



ORIGINAL RESEARCH PAPER

Psychology

INFLUENCE OF EMOTIONAL INTELLIGENCE ON PROFESSIONAL COMMITMENT OF HIGH SCHOOL TEACHERS

KEY WORDS: Emotional intelligence, Attitudes, professional commitment, high school teachers,

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ABSTRACT

An attempt has been made to find out the influence of emotional intelligence on professional commitment of high school teachers. As many as 300 samples were collected from the high school teachers working in government, aided and matriculation schools of three districts in southern tamilnadu. Tools constructed and standardized by the investigator were used for the data collection. The findings showed that high school teachers are exposed to different source of emotional intelligence but the fear of their performance in the teaching is the greatest source of emotional intelligence. The findings also revealed that while teachers were somehow emotional and spiritual support along with getting more involved in physical/ school activities are the main strategies used to deal with emotional intelligence. Research findings reveal that teachers indicated a positive and somewhat strong relationship between the emotional intelligence and professional commitment of high school teachers.

INTRODUCTION

Teacher occupies the central position in an educational system. A teacher should play many roles in the classroom. Teachers must influence their pupils with their inspiring personality. The attitude of teachers plays an important role in their teaching process. Teacher's attitude towards teaching is the key factor for the success of any institution. The world is always in a state of flux. Teachers should modify the methods of teaching according to the changing world and impart the right type of education for the future generations. Apart from mere imparting of knowledge, they have to be an interpreter in their students. The teacher should be a friend, philosopher and guide who help their students in their journey of education.

Emotional intelligence is the capabilities of an individual to identify and manage his own emotions and the emotions of others. Emotional intelligence is a phrase that integrates the complex aspect of both emotion and intelligence. This twin quality is inseparable and it exercises tremendous in the everyday life of individuals. According to Salovey and Mayer, Emotional Intelligence may be defined as the capacity to reason with emotions in four areas: to perceive emotions, to integrate it in thought, to understand it and to manage it.

According to Sutton and wheatly (2003) emotional competence of teachers is necessary both in general for their own well – being and for effectiveness and quality in carrying out teaching – learning process in the classroom and in particular for the socio emotional development of the students.

NEED AND SIGNIFICANCE OF THE STUDY

High school, the secondary level of education is facing very harsh problems. The personality, attitude, emotional stability, commitment towards work of a teacher determines the quality of education. According to the Secondary Education Commission report (1952), teachers are considered as the most important factor in the contemplated educational reconstruction. Reports of Kothari Commission (1964) reiterate the importance of teachers and their attitude.

Emotional intelligence of teachers is prerequisite which helps them to understand their own strengths and weakness, express their emotions with restraints and control, respond genuinely to others concern and create a positive state of mind. The mental health and social need satisfaction of a teacher are more crucial in the success of any educational institution as they arouse the enthusiasm in performing their role as a teacher. Committed teachers update, sharpen and strengthen their professional competencies and develop understanding and insight in different aspects of teaching profession like punctuality, positive attitude towards colleagues, enthusiasm, zeal, cooperation and loyalty. The commitment to teaching depends on the individual teacher but it is sustained by the collective and institution effort and support. So the factors influencing the levels of professional commitment of teachers are focused. An attempt has been made to find out the influence of

emotional intelligence on professional commitment of high school teachers.

OBJECTIVES

1. To find out whether there is any significant difference between male and female high school teachers in their emotional intelligence.
2. To find out whether there is any significant difference between married and unmarried high school teachers in their emotional intelligence.
3. To find out whether there is any significant relationship between emotional intelligence and professional commitment of high school teachers,
4. To find out whether there is any significant influence of emotional intelligence and professional commitment of high school teachers.

HYPOTHESIS

1. There is no significant difference between male and female high school teachers in their emotional intelligence.
2. There is no significant difference between married and unmarried high school teachers in their emotional intelligence.
3. There is no significant relationship between emotional intelligence and professional commitment of high school teachers.
4. There is no significant influence of emotional intelligence and professional commitment of high school teachers.

METHODS USED

In the Present study the investigator has adopted the survey method.

POPULATION

The Population of the study includes all the high school teachers working in government, aided and matriculation schools of sivagangai, Pudukkottai and Madurai district.

SAMPLE

The sample consisted of 300 high school teachers selected by random sampling technique.

TOOLS USED

- The investigator developed
1. Emotional Intelligence Inventory
 2. Professional Commitment Inventory

STATISTICAL TECHNIQUES USED

Descriptive statistics namely mean, standard deviation, t-test and ANOVA was computed for the variables in the study.

ANALYSIS AND INTERPRETATION OF DATA

Null Hypothesis: 1

There is no significant difference between male and female high school teachers in their emotional intelligence.

Table: 1 Difference between male and female high school teachers in their emotional intelligence.

variables	categories	N	Mean	SD	Calculated 't' value	Table value at 5% level	Remark at 5% level
Gender	Male	165	74.23	5.34	12.35	1.96	S
	Female	135	89.23	12.65			

(At 5% level of significance of the table value of 't' is 1.96)

The above table reveals that there is significant difference between male and female high school teachers in their emotional intelligence. Hence the null hypothesis is rejected.

Null Hypothesis: 2

There is no significant difference between married and unmarried high school teachers in their emotional intelligence.

Table: 2 Difference between married and unmarried high school teachers in their emotional intelligence.

variables	categories	N	Mean	SD	Calculated 't' value	Table value at 5% level	Remark at 5% level
Marital status	Married	141	21.51	6.69	2.486	1.96	S
	Unmarried	159	19.67	6.07			

(At 5% level of significance of the table value of 't' is 1.96)

The above table reveals that there is significant difference between married and unmarried high school teachers in their emotional intelligence. Hence the null hypothesis is rejected.

Null Hypothesis: 3

There is no significant relationship between emotional intelligence and professional commitment of high school teachers.

Table: 3 Relationship between emotional intelligence and professional commitment of high school teachers.

Emotional intelligence (X)	Professional Commitment (Y)	X ²	Y ²	XY	N	Calculated value of 'r'	Remarks at 5% level
1249	13241	869281	875911	809919	300	0.813	S

(At 5% level of significance of the table value of 'r' is 1.96)

The above table reveals that there is significant relationship between emotional intelligence and professional commitment of high school teachers. Hence the null hypothesis is rejected.

Null Hypothesis: 4

There is no significant influence of emotional intelligence and professional commitment of high school teachers.

Table: 4 Influence of emotional intelligence and professional commitment of high school teachers.

variables	Emotional Intelligence	Professional Commitment	Multiple correlation	df	Calculated F value	Remarks at 5% level
Emotional Intelligence	1.000	0.813	0.866	2897	1343.29	S
Professional commitment	0.813	1.000				

(At 5% level of significance of the correlation value is 0.866)

The above table reveals that there is significant influence of emotional intelligence and professional commitment of high school teachers. Hence the null hypothesis is rejected.

FINDINGS

1. There is significant difference between male and female high school teachers in their emotional intelligence.
2. There is significant difference between married and unmarried high school teachers in their emotional intelligence.
3. There is significant relationship between emotional intelligence and professional commitment of high school teachers.
4. There is significant influence of emotional intelligence and professional commitment of high school teachers.

CONCLUSION

An attempt has been made to find out the influence of emotional intelligence on professional commitment of high school teachers. This present study concluded that the high school teachers have high level of emotional intelligence on professional commitment and both these variables having strong relationship between them.

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