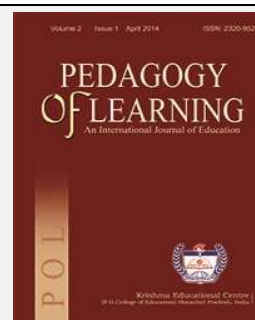


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## **Emotional Intelligence and Self Efficacy of Govt. and Private Secondary School Teachers of Khordha District in Relation to their Job Status and Teaching Experience**

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### **Abstract**

The present research study conducted in secondary schools of Khordha district of Odisha to find out the self efficacy and emotional intelligence of secondary school teachers in relation to their job status and teaching experiences. The sample consists of 45 private and 45 government teachers from 15 secondary schools of Khordha district. Emotional intelligence Scale (EIS) and Teachers Self-efficacy Scale (TSES) were used as tools. The collected data were analyzed by calculating mean, SD and t-test. The t-test analysis showed that there is no significant difference in the self efficacy and emotional intelligence of secondary school teachers of Khordha district in relation to their job status and teaching experiences. However high teaching experience teachers are slightly higher on the self efficacy as compared to average and less experience teachers.

**Keywords:** Teacher Self-efficacy, Emotional Intelligence, Job Status, Teaching Experiences.

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## **RATIONALE OF THE STUDY**

The teacher's own role in children's cognition could be enhanced if they assume a more active role in relation to the process of knowledge construction in which children are engaged. Teacher should create such atmosphere and allow children to participate and ask questions. For conducting all these activities and making the teaching learning process more interesting, teacher play an important role. A physically, mentally and emotionally stronger teacher can solve all the problems related to children's growth and development. For this self-efficacy and high emotional intelligence is also essential. Previous research shown that only effective teachers believe that they can make difference in student learning outcomes and they teach in a way that demonstrates that belief (Gibbs-2002) Sutton and Wheatley (2003) suggest that "the substantial variation in teacher efficacy may result in part from variance in teacher's emotions. "Previous research also focused on "Emotions as a consequence rather than an antecedent" of efficacy beliefs. From the above research it is clear that self-efficacy of teachers and emotional intelligence are highly related with each other. Some variable like job status of teachers teaching experiences, mental health, gender and qualification also affect both these variables. Now question arise why the researcher select this study as his research problem? No doubt relating to this problem so many studies are conducted by different researchers and they take different independent variables. But all studies are conducted outside the ODISHA and also foreign countries. Even a single study has not conducted inside ODISHA. This study is conducted to answer the following questions.

1. What is the level of self-efficacy and emotional intelligence of secondary school teachers?
2. Whether there is any relationship between self-efficacy and emotional intelligence?
3. Whether job status and teaching experience affect self-efficacy?
4. Whether job status and teaching experience is related to emotional intelligence?

To answer all the above mentioned questions the researcher has selected the problem mentioned below.

## **OBJECTIVES**

The study was designed to address the following Objectives:

1. To study the emotional intelligence of govt. and private Secondary School teachers of Khordha district in relation to their job status.
2. To study the emotional intelligence of govt. and private Secondary School teachers of Khordha district in relation to their teaching experience.
3. To study the self efficacy of govt. and private Secondary School teachers of Khordha district in relation to their job status.

4. To study the self efficacy of govt. and private Secondary School teachers of Khordha district in relation to their different level of teaching experience.

## HYPOTHESES

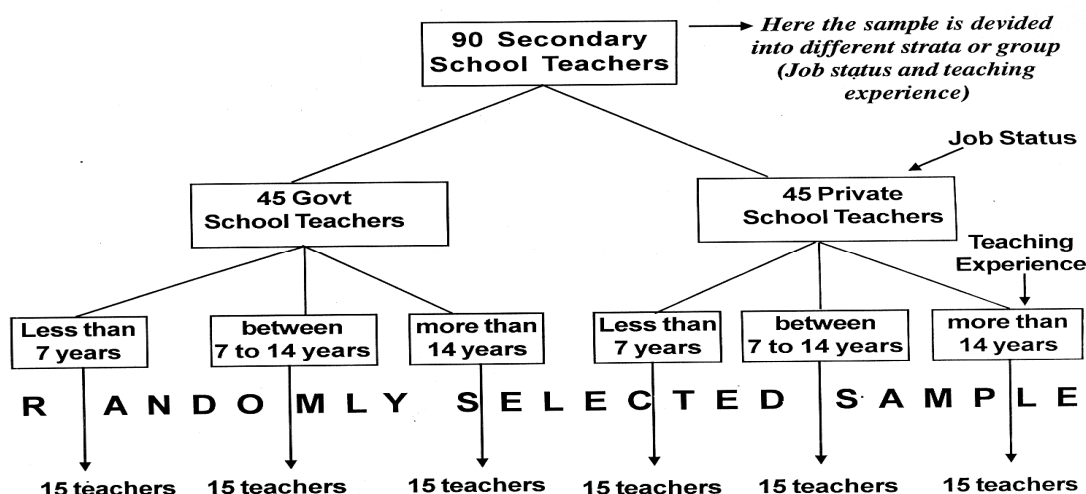
The major hypotheses to be tested in this study were:-

1. There is no significant difference in the emotional intelligence of govt. and private Secondary School teachers of Khordha district in relation to their job status.
2. There is no significant difference in the emotional intelligence of govt. and private Secondary School teachers of Khordha district in relation to their teaching experience.
3. There is no significant difference in the self efficacy of govt. and private Secondary School teachers of Khordha district in relation to their job status.
4. There is no significant difference in the self efficacy of govt. and private Secondary School teachers of Khordha district in relation to their different level of teaching experience.

## METHOD AND PROCEDURE

**Method:-**The present study is a descriptive type of research using survey method to determine the self efficacy and emotional intelligence of secondary school teachers of Khordha District in relation to their job status and teaching experiences.

**Sample:-**The representative sample has been drawn from the 15 schools of Khurdha district of the ODISHA state through randomization. In this study a sample of 90 Secondary School teachers has been selected through stratified random sampling method. The details of the sample was as follows



**Tools:-**The researchers used two types of scale as tools that is Teacher Self Efficacy Scale (TSES) developed by A Bandura (1997) and a self prepared emotional intelligence Scale to get the relevant information about the secondary school teachers. TSES consists of 30 items and measured at a five point scale from “Nothing” to “a great deal”. The items of the scale belong to the following 7 areas of teacher self efficacy- Efficacy to influence decision making, Efficacy to influence school references, Instructional self-efficacy, Disciplinary self-efficacy, Efficacy to enlist parental involvement, Efficacy to enlist community involvement and Efficacy to create a positive school climate where as EIS consists of 40 items to be responded on “Yes” and “No” form indicating complete agreement and disagreement. The item of the scale belong to the following four areas like – Intra-personal awareness (Own emotions), Inter-personal awareness (Other emotions), Intra-personal management (Own emotions), Inter-personal Management (Others emotions)

### **ANALYSIS AND INTERPRETATION OF THE STUDY**

After the collection of the relevant data the researcher analyzed them by following appropriate statistical procedure. The responses in each tool were analysed hypothesis wise. The data was analysed with the help of two statistical techniques i.e. (i) t-test and (ii) Product moment correlation and then the result was interpreted at the end.

#### ***Emotional Intelligence of secondary school teachers in relation to their job status:***

The first Hypothesis of the present investigation There is no significant difference in the emotional intelligence of govt. and private Secondary School teachers of Khordha district in relation to their job status. For this objective investigator used “t” test and the result have been presented in the following table (1). The following table presents whether there is any significant difference in the emotional intelligence of secondary school teachers in relation to their job status or not.

**Table- 1: Comparison of emotional intelligence of Govt. and Private secondary school teachers of Khordha district in relation to their job status.**

Variable	Govt. (N=45)		Private (N=45)		t-value
	Mean	SD	Mean	SD	
Emotional Intelligence	22.41	9.32	21.34	9.12	0.55 (Not significant)

Table (1) represent a comparison between govt. and private secondary school teachers with respect to their emotional intelligence. The t-value obtained indicates that the difference between the two means obtained on emotional intelligence is not significant. Hence our first null hypothesis is accepted which stands, govt. and private teachers do not differ in respect to their emotional intelligence. This finding is in line with the findings of Palmer, Gardner & sough (2003).

**Emotional Intelligence of secondary school teachers in relation to their teaching experiences**

The second hypothesis of the present study was There is no significant difference in the emotional intelligence of govt. and private Secondary School teachers of Khordha district in relation to their teaching experience. In order to know the difference “t”- test was used. The following table (2) shows whether there exist any significant differences in the emotional intelligence of secondary school teachers in relation to their teaching experience or not.

**Table-2 Comparison of emotional intelligence of Govt. and Private secondary school teachers of Khordha district in relation to their teaching experiences.**

Teaching experiences	N	Emotional Intelligence		t- value
		Mean	SD	
Less experience	30	20.5	9.12	Less and average (G-1) 0.17
Average experience	30	20.9	9.48	Average and high (G-2) 1.42
High experience	30	24.23	8.6	Less and high (G-3) 1.63

In the table (2) it may be observed that group-3 (less and High) is slightly higher on the emotional intelligence as compared to group-2 and that group-2 is slightly higher as compared to group-1. This indicates Emotional Intelligence with reference to teaching experiences.

However the t value obtained from group-1 and group-2, group-2 and group-3 and group-1 and group-3 have not been found to be significant, that is no significant difference among means is noted on the variable of emotional intelligence across teaching experiences. Hence the 2<sup>nd</sup> hypothesis stands accepted. In other words it appears that there is no significant difference in the emotional intelligence of secondary school teachers in relation to their teaching experiences. This finding is similar with the findings of Bansibihari and Pathan (2004), Rajkhowa (2002).

**Self- efficacy of secondary school teachers in relation to their job status:**

The third hypothesis of the present study was There is no significant difference in the self efficacy of govt. and private Secondary School teachers of Khordha district in relation to their job status. For testing of this hypothesis “t” test is used. The following table presents whether there is any significant difference in the self- efficacy of secondary school teachers in relation to their job status or not.

**Table -3: Comparison of self efficacy of Govt. and Private secondary school teachers of Khordha district in relation to their job status.**

Variable	Govt. (N=45)		Private (N=45)		“t” value
	Mean	SD	Mean	SD	
Self- efficacy	103.83	22.6	101.61	22.4	0.47 (Not significant)

Table (3) represents a comparison between govt. and private secondary school teachers with respects to their self-efficacy. The t value obtained indicates that the difference between the two means obtained on self- efficacy is not significant. The mean and SD of the govt. school teachers were 103.83 and 22.6 and the mean and SD of the private school teachers were 101.61 and 22.4. The calculated t-valu is 0.47 which is lower than the table value of 1.99 at 0.05 level of significance and of 2.63 at 0.01 level of significance with df=88. Hence our null hypothesis-3 stands accepted. Govt. and private teachers do not differ in respect to self- efficacy. This finding is in line with the findings of Perry and Bell (2007).

***Self-efficacy of secondary school teachers in relation to their teaching experiences:***

The fourth Hypothesis of the present study was There is no significant difference in the self efficacy of govt. and private Secondary School teachers of Khordha district in relation to their different level of teaching experience. In order to know the difference “t” test has been used and the result has been presented in the following table (4).

**Table-4: Comparison of self efficacy of Govt. and Private secondary school teachers of Khordha district in relation to their teaching experiences.**

Teaching experiences	N	Self- efficacy		t- value
		Mean	SD	
Less (G-1)	30	98.5	21.1	Less and average 0.23 (NS)
Average (G-2)	30	99.83	24.1	Average and High 1.96 (NS)
High (G-3)	30	110.83	19.1	Less and High 2.37 (NS at 0.01 level)

G-group NS-Not Significant

In the table (4) it may be observed that group-3 is slightly higher on the self efficacy as compared to group-2 and group-2 is slightly higher as compare to group-1. This indicates self-efficacy in relation to teaching experiences.

However, the t-values obtained for Group- 1 and Group-2 and Goup-2 and Group-3 have not been found to be significant, that is no significant difference among less and average and average and high teaching experience teachers towards self-efficacy. But there is significant difference between less and high teaching experience teachers towards self-efficacy at 0.05 levels and at 0.01 level the null hypothesis is accepted in all cases. So it can

be concluded that there is no significant difference in the self- efficacy of secondary school teachers in relation to their teaching experience at 0.01 level. This finding is in line with the findings of Imant and Debrabander (1996), Perry and Ball (2007).

## **MAJOR FINDINGS**

### ***Major Findings on Emotional Intelligence:***

The following are the main findings regarding “Emotional intelligence of govt. and private secondary school Teachers of Khordha district.

1. There exists no significant difference in the emotional intelligence of secondary school teachers in the relation to their job status. It means government and private school teachers do not differ in respect to their emotional intelligence.
2. There exists no significant difference in the emotional intelligence of secondary school teachers in relation to their teaching experiences. It means teaching experience do not affect the emotional intelligence of secondary school teachers.
3. But like the findings of self-efficacy. Higher teaching experience teachers are slightly higher on the emotional intelligence as compared to average and less experience teachers.

### ***Major Findings on Self Efficacy***

The following are the main findings regarding the self efficiency of govt. and private secondary school teachers of Khordha District.

1. There exists no significant difference in the self efficacy of secondary school teachers in relation to their job status. It means Government and Private Teachers don't differ in respect to their self efficacy.
2. There exists no significant difference in the self efficacy of secondary school teachers in relation to their teaching experience at 0.01 levels.
3. There is no significant difference between less and high teaching experience teachers towards self- efficacy at 0.05 levels.
4. The investigator found that high teaching experience teachers are slightly higher on the self efficacy as compared to average and less experience teachers.
5. There exists significant relationship between self efficacy and emotional intelligence of secondary school teachers. In other word it can be said that teacher self efficacy is closely associated with their emotional intelligence.

## EDUCATIONAL IMPLICATIONS

The Educational implication of the present study are much importance in the present day context as there is a growing focus on teachers' self-efficacy and emotional intelligence. Previously research has demonstrated that efficacy is related to important outcomes. However little work has looked at our ability to influence teachers efficacy (fives,2003, p.42). Current results show that teacher self efficacy is highly correlated with Emotional Intelligence. Importantly, this relationship exists beyond the effects of job status and teaching experiences.

The present study enhancing that a teacher's emotional intelligence may have a positive influence on their self efficacy. This may lead to improve school achievement or learning outcomes.

The study will help both state and central Govt for developing pre-service and in-service courses for teachers which focus on the skills associated with self efficacy and emotional intelligence.

This study will help the govt, to conduct proper survey regarding to this problem of teachers.

## CONCLUSION

In the teaching learning process teacher play a very important role. The role of the teacher is not only to carry on the teaching learning process. In the direction of the total development of the learner, but also to examine how for the teaching learning process has been effective. A physically, mentally and emotionally stronger teacher can solve all the problems related to learners growth and development. Self-efficacy and emotional intelligence is highly related with each other. From the above study it is found that self-efficacy and emotional intelligence of secondary school teachers are not related with their jobs status and teaching experiences, but self-efficacy and emotional intelligence is positively and highly co-related with each other.

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