



# A STUDY OF CORELATION BETWEEN EMOTIONAL INTELLIGENCE AND SELF EFFICACY OF SECONDARY SCHOOL TEACHERS

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## ❖ **Abstract :**

Education leads to individual development, social upliftment and national upliftment. A teacher is not just a person but a university of culture, a teacher can become a seeker of creation in the true sense of the word by creating a sensitive citizen by making a student and by doing the work of nation building and human creation through such citizens. The better the emotional intelligence of the teacher, the more competent, well-planned and mature his work ability is. A teacher's emotional intelligence definitely affects their self-efficacy and has a direct impact on their teaching.

The main aim of the present research is to study the correlation between emotional intelligence and self-efficacy of secondary school teachers.

For the purpose of this research paper, emotional intelligence and self-efficacy relationships of 100 secondary school teachers in Mumbai division were studied. Since the present research study is a survey research study, the following standard criteria were used for the present research study.

**1. Teacher Emotional Intelligence scale by Nahid Ashraf & Sajid Jamal**

**2. Self-Efficacy Scale for Teachers by Dr.Sushma Talesara & Dr. Farzana Irfan.**

This research showed a positive correlation between emotional intelligence and self-efficacy among teachers.

## ❖ **Introduction:**

A teacher plays an important role in shaping the society, nation and the whole world and the quality of the school depends on the quality of the teachers. Being able to understand the emotions of such a teacher and manage emotions by considering their importance can be called emotional intelligence of that teacher, that is, emotional intelligence is the ability to recognize and control one's emotions and to understand the emotions of others.

### ➤ **A teacher with emotional intelligence:**

1. These teachers will be fully aware of the emotions she/he is experiencing at a particular time and the reasons behind them.
2. Students are aware of the adverse effects of inappropriate promotion of their emotions on colleagues as well as on themselves, and thus the teacher can control the inappropriate expression of such emotions.
3. Because these teachers have faith in their own moral values, opinion, they propose plans regardless of the opposition of others. Others oppose it if it violates moral values.
4. These teachers have utmost loyalty towards their school subject organization education sector.
5. They are eager to try new experiments without being afraid of difficulties in their field.

### ➤ **Efficacy of teachers**

Educators' competencies include guiding students to success, helping students learn, creating effective programs for students, enhancing students' emotional intelligence, and meeting students' needs. Only when a teacher is emotionally mature, he/she will surely have the intelligence to change negative thoughts into positive ones by looking at each work from both positive and negative points of view and thus will also help to increase his capacity to work.

## ❖ **Importance of research**

If teachers have emotional intelligence, students can develop positive thinking and a positive outlook on life. The power to change the situation can be created and the emotional development of the students can be achieved with the help of emotional intelligence of the teacher. A teacher is a leader. Students have role models. If good leadership in the form of teachers stands among the students, it will definitely help in building the personality of the students.

It is important to study the correlation between emotional intelligence (EI) and self-efficacy of secondary teachers, because both these factors are closely related to the academic and professional success of teachers. Some important aspects of this study are as follows:

1. Communicating with students: Emotional intelligence of teachers helps them to identify the emotional needs of students and communicate effectively with them. This creates a positive educational environment.
2. Classroom Management: When teachers can control their emotions and respond effectively to stressful situations, classroom management improves.
3. Educational Success: Self-efficacy of teachers directly influences the quality of their teaching. When teachers believe they can effectively make a difference through their teaching, their students' academic achievement improves.
4. Teacher Satisfaction and Mental Health: Teachers with high emotional intelligence and self-efficacy are more satisfied in their jobs and experience less stress. It helps in improving the quality of their professional and personal life.
5. For students' emotional and academic development: Teachers' emotional intelligence and self-efficacy play an important role in their students' emotional and academic development.

For all these reasons it is important to study the correlates of emotional intelligence and self-efficacy of secondary teachers.

Thus, various aspects have been thrown into light through this research. The findings of this research will definitely be useful to teachers, principals, administrators, parents, education experts and government etc.

#### ❖ **Statement of the problem**

A study of correlations between emotional intelligence and self-efficacy of secondary school teachers.

#### ❖ **Aim of the research**

The main objective of the present research is to study the emotional intelligence and its correlation with self-efficacy of secondary school teachers of Maharashtra State Board of Secondary and Higher Secondary Examination (SSC) in Greater Mumbai.

#### ❖ **Objectives of the research**

1. To highlight the importance of the field of emotional intelligence among teachers in teaching.
2. To investigate the correlation between emotional intelligence and self-efficacy of female teachers and male teachers in secondary school.
3. To investigate the correlation between emotional intelligence and self-efficacy of unaided and aided secondary school teachers.

#### ❖ **Null hypothesis of the research**

1. There is no significant correlation between emotional intelligence and self efficacy of female teachers and male teachers in secondary school.
2. There is no significant correlation between emotional intelligence and self-efficacy of unaided and aided secondary school teachers.

#### ❖ **Scope of Research**

It has to be determined in order to achieve the purpose for which the research work is carried out and to benefit more entities. What geographic area does the research relate to? Which people are related to it? Who - what factors does it relate to? Which period does it belong to? To whom will the findings of this research apply? You can get the exact information from the scope determination.

- The present research has studied the relationship between emotional intelligence and self-efficacy among secondary school teachers.
- The teachers of Marathi and English medium schools on Central, Western and Harbor Railway lines of Brihanmumbai have been included for the present research study.
- Teachers from aided and unaided secondary schools of Brihanmumbai have been included for the present research study.
- The researcher has included only secondary school teachers for the research and did not involve pre-primary, primary, higher secondary level and college level teachers.
- Instruments designed to measure teachers' emotional intelligence and self-efficacy have been used in Marathi and English for research studies.

#### ❖ **Limitations of the research**

A limitation is a boundary of a research study that restricts the conclusion of the sample stated by the researcher. Limitations of a research study are as follows.

- In the present research, secondary school teachers of Marathi and English medium of Brihanmumbai Maharashtra State Board of Secondary Education have been included. Secondary teachers of Urdu, Gujarati and other mediums were not included in this research
- The present research is limited to the emotional intelligence and self-efficacy of secondary school teachers only.
- In this research only Maharashtra State Secondary and Higher Secondary Examination Board i.e. S.S.C. Only secondary schools affiliated to the board are included. Apart from this, boards like IGCSE, IB, ICSE, CBSE etc. are not included.
- Secondary schools in Brihanmumbai have been selected for the present research study and schools in Navi Mumbai, Thane district or any other area of the state are not included.
- This research includes only two variables namely emotional intelligence and self-efficacy of secondary school teachers and descriptive research method has been used. Apart from this research has not been done using historical research method or experimental research method.
- The instruments prepared for the research were filled only by male and female teachers of secondary schools and not by students, parents, principals and non-teaching staff.

❖ **Operational definitions of research variables:**➤ **Emotional Intelligence:**

A teacher and a person with emotional stability and emotional intelligence are always in control of their emotions in the society. Such persons are self-motivated workers and are quick to adapt to any situation.

➤ **Self-efficacy:**

Self-Efficacy The teacher's self-efficacy is the teacher's self-efficacy.

❖ **Research Sample**

100 teachers from aided and unaided schools affiliated to Maharashtra State Board of Secondary and Higher Secondary Examination (SSC) in Brihanmumbai have been included in the present research. In the present research, three-stage sampling technique has been used to select the sample.

❖ **Research tool**

Teacher Emotional Intelligence scale of Nahid Ashraf & Sajid Jamal and Dr. Sushma Talesara & Dr. Farzana Irfan's self-efficacy scale for teachers was used.

❖ **Research Methods**

In the present research, descriptive research method was used to study the relationship between emotional intelligence and self-efficacy of secondary school teachers.

❖ **Research Proceedings**

For this research paper, emotional intelligence of 100 secondary school teachers in Mumbai division and their relationship with self-efficacy were studied. Since the present research study is a survey research study, the researcher used Nahid Ashraf & Sajid Jamal's Emotional Intelligence Scale of Teachers and Dr. Sushma Talesara & Dr. Farzana Irfan's Teacher Self-Efficacy Scale Scale was used as a standardized test. In the present research questionnaire was used to get information from the teacher.

❖ **Data Analysis**

After collecting all the information by answering the questions in the questionnaire, a table of standardized marks of all the teachers was prepared by filling the total marks of each teacher on the score sheet as shown in the guide book. Statistical techniques such as mean, standard deviation, and T test were used to analyse the data collected.

Table No.1.1

Emotional Intelligence					
Scores	No. of Students				Interpretation
	Male	Female	Aided	Un-Aided	
121-130	4	4	5	1	Below Average
131-140	13	2	6	8	Average
141-150	41	28	43	27	High
151-160	4	4	6	4	Extremely High

Table No.1.2

Self-Efficacy					
Scores	No. of Students				Interpretation
	Male	Female	Aided	Un-Aided	
55-60	2	0	0	3	Below Average
60-55	8	3	10	8	Average
65-70	47	29	44	26	High
70-75	5	6	6	3	Extremely High

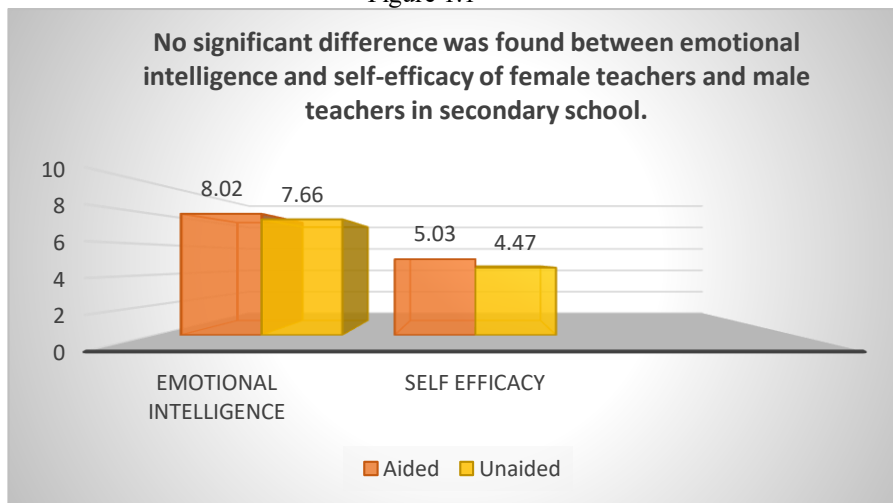
❖ **Hypothesis 1:**

There is no significant correlation between emotional intelligence and self - efficacy of female teachers and male teachers in secondary school.

Table No. 2.1

Variables		NO.	M	S.D	T Value	Level of Significance
Emotional Intelligence	Male	62	138.9	7.97	0.18	Not Significance
	Female	38	139.2	7.96		
Self Efficacy	Male	62	65.76	5.08	0.03	Not Significance
	Female	38	65.72	5.03		

Figure 1.1



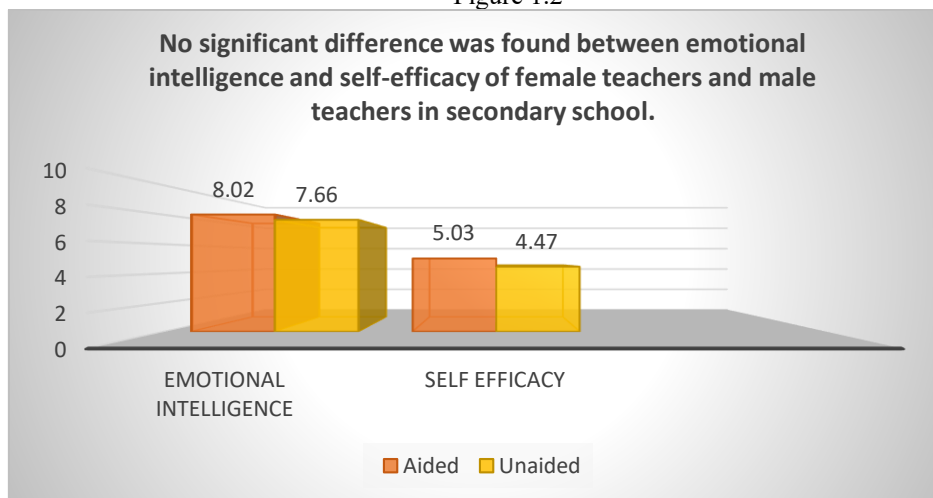
❖ **Hypothesis 2:**

There is no significant correlation between emotional intelligence and self-efficacy of teachers in unaided and aided secondary schools.

Table No. 2.1

Variables		N	M	S.D.	T-Value	Level of Significance
Emotional Intelligence	Aided	60	138.58	8.02	2.95	Significant Change
	Unaided	40	143.26	7.66		
Self-Efficacy	Aided	60	65.93	5.03	1.81	Significant Change
	Unaided	40	67.71	4.47		

Figure 1.2



❖ **Conclusion :**

- According to Table No. 1.1 it is found that emotional intelligence of secondary school teachers is high. According to Table No. 1.2 it is found that the self-efficacy of secondary school teachers is high. That is, there is a positive relationship between emotional intelligence and self-efficacy of secondary school teachers.

- According to Table No. 2, it was observed that no significant difference was found between emotional intelligence and self-efficacy of female teachers and male teachers in secondary school, therefore null hypothesis number one has to be accepted.
- Table No. 3 shows that significant difference was found between emotional intelligence and self-efficacy of aided and unaided secondary school teachers so null hypothesis number two has to be rejected.
- Emotional intelligence has an effect on the self-efficacy of secondary school teachers. If their emotional intelligence gets an environment that is effective for growth, then their self-efficacy can increase and teachers will use their abilities fully and devote themselves to studying and teaching.
- Teachers with high emotional intelligence and self-efficacy are more satisfied in their jobs and experience less stress. It helps in improving the quality of their professional and personal life.
- To make the education process successful is not only the work of the teachers but at the same time the principal, supervisors, non-teaching staff, parents, government should all work together to create a conducive educational environment.
- The principal should implement various activities from time to time to increase their emotional intelligence by interacting with the students along with the teachers as well as through guidance and counselling from time to time.
- School teachers should not discriminate between male teachers and female teachers.
- Unaided secondary school teachers' emotional intelligence was found to be lower than that of aided school teachers, so unaided school teachers, principals and school administrators need to make more efforts to increase teachers' emotional intelligence and self-efficacy.

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