



EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS: A COMPARATIVE STUDY

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Abstract

As we know that in everyday life emotions play a very important role in deciding the behavior of human beings and how they react in various situations. The capacity of recognizing our own feelings and those of the others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships assumes great importance in our lives. Positive emotions provide quality to life and help to manage emotional problems and disturbances. Emotional intelligence is an important trait of personality as it helps in shaping the human behavior. In the new millennium the teachers are challenged to educate students at an ever high level of literacy to meet the demands of an internationally competitive global society. They are not only required to focus on students cognitive development but also need to be competent to handle students continuing physical, emotional, social and spiritual growth. The aim of this study was to compare the emotional intelligence of secondary school teachers. The study was conducted using a quantitative survey research design. And it was conducted in Bareilly district of Uttar Pradesh. An Indian Adaptation of Schutte Self-Report Emotional Intelligence Inventory was used to assess emotional intelligence of Secondary school teachers. The study sampled 600 secondary school teachers. The results revealed no significant gender & locality differences in emotional intelligence

Keywords: Emotional Intelligence, Secondary School Teachers, Comparative



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INTRODUCTION

The main aim of the education is the all round holistic development of the student. In pursuit of this goal, teacher plays a significant role. The whole process is revolve around the teacher in the process of education. The main concern in today teaching learning process is Emotional intelligence of teachers. How so ever academically brilliant a person may be, without emotional intelligence he is not successful in both personal and professional life. As we know that in everyday life emotions play a very important role in deciding the behavior of human beings and how they react in various situations. The capacity of recognizing our own

feelings and those of the others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships assumes great importance in our lives. The ability to monitor feelings from moment to moment is crucial to psychological insight and self-understanding (Sowmya and Betsur, 2010). One can develop social skills using intelligence so as to bring success in life. Positive emotions provide quality to life and help to manage emotional problems and disturbances. Through emotional intelligence, one will become more successful in life as compared to individuals that gain solely high levels of intellectual intelligence (Goleman, 1998). An emotionally stable person can deal with problems more effectively than an emotionally disturbed person (Aggarwal & Saxena, 2012).

Many parents and educators, alarmed by increasing levels of conflict in young school children, low self esteem, drugs and alcohol use at an early age and depression are rushing to teach students the skill necessary for emotional intelligence (Gowdhaman and Murugan, 2010). Emotional intelligence is an important trait of personality as it helps in shaping the human behavior.

In the new millennium the teachers are challenged to educate students at an ever high level of literacy to meet the demands of an internationally competitive global society. They are not only required to focus on students cognitive development but also need to be competent to handle students continuing physical, emotional, social and spiritual growth.

A teacher can teach truly only when he is able to understand his emotions and emotions of his students. It is a teacher who moulds the most precious material of the land i.e. boys and girls in their most impressionable period of development in the required shapes. If a teacher is emotional intelligent he can give shape to their students. On the basis of above proceedings investigators have made an attempt to study the emotional intelligence of the secondary school teachers. The main objective of this study is to compare the emotional Intelligence of secondary school teachers with respect to their sex, locality. The study is delimited to secondary school teachers of Bareilly District of Uttar Pradesh only

HYPOTHESIS:

There is no significant difference between the emotional Intelligence of secondary school teachers in respect to their sex, Locality.

RESEARCH METHODOLOGY:

The present study was conducted using a quantitative survey research design. The present

investigation is conducted in Bareilly district of Uttar Pradesh. Therefore all the teachers teaching in secondary schools constituted the population for present study.

In the present investigation, keeping in view the need to maintain adequacy and representativeness of the sample, multistage stratified random sampling technique was adopted to draw the sample. At the first stage of sample selection, out of all the government and private secondary schools, 40 schools were selected randomly. At the second stage, from these selected schools, 15 teachers from each school were chosen.

These teachers were chosen based on the assumption that they teach either languages, science or mathematics. Table-1 gives the description of respondents on the basis of their gender. Both male and female respondents are almost same in the study.

Table-1: Distribution of Sample According to the Gender of the Respondents

Gender	Frequency	Percentage
Male	275	45.833%
Female	325	54.166%
Total	600	100.0%

Table-2 gives the demographic picture with regard to the locality of the respondents i.e. whether they belong to urban or rural locality. It can be seen that majority of the respondents are from the urban locality as compared to the rural respondents.

Table- 2: Distribution of Sample According to the Locality of the Respondents

Locality	Frequency	Percent
Urban	380	63.33%
Rural	220	36.66%
Total	600	100.0%

TOOL USED

To achieve the objectives of the study, the following tool was used:

- Indian adaptation of Schutte Self-Report Inventory for measuring EI.

STATISTICAL TECHNIQUES USED

For analysis of the collected data, the following statistical techniques were used:

- Bar Graphs, Mean, Standard Deviation, Range, t-test, Pearson's Correlation, ANOVA

DATA ANALYSIS & INTERPRETATION

Table-3: Comparison of Total Emotional Intelligence Scores of Male and Female Secondary School Teachers

Gender	N	Mean	S.D	t-value	significance
Male	275	89.27	11.56	0.41	NS
Female	325	89.67	11.88		

*Not Significant

Table-3 given above shows the mean scores of emotional intelligence of male and female secondary school teachers. The mean score of male teachers is 89.27 whereas that of female teachers is 89.67. There is only a slight variation in the mean scores. Therefore, the calculated t-value is 0.41, which is not significant at 0.05 level. So, we can say that there is no significant difference in the emotional intelligence of male and female secondary school teachers. Same finding were obtained in the study of Garg & Kapri (2016). Thus, hypothesis 1 stands accepted for male and female teachers.

The above findings are represented diagrammatically in the bar graph given as Figure 1.

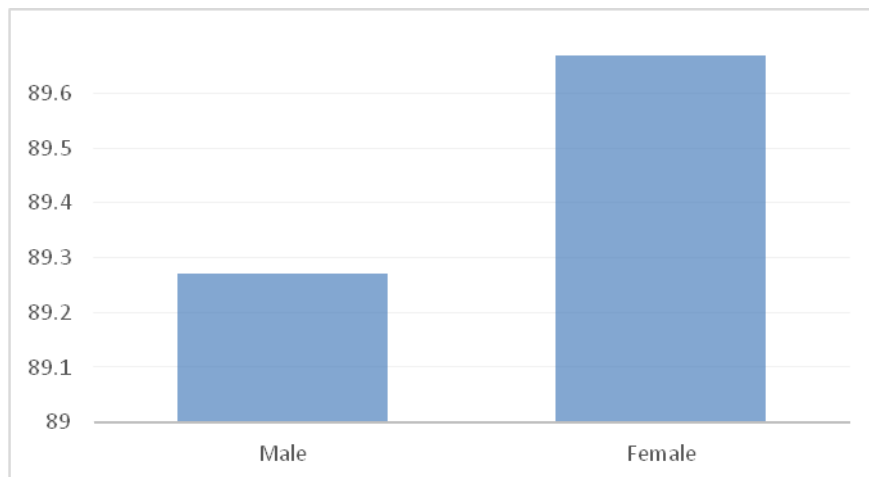


Figure 1 – Bar Graph Showing the Mean Scores on EI for Male and Female Secondary School Teachers

Table-4: Comparison of Mean Emotional Intelligence Scores of Urban and Rural Secondary School Teachers

Locality	N	Mean	S.D	t-value	significance
Urban	380	89.29	11.7	0.82	NS
Rural	220	90.13	11.3		

*Not Significant

Table-4 given above shows the mean scores of emotional intelligence of urban and rural secondary school teachers. The mean score of urban teachers is 89.29 whereas that of rural teachers is 90.13. There is only a slight variation in the mean scores. Therefore, the calculated t-value is 0.82, which is not significant at 0.05 level. So, we can say that there is no significant difference in the emotional intelligence of urban and rural secondary school teachers. Same finding were obtained in the study of Garg & Kapri (2016). Thus, hypothesis 1 stands accepted for male and female teachers.

t-value is 0.82, which is not significant at 0.05 level. So, we can say that there is no significant difference in the emotional intelligence of urban and rural secondary school teachers. On its contrary Singh (2015) found a significant variation on emotional intelligence of teacher educators of rural and urban locality. Thus, hypothesis 1 stands accepted for urban and rural teachers.

The above findings are represented diagrammatically in the bar graph given as Figure-2.

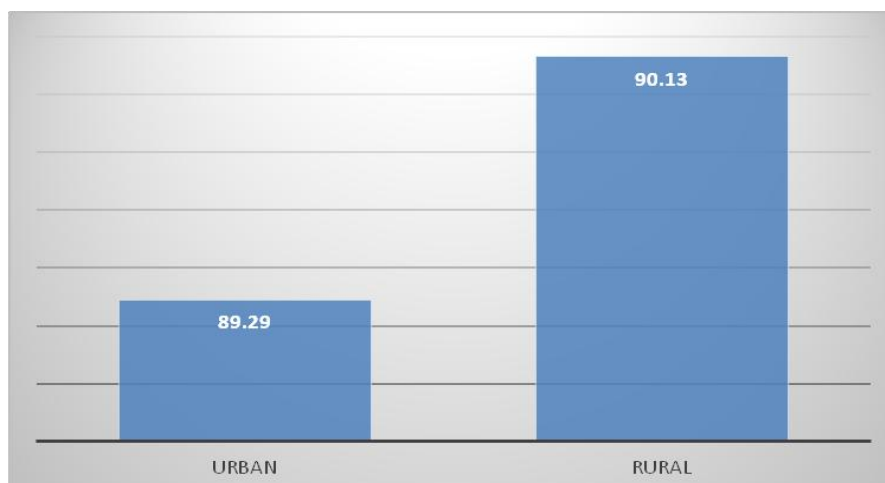


Figure-2 – Bar Graph Showing the Mean Scores on EI for Urban and Rural Secondary School Teachers

FINDINGS

Based on the analysis and interpretation of data, the researchers arrived at the under mentioned findings.

According to the Hypothesis, there is no significant difference between the emotional Intelligence of secondary school teachers in respect to their sex and Locality was accepted and the following findings emerged out from the analysis:

- There is no significant difference in the emotional intelligence of male and female secondary school teachers.
- There is no significant difference in the emotional intelligence of urban and rural secondary school teachers.

EDUCATIONAL IMPLICATIONS

Over the last two or three decades, emotional intelligence has been considered as a determining factor for emotional adjustment, personal well-being, interpersonal relationships and life success. The 21st century has brought a new view of the more diverse reality of human

functioning, and we are slowly but surely becoming aware of the need to address the education of emotional and social aspects, and for schools and society to explicitly do the same as well. Measuring the emotional intelligence of an individual through self-report, provides useful insights into the level of optimism, social skills, appraisal and utilization dimensions of EI.

On the basis of the results of the study it can be said that in the present scenario emotional stability is the need of hour. Secondary school teachers teach teenagers and this is very important and crucial stage of life. If teachers are emotionally stable then they can understand and solve the problems of adolescence easily. Emotionally intelligent teachers are active in their orientation to students, work, and life (Singh, 2015). This hints towards the need to make the teachers aware about various dimensions of emotional intelligence so that they can work on them to become better teachers.

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