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A Study on Emotional Intelligence of School Teachers in Secunderabad

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ABSTRACT

Introduction: Emotional Intelligence is natural instinctive affection of mind. Thus, emotions are reactions consisting of psychological reactions, subjective cognitive states and expressive behaviors. Until recently we have been led to believe that only Intelligence Quotient (IQ) is related to one's success.

Aim: The present study is aimed to find Emotional Intelligence of Primary school teachers of Secunderabad. Latest research shows that Emotional Intelligence is found to have greater influence on one's success along with Intelligence Quotient Teacher's especially need a good level of Emotional Intelligence as they influence the children's affective domain along with cognitive domain. Since personality of the child is formed in the primary stage of children.

Objectives: To study the level of Emotional Intelligence among school teachers. To study the extent of difference in emotional intelligence among male and female teachers. To study the extent of difference in Emotional Intelligence among school teachers working under different managements.

Method: The survey was conducted on a sample of 30 primary school teachers of Government, Private and Private-aided schools, selected randomly.

Results: The result indicated that there is a significant difference in the Emotional Intelligence levels among female and male primary teachers of Government, Private and Private-aided schools.

Conclusion: Thus, it was concluded that gender influences the Emotional Intelligence of teachers whereas the type of management in which the teachers are working show no influence on the Emotional Quotient of the teachers.

Key Words: Emotional Intelligence, Teachers, Influence, Education, School and Management, Emotional Quotient

INTRODUCTION

The adjustment problems and emotional problems of students and teacher is a serious concern in education. Quality of education can be achieved only through effective and interactive method of teaching. The teachers play a very important role in giving quality education. The rules at the work place are ever changing. The new yardstick for performance is how well we handle ourselves and each other. So, the concept of Emotional Intelligence has recently received considerable attention and has come to be regarded as a new measure of success in any profession and life. An emotionally competent teacher is likely to emphasize on responsible behavior on the part of his/her students by placing himself/herself as a role model. Emotional intelligence can be useful

in career success personal well being and leadership. Primary teachers have to perform multiple roles in their professional life. The teachers who are emotional intelligent can successfully manage the stressful situation. Teaching emotional and social skills is very important at school. There is a great need for persons in handling emotions and settings disagreements peacefully. The emotional Intelligence of pupil-teachers represented better success of teaching profession.

At the center of emotional intelligence are four broad abilities perceiving, integrating, understanding and managing emotions. The persons, who can perceive, integrate, understand and manage the emotions of their own and of others as well as more successful in schools, colleges and in working with other people. People, who can manage their emotions

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particularly negative emotions, perform better in school, colleges and on their jobs also than the persons who press them or are overwhelmed by them.

Emotional Intelligence

The concept of Emotional Intelligence with its significance even more than one's has emerged on the educational scene it may be defined as one's unitary ability to know feel and judge emotions in cooperation with a person's thinking process for behaving in a proper way, with the ultimate realization of happiness in himself and in others. In view of its wide significance from the individual as well as social angles, it becomes quite imperative that serious efforts should be made for its proper development, right from the early childhood among the human beings.

Historically speaking, the term Emotional Intelligence was introduced in 1990 by two American University professors Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a science fiction measure for knowing the difference in people's ability in the areas of emotions. However, the credit for popularizing the concept of Emotional Intelligence goes to another American Psychologist Daniel Goleman (1995).

Although the term Emotional Intelligence has been defined in many best sellers including Dr. Daniel Goleman's 1995 book "Emotional Intelligence" in a no. of ways compressing many personality traits such as empathy, motivation, persistence, warmth and social skills, the most accepted and science fiction explanation of the term Emotional Intelligence may be found in the following definition given by John. D Mayer and Peter Salovey (1995).

Emotional Intelligence may be defined as the capacity to reason with emotion in four areas to perceive emotion, to integrate it in thought, to understand it and to manage it. Emotional Intelligence allows us to think more creatively and to solve problems. Daniel Goleman believes that Emotional Intelligence appears to be an important set of psychological abilities that relate to life success. It is empathy and communication skills as well as social and leadership skills that will be central to your success in life and personal relationships. Rather than high IQ Goleman purports that it is better to have high E-IQ, Emotional Intelligence, if you want to be valued and productive.

The Need and significance of the study

In the process in education which directly connects with student learning is teaching. Education should be improved classroom environment; otherwise, all policies and reforms could be unsuccessful. The student performance can be raised through conducive learning environment. This requires teachers of excellence in their humanness.

Teacher's personality, behavior attitudes and emotions play an important role in their presentation and also influence children's behavioral pattern. This requires the teachers to understand his own emotion and other attributes. This in turn influences the teaching-learning process. It is important to recognize the significance of feeling while thinking also termed as emotional intelligence which can not only improve the teaching-learning process but also develop the emotional intelligence among the students.

Objectives of the study

- (1) To study the level of Emotional Intelligence among School teachers.
- (2) To study the extent of difference in EI among male and female teachers.
- (3) To study the extent of difference in Emotional Intelligence among school teachers working under different managements.

Hypotheses of this study

Hypothesis-1. There is a significant difference in Emotional Intelligence level among male and female teachers.

Hypothesis-2. There is a significant difference in Emotional Intelligence level of among Government teachers and Private teachers.

Hypothesis-3. There is a significant difference in Emotional Intelligence level of among Private teachers and Private aided teachers.

Hypothesis-4. There is a significant difference in Emotional Intelligence level of among Government teachers and Private aided teachers.

Review of Literature

Penrose, Perry & Ball (2007) maintain that further research is warranted as the relationship between age, length of experience, current status and emotional intelligence is unclear. They suggested examining the difference in emotional intelligence between newly qualified and experienced teachers. Such is the study at hand which aims to provide valuable information about the experience of teaching and whether it gives a greater depth in understanding and managing the emotional aspects of teaching and learning.

Hawkey (2006) a teacher is central axis of the educational community and acts as coordinator for an entire network of interpersonal relationships and educational process. On the basis of these findings, it can be concluded that for reducing occupational stress and increasing teacher effectiveness, development of emotional intelligence among teachers is must. A teacher who has full control over his/her emotions i.e., one who is emotionally stable can inspire emotional intelligence in his pupils. The most prominent hurdles in the way of achievements among pupils are emotional imbalances i.e., anxiety,

frustrations, tensions etc. Thus, emotional intelligence of a teacher contributes to the effectiveness of a teacher.

Patil (2006) studied the emotional Intelligence among student teachers in relation to sex, faculty and academic achievement. The findings were no difference between gender, arts and science faculty but the emotional intelligence influenced the academic achievement of the student teachers.

Method

For the purpose of the present study a sample of thirty teachers, fifteen female, and fifteen male teachers from different schools of Secunderabad. The government schools, private aided schools and private schools were selected and surveyed for the Emotional Intelligence of the primary school teachers. The age range of the teachers was 29 to 58.

Sample

Thirty Teachers of Government, Private, Private-aided Primary schools selected out of Thirty teachers Ten teachers were Government schools, ten teachers were Private schools, ten teachers were Private-aided schools. Out of Ten teachers five participants were female teachers five participants were male teachers from each school since the age range of teachers was to 29 to 58 years.

Design

As the present study “Emotional Intelligence of primary school teachers” was chosen by me to find the difference in Emotional Intelligence of primary school teachers of Secunderabad. Survey method was used to collect data. The sample was collected from Government, Private and Private-aided school teachers.

Measure

In present study, the researcher has used a standardized questionnaire as the tool for data collection. The standardized questionnaire used in Emotional Intelligence. Inventory prepared by Clyde Winters, Governor’s State University to identify teachers with level of Emotional Intelligence. The Emotional Intelligence inventory comprises of 20 statements each question is given five options. That is strongly agree, agree, disagree, strongly disagree and undecided. Participants were instructed to tick any one option among the five whichever is applicable in their cause.

Procedure

In the present study, per selection of a sample the researcher has visited different Government, the researcher went to the schools and meets the principal and took the permission for him to conduct the study and administer Questionnaire. The researcher interacted with the teachers and explained the purpose of study and then the questionnaire was administered to

30 teachers that is ten members in Government, 10 members in Private and 10 members in Private-aided in that five members male teachers and five members female teachers in each school. The researcher has asked the participants to read the instructions carefully that were given in the questionnaire. Time was given to fill the questionnaire and after completion the researcher had collected all the questionnaires.

The scoring procedure was followed as per guidelines given in the manual five-point scale was used. That is strongly agree, agree, disagree, and strongly disagree undecided. In these two types of statements were positive and negative. In positive statements the weightage is as follows. The weightage of 4 was given to strongly agree, a weightage of 3 was given to agree, a weightage of 2 was given to disagree, a weightage of 1 was given strongly disagree and a weightage of 0 was given undecided. The weightage of negative statements is 4 was given to undecided, 3 was to strongly disagree, 2 was given to disagree, 1 was given to agree and 0 was to given to strongly

The statistical techniques used to find out the significant difference among the government, Private, Private-aided school teachers in their Emotional Intelligence are the Mean, Standard Deviation and t-test.

RESULTS

Research Hypothesis- it was predicted that there was a significant difference in Emotional Intelligence level of among male and female teachers.

The mean value obtained among female (51.1) was slight greater than male (46.5). Therefore, female teachers show higher Emotional Intelligence as compared male teachers. The S.D value among male teachers was greater than female teachers. Therefore, greater variation in the scores is among the male teachers as compared female teachers. The obtained t-value 2.91 was greater than table value of df (degree of freedom) = 28 at 0.05 level of significant. Therefore, the Research Hypothesis was accepted and Null Hypothesis was rejected.

Male and Female teachers

The mean value obtained among Government teachers (52.1) was greater than private teachers (47.8). Therefore, Government teachers show high Emotional Intelligence as compared Private Teachers. The S.D value among Private teachers (5.9) was greater than Government teachers (3.29). Therefore, greater variation in the scores were among the private teachers as compared Government Teachers. The obtained table value 0.91 is less than table value for degrees of freedom 17 at 0.05 level of significance. Therefore, the Research Hypothesis was rejected and Null Hypothesis was accepted.

Comparison of Emotional Intelligence level among government and private Teachers

Government and private teachers

The mean value obtained among Private teachers (47.8) was greater than Private aided teachers (47.5). Therefore, Private teachers show higher Emotional Intelligence as compared to Private aided teachers. The S.D value among Private teachers (5.9) was greater than Private aided teachers (3.47).

Therefore, greater variation in the scores is among the Private teachers as compared to Private aided teachers. The obtained t-value 0.14 is less than table value for degrees of freedom = 19 at 0.05 level of significance. Therefore, the Research Hypothesis was rejected and Null Hypothesis was accepted.

DISCUSSION

The major findings of this Study:

- (1) There is a significant difference between the Emotional Intelligence level of male and female Primary school teachers.
- (2) There is no significant difference between Emotional Intelligence level of Government teachers and Private teachers.
- (3) There is no significant difference between Emotional Intelligence level of Private teachers and Private aided teachers.
- (4) There is significant difference between Emotional Intelligence level of Government teachers and Private aided teachers.

Hypothesis I

The study indicates a difference among the male and female primary school teachers with respect to Emotional Intelligence. The female teachers with higher mean value indicate show a greater Emotional Intelligence. This is probably due to the cultural context and home environment of the female teachers. This finding was corroborated with the study by Tyagi (2004) stating that the Emotional Intelligence is independent of gender and age.

Hypothesis II

The study indicates that Emotional Intelligence level of Primary school teachers working in Government and Private schools do not differ. Thus, the type of management does not influence the Emotional Intelligence of the teachers. For the study the Government school teachers are really better in Emotional Intelligence as compared to Private school teachers. Probably the school environment and organizational climate of the school does not influence the emotional intelligence. Thus, emotional intelligence of teacher helps in coping with the environment design and pressures stated by Baron R. (1997) but it not influenced by it.

Hypothesis III

The study indicates that Emotional Intelligence level of Primary school teachers working in Private and Private-aided schools do not differ. Thus, the type of management does not influence the Emotional Intelligence of the teachers. For the study the Private school teachers are —originally better in Emotional Intelligence as compared to Private-aided school teachers. Probably the School environment and organizational climate of the school does not significantly influence the Emotional Intelligence.

Hypothesis IV

The study indicates a difference among the Government and Private-aided Primary school teachers with respect to Emotional Intelligence. The government teachers with higher mean value indicate show a greater Emotional Intelligence. This is probably due to the work condition of the Government teachers. This finding corroborates with the study by Tyagi (2004) stating that the Emotional Intelligence is independent of gender and age.

Limitations of the study:

- The study is carried out only for the Primary school teachers of the Private, Government, Private-aided schools in Secunderabad.
- It was carried out to sample of restricted to 30 teachers of Primary schools.
- The study was carried out to sample of 6 schools.
- It is limited to a sample of 10 teachers of male and female Private-aided schools, Government schools and Private schools.
- Only few component areas of emotional intelligence were included in the questionnaire.

Educational Implications

- (1) It is important for teachers to convey to their pupils the importance of Emotional Intelligence by being emotionally expressive towards them.
- (2) Teachers should be allowed to handle their Emotions with their friends, family and other independently.
- (3) Teachers to develop control their Emotions and handle relationships should be encourage.
- (4) Expectation of parents and teachers is likely to develop achievement motivation among pupils. Teachers and pupils should have realistic expectation of their children.
- (5) Care is essential for development of achievement motivation students who receive care and recognition motivated to work hard it is the duty of the teachers and parents to care for the children.

Suggestions for further research

- A similar study can be conducted on secondary school teachers.

- The present investigation can be extended to international schools, corporate schools and Techno school teachers.
- A Similar study can be carried out in the different districts of the state.
- A Delphi study can be carried out in the particular area such as self awareness, Managing emotions, Empathy, Self Awareness, Self Management, Social Awareness and Social Skills.

CONCLUSION

Emotional Intelligence helps more than one's intellectual potential in terms of one's IQ or professional skills and competencies. A professionally competent person having poor emotional intelligence may suffer on account of their inability to deal with themselves or getting along properly with others. The result indicated that there is a significant difference in the Emotional Intelligence levels among female and male primary teachers of Government, Private and Private-aided schools. However, there is no significant difference in Emotional Intelligence levels of Primary teachers of Government, Private and Private-aided. Thus, it was concluded that gender influences the Emotional Intelligence of teachers whereas the type of management in which the teachers are working show no influence on the Emotional Quotient of the teachers.

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