



A Correlation Study Of Emotional Intelligence And Teacher Attitude Among Secondary School Teachers

KEYWORDS

Dr. D. R. Sarvamangala

Associate Professor

ABSTRACT *The present study aims at exploring the inter-relationship among the secondary school teachers in Karnataka state on Emotional Intelligence and Teacher Attitude. It also attempts to find and compare the different levels Emotional Intelligence and Teacher Attitude among secondary school teachers. The sample of the study comprises of 582 teachers from 99 high schools of Karnataka state selected on proportionate random sampling technique. Findings of the study that there exists a positive inter-relationship between the variables, namely, Emotional Intelligence and Teacher Attitude and it is significant at 0.01 level.*

In India, as in almost all parts of the world, a lot of prominence is given for the marks scored in the qualifying examination by the students either to get admission for their further studies or to enter into the work sphere. Now-a-days along with the marks scored, weightage is given to the communicative skills of the students and this is assessed by interview, viva voce and such other techniques. Their aptitude and attitudes are being tested. In both instances, unfortunately, an educational system and employment system focus primarily on mathematical and linguistic abilities which mainly involve general and abstract intelligence. There is another type of intelligence which includes inter-personal relationship and intrapersonal understandings. This type of intelligence is equally important and useful, and can be a means for lucrative jobs. At present along with Intelligence Quotient (IQ) lot of importance is given to Emotional Intelligence (EQ). Emotional Intelligence focuses not only on intelligence but also on personal qualities such as initiative and empathy, ability and persuasiveness.

Teaching is the profession that shapes education. It is the essential profession, which makes all other professions possible. Well-qualified, caring and committed teachers will improve curricula, assessment and standards in the school. It will ensure that children are prepared to face challenges and utilize opportunities. It is a demanding job that requires in-depth knowledge of subject, content and specific pedagogy. It also requires many skills and qualities such as patience, leadership, creativity, ability for administration and counseling. Teaching is one such profession wherein the totality of behavior and potential of individuals are evaluated. The totality of behavior includes intelligence coefficient (I.Q) and emotional intelligence (EQ).

Variables

The variables of the study are Emotional Intelligence and Teacher Attitude.

Objectives of the Study

The objectives of the present study are:

- To analyze the level of Emotional Intelligence among secondary school teachers
- To analyze the level of Teacher Attitude among sec-

ondary school teachers

- To study the inter-relationships between Emotional Intelligence and Teacher Attitude among secondary school teachers

Hypothesis

The following hypothesis was formulated after reviewing the available literature.

There are no significant inter-relationships between Emotional Intelligence and Teacher Attitude.

Method

Descriptive Survey was employed for collecting the required data. The tools used for the study are given in the below table.

Variables	Tools	Constructed by
Teachers Attitude	Mysore Teacher Attitude Scale (adapted in Kannada version)	PR Nayar (1975)
Emotional Intelligence	Emotional Intelligence Scale (both in Kannada and English version)	Sarvamangala and Lalithamma (2010)

Sample

The sample consists of secondary school teachers, drawn from 99 high schools of Hassan and Mysore districts. Proportionate stratified random sampling procedure was employed.

Results and Discussions

Analysis of levels of Emotional Intelligence among Secondary School Teachers

In order to realize the objective 1 of the study namely, "To analyze the level of emotional intelligence of secondary school teachers", descriptive analysis was carried out. In order to study the level of emotional intelligence of secondary school teachers, quartile points, namely, Q1, Q2 and Q3 of the distribution on emotional intelligence (EI) scores were calculated.

Table 1: Frequencies and Percentage of teachers falling in each of the class intervals of the distribution of Emotional Intelligence scores

Class-Interval of EI scores	Frequency of Teachers	Percentage of Teachers	Cumulative Percentage of Teachers
<=18	1	0.2	0.2
19 – 23	5	0.8	1.0
24 – 28	9	1.5	2.6
29 – 33	21	3.6	6.2
34 – 38	33	5.7	11.8
39 – 43	78	13.4	25.2
44 – 48	81	13.9	39.1
49 -53	83	14.2	53.3
54 -58	123	21.1	74.4
59+	149	25.6	100.0
Total	583	100.0	

Table 2: Quartiles on Emotional Intelligence (EI) and Teacher Attitude (TA) among Secondary school teachers (N=583)

Quartiles	I	II	III
Quartile Points	25	50	75
Value of Quartile Deviation in EI	38.41	46.46	54.52
Value of Quartile Deviation in TA	344.7	351.2	359.3

It is observed from Table 1 that only 6 teachers lie below the 25 percentile that amounts to 9%. The teacher's scores in emotional intelligence gradually increase and only 33 teachers fall in the interval of 34–38, which amount to 11.8%. It is clear from the table that more than 50% of teachers score in emotional intelligence in the class intervals of 54-58 and 59+, which clearly indicates that majority of teachers possess high level of emotional intelligence. This is because the maximum score one can obtain on the scale is 75, and a score of 54 corresponds to a score of more than 70% on the scale.

It is observed from Tables 1 and 2 that 75% of teachers have scored above the score of Q1; 50% of teachers have scored above the score of Q2 and 25% of teachers have scored above the score of Q3. The score value of Q1, Q2 and Q3 are 38.41, 46.46 and 54.52 respectively. It may be noted that maximum score one can obtain on the scale is 75.

Analysis of levels of Teacher Attitude among Secondary School Teachers

In order to realize the objective 3 of the study namely, "To analyze the level of teacher's attitude among secondary school teachers", descriptive analysis was carried out. Results are given in Tables 3.

Table 3: Frequencies and Percentage of teachers falling in each of the class intervals of the distribution of Teacher Attitude Scores

Class-Interval of TA scores	Frequency of Teachers	Percentage of Teachers	Cumulative Percentage of Teachers
<=309	1	0.2	0.2
310 – 314	3	0.5	0.7
315 – 319	5	0.9	1.5
320 – 324	10	1.7	3.3
325 – 329	18	3.1	6.4
330 – 334	18	3.1	9.5
335 – 339	28	4.8	14.3
340 – 344	29	5.0	19.2
345 – 349	35	6.0	25.3
350+	435	74.8	100.0
Total	583	100.0	

It is clearly evident from Table 3 that 435 teachers out of 583 score more than 350 scores, which amounts to 75.5% and 35 teachers fall in the class interval 345-349 which amount to 6%. Totally, it is observed that nearly 80% of the teachers have better attitude towards their students, professional growth, school work and teaching.

It is observed from above Table that 80% of teachers have scored above the score of Q1; 75% of teachers have scored above the score of Q2. The score value of Q1, Q2 and Q3 are 344.7, 351.2 and 359.3 respectively.

There are no significant inter-relationships among Emotional Intelligence and Teacher Attitude".

In order to verify the above hypotheses, Pearson Product Moment Correlation was employed. The results are given in Table 4.

Table 4: Results of Pearson Product Moment Correlation

Correlations	Emotional Intelligence	Teacher Attitude
Emotional Intelligence	—	—
Sig (2 tailed) N		
Teacher Attitude	0.279**	—
Sig (2 tailed) N	0.000	—
	583	

Correlation is significant at 0.01 level (2 tailed).

From Table 4, it is revealed that correlation between emotional intelligence and teacher attitude is 0.279, which is significant at 0.01 level. The magnitude and direction of correlation is moderate and positive. Though the coefficient of correlation appears to be small, it is significant at 0.01 level because the sample of the study was large. Therefore the hypotheses is rejected. It can be inferred that there is positive interrelation between the variables, namely, Emotional Intelligence and Teacher Attitude. However, this interrelationship is of low magnitude.

Educational Implications of the Study

The following are the implications of the study ,

It is scientifically proved that the success of individual's work is 80 percent dependent on emotional intelligence and 20 percent on intelligent quotient.

The results of the study shows that secondary school teachers whose who possess high emotional quotient (EQ) are high in their attitude towards teaching (teaching profession, students, school work and professional growth. Therefore the identification of the areas of emotional in-

telligence and teacher attitude would help the secondary school teachers to maximize in their activities in the class and in their personal life.

Measures should be adapted to improve and sustain their emotional intelligence level and teacher attitude among secondary school teachers throughout their service by providing congenial atmosphere for autonomy and independence in teaching.

The results of the study revealed that moderate positive correlation exists between emotional intelligence and teacher attitude.

In-service programs should be organized for secondary school teachers to enable them to understand the assumptions underlined and to help them in sharing experience and ideas with other teachers and experts for further improvement of educational system. This helps them to acquire necessary skills required for improving emotional intelligence and teacher attitude.

Headmasters and management of the schools should encourage teachers to participate in planning, decision making and implementation of the program to acquire the desirable qualities of emotional intelligence and teacher attitude.

Emotional intelligence and teacher attitude must be assessed as the important correlates of secondary school teachers accountability in work.

Enrichment program should be planned out and developed so that secondary school teachers who obtain average, low scores in emotional intelligence so that they may improve their emotional intelligence.

Professionals and researchers should prepare ready-to-use modules of enrichment programs for different areas of emotional intelligence and teacher attitude that can be used.

REFERENCE

- Avolio, B. J. (1997). Full leadership development: Building the vital forces in organizations. Thousand Oaks, CA: Sage | Bar-on, R. (2003). "How important is it to educate people to be emotionally and socially intelligent?", *Perspective in Education*, 21, 4 pp 8-13. | Bhoom Reddy (1991). "A study of teaching aptitude and attitude of secondary school teachers in Andhra Pradesh", Unpublished Ph.D. Thesis in Education, Osmania University, 1991. | Buch, M.B. (1974). (Ed) A Survey of Research in Education, (1943-72), Centre for Advanced study in Education, Baroda | Buch, M.B. (1979). (Ed) Second Survey of Research in Education, (1972-78) Society for Educational Research and development, Baroda. | BUCH, M.B. (1986). Third survey of Research in Education, (1978-83), National Council of Educational Research and Training, New Delhi. | Buch, M.B. (1991). (Ed) Fourth Survey of Research in Education, Vol. II (1982-88), NCERT, New Delhi. | Goleman D (1998). In working with Emotional Intelligence, Bantam Books, New York. | Bhandarkar (1980). A study of polytechnic teachers attitude towards teaching profession, Technical Teachers Training Institute, Bhopal. | Bhoom Reddy (1991). "A study of teaching aptitude and attitude of secondary school teachers in Andhra Pradesh", Unpublished Ph.D. Thesis in Education, Osmania University, 1991. | Anand, S.P. (1986). "Attitude of teachers towards pupils and their job satisfaction", *Indian Educational Review*, Vol. 21, No. 3, July 1986. | Baanerji, N.A. (1981). A study of relationship of academic achievement and attitude towards teaching among teacher trainees, Government Central Pedagogical Institute, New Delhi |