

TO STUDY THE EFFECT OF TEACHER'S EMOTIONAL INTELLIGENCE AND TEACHER FREEZING ON TEACHER PERFORMANCE AND ACADEMIC ACHIEVEMENT OF STUDENTS

***Rajni, **Dr. Subhara Chaturvedi**

**Research Scholar*

Mewar University, Chittorgarh

***Guide, Professor (Edu.Dept.), J.V.Jain Clg, Saharanpur*

ABSTRACT

Focus of this study is to determine the effect of teacher's emotional intelligence and teacher freezing on Teacher's Performance and Academic Achievement of student's at secondary level; the sample consists of 250 teachers (male and female) and 250 students from different schools of district Saharanpur. The study used to collect data from independent and dependent variables of this present investigation Teacher-Freezing Scale by Hassen Taj (1971) Teacher's Emotional Intelligence inventory by Shubhara Mangal (1971). Present study is limited to public and government school teacher of district Saharanpur. Only descriptive survey method is employed to study. Results indicate that there is significant effect of teacher's emotional intelligence and teacher freezing on teacher performance and academic achievement of students.

Key Words: *Teachers Emotional Intelligence, Teachers Freezing, Teacher Performance, Academic Achievement.*

INTRODUCTION

Education is an extensive and continuing process, which helps in the all over development of the personality of human being. Education is **"Creation of mind in a sound body"**(Aristotle) **"Development of whole man"**(Comenius) **"Leading and guiding for peace"**(Frobel) **"All round drawing out of the best"**(Gandhi Ji), **"Manifestation of the perfection already present in men"**(Vivekanand). Tagore rightly said that **"only lighted lamp can lighten another"** which means that only an enlightened teacher who remain even alive and struggling in the pursuit of knowledge, could enlighten his pupil and could encourage them for more learning.

Teaching is often said to be the noblest profession among all the professions so the teacher should realized that the work they are doing is noblest and that they need not be apologetic or feel guilty, instead have pride and confidence in their worth and work This is the tendency to think that quality factor of teacher performance could be defined in terms of teacher characteristics as

emotional stability , mental health, teaching strategies, skill, learning aids, technology etc, the condition by which they have to adjust. collection of different aspects of a person's behaviour, mental health, traits of ability, attitudes, moral values, motivations, feeling and emotions, mode of adjustment, skill of new ideas and techniques, so there is a need that the teacher having full emotionally stable and establishes an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors and meaning full learning will occur. In this way of teaching teachers should be active, psychologically, socially, physically, and morally not lethargic. Teacher should be more able to listen to learners, especially to their feelings, including paying much attention to their relationship with them as to the content of the course. This study emphasizes the need to investigate the effect of emotional intelligence, teachers freezing on teacher performance and students' academic achievement.

OBJECTIVES

To study the effect of teachers emotional intelligence and teacher freezing on teacher performance and academic achievement.

HYPOTHESIS

There is no significant effect of teacher's emotional intelligence on teacher performance and academic achievement.

There is no significant effect of teacher freezing on teacher performance and academic achievement.

METHODOLOGY

Sample

The research study was carried out sample on 500 (250 teachers and 250 students). Adopting random sampling method a sample of 500 teachers and students were taken from Higher Secondary School of district Saharanpur.

Tool

Teacher-Freezing Scale by Hassen Taj (1971)

Teacher's Emotional Intelligence inventory by Shubhara Mangal (1971).

RESULT

There is no significant effect of teacher's emotional intelligence on teacher's performance:

Variable	N	M	SD	't'	Level of Significance
Teacher E.T	250	130.58	29.67	13.04	S.
Teacher's Performance	250	100.23	22.37		

The t-value is found to be 13.04 at the 0.01 level of significance which shows that it is significant. Since the obtained value is greater than minimum significance value of t' at 0 .01 level of significance which is clearly indicate that there is significant effect of TEI on TP of students.

There is no significant effect of Teacher Emotional Intelligence on Academic achievement of students:

Variable	N	M	SD	't'	Level of Significance
Teacher E.T	250	130.58	29.67	10.66	S.
Academic Achievement of Students	250	105.23	23.10		

The t-value is found to be 10.66 at the 0 .01 level of significance which shows that it is significant. Since the obtained value is greater than minimum significant value of t' at 0 .01 level of significance which is clearly indicate that there is significant effect of TEI on AA of students.

There is no significant effect of Teacher freezing on Teacher Performance:

Variable	N	M	SD	't'	Level of Significance
Teacher Freezing	250	123.58	15.15	13.73	S.
Teacher Performance	250	100.23	22.37		

The t-value is found to be 13.73 at the 0 .01 level of significance which shows that it is significant. Since the obtained value is greater than minimum significant value of t' at 0 .01 level of significance which is clearly indicate that there is significant effect of teacher freezing on teacher performance.

There is no significant effect of teacher freezing on Academic achievement of students:

Variable	N	M	SD	't'	Level of Significance
Teacher Freezing	250	123.58	15.15	10.54	S.
Academic Achievement of Students	250	105.23	23.10		

The t-value is found to be 10.54 at the 0.01 level of significance which shows that it is significant. Since the obtained value is greater than minimum significant value of t' at 0.01 level of significance which clearly indicates that there is significant effect of teacher freezing on academic achievement of students. Teacher's emotional intelligence has significant effect on teacher's performance. It means teacher's emotional intelligence enhances the teacher's performance.

FINDINGS

Teacher's emotional intelligence has significant effect on teacher performance and academic achievement of students. It means teacher's emotional intelligence enhances the academic achievement and teacher performance.

Teacher freezing and teacher performance has significant effect on academic achievement of students.

REFERENCES

Dey, Niradhar .(2009) Influence of Emotional Intelligence on Academic self-efficacy & Achievement....*Psycho-Lingua* (ISSN: 0377-3132)Vol.39 (2) July -2009 page171-174.

Gaurav, Singh,. & Girijesh, Kumar.(2009),*Psycho Linguistic association of India Emotional intelligence among convent and sarsawati school teachers. Psycho-Lingua* (ISSN: 0377-3132), 2009, 39(2) 139.

Hyde, Anukoo, Pethe, Sanjyot., & Upinder, Dhar. (2001). Manual from Emotional intelligence. Vedant Publication Lucknow.

Lao, R.C. (1980). Differential factors affecting male and female academic performance in high school .*Journal of Psychology* 104,119-127.