators.

**Conflict of Interest.** No.

## REFERENCES

[1]. Anderson, L. W. (1991). Increasing Teacher Effectiveness, fundamentals of educational planning. Paris International Institute for Educational Planning. 2nd.ed. Paris: UNESCO

[2]. Anjali. (2005) emotional Intelligence – The Indian Scenario. *Psychology and Developing Societies*, 16(2).

[3]. Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i). In R. Baron and J.D.A. Parker (Eds.), *Handbook of Emotional intelligence* 363-388, San Francisco: Jossey-Bass.

[4]. Bhagat, J. (2016). A study of impact of emotional intelligence on teacher effectiveness, mental health and job stress of secondary school teachers. Department of education, university of Jammu, Jammu -180006 (J&K).

[5]. Chadha, N. K. (2001). How to measure your EQ. In Dalip Singh (Ed.), *Emotional Intelligence at Work: A Professional Guide*. New Delhi: Sage.

[6]. Cooper, R.K. and Sawaf, A. (1997). *Executive EQ: Emotional intelligence in leadership and organisations*. New York: Grosset/Putnum.

[7]. Campbell, R. J., Kyriakides, L., Muijs, R. D., & Robinson, W. (2004). Differentiated Teacher Effectiveness; Framing the Concept. In *Assessing Teacher Effectiveness: Developing a differentiated model*, New York: *Routledge*, 3-11.

[8]. Eysenck, H.J. (1952). *The Structure of Human Personality*. New York: Wiley.

[9]. Eysenck, H.J. (1959). *Manual for Maudsley personality inventory*. Reprinted in India, 1993.

[10]. Eysenck, H. J., & Eysenck, S. B. G. (1969). *Personality Structure and Measurement*. London: Routledge and Kegan Paul.

[11]. Eysenck, H. J. (2002). *Check your Own IQ*. A Penguin Book, Psychology / Self Help.

[12]. Eysenck, H. J. (1982). Development of a Theory. In H.J. Eysenck (Ed.), *Personality, Genetics and Behavior: Selected Papers*. New York: Praeger.

[13]. Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed: National board certification as a signal of effective teaching? *The Review of Economics and Statistics*, 89(1), 111

[14]. Goleman, D. (1995a). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books, USA120-22.

[15]. Goodwin, C. R. (1978). The Relationship between Junior High School, Teacher Effectiveness and Junior High School Teacher Personality Factors. *University of Missouri-Columbia*, 40(1), 135.

[16]. Gunkel, M., & Schlaegel, C. (2016). Cultural values, emotional intelligence, and conflict handling style: A global study. *Journal of World Business*, 51(4), 568-585.

[17]. Gupta, Y.K. and Swaroop, M. (1981). A Comparative Study of Personality Factors of Effective and Ineffective Teachers in Different Types of School Organisational Climate. *The Progress of Education*, 4(11), 300-301.

[18]. Krishnappa, V. K. (2008). A study of Emotional Intelligence, Burnout, Adjustment needs, Personality needs and Creativity of Effective and non-effective science teachers of Central Government and state government secondary schools. Ph.D. thesis, KUD, Dharwad.

[19]. Kulusum, U. (2005). Teacher Educators Effectiveness: A Research Study. *Indian Educational Review*, 20(2), 5-8

[20]. Sekreter, G. (2019). Emotional Intelligence as a Vital Indicator of Teacher Effectiveness. *International Journal of Social Sciences & Educational Studies*, 5, 286-302.

[21]. Suvarna, V. D., (2015). A study of teacher effectiveness in relation to emotional Intelligence and personality type of Secondary School Science teachers, Department of studies in education university of Mysore, Manas Agangothri, Mysore-570006, Karnataka, India.

[22]. Todd, L. D. (2007). The relationship between Emotional Intelligence & Student Teacher Performance, Educational Thesis, the University of Nebraska Lincoln.

[23]. Salami, S. (2010). Gender as a Moderator of Relation between Emotional Intelligence and Career Development *US-China Education Review*, 7(9), 70-74.

[24]. Naik, H. (2015). A study to find out the effect of teacher personality, attitude and teaching effectiveness on students achievement in social science among

secondary school students. *International Journal of Education and Psychological Research*, 4(1),13-17.

[25]. Angadi, S. (2011). A Study of Emotional Intelligence In relation to Reading Comprehension of Secondary School Students. *International Referred Research Journal*, 28(1), 3-5.

[26]. Singh, A. P. and Pathardikar, A. D. (2010). Effect of Personality Traits and Emotional Intelligence on

Leadership Effectiveness. *Management Convergence*, 7(1),12-15.

[27]. Goleman, D. 1995. Emotional Intelligence; why it can matter more than I.Q. New York; Bantam Books, USA.

[28]. Khera, V., Ahuja, P. and Kaur, S. (2002). Sevenfold Emotional Intelligence Scale: Calibration and Standardization. *Social Sciences Research Journal*, Panjab University, Chandigarh.

**How to cite this article:** Sandhu, D. and Agrawal, M. (2020). A Study of Component Gender in Teacher Effectiveness, Personality and Emotional Intelligence amongst High School Educators. *International Journal on Emerging Technologies*, 11(2): 973–977.