



ASSESSMENT OF EMOTIONAL INTELLIGENCE AND TEACHERS WORK BEHAVIOUR AMONG HIGH SCHOOL TEACHERS

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ABSTRACT

The main objective of the Study is to find out the level of Emotional Intelligence and Teachers Work Behaviour among High School Teachers with respect to Gender, Locality and Type of Management. Survey method was adopted to collect the relevant data for the present study. Emotional Intelligence Scale (2002) developed and standardized by the Hyde, Pethe and Dhar. Teachers Work Behaviour Scale (2009) constructed and Standardized by Anuja Saluja and it was used to collect data for the present study. The Investigator randomly Selected 307 High School Teachers working in Government, Government Aided and Private Schools in and around Chennai and Tiruvallur Districts. For analyzing the data percentage, mean, standard deviation, 't'- test and one way ANOVA are used. The major findings of the study are: The most of the high school teachers have moderate level of Emotional Intelligence and Teachers Work Behaviour. With regard to gender, the female teachers have higher Emotional Intelligence and Teachers Work Behaviour compared to male teachers. The Urban teachers have higher Emotional Intelligence and Teachers Work Behaviour compared to rural teachers. The Government Aided school teachers have higher Emotional Intelligence and Teachers Work behaviour to their counterparts. The results also reveals that the positive relationship between Emotional Intelligence and Teachers Work Behaviour among High School Teachers.

KEYWORDS : Emotional Intelligence, Teachers Work Behaviour, High School Teachers, Organizational Behaviour, Emotional Quotient (E.Q), Teachers Behaviour.

Introduction

Emotional Intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions. The study of the work behaviour of individuals or teachers in organizations is approached with the explicit assumption that people engage in work-related behaviour and occupy work roles because by doing so they achieve goals and obtain outcomes otherwise unavailable. Teachers' emotional intelligence directly influences the teachers' work behaviour. Therefore, the research problem is stated as "Assessment of Emotional Intelligence and Teachers Work Behaviour among High School Teachers".

Emotional intelligence is the ability to understand your own emotions and those of people around you. It is a balance between HEART (emotions) and MIND (intelligence). According to Mayer, Emotional intelligence is defined as "ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". IQ accounts for only 20% of one's success, the rest 80% goes to emotional and social intelligence. In modern time, the concept of Emotional intelligence was popularized by American Psychologist Dr. Daniel Goleman in 1998 when he published his book "Working with Emotional Intelligence". He argued that human competencies such as self awareness, persistence and empathy are more important in life than a person's IQ. According to Goleman, "Emotional Intelligence is the capacity for recognizing our own feelings and those of others for motivating ourselves and managing emotions well in us and in our relationship". Goleman has identified five 'social and emotional competencies' that constitute emotional intelligence which are following:

Self Awareness: ability to know, recognize and discriminate one's own feelings

Self Regulation: ability to manage ones feelings

Motivation: ability to utilize feelings in order to achieve set goals

Empathy: feeling and understanding the other person's emotions

Social Skills: ability to handle feelings effectively while interacting with others.

All the above competencies directly or indirectly affect the teachers and their teaching competency. Emotionally intelligent teachers who possess these competencies are able to create an effective teaching and learning experience for the students.

Review of Related Literature

Amirtha and Kadirvan (2006) carried out research on "The influence on personality on the Emotional Intelligence of Teachers". The results revealed that Gender, age and qualification will influence the Emotional Intelligence of the teachers. It was also noted that Thinking, Judging dimension of personality has significant positive impact on Emotional Intelligence. Ponna, V (2016) examined a study on the emotional intelligence of the selected secondary school teachers in Chennai city and their organizational climate Prime College of Education, Kilvelur, Nagapatinam District, Tamilnadu. India. It is a 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 skills and teacher behaviour comprising his/her emotional intelligence. An emotionally competent teacher is the heart and soul of any educational program and venture. Learning becomes a pleasure, student dropout decreases and children work from setbacks through hope to success only in the presence and able guidance of the emotionally intelligent teachers. The study aims to find out the emotional intelligence of the selected secondary school teachers in Chennai city and their organizational climate. This study intends to investigate the relationship between emotional intelligence and organizational climate of secondary school teachers. The sample consists of 705 secondary school teachers of which 110 are male and 595 are female. Data was collected using approximate tools and analyzed by 't' test and Karl Pearson product moment correlation. The result indicates that there is no significant relationship between emotional intelligence and organizational climate of the secondary school teachers. However, it was found that there is significant difference in the emotional intelligence of the secondary school teacher age wise and types of school wise. But there is no significant difference in the organizational climate of the secondary school teachers based on age, gender and types of school.

Sudhamayi, P (2016) conducted a study on Emotional intelligence and personal strain among high school teachers: a co-relational study. A study was conducted on a sample of 720 teachers (both male and female) working in different schools with different social status. Emotional Intelligence Scale, developed by Nutan kumar Thingujam and Usha Ram (1999) and Occupational Stress Inventory developed by Samuel H. Osipow and Arnold R. Spokane (1987) were

administered to measure Emotional Intelligence and Personal Strain. Appropriate statistical techniques were applied to analyze the data. Results indicate that there is significant negative correlation between Emotional Intelligence and Personal strain and Components of Personal strain.

Richard, M. Miller (2008) conducted a study on the Influence of Teachers Caring Behaviour on High School Students Behaviour and Grades. The design is non-experimental, indicating that the study does not have a comparison or control group. Although the strongest designs for studying cause and effect are experimental, educational researchers are often faced with situations where neither a randomized experiment nor quasi-experiment is feasible (Johnson, 2001). The clearest way to classify non-experimental quantitative research is based on the primary research objective. The research objective of this study is explanatory for two reasons. First, the researcher is trying to develop or test a theory about a phenomenon to explain how and why it operates. Second, the researcher is trying to explain how the phenomenon operates by identifying the causal factors that produce change in it. For these two reasons, this study design is identified as explanatory non-experimental research (Johnson, 2001). The cross-sectional method is useful in situations where an experimental design is not feasible. The cross-sectional method is conducted one time with no follow-up attempts. The data are directly applied to each case at that single time period and comparisons are made across the variables of interest.

Need and Significance of the Study

The pivotal role of the teacher in the Emotional Intelligence functioning of the class to transform the student to pragmatic approaches, catering to the fast changing social order and economic life pattern of individuals and families, place heavier responsibilities on the shoulders of the teacher to be a multifaceted faculty. For this, the teacher has to keep himself abreast with the knowledge exposure and dynamism so that he can be one step or two ahead of his well knowledgeable students. The major challenge of modern education is the professional development of teacher, as he plays an important role in molding the personalities of younger generalization. Despite of various references in modern Indian education, most of the modern teachers are not genuinely prepared and adequately equipped with necessary knowledge, skills and personality profiles to bring out desirable changes in the learner's behavior. The number of students who remain backward academically, especially in professional courses are very large. The overall academic standards are falling below. Parents and public often criticize teachers for this situation. Under these circumstances a systematic study of Emotional Intelligence and Teachers Work Behaviour among high school teachers of paramount importance. Identification of the extent of teacher Emotional Intelligence and professional competency exhibited by teachers will help to learn how far they have equipped and trained themselves, so as to cope with the challenges in modern education, especially in the final stage of schooling. How far the teacher training programme and cluster meetings conducted every year by the government helped the teachers to attain high levels of teaching competency and teachers Emotional Intelligence. Therefore, the present study reveals the existing teacher Emotional Intelligence and Teachers Work Behaviour among high school teachers working under Government, Government Aided and Privateschools.

In the normal course of lifetime, Emotional Intelligence tends to increase to learn to more aware of mood, to effectively handle distressing emotions, and to listen and empathize. In short, as you become more mature, you can acquire certain emotional competence that lead to outstanding performance at work. The study of the work behavior of individuals or teachers in organizations is approached with the explicit assumption that people engage in work-related behavior and occupy work roles because by doing so they achieve goals and obtain outcomes otherwise unavailable. Therefore Emotional Intelligence plays vital

role for improving the teachers work behavior and effective in their teaching. Hence the present study seems too necessary.

Objectives of the Study

1. To find out the level of Emotional Intelligence among High School Teachers.
2. To assess the level of Teachers Work Behavior among High School Teachers.
3. To find out the difference in Emotional Intelligence among High School Teachers with respect to
 - Gender
 - Locality and
 - Type of Management
4. To find out the difference in Teachers Work Behavior among High School Teachers with respect to
 - Gender
 - Locality and
 - Type of Management
5. To explore the relationship between Emotional Intelligence and Teachers Work Behavior among High School Teachers.

Hypotheses of the Study

1. There is no significant difference in Emotional Intelligence among High School Teachers based on
 - Gender
 - Locality
 - Type of Management
2. There is no significant difference in Teachers Work Behavior among High School Teachers based on
 - Gender
 - Locality
 - Type of Management
3. There is no significant relationship between Emotional Intelligence and Teachers Work Behavior among High School Teachers.

Methodology of the Study

Method of the Study: The researcher adopted the survey method to collect the relevant data from desired areas.

Population: A population is any group of individuals that have one or more characteristics in common. In this study, the population refers to teachers working in Government, Government Aided and Private high schools from two Districts of Tamilnadu, namely Chennai and Thiruvallur.

Sample: The sample for the present study includes, the teachers those who are working in Government, Government-aided and Private high schools in and around Chennai and Thiruvallur districts of Tamilnadu.

Sample size: In the present study three hundred and seven high school teachers were randomly selected on the basis of the random criteria.

Sampling Technique: The researcher used random sampling technique for selecting the sample.

Research Tools Used

The following research tools to be used for collection of data.

1. Personal Data Sheet developed by the Researcher.
2. Emotional Intelligence Scale (2002) constructed and standardized by Hyde, Pethe and Dhar.
3. Teachers Work Behaviour Scale (2009) constructed and standardized by Anuja Saluja.

Statistical Techniques Used

The following statistical techniques used for analyze the data:

- Percentile, Mean and Standard Deviation.
- t- Test and ANOVA (F-test): to know the difference between the means of variables.
- Co-efficient of correlation: to find out the correlation between the selected variables.

Analysis and Interpretation of Data

Table 1: The level of Emotional Intelligence among High School teachers

Level of Emotional Intelligence	Frequency	Percent
Low	79	25.7
Moderate	151	49.2
High	77	25.1
Total	307	100

From the above table it is clear that most of the high school teachers (49.2%) have moderate level of Emotional Intelligence. The result also reveals that 25.7 percent of the teachers have low level of Emotional Intelligence and 25.1 percent of teachers have high level of Emotional Intelligence.

Table 2: The level of Teachers Work Behaviour among High School teachers

Level of Teacher Work Behaviour	Frequency	Percent
Low	78	25.4
Moderate	149	48.5
High	80	26.1
Total	307	100

From the above table it is clear that most of the high school teachers (48.5%) have moderate level of Teachers Work Behaviour. The result also reveals that 25.4 percent of the teachers have low level of Teachers Work Behaviour and 26.1 percent of teachers have high level of Teachers Work Behaviour.

H₀: There is no significant difference in Emotional Intelligence among High School Teachers based on Gender

Table 3: Emotional Intelligence among High School Teachers based on Gender

Variable	Gender	N	Mean	Standard Deviation	t - Value	Level of Significance
Emotional Intelligence	Male	143	119.55	17.114	3.548	0.01
	Female	164	126.42	16.784		

From the above table it is clear that, the calculated t-value 3.548 is greater than the table value (2.58) at 0.01 % Level of Significance. Therefore, it is concluded that there is a significant difference in Emotional Intelligence among High School Teachers based on Gender. Hence the null hypothesis is rejected.

H₀: There is no significant difference in Emotional Intelligence among High School Teachers based on Locality

Table 4: Emotional Intelligence among High School Teachers based on Locality

Variable	Locality	N	Mean	Standard Deviation	t - Value	Level of Significance
Emotional Intelligence	Rural	154	120.16	17.344	3.158	0.01
	Urban	153	126.29	16.664		

From the above table it is clear that, the calculated t-value 3.158 is greater than the table value (2.58) at 0.01% Level of Significance. Therefore, it is concluded that there is a significant difference in Emotional Intelligence among High School Teachers based on Locality. Hence the null hypothesis is rejected.

H₀: There is no significant difference in Emotional Intelligence among High School Teachers based on Type of management

Table 5: Emotional Intelligence among High School Teachers based on Type of Management

Variable	Type of Management	N	Mean	Standard Deviation
Emotional Intelligence	Government	104	119.54	17.541
	Government Aided	102	126.66	16.292
	Private	101	123.53	17.319

Table 5.1 ANOVA for Emotional Intelligence among High School Teachers based on Type of Management

Variable	Source of Variation	Sum of Squares	df	Mean Square	F- Value	Level of Significance
Emotional Intelligence	Between Groups	2624.413	2	1312.206	4.508	0.01
	Within Groups	88493.965	304	291.099		
	Total	91118.378	2			

From the above table it is clear that, the calculated F-value 4.508 is greater than the table value at 0.01% Levels of Significance. Therefore, it is concluded that there is a significant difference in Emotional Intelligence among High School Teachers based on Type of Management. Hence the null hypothesis is rejected.

H₀: There is no significant difference in Teachers Work behaviours among High School Teachers based on Gender

Table 6: Teachers Work Behaviour among High School Teachers based on Gender

Variable	Gender	N	Mean	Standard Deviation	t - Value	Level of Significance
Teachers Work Behaviour	Male	143	135.92	19.474	3.153	0.01
	Female	164	142.97	19.648		

From the above table that, states that the calculated t-value 3.153 is greater than the table value at 0.01% Levels of Significance. Therefore, it is concluded that there is a significant difference in Teachers Work Behaviour among High School Teachers based on Gender. Hence the null hypothesis is rejected.

H₀: There is no significant difference in Teacher Work Behaviour among Higher Secondary School Teachers based on Locality

Table 7: Teachers Work Behaviour among High School Teachers based on Locality

Variable	Locality	N	Mean	Standard Deviation	t - Value	Level of Significance
Teacher Work Behaviour	Rural	154	137.59	20.156	1.816	NS
	Urban	153	141.79	19.375		

From the above table it is evident that, the calculated t-value 1.816 is less than the table value (1.96) at 0.05% Levels of Significance. Therefore, it is concluded that there is no significant difference in Teacher Work Behaviour among High School Teachers based on Locality. Hence the null hypothesis is accepted.

H₀: There is no significant difference in Teachers Work Behaviour among High School Teachers based on Type of Management

Table 8: Teachers Work Behaviour among High School Teachers based on Type of Management

Variable	Type of Management	N	Mean	Standard Deviation
Teachers Work Behaviour	Government	104	133.630	21.066
	Government Aided	102	144.900	17.982
	Private	101	140.650	18.846

Table 8.1: ANOVA for Teachers Work Behaviour among High School Teachers based on Type of Management

Variable	Source of Variation	Sum of Squares	df	Mean Square	F-Value	Level of Significance
Teachers Work Behaviour	Between Groups	6690.086	2	3345.043	8.929	0.01
	Within Groups	113884.266	304	374.610		
	Total	120574.352	306			

From the above table it is clear that, the calculated F-value 8.929 is greater than the table value at 0.01% Levels of Significance. Therefore, it is concluded that there is a significant difference in Teachers Work Behaviour among High School Teachers based on Type of Management. Hence the null hypothesis is rejected.

H0₇: There is no relationship between Emotional Intelligence and Teachers Work Behaviour among High School Teachers

Table 9: Correlation between Emotional Intelligence and Teachers Work Behaviour

Variables	r - Value	Level of Significance
Emotional Intelligence Vs Teachers Work Behaviour	0.706	0.01

From the above table it is inferred that there is a significant positive correlation between Emotional Intelligence and Teachers Work Behaviour among High school Teachers. Hence the null hypothesis is rejected.

Major Findings of the Study

- The result of the study reveals that most of the high school teachers have moderate level of Emotional Intelligence and Teachers Work Behaviour.
- With regard to gender, the female teachers have higher Emotional Intelligence and Teachers Work Behaviour compared to male teachers.
- The study also reveals that the urban teachers have higher Emotional Intelligence and Teachers Work Behaviour compared to rural teachers.
- It was found that the Government Aided school teachers have higher Emotional Intelligence and Teachers Work behaviour than their counterparts.
- The results also reveals that the positive relationship between Emotional Intelligence and Teachers Work Behaviour among High School Teachers.

Educational Implications

There are certain characteristics of an emotionally intelligent teacher which can be enumerated. Such a teacher devotes plenty of energy to creating an encouraging atmosphere in the classroom and takes into account the learners' feelings. He or she should be an expert at listening; additionally, they should pay attention to the learners' expectations. An effective teacher can be associated with devotion to learners, enthusiasm in the teaching process, a unique approach to their profession so as to be able to establish a harmonious relationship with their students. Obviously, interpersonal qualities count and adjectives such as: empathic, approachable, and relating to students as equals, can be mentioned as well (Mortiboys, 2005). One of the important finding of the study is that Emotional Intelligence influences all aspects of teachers work behaviour among high school teachers. In totality, teachers with low Emotional Intelligence are experiencing low teacher behaviour. For the proper development of a nation, it is most essential that educational system must be well organized. The key point in the total system is the teacher and he plays an active role in the formation of the habits, attitude, and other qualities among the students. It is needless to say that how important role of a effective, satisfied and high emotionally and spiritually intelligent teacher in the development of a right type teaching learning environment in

the school. The findings of this study may also be helpful to the authorities of educational institutions. Administrative authorities may also realize the importance of the emotional intelligence of teachers. The present investigation suggests that educational authorities should concentrate their attention not only on academic qualifications, but also on the emotional intelligence of teachers at the time of requirements. This Study can provide new ways of thinking for better planning & effective execution of educational programmes.

A favourable school climate leads to higher teachers Emotional Intelligence and positive work behaviour of the teachers. Therefore, these findings have relevance for all those who are concerned about the ever increasing teachers' strikes, absenteeism, stagnation, growing unrest and other allied educational problems. Teachers Emotional Intelligence and their activities, giving them support and encouragement which enthuse them to work better. This will give them a sense of "belonging" and strengthen their bonds with the goals and values of their professions.

The results of the study require a profound analysis of the whole classroom environment. It is the emotionally intelligent teacher who is of great importance. Since emotional intelligence is not inherited but can be developed, educators should evaluate their own emotional competence in order to be able to pay special attention to students' emotional needs. Familiarizing themselves with the concept of EI would enable them to enhance learners' emotional literacy through a number of programs, which do not have to be designed as an additional school subject but can be incorporated into other lessons (Zeidner *et al.*, 2009). Implementing emotional intelligence programs into the school curriculum appears to be unavoidable. The desired academic results will be achieved if educational institutions put more emphasis on students' emotional intelligence and do not concentrate predominantly on cognitive ones.

Conclusion

The role of teachers becomes more important as they facilitate the psychological growth of the students too. There is a possibility that instructors can identify their own emotional state as well as the emotional state of their scholars, thus generating a deeper understanding of why they and their students tend to behave in a particular manner. On the other hand, lack of awareness about the emotional state of self or others can give rise to problematic interpretation of the behaviour as well as adoption of inappropriate approaches to handle them. Emotional intelligence is seen taking on a central position in generating the good performance among teachers in schools, colleges and universities (Jennings & Greenberg, 2009). The teachers who are dealing with the problem of stress not only carry a negative action to school, but also present a negative behaviour within the classroom. Consequently their performance as an instructor declines, eventually resulting in poor performance of the students. Since being a part of the educational sector as an instructor entails high level of professional stress for the teachers, its impact on the classroom behaviour is also evident. Instructors who are exposed to high level of work related stress have been found to carry a greater risk of developing negative attitude about their jobs and its related responsibilities. The emotionally intelligent teachers only exhibit suitable work behaviour in the class room teaching and instruction.

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