



CLASSROOM MANAGEMENT AND EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL HEAD TEACHERS

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ABSTRACT

An emotionally competent teacher is the heart and soul of any educational programme and venture. The major objectives the present investigation is the level of emotional intelligence (E.Q.) of primary school head teachers in relation to type of school management, locality and gender. Stratified random sampling was used in selecting 120 primary school head teachers in Dindigul rural and urban areas. The study sample responded to valid and reliable instrument like N.K. Chanda's Emotional Intelligence test. Data analysis involved the use of percentage analysis to measure the level of emotional intelligence. The mean percentile obtaining for EQ was 71, 88 and 104 for sensitivity, maturity and competency respectively. All the three dimensions of EQ fall under moderate category of emotional intelligence. There is significant relationship between classroom management and emotional intelligence of primary school head teachers.

KEYWORDS :

Introduction

A relatively new concept emotional intelligence with its significance being more than one's general intelligence has emerged on the educational and social scenario. Although the root of emotional intelligence can be traced back to over 2000 years, the famous psychologist E.L.Thorndike through his concept of social intelligence laid down a solid foundation of the essence of emotional intelligence in 1920. Thorndike defined social intelligence as the ability to understand, manage men and women, boys and girls-to act wisely in human relations. Human relations as commonly visualized are day to day dealings with other people at home and at work. Whatever may be the nature of work the success or failure of a task depends on our handling the situation and the people involved in the situation. Howard Garder (1983) advanced Thorndike's ideas of social intelligence by talking about multiple intelligence including interpersonal intelligence and intrapersonal intelligence. In 1990 Peter Salovey and John coined the phrase Emotional Intelligence (EI). They defined EI as ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth. EI gives empathy motivation compassion and an ability to respond skillfully to pleasure and pain. EI is responsible for one's self esteem, self awareness, social sensitivity and social adaptability. Emotional awareness brings one to strike a mutually healthy balance between one's own needs and the needs of others.

Interpersonal skills are critical in the workplace. This is especially true in an executive's role. Apart from problem solving, decision making and other job functions, office politics, morale problems and lack of co-operation can also add to the stress of the executives. An emotionally competent person can effectively monitor this. Emotional intelligence is the ability to motivate oneself and permit in the face of frustration to control impulses and delay gratification. Awareness of one own feelings will help in developing integrity and finding personal fulfillment at work. If the executives can read and respond to other people's feelings; many interpersonal conflicts can be minimized. Emotional competence is a critical component of an individual's personality and must form part of any research on leadership. Emotional competence is nothing but doing anything into doing it well; it is essentially a display of competence and whatever this aspect of personality is related to emotions, it shall be deemed as emotional competence, which happens to be efficiency that an individual acquires to deal with emotional situations effectively.

Classrooms are multidimensional universes. They consist of many individuals with differing goals, preferences and abilities. The challenges in the classroom are abounding and need to be planned and addressed meaningfully. Managing a classroom is an integral

part of the teaching- learning process. Effective management of a classroom shows the concern of the teacher for the instructional process. It is not only dependent on his/her academic intelligence but also his/her emotional intelligence. Classroom management has a closer relation with teachers' emotional intelligence.

Significance of the Study

It is well accepted fact that the quality of the nation depends upon the quality of the education imparted to its citizens which in turn depends upon the quality of its teachers. The term quality of teachers includes all the personality dimensions of a teacher i.e. span of knowledge, teaching skill and teacher behaviour comprising his/her emotional intelligence. However a teacher with innumerable degrees and high profile personality cannot necessarily be termed as a good teacher. The primary quality makes a whole difference in the classroom interaction and his teacher like behavior. His behavior not only as a person but also as a teacher is predominantly controlled by his emotional behavior. This in turn depends upon the degree of emotional intelligence processed by him. In this way what makes a teacher successful in his classroom behavior and makes him popular among the students is nothing but his emotional intelligence or emotional competency skills.

Objectives of the Study

1. To find out the level of emotional intelligence (EQ) of primary school head teachers.
2. To find out the relationship between classroom management and emotional intelligence of primary school head teachers.

Sample

This study needs the sample depends on gender, locality and type of school management. So, the investigator has chosen the sample from the population of primary school teachers in Dindigul rural and urban areas. Finally 120 number of primary school head teachers were selected as sample based on the stratified random sampling technique.

Tool

1. In this study, the investigator used Professor N.K. Chadha and Dr.Dalip Singh's Emotional Quotient Test (EQ). The tool contains 22 items including three dimensions like emotional sensitivity, emotional maturity and emotional competency.
2. Classroom Management Observation schedule - Primary school Head Teachers' – developed and standardized by investigator.

Statistical technique

A statistical measure such as percentile analysis and r test was used to interpret the obtained data.

Data Analysis**Table 1 : EQ – Level of Primary School Teachers**

Sample	EQ Dimensions	Percentile Score	Interpretation
Govt. School Teachers	Sensitivity	88	High EQ
	Maturity	71	Moderate EQ
	Competency	146	High EQ
Aided the school teachers	Sensitivity	69	Moderate EQ
	Maturity	77	Low E.Q
	Competency	108	Moderate EQ
Urban school teachers	Sensitivity	90	High EQ
	Maturity	74	Low E.Q
	Competency	98	Moderate EQ
Rural school teachers	Sensitivity	97	Extremely high
	Maturity	89	Moderate EQ
	Competency	82	Low E.Q
Men teachers	Sensitivity	85	High EQ
	Maturity	120	High EQ
	Competency	104	Moderate EQ
Women teachers	Sensitivity	70	Moderate EQ
	Maturity	94	Moderate EQ
	Competency	83	Low E.Q
Total sample	Sensitivity	71	Moderate EQ
	Maturity	88	Moderate EQ
	Competency	104	Moderate EQ

Table 2 : Relationship between Classroom Management and Emotional Intelligence of Primary School Head Teachers

Size of the Sample	Degrees of Freedom (N-2)	Calculated r Value	Level of Significance
120	118	0.28	0.01

From the table 2, it is found that the value of r is 0.28 was significant at 0.01 level. Hence it is concluded that there is significant relationship between classroom management and emotional intelligence of primary school head teachers.

Discussion

1. The primary school teachers of Dindigul urban and rural area have moderate level of emotional intelligence. The teacher's working in rural area is found to have extremely high EQ in emotional sensitivity. The teachers working in urban schools and women teachers have low EQ in emotional competency. Also the result showed that the EQ level of sensitivity, maturity and competency of any categories of sub-samples of teachers belong to different group have moderate EQ level.
2. There is significant relationship between classroom management and emotional intelligence among primary school head teachers.

Suggestions

1. There should be reorientation programmes for teachers regarding emotional intelligence.
2. Teacher training curriculum should be so organized as to develop the emotional intelligence of teacher trainees.

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