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A comparative study of Emotional Intelligence of Rural and Urban Teachers of Government secondary schools.

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ABSTRACT

This research paper is an attempt to find out the Emotional Intelligence of Rural and Urban Teachers of Government Secondary Schools of Mandya district .The study is done on the basis of their Locality, Gender, Subject and Experience. The sample consists of 364 teachers from 56 Government Schools. Emotional Intelligence scale developed by the investigator was used to collect data from secondary school teachers of Government schools. The tool had 64 statements on five dimensions of Emotional Intelligence of Daniel Goleman. Mean, Standard Deviation, t-test, are statistics used for data analysis. The findings of the study reveal that there is similar level of Emotional Intelligence among Rural and Urban Teachers of Government Secondary Schools. There is no significant difference between Gender, Locality, Subject and Experience of Emotional Intelligence of Rural and Urban Teachers of Government Secondary Schools.

KEYWORDS :

The job of school teachers is much more demanding of experimentation with novel activities. As modern world expect them to perform dynamic role they are prone to job stress and adjustment problems. So it is very essential for present teachers to be alert and updated. This naturally expects them to be skillful and manage themselves to enhance their performance. Though the teachers cannot control issues related to administration, paperwork, salary and support from administrators, they can learn and choose and develop skilled behaviours to manage themselves in changing education system. Thus teachers require considerable competencies that help them to build resilience to adversity in the field to self-monitor performance and to regulate emotions.

Literature in Indian and Western world provides evidence of influence of Emotions on the academic and personal performance. Hume (1948) argued that emotional impulses motivate all action. Darwin (1965) revealed that emotions serve at least two functions. First, emotions energies adaptive behaviours and second, emotion gives rise to a signaling and communication system. Poornima R and Reddy. L.R (2011) revealed that there is a significant negative relationship between emotional intelligence and occupational stress. Mary S R & Samuel M (2010) found that there is significant relationship between Attitude towards teaching and Emotional Intelligence and also with the dimensions of Emotional Intelligence. Thyagi (2004) discussed the Emotional Intelligence of secondary teachers in relation to their gender and age. The study revealed that the level of Emotional Intelligence of the secondary teachers was low. It was independent of gender and age.

From the review of related literature the investigator found that the teachers must have good attitude and Emotional Intelligence for better social and personal life.

Emotional intelligence can be referred to as soft skills or inter and intra-personal skills, which make up the competency profile of a person. Gardner .H (1983) has referred to the same as interpersonal and intrapersonal intelligence, in his theory of 'multiple intelligence'. Emotional Intelligence was coined by Peter Salovey and John Mayer in 1990. And it was popularized by Daniel Goleman in 1995. According to **Bar-On (2006)** "Emotional Intelligence is a cross section of interrelated emotional and social competencies, skills and factors that determine how effectively we understand and express ourselves, understand others and relate with them daily and cope with daily demands". **Mayer** and **Salovey (1990)** described Emotional Intelligence as 'a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's things and actions'. In 1995 **Daniel Goleman** defined it as follows, "Emotional Intelligence is comprised of the abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope".

Objectives:

To study the significant difference between Rural and Urban teachers of Government secondary schools with respect to Emotional Intelligence and its dimensions (i.e. Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

To study the significant difference between Male and Female teachers of Rural and Urban teachers of Government secondary schools with respect to Emotional Intelligence and its dimensions (i.e. Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

To study the significant difference between Arts and Science teachers of Rural and Urban teachers of Government secondary schools with respect to Emotional Intelligence and its dimensions (i.e. Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

To study the significant difference between Junior (<5years) and Senior (>5years) teachers of Rural and Urban teachers of Government secondary schools with respect to Emotional Intelligence and its dimensions (i.e. Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

RESEARCH HYPOTHESIS:

There is no significant difference between Rural and Urban teachers of Government secondary schools with respect to Emotional Intelligence and its dimensions (i.e. Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

There is no significant difference between Male and Female teachers of Rural and Urban teachers of Government secondary schools with respect to Emotional Intelligence and its dimensions (i.e. Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

There is no significant difference between Arts and Science teachers of Rural and Urban teachers of Government secondary schools with respect to Emotional Intelligence and its dimensions (i.e. Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

There is no significant difference between Junior (<5years) and Senior (>5years) teachers of Rural and Urban teachers of Government secondary schools with respect to Emotional Intelligence and its dimensions (i.e. Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

RELIABILITY: Since researcher find reliability coefficients above 0.9, one can definitely say that the rating scale developed for the measurement of Emotional intelligence is highly reliable.

Validity of the scale: The obtained correlation coefficients are ranged from 0.726 to 0.960 for the total Emotional Intelligence scores and indicated high validity of the instrument to measure the Emotional Intelligence of the teachers.

SAMPLING:
Selection of Sample: The population for the present study was all those teachers who were teaching Arts and Science subjects in Rural and Urban Government secondary schools of Mandya district.

Stratified random sampling was done in order to get school representation and teacher representation. Secondary schools were drawn randomly among the Rural and Urban Government secondary schools. Thus 364 teachers who were working in both Rural and Urban Government secondary schools were drawn as sample.

Variables:
Main Variable: Emotional Intelligence.

Back ground variables:
Locality: (Rural and Urban)
Gender : (Male and Female)
Subject Stream: (Arts and Science)
Teaching Experience (Junior and Senior).

DATA ANALYSIS:
The data was collected on Emotional Intelligence and its dimensions (i.e. Self-confidence, Self-regulation, Motivation, Empathy, and Social skills) of Rural and Urban teachers of Government secondary schools.

In this section, significant difference were estimated in between the factors namely Locality of the school (Rural and Urban), Gender (Male and Female), Subject Stream (Arts and Science), Experience (Junior-below 5 years and Senior-above 5 years) of teachers of Rural and Urban Government secondary schools with respect to Emotional Intelligence and its dimensions, by using Mean, Standard Deviation and t-test and results are presented as follows:

Hypothesis-1: There is no significant difference between Rural and Urban teachers of Government secondary schools with respect to Emotional Intelligence and its dimensions (i.e. Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

To achieve this t-test was applied and the results were presented in the following table:

Table 1: Results of t-test between teachers of Rural and Urban teachers of Government secondary schools with respect to Emotional Intelligence and its dimensions (n=364).

Variable	Locality	N	Mean	SD	t-value	p-value	Inference
Emotional Intelligence	Rural	238	254.8403	48.1537	1.6623	>0.05	NS
	Urban	126	246.3333	43.0351			

Dimensions

Self-awareness	Rural	238	37.3571	9.3612	3.9830	<0.05	S
	Urban	126	33.4206	8.1793			
Self regulation	Rural	238	39.6050	8.9086	0.2978	>0.05	NS
	Urban	126	39.3254	7.7417			
Motivation	Rural	238	43.4790	9.0943	1.1825	>0.05	NS
	Urban	126	44.6667	9.1573			
Empathy	Rural	238	62.6765	11.9577	3.6482	<0.05	S
	Urban	126	58.0556	10.5674			
Social skills	Rural	238	72.4916	12.8381	0.9967	>0.05	NS
	Urban	126	71.0714	13.1113			
Personal competence	Rural	238	119.2521	24.2216	0.9706	>0.05	NS
	Urban	126	116.6667	24.0975			
Social competence	Rural	238	135.5882	24.5846	2.2431	<0.05	S
	Urban	126	129.6667	22.7332			

Results of the above table reveal that,

Teachers of Rural and Urban Government secondary schools do not differ significantly with respect to Emotional Intelligence (t=1.6623, p<0.05) at 0.05% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that Teachers of both Rural and Urban Government secondary school have similar Emotional Intelligence.

Teachers of Rural Government secondary school and Teachers of Urban Government secondary school differ significantly with respect to the dimension of Emotional Intelligence that is, Self- awareness (t=3.9830,p<0.05), Empathy (t=3.6482,p>0.05) and Social competence (t=2.2431,p>0.05) at 0.05% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that Teachers of Rural Government secondary schools have higher Self- awareness, Empathy and Social competence when compared to Teachers of Urban Government secondary schools.

Teachers of Rural Government secondary school and Teachers of Urban Government secondary schools do not differ significantly with respect to the dimensions of Emotional Intelligence that is Self- regulation, Motivation, Social- skills and Personal competence at 0.05% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that Teachers of Rural Government secondary schools and teachers of Urban Government secondary schools have similar competence with respect to Self- regulation, Motivation, Social- skills and Personal competence.

Hypothesis-2: There is no significant difference between Male and Female Teachers of Rural and Urban Government secondary schools with respect to the Emotional Intelligence and its dimensions (i.e. Self -awareness, Self- regulation, Motivation, Empathy and Social skills).

To achieve this hypothesis, the t-test was applied and the results are presented in the following table:

Table 2: The results of t-test between Male and Female Teachers of secondary schools with respect to the Emotional Intelligence and its dimensions (n=364).

Variable	Gender	N	Mean	SD	t-value	p-value	Inference
Emotional Intelligence	Male	206	251.6359	46.2489	0.1214	>0.05	NS
	Female	158	252.2342	47.1138			

Dimensions

Self-awareness	Male	206	35.9417	8.9865	0.1254	>0.05	NS
	Female	158	36.0633	9.3928			
Self regulation	Male	206	39.4806	8.4569	0.0707	>0.05	Ns
	Female	158	39.5443	8.6124			
Motivation	Male	206	43.9175	9.0961	0.0653	>0.05	Ns
	Female	158	43.8544	9.1824			
Empathy	Male	206	60.9126	11.6134	0.3058	>0.05	NS
	Female	158	61.2911	11.8226			
Social skills	Male	206	71.9660	12.8623	0.0572	>0.05	NS
	Female	158	72.0443	13.0654			
Personal competence	Male	206	118.3981	24.0320	0.0368	>0.05	NS
	Female	158	118.3038	24.4409			
Social competence	Male	206	133.2379	23.9409	0.2714	>0.05	NS
	Female	158	133.9304	24.3633			

Results of the above table reveal that,
Male and Female teachers of Government secondary schools do not differ significantly with respect to Emotional Intelligence (t=0.1214,p>0.05) at 0.05 level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that Male and Female Teachers of Rural and Urban Government secondary schools have similar Emotional Intelligence.

Male and Female teachers of secondary school do not differ significantly with respect to the dimensions of Emotional Intelligence that is Self- awareness, Self regulation, Motivation, Empathy, Social skills, Personal competence and Social competence at 0.05% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that Male and Female teachers of Rural and Urban Government secondary schools have similar Self- awareness, Self- regulation, Motivation, Empathy, Social skills and in overall Personal competence and Social competence .

Hypothesis 3: There is no significant difference between Arts and Science Teachers of Government secondary schools with respect to Emotional Intelligence and its dimension (i.e. Self- awareness, Self-

regulation, Motivation, Empathy and Social skills).

To achieve this hypothesis the t-test was applied and the results are presented in the following table:

Table 3: ***The results of t-test between Arts and Science subject Teachers of Rural and Urban Government secondary schools with respect to Emotional Intelligence and its dimensions (n=364).***

Variable	Subject Stream	N	Mean	SD	t-value	p-value	Inference
Emotional Intelligence	Arts	194	260.5978	50.0085	3.8824	<0.05	S
	Science	170	241.9648	40.1838			

Dimensions

Self-awareness	Arts	194	37.3865	9.1038	3.1376	<0.05	S
	Science	170	34.4057	8.9731			
Self regulation	Arts	194	40.7321	8.9558	2.9608	<0.05	S
	Science	170	38.1117	7.7706			
Motivation	Arts	194	44.3298	9.5671	0.9826	>0.05	NS
	Science	170	43.3881	8.5845			
Empathy	Arts	194	64.4485	12.0530	6.1710	<0.05	S
	Science	170	57.2294	9.9840			
Social skills	Arts	194	74.0052	13.2490	3.1998	<0.05	S
	Science	170	69.7118	12.2030			
Personal competence	Arts	194	121.4535	25.8618	2.6313	<0.05	S
	Science	170	114.82343	21.6360			
Social competence	Arts	194	139.1442	25.0511	4.8892	<0.05	S
	Science	170	127.1411	21.2840			

Results of the above table reveal that,

Arts and Science Teachers of Government secondary schools differ significantly with respect to Emotional Intelligence (t=3.8824, p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Arts Teachers have higher Emotional Intelligence when compared to Science Teachers of government secondary schools.

Arts and Science teachers of Government secondary schools differ significantly with respect to the dimension of Emotional Intelligence i.e. Self-awareness (t=3.1376 p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Arts teachers have higher competence in Self- awareness when compared to Science teachers of Government secondary schools.

Arts and Science teachers of Government secondary schools differ significantly with respect to the dimension of Emotional Intelligence i.e. Self- regulation (t=2.9608, p<0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Arts teachers have higher Self- regulation when compared to Science teachers of Government secondary schools.

Arts and Science teachers of Government secondary schools do not differ significantly with respect to the dimension of Emotional Intelligence i.e., Motivation (t=0.9826, p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is rejected. It means that Arts and Science Teachers of Government secondary schools have similar competence of Motivation.

Arts and Science teachers of Government secondary schools differ significantly with respect to the dimension of Emotional intelligence i.e., Empathy (t=6.1710, p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Arts teachers have higher level of Empathy when compared to Science teachers of Government secondary schools.

Arts and Science teachers of Government secondary schools differ significantly with respect to the dimension of Emotional Intelligence i.e., Social skills (t=3.1998, p<0.005) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Arts teachers have higher Social skills when compared to Science teachers of Government secondary schools.

Arts and Science teachers Government of secondary schools differ significantly with respect to the dimensions of Emotional Intelligence i.e., Personal competence (t=2.6313, p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Arts teachers have higher Personal competence when compared to Science teachers of Government secondary schools.

Arts and Science teachers of Government secondary schools differ significantly with respect to the dimensions of Emotional Intelligence i.e., Social competence (t=4.8892, p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Arts teachers have higher Social competence when compared to Science teachers of secondary Government schools.

Hypothesis 4: There is no significant difference between Junior (<5years) and Senior (>5years) teachers of Government secondary schools with respect to Emotional Intelligence and its dimensions (i.e. Self- awareness, Self regulation, Motivation, Empathy and Social skills).

To achieve this hypothesis the t-test was applied and the results are presented in the following table:

Table 3: ***The results of t-test between Junior and senior teachers of Rural and Urban Government secondary schools with respect to Emotional Intelligence and its dimensions.***

Variable	Experience	N	Mean	SD	t-value	p-value	Inference
Emotional Intelligence	Junior (<5years)	209	227.2726	38.9271	-14.8354	<0.05	S
	Senior (>5years)	155	285.0967	33.6380			

Dimensions

Self-awareness	Junior	209	31.6691	6.5243	-12.5112	<0.05	S
	Senior	155	41.8257	8.9640			
Self regulation	Junior	209	35.4832	7.7893	-12.5224	<0.05	S
	Senior	155	44.9353	6.1025			
Motivation	Junior	209	40.7272	9.1244	-8.3832	>0.05	S
	Science	155	48.1547	7.1950			
Empathy	Junior	209	53.9951	9.4480	-18.8821	<0.05	S
	Senior	155	70.6257	6.4587			
Social skills	Junior	209	65.2486	11.2785	-14.5322	<0.05	S
	Senior	155	81.1031	8.7853			
Personal competence	Junior	209	107.7032	21.3437	-11.3525	<0.05	S
	Senior	155	132.7223	20.0190			
Social competence	Junior	209	119.5692	19.790	-17.3663	<0.05	S
	Senior	155	152.3741	14.7476			

Results of the above table reveal that,

Junior (<5years) and Senior (>5years) teachers of Government secondary schools differ significantly with respect to Emotional Intelligence (t=-14.8354, p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that Junior (<5years) teachers have higher Emotional Intelligence when compared to Senior (>5years) teachers of Government secondary schools.

Junior (<5years) and Senior (>5years) teachers of Government secondary schools differ significantly with respect to the dimension of Emotional Intelligence i.e. Self-awareness (t=-12.5112,

p<0.05), Self-regulation (t=-12.5224,p<0.05), Motivation (t=-8.3832,p<005), Empathy (t=18.8821, p<0.05), Personal competence (t=-11.3525,p<0.05) and Social competence (t=-17.3663,p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Junior (<5years) teachers of Government secondary schools have lower Self-awareness , Self-regulation, Motivation, Empathy, Social skills, Personal competence and Social competence and Senior teachers of Government secondary schools (>5years) have higher Self-awareness, Self-regulation, Motivation, Empathy, Social skills, Personal competence and Social competence.

FINDINGS AND DISCISSION OF THE STUDY:

Teachers of Rural Government secondary schools and Teachers of Urban Government secondary schools do not differ significantly with respect to Emotional Intelligence. Teachers of Rural Government secondary schools and Teachers of Urban Government secondary schools have similar Emotional Intelligence. The reason might be that the Type of school has nothing to do with the abilities involved in Emotional Intelligence.

Male and Female teachers of government secondary schools do not differ significantly with respect to Emotional Intelligence. In the present study Gender differences could not reach the significance level. Male and Female teachers of both Rural and Urban Government schools possessed almost similar level of Emotional intelligence.

The findings of the present study show that Arts teachers of Government secondary schools have higher Emotional Intelligence than Science teachers of Government secondary schools in relation to the dimensions of Emotional Intelligence such as Self-awareness, Self-regulation, Empathy, and Social skills. But there is no significant difference between Arts and Science teachers with respect to the dimension of Emotional Intelligence namely, the competence of Motivation. The exact reasons for this kind of difference are not evident and available. Hence there is a room for making attempts to understand and develop the factors that boost up the Emotional Intelligence of both Arts and Science teachers of Government secondary schools.

It is found that Junior teachers of Government secondary schools have lower Emotional Intelligence and Senior teachers of Government secondary schools have higher Emotional Intelligence. The reasons might be that with more experience teachers are better at identifying emotions and they are less susceptible to the emotions of others. As it is proved by Daniel Goleman, Mayer and others through empirical evidences that Emotional Intelligence develops with Age and Experience from childhood to adulthood. It may be taken for granted that it is quite natural for Senior teachers to possess higher Emotional competencies. Emotional Intelligence can be learned at any point in life. It is said that the real knowledge of how to do a job is brought only by experience.

EDUCATIONAL IMPLICATIONS:

The areas of Emotional Intelligence would help the secondary schools science teachers to maximize their Teacher Effectiveness and improve their personal life.

Measures should be taken up to improve and sustain the level of Emotional Intelligence of secondary school teachers by providing congenial and conductive atmosphere for teaching, autonomy and independence in teaching as the results of the study reveal that there is a positive correlation between Emotional Intelligence and Teacher Effectiveness.

Teacher training programmes must include the practical strategies and programmes to develop Emotional Intelligence among teacher trainees.

Suggestions:

Emotional Intelligence Scale for teachers should be standardized on the Indian population, which can be used for future research.

Case studies can be undertaken in order to provide concrete examples of potential uses of being Emotional Intelligence.

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