

# The Influence Of Teacher Effectiveness On The Emotional Intelligence, Social Intelligence And Mental Health Of Higher Secondary School Teachers

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## 1. INTRODUCTION

Generally, we see that sometimes a good academician becomes unsuccessful in teaching. It is an old saying that a first class student cannot be a good teacher, while a third class student can be a good teacher. As intelligence quotient alone is no more a measure of personal and professional skill, it is creativity, emotions, personality and interpersonal skill that matter more for a success of a teacher. Many intellectual problems contain emotional information that must be processed and utilized to solve such problems. Now, life is very complex and teachers have to face many problems in the class room like indiscipline, fear, failure, disappointment, frustrations, guilt, resentment, bitterness, dependence, depression, loneliness, etc. Session after session, they try their best to solve these problems, because all these problems and factors directly and indirectly hinder them to be effective teachers.

In educational research, the selection of the problem is generally conditioned by the scope for improvement in the field of education, and the problem so selected must have an impact for improvement on the academic side. In any system of education, the teachers' role is of paramount importance. The most fundamental way to improve the quality of education is through improvement in the teachers' performance. The effectiveness of a teacher is considered with his personality and mental health. In order to perform his role effectively, (teacher effectiveness) the teacher should be emotionally (no stress) and professionally satisfied with his profession (job satisfaction) because, a teacher is a hope for an individual and the nation. Education is a character building process for enhancing one's personality and making one rational, capable, responsive and intelligently independent. It generates the will to refashion one's heart, head and life. The Greater the intelligence quotient, the greater will be the Intelligence of an Individual. Being aware of one's emotional intelligence in terms of an emotional quotient who has wide educational and social implication, for the welfare of the individual and the society.

Mere intelligence quotient cannot predict success in life. In working situations, emotional intelligence helps more than one's intellectual potential in terms of one's intelligence quotient or even professional skills and competencies. A professionally competent person having poor emotional intelligence may suffer on account of his inability to deal with his self or getting along properly with others. A person's emotional intelligence helps much in all spheres of life through its various constituents or components, namely knowledge of one's emotions and handling relationships. The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in one's life. It is possible through one's potential of emotional intelligence and its proper development. Thus, emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings.

The social intelligence component requires the ability to perceive social factors, facilitate social emotions in thought and understand and manage social intelligence. Teachers possessing these abilities are considered socially intelligent. Hence, this study is an effort on the part of the investigator to find out the significant relation, if any among moral values, emotional intelligence and social intelligence.

## 2. NEED AND IMPORTANCE OF THE STUDY

Education plays a vital role and it is being treated as basic human beings need as it endows people with knowledge, skills and attitude, which would increase their capabilities and capacities to adopt to the changing environment. Education must facilitate students' personal growth and equip them psychologically to cope with the rapid changes taking place in all the spheres of life. It is necessary to take into consideration, the various factors, which directly or indirectly influence the personal growth of the students' emotional intelligence and mental health which are the important factors, which play a vital role in personal growth of an individual. A

person with mental health is defined as one having positive and constructive self-feeling and evaluation. On the other hand, a person who lacks mental health is defined as the one having negative self feeling and evaluation.

Today's curriculum aims at training, to make the students emotionally matured and to have good mental health. Hence, there exists a need to know the levels of emotional intelligence and mental health among the high school teachers as they help the students to solve the challenges of life and make successful adjustment in life.

Therefore, it is needed to identify the factors which are influencing teachers' effectiveness. Emotional intelligence influences the teachers' effectiveness, and students' achievement. Teacher effectiveness is also related to Emotional intelligence, Social intelligence and Mental health.

Thus, the present study is an attempt to identify Emotional intelligence, Social intelligence and Mental health which affect the teacher effectiveness and other factors (correlates) of Teacher effectiveness and What are the measures that can help in increasing efficiency and improve their performance for the betterment of their teachers. Moreover, the present study will answer the questions related. The results of the study will also be useful to the administrators and policy makers to organize many programs and activities for teachers' well-being which can enhance the teacher effectiveness. Hence, the investigator proposed to undertake this problem for the study.

This study is intended to know the Higher secondary teachers' Teacher effectiveness, emotional intelligence, social intelligence and Mental health as applicable to certain sub variables such as gender, locality, marital status, Type of family, Educational qualification, Type of management, Subject taught, Age, Experience and Monthly Income. Hence, the statement of the problem for the study is taken as **"A study on Teacher effectiveness of higher secondary school teachers in relation to their Emotional intelligence, social intelligence and Mental health"**

### 3. OBJECTIVE OF THE STUDY

The objective of the study is to find out whether there is any significant contribution of Teacher effectiveness On the Emotional intelligence, social intelligence and Mental health of school teachers.

### 4. METHOD OF STUDY

Survey method is the method for collecting and analyzing data, obtained from large number of respondents respecting specific population collected through highly structured and detailed tool. This method is useful for development studies, where the current problems are described at present. Hence, the investigator employed the survey method for the present study. The sample consists of Teachers working in selected schools of Ariyalur and Perambalur District. The total sample consists of 839 teachers, which include both Male and Female. For the selection of the sample, the stratified random sampling technique that has been followed. For all kinds of research, an investigator requires certain tools together to find out factual data to explore new horizons/fields. The selection of suitable tool is vital importance for good quality of research. Keeping in view, the nature and the need of the present study, the following tools have been adapted for collecting data: Teacher Effectiveness Scale constructed and validated by the investigator and the Research supervisor(2023) has been used to measure the Teacher Effectiveness of higher secondary School Teachers. Emotional Intelligence Inventory Scale standardized by Dr. (Mrs.) Shubhra Mangal (2013) has been used to measure the Emotional Intelligence of higher secondary school teachers. Social Intelligence Scale standardized by David H.Silvera, Monica Martinussen And Tove I. Dahl(2001) has been used to measure the Social Intelligence of higher secondary school teachers, Mental Health Inventory Scale standardized by Dr. Deepti Sharma And Dr. Mujibul Hasan Siddiqui (2019) has been used to measure the Mental Health of higher secondary school teachers . The total sample consists of 839 teachers which includes 512 male and 327 Female.

### 5. RESULT AND DISCUSSION

Regression analysis has been carried out, to find out whether there is any significant contribution of various Teacher effectiveness on the Emotional intelligence, social intelligence and Mental health of school teachers and the result of the analysis is presented in table 1.

**Table 1** MODEL SUMMARY FOR CONTRIBUTION OF EMOTIONAL INTELLIGENCE, SOCIAL INTELLIGENCE, MENTAL HEALTH GENDER, LOCALITY, MARITAL STATUS, TYPE OF FAMILY, EDUCATIONAL QUALIFICATION, TYPE OF MANAGEMENT, SUBJECT TAUGHT, AGE, EXPERIENCE, MONTHLY INCOME ON TEACHER EFFECTIVENESS OF HIGHER SECONDARY SCHOOL TEACHERS

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.627	.393	.371	8.51378

**Predictors:** (Constant), Mental health, Subject taught, Marital Status, Monthly Income, Type of family, Social intelligence, Gender, Locality, Emotional intelligence, Age, Educational Qualification, Experience, Type of management

**Dependent Variable:** Teacher effectiveness

The table 1 shows that the R square value and it is found to be 0.393. It is evident that only 39.3% of the total variance in the Teacher effectiveness is attributed by Mental health, Subject taught, Marital Status, Monthly Income, Type of family, Social intelligence, Gender, Locality, Emotional intelligence, Age, Educational Qualification, Experience, Type of management of emotional intelligence, Social intelligence, Mental health of higher secondary school teachers.

**Table – 2 ANOVA FOR CONTRIBUTION OF EMOTIONAL INTELLIGENCE, TEACHER EFFECTIVENESS ON TEACHER EFFECTIVENESS OF HIGHER SECONDARY SCHOOL TEACHERS**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	325585.491	13	25045.038	9.304	.000 <sup>a</sup>
	Residual	12007.358	825	14.554		
	Total	337592.849	838			

**Predictors:** (Constant), Mental health, Subject taught, Marital Status, Monthly Income, Type of family, Social intelligence, Gender, Locality, Emotional intelligence, Age, Educational Qualification, Experience, Type of management

**Dependent Variable:** Teacher effectiveness

It is evident from the table 2 that the F value is found to be 9.30, which is significant at 0.05 level. It indicates that there is a significant contribution of Mental health, Subject taught, Marital Status, Monthly Income, Type of family, Social intelligence, Gender, Locality, Emotional intelligence, Age, Educational Qualification, Experience, Type of management of emotional intelligence, Social intelligence, Mental health of higher secondary school teachers.

**Table – 3 CONTRIBUTION OF GENDER, LOCALITY, MARITAL STATUS, TYPE OF FAMILY, EDUCATIONAL QUALIFICATION, TYPE OF MANAGEMENT, SUBJECT TAUGHT, AGE, EXPERIENCE, MONTHLY INCOME, EMOTIONAL INTELLIGENCE, SOCIAL INTELLIGENCE, MENTAL HEALTH ON THE TEACHER EFFECTIVENESS OF HIGHER SECONDARY SCHOOL TEACHERS**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	274.487	8.570		32.029	.000
	Gender	.253	.082	.131	3.077**	.002
	Locality	-.448	.588	-.011	-.762	.446
	Marital Status	-.788	.379	-.020	-2.080	.038
	Type of family	1.465	.430	.026	3.404	.001
	Educational Qualification	.888	.503	.022	1.766	.078
	Type of management	.484	.140	.295	3.454**	.001
	Subject taught	.063	.221	.002	.284	.776
	Age	.560	.465	.017	1.205	.229
	Experience	-.312	.390	-.011	-.801	.424
	Monthly Income	-.189	.268	-.006	-.703	.482
	Emotional intelligence	-.049	.008	-.055	-6.313	.000
	Social intelligence	-.058	.011	-.67	-7.432	.000
	Mental health	.014	.005	.025	2.773	.006

**Dependent Variable:** Teacher effectiveness

The Table 3 shows that the Gender (t=3.07), Marital status (t= 2.08), Type of family (t=3.40), Type of management (t= 3.45), Emotional intelligence (t=6.31), Social intelligence (t=7.43) and mental

health ( $t=2.77$ ) is significantly contributed to the Teacher effectiveness of higher secondary school teachers. The other variables such as, Locality, Educational qualifications, Subject taught, Age, Experience and monthly income are not significantly contributed to the dependent variable the Teacher effectiveness of higher secondary school teachers

To sum up the following, Conclusion has been reached in respect of this analysis:

1. 39.3% of the total variance in the Teacher effectiveness is attributed by Mental health, Subject taught, Marital Status, Monthly Income, Type of family, Social intelligence, Gender, Locality, Emotional intelligence, Age, Educational Qualification, Experience, Type of management of emotional intelligence, Social intelligence, Mental health of higher secondary school teachers.
2. The demographic factors such as, Gender, Marital status, Type of family, Type of management, Emotional intelligence, social intelligence and mental health Teacher effectiveness are significantly contributed to the dependent variable, namely the Teacher effectiveness of higher secondary school teachers.
3. The demographic factors such as, Locality, Educational qualifications, Subject taught, Age, Experience and monthly income are not significantly contributed to the dependent variable the Teacher effectiveness of higher secondary school teachers are not significantly contributed on the dependent variable namely the Teacher effectiveness of higher secondary school teachers.

### CONCLUSION

Teacher effectiveness involve both psychological and social variables, which influence various aspects of teacher's behaviour. The present study indicate that the Gender, Marital status, Type of family, Type of management, Emotional intelligence, social intelligence, and mental health Teacher effectiveness are significantly contributed to the dependent variable the Teacher effectiveness of higher secondary school teachers are significantly contributed to the dependent variable the teacher effectiveness of higher secondary school teachers The other Teacher effectiveness such as, Locality, Educational qualifications, Subject taught, Age, Experience and monthly income are not significantly contributed to the dependent variable, namely the Teacher effectiveness of higher secondary school teachers are not significantly contributed on the dependent variable the Teacher effectiveness of higher secondary school teachers.

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