

Teacher Efficient in Relation to their Sentimental Brightness

¹Dr. Shri Krishna Mishra, Principal,

¹Shri Kanwartara Institute for Teacher's Training, Shri Nagar Colony, Mandleshwar, Tehsil-Maheshwar,
Dist.Khargone (M.P.), India 451221,

Abstract

The present study attempts to examine the effect of sentimental brightness on teacher efficient at senior secondary level of education. The study was conducted on senior secondary school teachers. From the analysis of the result, it was found that there is a positive effect of sentimental brightness on teacher efficient (as overall and in all the dimensions) at the senior secondary school level. The teacher efficient of various dimensions on differential between high and low sentimental brightness teachers are also found positively different.

Key words: teacher efficient, sentimental brightness, TERSB

Date of Submission: 06, December, 2012  Date of Publication: 25, December 2012

I Introduction

Education is a social process by which knowledge is transferred to students through the intermediaries, the teacher. It can be had from non-formal and formal systems of education. All formal systems are based on the classroom teaching. "The destiny of India is being shaped in her classroom", has been pointed out by the Indian Education Commission (IEC-1964-66) and to that it may safely be added that the destiny of these classroom is being shaped by the teachers. According to the American commission, the quality of the nation depends upon the quality of its citizens. The quality of its citizens depends, not exclusively, but in critical measure upon the quality of their education. The quality of their education depends more upon the quality of teachers.

Humayan Kabir rightly said once "without good teachers even the best of system is bound to fail, with good teachers, even the defects of a system can be largely overcome". The teacher is the flywheel of the whole educational machine. Elaborate blue-prints, modern school plant, the best equipment, the newest of the new media or progressive methods will remain dead fossils unless there is the right use of teachers. The document, Challenge of education – A policy Perspective (1985) has highlighted that teacher performance is the most crucial input in education. No development of new technology which is likely to revolutionize the classroom teaching.

Only effective teachers can materialize policies and plans of education in the classroom at the grass root level. The efficient with his personality and mental health. In order to perform his role effectively a teacher should be intelligent in emotion and satisfied in profession, because a teacher is the hope for an individual and the nation. Since teachers' personality, behavior, interest, attitude and emotions effect the children's behavioral pattern, a teacher should understand his own emotions and other attributes as well as the same of pupils in the teaching-learning process.

In a society where the emphasis is so much on IQ (brightness quotient), it is ironic that studies show that IQ account for only 10-20% for determining life success. Because most of the persons having high IQ could not compete with the topsy turvy person. The huge impact on me success is EQ (sentimental quotient), may be this is why the Daniel Goleman (1996, psychologist) refers to EQ as the "master aptitude" because it guides there use of our intellectual and other abilities. The question then arises can we teach sentimental "skill" in the complex atmosphere of schools? Who will be the responsible? What be the outcomes?

Effective teachers have the ability of understanding the children's emotions and their causes, the capability of effectively regulating these emotions in oneself and in others and most importantly being able to use the emotions as a source of information for problem-solving being creative and dealing with social situations.

II Research Questions

It has been seen that “sentimental Quotient” or sentimental brightness is a greater predictor of success at work than “brightness quotient”. Yet the issue is not hard to see. Even though research has indicated that a person’s “sentimental quotient”, is as important. If not more than one’s “intelligent quotient”, teachers are not aware of that reality. Why? Well, few are bothered about the latest research in the realm of education. Instructors are coming to classrooms that have problems like anger, failure, fear, disappointment, frustration, guilt, resentment, emptiness, bitterness, dependence, depression, loneliness, nostalgia and lethargy and only dictate notes, read poems aloud and leave, session after session, “they seldom go to the library and read a journal or sit in front of the computer to read about the latest developments on the internet”.

But why is it being happening? And what factors are involved in this process, which directly hinders to be an affective teacher? Besides this, whether the teacher efficient in relation to the sentimental brightness or not is a basic question?

In order to find a solution to this intelligent question, the present investigation is chosen by the investigator. Therefore, it is in this background that the present study is undertaken.

Teacher Efficient

Teacher efficient is understood as that which helps development of basic skills. Understanding, proper work habits, desirable attitudes, value judgment of the students.

The Study

For drawing a sample of about hundred teachers. In the first phase, four blocks namely, soro, bahanaga, simulia and khaira were selected randomly. In each block, two senior secondary schools were selected randomly. In the next phase considering the faculty strength of each college and purpose of the study all the teachers teaching +2 classes were included in the sample. A total number of 100 teachers from four blocks were drawn for the sample of the study.

Keeping in view the short period at their disposal the study was limited to the area of balasore District of Orissa with the sample of 100 senior secondary schools (known as junior college in Orissa) teachers.

The following tools were used for the present study.

Teacher efficient scale

This scale was developed by Kumar & Mutha. In its final form the scale consists of 69 highly determining items that are positively worded and measured at a five-point scale from strongly agree to strongly disagree. The items of the scale belong to the following teacher behavior categories information source ; motivation; disciplinarian; advisor and quite relationship with pupils, fellow teacher, principal and parents, teaching skills co-curricular activities professional knowledge general appearance and habits in relation to classrooms.; classrooms management; and personality characteristic.

Sentimental intelligent skills

Keeping in view the feasibility of the scale for gathering information, the sentimental brightness scale for schutte et al. (1998) was used for this study. This scale consist of 33 items to be responded on a five points scale which ranges form strongly agree to strongly disagree.

Statistical techniques used

- In order to find out relationship between the variables viz, teacher efficient and sentimental brightness of teachers with respect to the total sample and dimension wise the correlation (product moment coefficient of correlation) techniques was used.
- To find out the differences between teacher efficient of high and low sentimental brightness teacher the ‘t’ test was used.

Table 1st

Coefficient of correlation between teacher efficient and sentimental brightness (N=100)

Variables	N	Df	Coefficient of correlation	Level of significance
Teacher efficient	100			
Sentimental brightness	100	98	.167	.05

Teacher efficient in relation to there sentimental ineeligence (correlates)

Sentimental brightness correlates of teacher efficient (as a whole)

It can be observed from table 1 that coefficient of correlation between teacher efficient and sentimental brightness in the total sample study is .167, which is significance at .05 levels. This indicates that there is a significant positive between teacher efficient and sentimental brightness of teacher. Therefore the null hypothesis of the present study that there exist to significant relationship between teacher efficient and sentimental brightness of teachers is rejected. Thus the hypothesis of the present study that there exist significant relationship between teacher efficient and sentimental brightness of teachers is retained in other words it can be said that teacher efficient is closely associated with the sentimental brightness of teachers.

Sentimental brightness correlates of teacher efficient (dimension- wise)

It can be observe from table 2 that coefficient of correlation between information source, personal knowledge and classroom management dimensions of teacher efficient and sentimental brightness of teachers are .337, .366 and .268 respectively which are significance at .01 level for the, coefficient of correlation between motivation advisor and guide relationship with pupils fellow teachers, principals and parents and teaching skills dimension of teacher efficient and sentimental brightness of teacher are .170, .197 and .217 respectively which are significant at .05 level. These indicates that there is a significant positive relationship between information source , personal knowledge and classroom management, motivation , advisor and guide relationship with pupils, fellow teachers, principals and parents and teaching skills dimension s of teacher efficient and sentimental brightness of teacher .

Therefore, null hypothesis of the present study that there exists no significant relationship between teachers.

Table-2

Coefficient of correlation between virus dimensions of teacher efficient and sentimental brightness of teachers.

s. no.	Dimension of teacher efficient	N	Df	Coeffi. Of corr.	Level of sign
1	Information source	100	98	.337	.01
2	Motivation	100	98	.170	.05
3	Disciplinarian	100	98	-.034	N.S.
4	Advisor and guide relationship with pupils, fellow teachers, principals and parents	100	98	.197	.05
5	Teaching skills	100	98	.217	.05
6	Co-curricular activities	100	98	.154	N.S.
7	Professional knowledge	100	98	.366	.01
8	General appearance and habits in relation to classroom	100	98	-.010	N.S.
9	Classroom management	100	98	.268	.01
10	Personal; characteristics'	100	98	.063	N.S.

Efficient and sentimental brightness is rejected with this dimension. Thus the hypothesis of the present study that there exist a significant relationship between teacher efficient and sentimental brightness is retained with respect to information source personal knowledge and classroom management, motivation, advisor and guide relationship with pupils fellow teachers, principals and parents, and teaching skills diminutions of teachers efficient.

It means that information source professional knowledge and classroom management motivation advisor and guide relationship with pupils' fellow teachers, principals and parents and teaching skill dimensions , of teacher efficient are associated with the sentimental brightness of teachers.

It can also be observed from table 2 that coefficient of correlation between disciplinarian, co-curricular activities, general appearance and habits in relation to classrooms and personal characteristics dimension of teacher efficient and sentimental brightness of teachers are -.034, .154, -.010 and .063 respectively which are not significant even at .05 level. This indicates that there no significant relationship between these dimension of teacher efficient and sentimental brightness of teacher, therefore, the null hypothesis of the present study that there exists no significant relationship between teacher efficient and sentimental brightness of teachers is accepted with respect to disciplinarian, co-curricular activities, general appearance and habits in relation two classroom and personal characteristics dimension of teacher efficient.

It means that disciplinarian behavior, organization of co-curricular activities, general appearance and habits in relation to classroom and personal characteristics and efficient in not associated with the sentimental brightness of teachers.

Differential between high and low sentimental brightness teachers on their teacher efficient. (As a whole and dimension wise)

Another objective of the present research study is to see the differences between high sentimental brightness teachers and low sentimental brightness teachers on their teacher efficient scores (as a whole and dimension wise) keeping it in view ‘t’ ratios were computed for this purpose.

An attempt has been made to form an extreme group, because total sample includes a bulk of causes of average type this average group usually tends to diminish the sharper differences otherwise revealed in the high and low teacher efficient group it is believed that the subjects scoring ‘high’ or ‘low’ on teacher efficient may perhaps yield sharper discrimination and precipitated stronger relationship with respect to sentimental brightness. It is for this purpose that the total sample of teachers has been classified into two extreme groups, viz. high sentimental brightness and low sentimental brightness group respectively.

Differentials between high and low sentimental brightness teachers on their teacher efficient (as a whole).

It can be seen from table three that the mean scores on teacher’s efficient of high and low sentimental brightness group of teachers are found to be 316 and 291 respectively. The ‘t’ ratio between them comes out to be 5.23. It is significant at .01 levels it means that the high and low sentimental brightness group of teachers differs significantly with respect to their overall teacher efficient. Therefore the hypothesis of the present study that there exist significance differences between teacher efficient of teacher belonging to high and low sentimental brightness group is retained with respect to overall teacher efficient of teacher.

Table 3 further indicates that the high sentimental brightness groups of teachers have obtained higher mean score on teacher efficient than the low sentimental brightness group of teachers. It suggests that higher sentimental brightness teachers are found to be more effective teachers in comparison lower sentimental brightness teachers.

Table 3

Significance of difference between the mean teacher efficient scores of high and low sentimental brightness groups of teachers

Variable	Groups	N	Mean	SEd	It’	Sign. level
Overall Teacher Efficient	High	25	316	4.78	5.23	.01
	Low	25	291			

Differentials between high and low sentimental brightness teachers on their teacher efficient (dimension-wise)

Table 4 reveals that the mean scores of different dimensions of teacher efficient between high and low group of sentimental brightness group of teacher on information source (4.6 and 4.0); advisor and guide relationship with pupils, fellow teachers, principals and parents (37.72 and 35.00); professional knowledge (64.28 and 58.12); general appearance and habits in relation to classroom (28.12 and 25.52); and classroom management (28.48 and 26.68). The ‘t’ value for these dimensions have come out to be 3.16; 2.77; 2.93; 3.10 and 2.97 respectively.

Table 4

Significance Difference BETWEEN the Mean Scores on Different Dimensions of Teacher Efficient of High And Low Sentimental Brightness Groups of Teachers

Sr.no	Dimensions	Mean Scores of EI Teacher Groups		SEd	‘t’	Sign. level
1.	Information source	4.6	4.0	0.19	3.16	0.01
2.	Motivation	9.00	8.36	0.34	1.88	NS
3.	Disciplinarian	13.32	13.28	0.46	0.10	NS
4.	advisor and guide relationship with pupils, fellow teachers, principals and parents	37.72	35.00	0.98	2.77	0.01
	teaching skill					
	Co-curricular activities	70	64			
5.	Professional knowledge	13.52	12.68	2.36	2.55	0.05
6.	General appearance and habits in relation to	64.28	58.12	0.41	2.05	0.05
7.	classroom	28.12	25.52	2.10	2.93	0.01
8.	Classroom management			0.85	3.10	0.01
	Personal characteristics					
9.		28.48	26.68			
10		47.32	43.72	0.74	2.97	0.01
				1.49	2.42	0.05

These are significant at .01 level of significance. Further mean scores on teaching skill; co-curricular activities; and personal characteristics dimensions of teacher efficient of high and low sentimental brightness group of teachers are found to be 70 and 64; 13.52 and 12.68; and 47.32 and 43.73 respectively. The calculated t comes out to be 2.55; 2.05; and 2.42 respectively. These are significant at .05 levels. This means that the high and low sentimental brightness groups of teacher are found to differ significantly with respect to these dimensions of teacher efficient. It can be further observed from the table that the high sentimental brightness groups of teachers have obtained higher mean scores on these dimensions of teacher efficient than the low sentimental brightness group of teachers.

Therefore, the hypothesis of the present study that there exists significant difference between teacher efficient of teachers belonging to high and low sentimental brightness group is retained with respect to the information source; advisor and guide relationship with pupils, fellow teachers, principal and parents; professional knowledge; general appearance and habits in relation to classroom; and classroom management; teaching skill; co-curricular activities and personal characteristics dimensions of teacher efficient.

It can be seen from table 4 that the mean scores on motivation and disciplinarian dimensions of teacher efficient of high and low sentimental brightness group of teacher are 9.00 and 8.03 and 13.32 and 13.28 respectively. The t value comes out to be 1.88 and 0.10 these are not significant even at the lowest acceptable level of significance, i.e. .05 level. Therefore, it can be safely said that the high and low sentimental brightness group of teachers do not differ significantly with respect to the motivation and disciplinarian dimensions of teacher efficient.

Table 4 also indicates that both high as low sentimental efficient groups of teacher have obtained competitively same mean scores on motivation and disciplinarian dimensions of teacher efficient. Thus the null hypothesis of the present study that there exists no significant difference between teacher efficient of teachers belonging to high and low sentimental brightness is accepted with respect to the motivation and disciplinarian of teacher efficient.

Discussion of results

Correlates

The findings pertaining to the relationship between teacher efficient and sentimental brightness of junior college teachers in the total sample study reveal significant positive relationship between two variables, i.e. teacher efficient and sentimental brightness.

In describing the relationship between various dimensions of teacher efficient scale. Viz. information source; motivation; advisor and guide relationship with pupils, fellow teachers, principals and parents; teaching skill; professional knowledge; classroom management with their sentimental brightness of teachers have revealed significant relationship. Whereas the relationship in dimension of teacher efficient such as; disciplinarian; general appearances and habits in relation to classroom, co-curricular activities; and personal characteristics with sentimental brightness of teachers have revealed insignificant (negative and positive) relationship respectively.

It can be concluded that sentimental brightness is one of the factors for contributing the teacher efficient with respect to all dimensions.

Differentials

The results given earlier on teacher efficient differentials between the high and low sentimental brightness group of teachers revealed a significant difference in both groups. The high sentimental brightness teachers are found to have higher teacher efficient as compared to low sentimental brightness teachers.

The dimension-wise results indicate that information source; relationship that information source; relationship with pupils, fellow teacher and principals and parents; advisor and guide teaching skills; co-curricular activities skills; co-curricular activities; professional knowledge; general appearances and habits in relation to classroom; classroom management; and personal characteristics dimensions of teacher efficient differentials between the high and low sentimental brightness teachers reveal significant differences. The high sentimental brightness teachers are found to have better information source; advisor and guide relationship with pupils, fellow teachers and principals and parents; teaching skills; co-curricular activities; professional habits in relation to classroom; classroom management; personal characteristics as compared to low sentimental brightness teachers. However on the dimension, motivation and disciplinarian of teacher efficient differentials between the high and low sentimental brightness groups of teachers reveal insignificant differentials. The teacher efficient of various dimensions (viz. motivation and disciplinarian) on differential between high and low sentimental brightness teachers are found to have significant difference.

Above all, some of the findings of the present study revealed that high and low sentimental brightness groups of teachers differ significantly with respect to the dimensions such as: personal characteristics and teaching skills of teacher efficient. It was also found that the high sentimental brightness groups of teachers have good personal characteristics in comparison to low sentimental brightness teachers. These finding find supports from the findings of Chaya's (1974) study that more effective personality adjustment and more favorable attitude towards teaching than ineffective teachers.

Effective teachers were also found significantly more sentimentally stable than ineffective more sentimentally stable than ineffective teachers. Perry (2000) in his study mentioned that ability of teacher efficient and sentimental brightness are useful in helping trainee teachers to "understand themselves better and the role of teachers". She said it was vital that teachers have the sentimental brightness to identify students who felt frustrated or sad and be able to channelize those sentimental into something positive, such as motivating pupils to finish tasks. Teachers also had to understand what may upset them in the classroom and the effect this would have on students. "we think that good teachers should be those who are highly intelligent sentimentally".

From the above discussion, it can be said that sentimental brightness of the teachers is one of the strongest factors for improving teacher efficient.

Educational implications

The educational implications of the present study are not difficult to discern. The subject of study is of much importance in the present –day context as there is a growing focus on teachers' efficient and sentimental brightness of the teachers including their enhancement of efficient of teaching and understanding power of one's own emotions as well as the emotions of others. The present study points out that the low sentimental brightness teachers are low sentimental brightness teachers are found to have lower teacher efficient in comparison to high sentimental brightness teachers. It is difficult to suggest any single measure which can directly enhance the teacher efficient of low sentimental brightness teachers. Keeping in view the complexity of the relationship between teacher efficient and sentimental brightness can be suggested with to the teacher efficient.

Learning from the exits theoretical knowledge and empirical evidence the low emotion brightness teachers seem to be lacking in teacher efficient in their poor conditions of the college. As a matter of strategy, therefore, these teachers need to be brought on par with other teachers when they enter into the teaching profession by arranging refresher courses, orientation courses seminars, workshops and teacher training programmes for them. Teacher training programmes for them. Another basic reason for the lower teacher efficient of the low sentimental brightness teachers may be apathetic attitude of the head of the institution and governments. Therefore, it may be suggested that the government should provide a decent salary and medical facilities to the teachers.

From the above discussions, it can be said that sentimental brightness is an essential ingredient in enhancing the teacher efficient. Therefore sentimental brightness should be improved for the efficient of the teachers because sentimental brightness is a far more reliable indicator of success than intellectual brightness. It seems that what has been regarded as folk wisdom is now being is the greatest breakthrough in cognitive psychology in the twentieth century with profound implications for education and the organization of society in general scientific work done in this area also confirms that it is possible to develop sentimental brightness. This may lead to improve being in the family, schools, colleges, at the work place and elsewhere.

Last, but not in the least, the role of the state and central government seems to be crucial in helping the low sentimental brightness teachers. The first responsibility of the government is a proper survey of the needs and problems of the low sentimental brightness teachers. The government should plan some special programmes to bridge the gap between the high and low sentimental brightness teachers in terms of their teacher efficient and other associated factors.

Suggestions for further research

- The present study covers junior college teachers from only one district therefore, a study drawing sample from the junior college teachers of Orissa and other states likely to provide comparatively more comprehensive picture of the junior college teachers with respect to the variables under investigation.
- A study of different variables under investigation can be carried out at level of education. Such as longitudinal approach is likely to bring out their carry-over effects from one stage to the other.
- A more comprehensive study of some cognitive and non-cognitive variables comparing the junior college teachers can be undertaken.
- A research study can be carried out to study these differences in the background factors in relation to the said variables.

This study provided an empirical basis for understanding as to how much the high sentimental brightness teachers have come up in comparison to the low sentimental brightness teachers. Also the study points out the direction in which some steps can be taken to improve the psychotically make-up of the low sentimental brightness teachers in order to enhance their teacher efficient. The efficient of the process of education is rightly seen in the efficient of the teachers. Necessarily teacher training is called upon to be made available to all recruits to the teaching profession who are duly selected. Attracted and invited for the service of teacher education. The essence of a programme of teacher education is “quality” and in its absence teacher education becomes not only a financial wastage but a source of deterioration in the education standards. This implies that effective steps in the form of financial incentives, promotional avenues and respectful work place should be respectful work place should be taken to devlop as well as maintain and further enhance the efficient of all working teachers.

References

- [1]. Advas, s.p. 1979. Quality of teacher. Allahabad: prakashan, p.2
- [2]. Aggarwal, R. (1995). Revitalizing teacher education, university news, vol. XXIII. No.1, pp. 7-9.
- [3]. Arora, k. 1976. Difference between effective and ineffective teachers. Ph.D.Education. JMIU
- [4]. Bhagoliwal, S.A. and pal S.K 1987. Personality characteristics associated with teacher effectiveness as seen through the research technique, journal of Indian education, vol XXIII, p. 187.
- [5]. Chadha, N.K. 1998 indian prime ministers and their EQ (unpublished).
- [6]. Garret, H.E. 1977. Statistics in psychology and education. Vakils, Feiffer and Simons, Ltd., Bombay.
- [7]. Gill, V.2003. Emotional Quotient more Important IQ: The Tribune, 13th May, Goleman, d. 1996. Emotional intelligence. Why it can matter more than IQ. Bantan Books, New York.
- [8]. Jane: Susan. 1991. Identify ying the characteristics of effective teacher preparation program faculty. Dissertation Abstract international, vol. 51, no-8, pp. 2714 A.
- [9]. Kundu, C.L. 1980. Indian year book on teacher educational. Sterling publisher, new Delhi, p. 210.
- [10]. Patel, P.P. and Shan, K.S. 2001, Emotional intelligence: A basic concept. Journal of education and psychology, volume 59. No. 2-3.
- [11]. Singh, D. 2001. Emotional intelligence at work: A professional Guide. Sage publication, New Delhi.
- [12]. Singh, L.C. 1990, teacher education in india : A resource Book, NCERT, New Delhi, Sudarsan, S. and sasi kumar s, 2002, traditional intelligence (IQ) and emotional intelligence (EQ), University News, vol. 40(12).
- [13]. Intelligence (EQ). University news, Vol, 40(12).
- [14]. Thingujam, N. and ram, U, 2000, emotional intelligence scale: Indian norms, journal of education and psychology,