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## A Study On Emotional Intelligence Of Secondary School Teachers

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### ABSTRACT

*Emotional Intelligence is one of the latest words in the organizations and among educators. E.I. is the driving force behind the success and everyday interactions with others. It plays vital role in the interactions and decisions of any situations in the individual's life. The present study conducted on emotional intelligence of secondary school teachers. It concludes that there was a significant difference in Emotional intelligence with Self awareness, self development, value orientation, empathy, emotional stability between male and female teachers. Thus for teachers emotional intelligence is an important factor accounting for their effectiveness.*

**Keywords : Emotional Intelligence**

### Introduction

Greek Philosopher Aristotle remarks: "Any one can become angry-that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way- that is not easy". People who have control over their life can manage and know their feelings well and read, deal effectively with other people's feelings, while the people who cannot have control over their emotional life fight inner battles that sabotage their ability to focus on work and think clearly (Goleman, 1996).

Emotional Intelligence is one of the latest 'buzzwords' in the organizations and among the educators (teachers). Emotional intelligence is the driving force behind the factor that affects personal success and everyday interactions with others. Studies on emotional intelligence have shown its importance in many aspects of teacher's life. It plays vital role in the interactions and decisions of any situations in the teacher's life. In order to perform his role effectively, a teacher should be intelligent in emotion and satisfied with profession because a teacher is the hope for an individual and the nation. Since teacher's personality, behaviour, interest, communication skills, attitude and emotions affect the children's behavioural pattern, a teacher should understand his own emotions and attributes of pupils in the teaching-learning process.

Goleman (1995) viewed emotional intelligence as the ability to know and manage one's own emotions, recognize them in others and to handle relationships. It includes abilities such as being able to motivate one self and persist in the face of frustrations, to control impulses and delay gratification to regulate one's mood and keep distress from swamping the ability to think, to empathize and to hope. This definition of emotional intelligence includes self control, zeal and persistence and the ability to motivate oneself.

Jackson et al. (1993), noted that, teachers are commonly expected to 'smile' and appear cheerful on days when they are not quite up to par and would rather be somewhere else. Teachers' responses to children are important for teachers and students well being in the schools. Teachers must value

the emotional bonds and understanding they establish with the students and also must value the purpose of educating their students as emotional and social beings as well as intellectual ones. Teachers' emotional commitments and connections the students energize and articulate everything that teachers do. As Goleman et al. (1995) have shown, emotions are not simply a support for teaching but a vital and integral part of teaching and learning.

Gate (1977) reported that like psychiatrists, social workers, nurses and public relation officers, teachers also require higher amount of EQ. Hein (2001) found that E.Q. helps teachers in identifying feelings and see to their unmet emotional needs. This is the reason why it is necessary for a prospective teacher to be emotionally intelligent.

Sharma (2003) has studied emotional intelligence of pupil teachers in relation to SES and gender. He found that the pupil teachers having high SES are better in emotional intelligence than the lower SES. The male and female pupil-teachers do not differ in their emotional intelligence.

Sibia, Mishra and Srivatsava (2004) studied the analysis of teacher's qualities, it shows that teachers who are affectionate and co-operative, have control over negative emotions and are friendly, were found to be emotionally successful. Updhyaya (2006) has studied the personality of emotionally intelligent student-teachers on a sample of 78 student-teachers. It was found that as compared to low emotionally intelligent student-teachers, high emotionally intelligent student-teachers are more confident, persistent, supportive, enthusiastic and divergent. The NCTE discussion document (2004) says that since teachers at secondary stage have to deal with adolescents, they must understand their problems and offer solutions to them including their social transformation and nurturing of their uniqueness. A teacher who is skilled in terms of emotional competencies will naturally try to build a sense of mutual understanding, group feeling, and a climate of trust by encouraging students to communicate freely. Emotionally literate teachers handle the emotion of teenagers effectively.

Keeping into consideration the above-mentioned need and the achieve them through the successful methods, it appears that the secondary school teachers should posses emotional intelligence to some extent and thus the study was conducted with the following objectives

1. To find out the Emotional Maturity level among secondary school teachers.
2. To find out the difference in emotional intelligence of the selected secondary school teachers based on gender and type of management.

Hypotheses :

The following hypothesis formulated for the study :

1. There is no significant difference in the Emotional Intelligence of the secondary school teachers based on Gender.
2. There is no significant difference in the Emotional Intelligence of the secondary school teachers working in different types of management.

Methodology :

The investigator has used survey method for studying the problem.

Sample :

As many as 100 secondary school teachers belonging to Government, Government Aided, Private Unaided types of schools were randomly selected from Bangalore City.

Tool :

The Emotional Intelligence Scale was developed by the researcher. It consists 101 items. The areas include Self-awareness, Empathy, Self Development, Value Orientation and Emotional Stability. It is a Four-point scale (Strongly Agree, Agree, Disagree, Strongly Disagree). There is a totally 95 positive items and 6 negative items were their. The scoring procedure for positive questions are 4, 3, 2 and 1 for Strongly Agree, Agree, Disagree, Strongly Disagree respectively and for negative questions 1, 2, 3 and 4

Procedure :

The tool was administered on the sample of 100 secondary school teachers drawn from government, government-aided, private unaided types of schools. The test was administered by giving the instructions to the respondents and response sheets were collected, scored and interpreted.

Statistical Technique

The 't' test analysis and 'One-way ANOVA ('F' Test) were used to analyze the data. Analysis And Interpretation Of Data

Table-1

Table showing the Number (N), Mean, Standard Deviation (S.D.), 't'-value and its level of significance of Emotional Intelligence and its facets of male and female secondary school teachers.

Variable and Groups	N	Mean	S.D.	't' value	Level of Significance
Self Awareness	Male	30 68.133	7.356	2.061	*
	Female	70 65.000	5.953		
Empathy	Male	30 37.366	3.995	1.202	NS
	Female	70 36.385	3.065		
Self Development	Male	30 127.600	12.917	2.578	*
	Female	70 120.871	9.346		
Value Orientation	Male	30 45.433	4.469	2.127	*
	Female	70 43.514	3.220		
Emotional Stability	Male	30 34.833	4.395	1.774	NS
	Female	70 33.228	3.498		
Emotional Intelligence	Male	30 313.366	30.838	2.325	*
	Female	70 299.000	21.310		

\*Significant at 0.05 level (df=98); NS Not Significant

It can be seen from the Table-1 reveals that the obtained 't' value 2.061 is more than the table value of 1.98 at 0.05 level of significance. Therefore the null hypothesis was rejected and the alternate hypothesis formulated that there is a significant difference in Emotional Intelligence Self Awareness dimensions of secondary school male and female teachers. The table further revealed that the secondary school male teachers (M=68.133) had higher levels of Emotional

Intelligence with Self Awareness than female teachers (M=65.000).

The obtained 't' value 2.578 is more than the table value of 1.98 at 0.05 level of significance. Therefore the null hypothesis was rejected and the alternate hypothesis formulated that there is a significant difference in Emotional Intelligence with Self Development of secondary school male and female teachers. The table further revealed that the secondary school male teachers (M=127.600) had higher levels of Emotional Intelligence with Self Development than female teachers (M=120.871).

The obtained 't' value 2.578 is more than the table value of 1.98 at 0.05 level of significance. Therefore the null hypothesis was rejected and the alternate hypothesis formulated that there is a significant difference in Emotional Intelligence with Value Orientation of secondary school male and female teachers. The table further revealed that the secondary school male teachers (M=45.433) had higher levels of Emotional Intelligence with Value Orientation than female teachers (M=43.514).

The obtained 't' value 2.325 is more than the table value of 1.98 at 0.05 level of significance. Therefore the null hypothesis was rejected and the alternate hypothesis formulated that there is a significant difference in Emotional Intelligence (Total) of secondary school male and female teachers. The table further revealed that the secondary school male teachers (M=313.366) had higher levels of Emotional Intelligence (Total) than female teachers (M=299.000).

The obtained 't' values 0.1.202 and 1.774 were less than the table value 1.98 at 0.05 level of significance. Hence, it was not significant. Therefore, the null hypothesis "there is no significant difference in Emotional Intelligence with Empathy and Emotional Stability between secondary school male and female teachers" was accepted.

Table-2

Table showing One-way Analysis of Variance on Emotional Intelligence among secondary school teacher working in different type of managements.

Variable	Source	Sum of Square	df	Mean Scores	'F' Value
Self Awareness	Between groups	4.197	2	2.099	0.048 <sup>NS</sup>
	Within Groups	4217.443	97	43.479	
	Total	4221.640	99		
Empathy	Between groups	33.822	2	16.911	1.494 <sup>NS</sup>
	Within Groups	1097.938	97	11.319	
	Total	1131.760	99		
Self Development	Between groups	245.180	2	122.590	1.028 <sup>NS</sup>
	Within Groups	11572.610	97	119.305	
	Total	11817.790	99		
Value Orientation	Between groups	97.980	2	48.990	3.729 <sup>NS</sup>
	Within Groups	1274.210	97	13.136	
	Total	1372.190	99		
Emotional Stability	Between groups	3.561	2	1.781	0.119 <sup>NS</sup>
	Within Groups	1455.029	97	15.000	
	Total	1458.590	99		
Emotional Intelligence (Total)	Between groups	574.152	2	287.076	0.444 <sup>NS</sup>
	Within Groups	62673.238	97	646.116	
	Total	63247.390	99		

NS = Not Significant.

It can be seen from the above table-1 reveals that the obtained 'F' values of Emotional Intelligence and its facets i.e. Self Awareness, Empathy, Self Development, Value Orientation, Emotional Stability and Emotional Intelligence 0.048, 1.494, 1.028, 3.729, 0.119 and 0.444 are less than the Table value of 3.94 at 0.05 level. Hence, the null hypothesis is accepted that "there was no significant difference in Emotional Intelligence and its facets among secondary school teachers working in different type of management."

Major findings :

The following were the major findings of the study :

1. There was a significant difference in Emotional Intelligence with Self Awareness between secondary school male and female teachers. The secondary school male teachers (M=68.133) had higher levels of Emotional Intelligence with Self Awareness than female teachers (M=65.000).



2. There was a significant difference in Emotional Intelligence with Self Development between secondary school male and female teachers. The secondary school male teachers (M=127.600) had higher levels of Emotional Intelligence with Self Development than female teachers (M=120.871).
3. There was a significant difference in Emotional Intelligence with Value Orientation between secondary school male and female teachers. The secondary school male teachers (M=45.433) had higher levels of Emotional Intelligence with Value Orientation than female teachers (M=43.514).
4. There was a significant difference in Emotional Intelligence (Total) between secondary school male and female teachers. The secondary school male teachers (M=313.366) had higher levels of Emotional Intelligence (Total) than female teachers (M=299.000).
5. There was no significant difference in Emotional Intelligence with Empathy and Emotional Stability between secondary school male and female teachers.
6. There was no significant difference in Emotional Intelligence and its facets among secondary school teachers working in different type of management.

### Conclusion

The 't' test analysis revealed that there was a significant difference in Emotional Intelligence between secondary school male and female teachers. The male teachers have high level of Emotional Intelligence than female teachers and there was no significant difference in Emotional Intelligence and its facets among secondary school teachers working in different type of management. Effecting teaching requires internalization of the locus of control of the teacher so she/he

can be highly motivated to affect a successful transfer of knowledge during instruction. The teachers in this study who make empathy and emotional intelligence an important part of their pedagogy appear to be internally motivated. Everyone benefits when teachers and students learn and practice emotionally intelligent behavior. A research-based, educational model of emotional intelligence provides a positive and practical approach to help teachers and students stay healthy, reduce negative stress, increase goal achievement, act responsibly, and effectively deal with change.

Intelligence is a developing ability. It is likely that accumulated life experiences contribute to EQ "said lead research Lorenzo Fariselli of six seconds. An emotionally intelligent teacher alone can educate effectively and that results in all round development of the pupil which includes physical and psychosocial aspects. As per the reports of education commission (1964-66) "the destiny of India is now being shaped in the classroom" the primary task of the teachers is concerned with man-making, namely making of the Indians of tomorrow. The young, energetic, emotionally intelligent empowered teachers can lead communities and nation in their march towards better and enriched India.

Emotional intelligence is a better predictor of any work performance than the traditional measures of intelligence. Emotional intelligence enables a teacher to tune the students to communicate clearly with them, to inspire and motivate them. Emotional intelligence helps reverse a tide of educational ineffectiveness and thus strengthen the whole process. Nurturance of emotional intelligence among the teachers therefore becomes a prime concern.

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