



## EMOTIONAL INTELLIGENCE AMONG TEACHERS OF PRIVATE EDUCATIONAL INSTITUTION IN WEST BENGAL

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**ABSTRACT** Evidence from teacher-effectiveness studies indicates that a teacher is the most essential component of the education system. Teacher takes a vital role in the development and growth of the student. Some psychological factors of the teachers, which could influence teaching effectiveness particularly the teachers of private institution; likely emotional intelligence of teachers is one of the most important of them. The purpose of the present study was to investigate the level of emotional intelligence among the private educational institution teachers in West Bengal of India. Investigator also wants to investigate the effect of gender, age, qualification and work experience on emotional intelligence. One validated instrument was administered on fifty one (51) private institution's teachers. The stratified sampling procedure was chosen for data collection from two districts (Nadia and Murshidabad) of West Bengal. The academic staff who were teaching in private B. ED and D.EL.ED, engineering, and school were taken up for the study. The investigator collected data with questionnaires on emotional intelligence. This was verified by the university professors. Descriptive statistic was adapted to analyze the data. The result indicates that private institution teachers in Nadia and Murshidabad of West Bengal in India have fairly high-level emotional intelligence.

**KEYWORDS :** Emotional Intelligence, Teachers, Private Institution, Descriptive Statistic

### I. INTRODUCTION:

*"Anyone can be angry that is easy, but to be angry with the right person, to right degree at the right time, for the right purpose and the right way that is not easy."* - ARISTOTAL

In this view we should know that when we control and express our emotion in proper way, it is difficult. When we control and express our emotion properly, as well as we manage own and others emotion it was called emotional intelligence. Emotional intelligence plays an impotent role in our life. It has a deeply impact in our teaching learning process. It has direct effect on teacher's behavior in the institutions and its help teachers to get success of their profession. Teachers consider as the main pillar in an institution. They transfer all kind of knowledge to students, who represent the foundation of the society. Teaching learning process cannot be effective, unless the teachers are possessed with the essential skill, knowledge and talent. In the recent years emotional intelligence became an essential skill of teachers. In fact emotional intelligence one type of social intelligence that include to control others and own emotion and express in right way, right time and right purpose and the ability of using this emotion to set his life. Therefore this skill is most essential to make the teacher's performance more effective. This skill can help the teacher's not only able to communicate with their students, it also help to deal with colleagues, peer groups and everyone. Therefore a study on 'Emotional intelligence Among Teachers: A case Study of Privet Educational institution in West Bengal (India)' is conducted. This study is based on the idea, to find out the level of EI among the teachers. It also finds out the relationship between age, gender, location, educational qualification and theirs experience.

### EMOTIONAL INTELLIGENCE:

E.I., like general intelligence is the product of one's heredity and its interaction with his environment forces. Until recently, we have been led to believe that a person's general intelligence measure as I.Q. is the greatest predictor of success of any walk life-academic, social, vocational and professional. Consequently, the I.Q. score are often made into use for the selection, classification and promotion of the individual programs, course and job placement. However researches and experiment conducted in 90s onwards tried challenge such over dominance of intelligence and measure I.Q. by replacing it with the concept of emotional intelligence and it measure emotional quotient (E.Q.). this have revealed that a person's E.I. measure through E.Q. may greater predictor of success than his or her intelligence quotient (I.Q.).

Historically speaking the term E.I. was introduce in 1990 by two American professor Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowledge between people's ability in the area of emotion. However the credit for popularizing the concept E.I. goes to another American psychologist Daniel Goleman through his book Emotional Intelligence: why it can matter more than I.Q., published in 1995. D. Mayer and Salovey defined the term E.I. In their 1992 book Emotional Development and

Emotional Intelligence: Emotional intelligence may be define as the capacity to reason with emotion in four areas:

1. **Perception:** To perceive emotion.
2. **Assimilation:** To integrate it in thought.
3. **Understanding:** To understand it.
4. **Manage:** To manage own and other emotion.

Emotional intelligence has two type competencies social and personal. These competencies include in 14 major factors to measure level of E.I. namely **control emotion, self motivation, self development, reflecting regulation of emotion, empathy, perception of emotion, emotional stability, motivating other, balance, commitment, self awareness, interpersonal relationship.**

In the study Hans, A., Rabani, R. S. S. A. and Muben, S. A. A study on Emotional Intelligence among a case study of privet educational institution in Muscat, they found that the level of emotional intelligence of privet educational institution teachers. Hundred teachers of privet institution in Muscat, who encompassing different gender, age, teaching experience and qualification were, choose for the study. They measure the level E.I. of teacher base on five major factors. After the study it was found that the teachers of privet institution had high level of E.I. The high level of E.I. indicated that they had the ability to identify, assess, and control the emotion of self, students and peer. A similar study was done to identify the level of emotional intelligence among the teachers Zahra et.al. (2012) Found the relationship between job self efficacy and emotional intelligence on re 200 Tehran Physical education teachers. Bar-On, Emotional intelligence and job Self efficacy, a questionnaire was used to evaluate the teacher's E.I. and self efficacy. The result revealed a significant relationship between emotional awareness, empathy and self efficacy. After the review literature the researcher found that E.I. was based on different variable. The studies focused on education profession to find out the relationship related to the variable as predictor and creation. This study made on attempt to identify the level of E.I. among the privet educational institution teachers in district Nadia and Murshidabad of West Bengal (India).

### 2. OBJECTIVES OF THE STUDY:

1. To find out the relationship on emotional intelligence among teachers working in private educational institution in Nadia and Murshidabad of West Bengal (India).
2. To examine the level of emotional intelligence among teachers in private educational institution in Nadia and Murshidabad of West Bengal (India) based on gender, age, qualification, and location and teaching experience.
3. To study the important of emotional intelligence on personal, academic and career success of teachers in private educational institution in Nadia and Murshidabad of West Bengal (India).

### 4. FRAMING HYPOTHESIS:

1.  $H_0$  There is no significance level of emotional intelligence base on gender, age, qualification, location and experience.

- $H_0$  There is no significance relationship on emotional intelligence among teachers between male and female.
- $H_0$  There is no significance difference on emotional intelligence among teachers between two age group teachers below 30years and above 30 years.
- $H_0$  There is no significance difference on emotional intelligence among teacher's qualification between UG and PG.
- $H_0$  There is no significance difference on emotional intelligence among teacher's experience between high, moderate and low.
- $H_0$  There is no significance difference on emotional intelligence between urban teachers and rural teachers.

**4. RESEARCH METHODOLOGY:**

**4.1 RESEARCH DESIGN:**

Descriptive research design was adapted for this study.

**6.2 SAMPLING :**

Stratified random sampling method was adapted for this research. 51 questionnaires were distributed among the teachers of privet B.Ed, D.El.Ed and school in Nadia and Murshidabad of West Bengal (India) some selected institution.

**6.3 SAMPLE UNIT:**

Sample unit consist of teachers who are teaching in privet B.Ed, D. El.Ed and school in Nadia and Murshidabad of West Bengal (India) some selected institution. Sample unit include some sub-unit among:

**6.3.1 QULIFICATION**

UG	Undergraduate
PG	Post graduate

**6.3.2 AGE GROUPS**

Below 30 years	Above 30 years
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**6.3.3 TEACHING EXPERIENCE**

High	Above 5 years
Moderate	Below 5 years
Low	Below 3 years

**4.4. SAMPLE SIZE:**

The total sample size in the present study was 51 teachers of privet B.Ed, D. El.Ed and school in Nadia and Murshidabad of West Bengal (India) some selected institution.

**4.5. DATA COLLECTION:**

The data was collected through a questionnaire which was form by the researcher. It was also verified by the university's professor. This questionnaire included 14 items with based on 14 major factors **namely control emotion, self motivation, self development, reflecting regulation of emotion, empathy, perception of emotion, emotional stability, motivating other, balance, commitment, self awareness, interpersonal relationship.** Each item was structure in five point scale. The high score indicate increased level of emotional intelligence, while low scores indicated decreased level of emotional intelligence.

**4.6. DATA ANALYSIS METHOD:**

The data collected from the sample was analysis by using descriptive statistic and t. test.

**7. RESULT AND DISCUSSION:**

- $H_0$  There is no significance level of emotional intelligence base on gender, age, qualification, location and experience .

**Table 1.1**

Total EI	
Mean	105.8431
Standard Error	1.540912
Median	108
Mode	114
Standard Deviation	11.00431
Sample Variance	121.0949
Kurtosis	0.041177
Skewness	-0.13594
Range	50
Minimum	82
Maximum	132
Sum	5398
Count	51

The following Table 1.2 shows the Gender of the respondents On based on table 1.1 it was found the fifty teachers gather E.I. point 105.84 out of 140, this score was converted out of 10. So therefore it was conclude E.I. level was 7.5 of the teachers of privet educational institution in Nadia and Murshidabad of West Bengal.

**Table 1.2.: Gender of the Respondents**

Serial. no	Gender	Respondents	E.I.
1.	Male	15	6.63
2.	female	36	7.95

The table.1.2 represent of gender, where two component male and female. Male respondent are 15 and their E.I. were 6.63, and female respondents were 36 and E.I. was 7.95.

**Table 1.4: Educational Level of the respondents**

Serial. no	Education qualification	Respondent	E.I.
1	U.G.	16	6.66
2	P.G.	35	7.61

On the table.1.4 it was found the education qualification was two factors, one U.G and P.G. U.G respondents 16 and E.I. were 6.66 and other hand P.G respondents 35 and E.I. were 7.16. P.G respondents were better than U.G. on base E.I.

**Table 1.5: Teaching Experience of the respondents**

Serial. no	Teaching Experience	respondents	E.I.
1	High above 5 years	11	8.5
2	Moderate below 5 years	10	7.98
3	Low below 3 years	30	7.06

On the base table 1.5 it was found that it was three category on teaching experience high, moderate and low there respondent and E.I. was high responded 11 and E.I was 8.5, moderate responded 10 and E.I was 7.98. And low there respondent and E.I. was 30, 7.06

**Table 1.6: Location of respondents**

Serial. no	Location	respondents	E.I.
1	Urban	23	6.86
2	Rural	28	8.12

On the table.1.6 it was found that on Location were two factors, one urban and rural. Urban respondent's 23 and E.I. was 6.86 and other hand rural respondents 28 and E.I. was 8.12. Rural respondents were better than Urban on basis E.I.

**Total level of emotional intelligence table 1.7**

<b>Total level of emotional intelligence</b>	7.5
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Finally we concluded after the analysis base on all factor that the level of Emotional intelligence was 7.5.

- $H_0$  There is no significance differences on emotional intelligence among teachers between male and female.

**Table 2 t-Test: Two-Sample Assuming Equal Variances**

	male E.I.	Female E.I.
Mean	92.8	111.277778
Variance	40.45714286	53.5206349
Observations	15	36
Pooled Variance	49.78820862	
Hypothesized Mean Difference	0	
df	49	
t Stat	-8.521151392	
P(T<=t) one-tail	1.54192E-11	
t Critical one-tail	1.676550893	
P(T<=t) two-tail	3.08384E-11	
t Critical two-tail	2.009575199	

After the analysis it was found that df =49 and t=8.521 and p=3.08384E in this p value 'E' was found its mean p value was less than .01 level significance. So it was conclude that the null hypothesis was rejected, that's mean 'there exist highly difference on E.I. between male and female.'

- $H_0$  There is no significance difference on emotional intelligence among teachers between two age group teachers below 30years and above 30 years.

**Table 3 t-Test: Two-Sample Assuming Equal Variances**

	30y<	30y>
Mean	100.4571429	117.625
Variance	68.4907563	32.65
Observations	35	16
Pooled Variance	57.51909621	
Hypothesized Mean Difference	0	
df	49	
t Stat	-7.50099696	
P(T<=t) one-tail	5.57616E-10	
t Critical one-tail	1.676550893	
P(T<=t) two-tail	1.11523E-09	
t Critical two-tail	2.009575199	

After calculation between two groups below thirty and above thirty, it was found that on the table 3 the df=49 and t=-7.50 and p=5.57616E-10 in this p value 'E' was found its mean p value was less than .01 level significance. So it was conclude that the null hypothesis was rejected, that's mean 'there exist highly difference on E.I. between two groups below thirty and above thirty.

3.  $H_0$  There is no significance difference on emotional intelligence among teacher's qualification between UG and PG.

**Table 4 t-Test: Two-Sample Assuming Equal Variances**

	U.G.	P.G.
Mean	93.25	106.5142857
Variance	41	139.3747899
Observations	16	35
Pooled Variance	109.2600583	
Hypothesized Mean Difference	0	
df	49	
t Stat	-4.20496204	
P(T<=t) one-tail	5.52548E-05	
t Critical one-tail	1.676550893	
P(T<=t) two-tail	0.00011051	
t Critical two-tail	2.009575199	

After calculation it was found that on the table 4 the df=49 and t=-4.204 and p=0.0001, so p value was less than .01 level significance. So it was conclude that the null hypothesis was rejected, that's mean 'there exist highly difference on E.I. among the qualification between U.G. and P.G.

4.  $H_0$  There are no significance differences on emotional intelligence among the groups of teachers' experience between high, moderate and low on E.I.

**Table 5 Anova: Single Factor**

SUMMARY						
Groups	Count	Sum	Average	Variance		
low	30	2966	98.86667	61.98161		
moderate	10	1118	111.8	3.955556		
high	11	1314	119.4545	36.87273		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	3852.951159	2	1926.476	41.99795	2.86E-11	3.190727
Within Groups	2201.793939	48	45.87071			
Total	6054.745098	50				

$H_0$  There are no significance difference on emotional intelligence among the groups of teacher's experience between high, moderate and low on E.I. Whether result show f value is 41.99 and p value is 2.86E-11 and df is 2, 48 therefore p is 0.01 level significance. So the null hypothesis was rejected. Therefore we can conclude that there exists difference among the group high, moderate, low on E.I.

5.  $H_0$  There is no significance differences on emotional intelligence between urban teachers and rural teachers.

**Table 6 t-Test: Two-Sample Assuming Equal Variances**

	urban	rural
Mean	96.17391304	113.7857143
Variance	48.69565217	39.50793651

Observations	23	28
Pooled Variance	43.63303334	
Hypothesized Mean Difference	0	
df	49	
t Stat	-9.474448038	
P(T<=t) one-tail	5.85572E-13	
t Critical one-tail	1.676550893	
P(T<=t) two-tail	1.17114E-12	
t Critical two-tail	2.009575199	

After calculation it was found that on the table 6 the df=49 and t=-9.474 and p=1.17114E-12, so p value was less than .01 level significance. So it was conclude that the null hypothesis was rejected, that's mean 'there exist highly difference on E.I. among the belonging area between urban and rural.

**8. CONCLUSION:**

The study focused on emotional intelligence among the teachers in privet education institution in Nadia and Murshidabad of west Bengal (India). The study was extended to report the emotional intelligence the privet teachers, based on descriptive study, t-test and anova. The level of emotional intelligence calculated based on fourteen major factors. The E.I. level was 7.5 in out 10. It was found that teachers have high level E.I. it was indicated that privet institution teachers had the ability to identify, asses and control emotion of self. Student and peer in their teaching institution in West Bengal of India. This study also calculated the differences between some variable likely gender location, experience, age and qualification. After the study the result revealed that there exist highly differences in all variables.

**9. FURTHER STUDY:**

Further study will be done next time

1. Find out the level of emotional intelligence on large group sample.
2. Emotional intelligence effect on teaching of the teachers.
3. Emotional intelligence and self efficacy effect on teaching trainee teachers.

**ABBREVIATIONS:**

UG-undergraduates, PG-post graduates, EI-emotional intelligence

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