



Study of the Relationship Between Emotional Intelligence and Personality of Secondary School Teachers

KEYWORDS

Emotional Intelligence, Type A Personality, Type B Personality.

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ABSTRACT *The present research was undertaken to study the relationship between Emotional Intelligence and personality of secondary school teachers. The sample for the study comprised of 400 secondary school teachers,200 teachers of type A personality and 200 teachers of Type B personality selected randomly from the various schools also selected randomly situated in Durg, Bhilai and Raipur cities of Chhattisgarh.The tools used for the study were the Type A/B behavioural pattern scale developed and standardized by Upinder Dhar and Manisha Jain and the Emotional Intelligence Scale (EIS) developed and standardised by the investigator.Result revealed significant relationship between Emotional Intelligence and personality of secondary school teachers.No significant relationship was found between the Emotional Intelligence and Type A personality teachers of secondary school teachers.Significant relationship was found between the Emotional Intelligence and Type B personality teachers of secondary school teachers.*

INTRODUCTION:

Emotional Intelligence is the ability to understand and manage our emotions and those around us. In today's workplace it has become a highly important factor for success influencing productivity,efficiency and team collaboration.

Goleman (1996) defined Emotional Intelligence as the capacity for recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships.

According to Allport(1937)

"Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique characteristic behavior and thought"

Barling and Boswell(1995)

"Type A behavior is defined by competitive achievement striving,a sense of time urgency, impatience, easily evolved anger and aggression and rapid speech"

Mosby's Dental Dictionary(2008)

"Type B personality a form of behavior associated with people who appear free of hostility and aggression and who lack a compulsion to meet deadlines, are not highly competitive at work or play and have a lower risk of heart attack"

OBJECTIVES OF THE STUDY:

- ❖ To study the relationship between Emotional Intelligence and personality of secondary school teachers.
- ❖ To study the relationship between Emotional Intelligence and Type A personality of secondary school teachers.
- ❖ To study the relationship between Emotional Intelligence and Type B personality of secondary school teachers.
- ❖ secondary school teachers.

HYPOTHESES OF THE STUDY:

- ❖ "There will be no significant relationship between Emotional Intelligence and

personality of secondary school teachers"

- ❖ "There will be no significant relationship between Emotional Intelligence and Type A personality of secondary school teachers"
- ❖ "There will be no significant relationship between Emotional Intelligence and Type B personality of secondary school teachers"

SAMPLE:

The sample for the study comprised of the secondary schools selected randomly from the various secondary schools of Bhilai ,Durg and Raipur cities of Chhattisgarh. The sample of the study was on the basis of personality type,medium and sex which constituted eight groups eachgroup comprising of 50 teachers.For each groupteachers were selected randomly thus comprising a total of 400 teachers.(200 of Type A and 200 of Type B personality)

TOOLS:

- ❖ Emotional Intelligence Scale (EIS) developed and standardised by the investigator was used to measure Emotional Intelligence.
- ❖ Type A/B behavioural pattern scale developed and standardised by Upinder Dhar and Manisha Jain was used to measure the Type A and Type B personality.

PROCEDURE:

The Type A/B behavioural pattern scale developed by Upinder Dhar and Manisha Jain was administered to the secondary teachers of the randomly selected schools.About 800 secondary teachers were administered the Type A/B behavioural pattern scale. The teachers were given instructions regarding the procedure of indicating their responses in the scale. On the basis of the scoring of the Type A/B behavioural pattern scale, the teachers were categorized into two personality types-Type A and Type B.After categorization of the teachers as Type A and Type B the Emotional Intelligence scale developed by the investigator was administered to these Type A and Type B

categorized teachers. The teachers were instructed regarding the procedure of indicating responses. In this way data related to the variables were collected.

STATISTICAL TECHNIQUE:

Pearsons Product Moment Correlation was employed to find out the relationship between Emotional Intelligence and Personality.

RESULTS AND DISCUSSIONS:

To test significant relationship between Emotional Intelligence and personality Pearsons Product Moment Correlation was employed. The result of this analysis has been given in Table 1.

TABLE- 1 PEARSON'S PRODUCT MOMENT CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND PERSONALITY

| VARIABLES | N | r | SIGNIFI-CANCE LEVEL |
|--------------------------------------|-----|---------|---------------------------|
| Emotional Intelligence & Personality | 400 | 0.128** | Significant at .01 level. |

****Significant at .01 level**

From the Table-1 it is evident that the Pearson's Product Moment Correlation Coefficient for Emotional Intelligence and Personality was found to be 0.128 which is significant at the .01 level. (Table value $r = 0.128$, $N-2$, 398 for significance at the .01 level). The two variables Emotional Intelligence and Personality are thus positively related to each other significantly.

Table-2 :PEARSON'S PRODUCT MOMENT CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND TYPE A PERSONALITY

| VARIABLES | N | r | SIGNIFI-CANCE LEVEL |
|---|-----|-------|---------------------|
| Emotional Intelligence & Type A Personality | 200 | 0.096 | Not Significant |

From the Table-2 it is evident that the Pearson's Product Moment Correlation Coefficient for Emotional Intelligence and Personality was found to be 0.096 which is not significant at the .05 level. (Table value $r = 0.138$, $N-2$, 198 for significance at the .05 level). The two variables Emotional Intelligence and Type A Personality are thus not related to each other significantly.

TABLE- 3 PEARSON'S PRODUCT MOMENT CORRELATION BETWEEN

EMOTIONAL INTELLIGENCE AND TYPE B PERSONALITY

| VARIABLES | N | r | SIGNIFI-CANCE LEVEL |
|---|-----|---------|--------------------------|
| Emotional Intelligence & Type B Personality | 200 | 0.253** | Significant at .01 level |

**** Significant at .01 level**

From the Table-3 it is evident that the Pearson's Product Moment Correlation Coefficient for Emotional Intelligence and Personality was found to be 0.253 which is significant at the .01 level. (Table value- $r = 0.181$, $N-2$, 198 for significance at the .01 level. The two variables Emotional Intelligence and Type B Personality are thus positively related to each other significantly.

CONCLUSION:

The study shows significant relationship between Emotional Intelligence and Personality of secondary school teachers. Emotional Intelligence and Type A Personality was not found to be related to each other significantly. Emotional Intelligence and Type B Personality was positively related to each other significantly.

EDUCATION IMPLICATIONS:

Emotional Intelligence plays an important part in every aspect of people's lives. In everyday life, having a high Emotional Intelligence may help us develop stable & trusting relationships, understand others better & interpret actions of others more clearly. Emotional Intelligence is a strong predictor of success both in personal life & in profession. To enhance the Emotional Intelligence the following suggestions may be considered.

- Certain strategies should be implemented in schools to enhance the students with a good amount of Emotional Intelligence. Problem based learning, self directed learning, project method, guided discussion & mastery learning models should be applied in the teaching learning process.
 - Field trips, community related programmes, camps etc should be organized which would lead to the enhancement of Emotional Intelligence.
 - Training in the area of Emotional Therapy will help teachers in analyzing attitudes, feeling and behaviour in both the intrapersonal as well as the interpersonal realms.
 - To foster Emotional Intelligence various co-curricular activities might be included in the academic material which are sports, theater sessions social work, solidarity day, helping days, sharing sessions, presentations & spiritual upliftment.
 - Parents should spend time with their wards to help in developing emotional bonding. The emotional bond-age and the intimacy between parents & their children give a sense of security to the children and helps in development of social behavior.
 - Guide children formally & informally in handling social relationship with family, community & peer group.
 - Listening skills of students should be strengthened.
 - Always reinforce positively & encourage children to provide commitment.
- In the present investigation, the Type B Personality was found to possess more Emotional Intelligence than the Type A Personality. Hence, To become more of a Type B Personality, the following are suggested :
- Avoid doing more than one thing at a time.
 - Slow down your pace of walking, eating & talking.
 - Organize your day to eliminate unnecessary deadlines.
 - Leave enough time between activities to minimize overlap.
 - Allow enough time so that you don't have to rush to get somewhere, arising earlier if necessary.

- Set priorities.
- Make time each day to mediate, relax & exercise.
- Make time for rituals, myths and traditions.
- Keep your environment orderly & pleasing.
- Find out what you want to accomplish on your life, on & off the job.

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