

Periodic Research

Emotional Intelligence and Psychological Well being of Government Primary Teacher



Anjana S. Chauhan

Assistant Professor,
Deptt. of Psychology,
Children's University,
Gandhinagar



Gandharva R. Joshi

Former Professor,
Deptt. of Psychology,
Saurashtra University,
Rajkot

Abstract

The aim of the present study was to investigate the relationship between Emotional intelligence and Psychological well being among Govt. primary teacher and to find out the difference between Emotional Intelligence and Psychological well being of male and female teachers. A sample of 60 (Male 30/Female 30) was carried out from govt. schools of Junagadh Districts. Data was collected using by Emotional Intelligence inventory (MEII) and Psychological well being scale (Ryff). The data were analyzed by using Pearson's (product moment method) correlation and t-test. The Results revealed that moderate positive correlation was found between Emotional Intelligence and Psychological Well Being of primary teachers. Significant difference observed between Emotional intelligence of Male and Female primary teachers. And there is no significant difference between Psychological Well Being of Male and Female primary teachers.

Keywords: Emotional Intelligence, Psychological Well Being, Gender And Government Primary Teacher.

Introduction

In Twenty First Century everyone just not needed materially satisfaction but also mentally satisfaction. Emotional Intelligence is not only necessary in personal life or maintain relations but also required at workplace. Same way the Psychological Well being describes our happiness, Confidence, physical condition and general outlook on life. It is about feeling good and taking care of oneself, responsibilities that can often be neglected when juggling the rigorous demands of everyday life.

Emotional Intelligence means the ability to perceive understand, and regulate our own and others emotion. Emotional Intelligence quotient is define as a set of competence demonstrating the ability one has to recognize his or her behaviors, mood and impulse, and to manage them best. According to the situation the Greek philosopher Aristotle, in this Nicomachean ethics, remarked over 2000 years ago: "Anyone can become angry that is easy. But to angry with the right person, to the right degree, at the right time, for the right purpose, and the right way is not easy".

Review of Literature

Martinez (1997) considers emotional intelligence as a set of non-cognitive skills, abilities, and capacities that make the individual resistant to external demands and pressures. In the view of Goleman, emotional intelligence involves both internal and external elements. The internal elements include self-awareness, self concept, independence, self-actualization, and decisiveness. The external factors include interpersonal relationships, empathy, and responsibility. Mondal, N.K. and et. al., (2012) Opined the teachers are the builders of the nation. The Education Commission (1966) states that "The future of India is now being shaped in the classrooms." It emphasized that, to make any process of education a success, the quality competence and character of the teachers were the most important aspects. A teacher has a key role to play in communicating knowledge in specific subjects and help students grow to their fullest stature, develop suitable attitudes and unfold their personality. Ranganathananda (2007) states that teacher has to generate that energy in oneself and handle it in one's work of educating the boys and girls that resort to him/her. A teacher has to not only instruct but also inspire the students. As stated by Grieve (2013) teachers with high emotional intelligence can be aware of their students' emotions and help them

regulate their emotions. Also teachers can ease interpersonal conflicts and contribute to the students' emotional and social development.

Manisha Awasthi and Saket Bihari (2014) found there is no significant difference between mean scores of senior secondary school teachers on their emotional intelligence. Lal Kumar (2016) Found that the relationship between the two variables is positive. Thus a high significant positive relationship is found between teacher effectiveness and emotional intelligence. Jarrar Ahmad Mohd. Ahmad Khan (2016) found that male teachers are dominating female teachers at secondary level on the basis of their emotional intelligence. It is also found that locality does not influence the emotional intelligence of secondary school teachers. The experienced teachers are more emotionally competent than in-experienced teachers. Bala (2017) investigated on the basis of one way analysis of variance reveal that the group of secondary school teachers with high emotional intelligence is more effective than the group of teachers with average or low emotional intelligence. There exists positive and significant relationship between teacher effectiveness and emotional intelligence among secondary school teachers.

Emotional intelligence of teachers plays vital role in managing their own life and deal effectively with the feelings of others. Teachers need to develop smooth relationship with students, Teachers, administrators and parents. The holistic approach influences emotionally supportive environment in the classroom, which can be created by a teacher Ponmozhi, D. and et al. (2017). The emotionally practiced teachers are excellent in supervising their emotions. So, the emotional intelligence is an essential to teacher for successful supervising of emotions and it is used to maintain good mental health and academic achievement of the students Srinivasan (2018).

Psychological well-being is defined as states that emerge from feeling of satisfaction with one's close interpersonal relationships and with one's occupation and financial situation Bar-On, (2005). "Well being is a positive and sustainable condition that allows individuals, groups or nations to thrive and flourish." Huppert, Baylis and et al. (2005). Well being requires an integrated approach, one that embraces mind, body, society, and the environment. Understanding how individuals and communities can be helped to thrive and flourish could be great benefit to our citizens, our educators and our leaders. "Health is a state of complete physical, mental and social well being, and not merely the absence of disease infirmity."-World Health Organization.

Psychological well being refers to one's positive sense of subjective well being. It could be further explained that a person who evaluate his past and present positively, has a positive cognition of his future. In other words, one who perceives himself individually energetic and socially approved is psychologically well. Andrews and Robinson (1991) maintain that well being is an attitude towards one's own life and self. Obviously teachers way of perceiving themselves(both as a person and as a

teacher) is a major determinant of classroom environment and student performance. Teacher's evaluation of his own potential and subjective well being has great impact on effective teaching. Teaching is a challenging job, with many teachers often teaching five to six classes a day, preparing lesson plans, and completing assignments and tasks, in addition to their actual classroom responsibilities. Austell (2010) viewed that teaching has several expectations and requirements that are not only determined by the teachers themselves but by the school, government, and other stakeholders. Research shows, teachers having high amounts of stress and burnout. Thakur, M. et al (2018) believed that teachers' well-being has an impact not only on their institutions but also their own families. Srimathi (2010) in her study on "Psychological Well-Being of Employed women Across Different Organization" (such as industries, hospitals, banks, educational institutions and in calling centers) concluded that female teachers have the highest level of psychological well-being. Chan (2012) investigated the relationship between gratitude and forgiveness and psychological well-being among teachers. Regarding to the result of this study, gratitude and forgiveness correlated remarkably with each other as well as with meaningful-life orientation and psychological well-being. Wangsoyoung (2014), in his study, investigated the relationships between self-differentiation, family origin, ego-resiliency, and psychological well-being among pre-service early childhood teachers. Regarding to the results of this study, the psychological well-being was significantly higher than the mean; but positively correlated with almost all aspect of self-differentiation. Stanculescu (2014) examined psychological predictors and mediators of teacher's subjective well-being. The findings of his study enhanced the understanding of personal factors associated with teacher's subjective well-being. The constructs linked to subjective well-being promote school psychologists' interventions for better school teaching performance. Fatemeh Salimirad (2016) highlighted that, in the educational field, organizations should concentrate on teachers as a key element of the educated society; hence, they should concentrate on the psychological aspects of teachers' personality.

Teachers shared that they flourish: when their students do; when they feel a sense of belonging to a team of colleagues working toward a common purpose; when they feel a sense of joy, play, laughter, and fun at work; when they are encouraged and supported to take risks in their teaching; and when they see they are making a difference in the lives of their students, school, and community, Cherkowski & Walker (2016,18)

Objectives of the study

1. To investigate the difference between Emotional intelligence of Male and Female Primary teachers.
2. To investigate the difference between Psychological Well being of Male and Female Primary teachers

3. To investigate the Relationship between Emotional intelligence and Psychological well being among Primary teachers.

Hypotheses

1. There is no significant difference between Male and Female Primary teachers on Emotional intelligence.
2. There is no significant difference between Male and Female Primary teachers on Psychological Well being.
3. There is no relationship between Emotional intelligence and Psychological well being among Primary teachers.

Method

Participants

This research is concerned with the problem of Emotional Intelligence and Psychological well being among Govt. Primary teachers. The sample consisted of 60 Primary teachers selected randomly from various Schools Junagadh districts, 30 of them were Male Teachers and 30 of them were Female teachers.

Instruments

Mangal Emotional Intelligence Inventory (MEII): which is developed by S.K. Mangal and Subra Mangal (2009) And Gujarati adaptation made by the present researchers Dr. G. R. Joshi and Anjana Chauhan, It is meant for age above 16 years, this inventory given score of emotional intelligence as well as four factors (1) Intra-personal Awareness (own emotion), (2) Inter-personal Awareness (others'

emotion), (3) Intra-personal Awareness (own emotion), (4) Inter-personal Awareness (others' emotion), This questionnaire is consisted of 100 statements, there are 25 statements for each factors. And responds are in form of 'Yes' and 'No', 'Yes' answer is indicates presence of Emotional Intelligence and 'No' answer means low Emotional intelligence. This scale has highly reliability and validity.

Psychological well being Scale: it was developed by Ryff (1989) was used. Gujarati adaptation was made by the present researcher Dr. Gandhrva Joshi and Anjana Chauhan. This scale measures six dimension of Psychological Well being, The scale consisted of 54 items (6x9-item scale). Respondents rate statements on a scale of 1 to 6, the responses vary from (1) Strongly Disagree, (2) Disagree Somewhat, (3) Disagree Slightly, (4) Agree Slightly, (5) Agree somewhat, (6) to strongly Agree. There were 28 negative items in the scales whose scoring was done in the reverse order, The reliability and validity coefficients of the scale were $r = 0.82$ and $r = 0.77$ respectively.

Result and Discussion

T-test and correlation were applied to test variables while t-test statistics was employed to test the significance of male and female's Emotional Intelligence and Psychological well being of Primary teachers. Correlation was used to find out the relationship between emotional intelligence and psychological well being among primary teachers.

Table-1 Scores of male and female Primary teachers on Emotional Intelligence.

Gender	N	Mean	SD	t
Male	30	72.07	13.48	2.18*
Female	30	64.57	13.19	

* $P < .05$

It can be inferred from the Table -1 that male and female "t-score" is 2.18 which is significant in the matter of emotional intelligence. Therefore, the first hypothesis is rejected. That means male and female have difference in Emotional Intelligence. In support with this research Lenka, S. and Ravi Kant (2012) found significant difference between male and female teachers. Maheshwari, K. and et al., (2015) examined There is a significant different between the male and female primary school teachers based on the Emotional Intelligence of Primary School Teachers in Warangal. Ponmochi, D. and et al., (2017) investigated that the difference in score between male and female teacher is statistically significant. Reddy, B and et al. (2018) also found that male and female

teachers differ significantly in terms of their Emotional Intelligence. Male teachers found to be high Emotional Intelligence when compared to female teachers. In contrast with this research Arvind Hans and et al. (2013) found no significant difference between male and female teachers. Garg, R and Islam, S. (2018) investigated that the male and female both have the similar level of Emotional Intelligence. Edannur, S (2010) assessed the Emotional Intelligence level of teachers' educators of Barak valley region in the India state of Assam (India). The result showed that the group under study possessed high Emotional intelligence. The gender and locality of the teacher educators make differential influence on their Emotional Intelligence.

Table-2 Scores of male and female Primary teachers on Psychological well being.

Gender	N	Mean	SD	t
Male	30	220.63	21.86	0.21NS
Female	30	209.43	22.88	

NS=Not Significant

Data inserted in Table no-2 reveals that 't' value of Gender is 0.21 which is not significant, therefore, no significant difference was observed between Male and Female Teachers. Therefore, second hypothesis is retained and it can be said that gender can not affect on Psychological well being of Primary teachers. In support with this research Jadav, S. (2018) found there is no significant difference of psychological well being between male and female

teachers. In contrast with above result Samina Naheed and et al. (2000) found significant difference between psychological well being of male and female teachers. Roothman, B. and et al. (2003) studied the differences between men and women with regard to aspects of psychological well-being. Vaghela, K (2014) examined that there was significant impact of psychological wellbeing on male and female. Fatemeh

Salimirad and et al. (2016) viewed the variable of gender has an effect on Psychological Well-Being.
Table-3 Correlation calculation between Emotional Intelligence and Psychological Well being of Govt. Primary Teachers

Variable	N	Correlation
Emotional intelligence	60	0.58
Psychological well being	60	

The Table-3 indicated that correlation between emotional intelligence and psychological well being is showing 0.58 which indicates moderate relationship between emotional intelligence and psychological well being of primary teacher. Therefore, third hypothesis is rejected.

In other words it may be said that the primary teachers with moderate level of emotional intelligence would be more psychologically welled than those who have low level of emotional intelligence. The findings of the study indicate that emotional intelligence positively related with psychological well being. Therefore, our findings are in confirmation with of Abraham Carmeli and et al. (2009) who examined the relationship between emotional intelligence, Psychological well being they found Positive relationship.

Conclusion

The present study clearly indicated that there is significant difference between gender and emotional intelligence and it shows that there is no significant difference between gender on Psychological well being. From this study it is clear that there is moderate relation between emotional intelligence and psychological well being among primary teachers.

References

1. Abraham Carmeli, Meyrav Yitzhak-Halevy, Jacob Weisberg, (2009). "The relationship between emotional intelligence and psychological wellbeing", *Emerald* 24.
2. Andrews, E M., & Robinson, J. E (1991). *Measures of subjective wellbeing*. In J. E Robinson, R R. Shaver, & L. S. Wrightsman (Eds.), *Measures of personality and social psychological attitudes*. San Diego, CA: Academic Press. 61- 114.
3. Arvind Hans, Soofi Asra Mubeen, Ruwaiya Salim Said Al Rabani, (2013). "A study on emotional intelligence among teachers: A case study of private educational institute in muscut." *International Journal of Application or Innovation in Engineering & Management (IJAIEM)* 2(7).
4. Austell AA. (2013). *Role conflict in high school teachers/coaches*. . Southern Illinois University Carbondale. *Research Papers*. Paper 47. [serial online] 2010 [cited 2013 Nov 10]. Available from: URL:http://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=1054&context=gs_rp
5. Bala R. (2017). *Teacher Effectiveness of Secondary School Teachers in Relation to Their Emotional Intelligence*. *The International Journal of Indian Psychology*. 4(4):72-78.
6. Bar-On, R. (2005) *The impact of emotional intelligence on subjective well-being Perspectives in Education* 23(2): 41--62.
7. Chan, D.W. (2012), *Subjective well being of Hong Kong Chinese teachers: The contribution of gratitude, forgiveness, and the orientations to happiness*, *Teaching and teacher Education*, 3 (2),22-30
8. Cherkowski, S. & Walker, K. (2018). *Teacher wellbeing: Noticing, nurturing, and sustaining flourishing in schools*. Burlington, ON: Word and Deed Press.
9. Cherkowski, S. & Walker, K. (2016). *Flourishing leadership: Engaging purpose, passion, and play in the work of leading schools*. *Journal of Educational Administration*, 54(4), 378 – 392.
10. Edannur. S, (2010) "Emotional Intelligence of Teacher Educators", *International Journal of Education Science*, 2(2),115-121,
11. Fatemeh Salimirad, N. L. Srimathi (2016) *The Relationship between, Psychological Well-Being and Occupational Self-Efficacy among Teachers in the City of Mysore, India* *The International Journal of Indian Psychology*.
12. Jadav, S. (2018) *A Comparative Study of the Psychological well being among Government and Private school Teachers*. *International Journal of Research and Analytical Reviews* 5(2), 1775-1778
13. Jarrar Ahmad Mohd, Ahmad Khan (2016) *A Study of Emotional Intelligence of Secondary School Teachers In Relation to Their Gender, Locality and Experience*. *Global Journal of Multidisciplinary Studies*, 5(2)
14. Lal Kumar AC. *Emotional Intelligence and Teacher Effectiveness among Higher Secondary School Teachers*. *An International Refereed, Peer Reviewed & Indexed Quarterly Journal in Arts, Commerce, Education & Social Sciences*. 2016; 5(3):23-26.
15. M. Martinez-Pons (1997). *Mast Abstracts Inter*, 1(17):3-313.
16. Maheshwari, K. and Balaramulu, D. (2015) *A Study on the Emotional Intelligence of Primary School Teachers in Warangal District*. *IJARIE-ISSN(O)-2395-4396, Vol-1 Issue-5*
17. Manisha Awasthi, Saket Bihari. *A Study of Teacher Effectiveness and Emotional Intelligence among Senior Secondary School Teachers*. *Online International Interdisciplinary Research Journal*. 2014; 4:104-110.
18. Mondal, N.K., Paul, P.K and Bandyopadhyay.A. (2012). *A study of Emotional Intelligence level between secondary school teachers: A study in Burdwan District in West Bengal*, *International Journal of Social Science Tomorrow*, Vol.1. No.4. pg 1-6 ISSN: 2277-6168.
19. Ponmozhi D, Ezhilbharathy T. (2017). *Intelligence of School Teachers*. *IOSR Journal of Research & Method in Education*. 7(3):39-42.

20. Ranganathananda, S. (2007). *Role and responsibility of teachers in building up modern India*. Bharatiya, Vidya Bhavan Publications. Mumbai.
21. R.Grieve (2013). *Do we need emotional intelligence test for teacher?*, Available in <http://theconversation.com/do-we-needemotional-intelligence-tests-for-teachers-12805> accessed on 16.04.13.5
22. Reddy, B., Digumarti Bhaskara Rao (2018). *Emotional intelligence and teacher effectiveness of secondary school teachers* International Journal of Advanced Education and Research, Volume 3; Issue 1; Page No. 11-14
23. Reshu Garg , Sayedil Islam (2018) *a study of teacher effectiveness in relation to emotional intelligence at secondary school level* International Journal of Research in Social Sciences Vol. 8 Issue 5, 557-569
24. Roothman, B, Kirsten, D, & Wissing, M, (2003), *Gender Differences in Aspects of psychological well-being*, South African Journal of Psychology, 33 (4), 212-218
25. Ryff, C. (1989). *Scales of Psychological well being*. Journal of personality and social psychology, 57, 1069-1081
26. Samina Naheed, Ghazala Rehman, & Syed Ashiq Ali Shah, (2000). *Attitude of Pakistan school teachers towards their profession and their psychological well being.* Pakistan Journal of Psychological Research Vol. 15, Nos. 1-2, 2000, 39-55.
27. Samir Kumar Lenka, Ravi Kant (2012). *Emotional intelligence of secondary school teachers in relation to their professional development.* Asian journal of management science and education. Vol.1 No.1, ISSN 2186-8441.
28. Samuel O.Salami (2010). *Emotional intelligence, self-efficacy, psychological well-being and student's attitude: implications for quality education.* ". European Journal of Educational Studies 2(3), Ozean Publication
29. Srimathi, N.L & Kumar, S. K. (2010). *Psychological well-being of employed women across different organizations*, Journal of the Indian Academy of Applied Psychology, .36, (.1), 89-95.
30. Srinivasan (2018). *A Study of Teacher's Intelligence and Emotional Intelligence on Students' Mental Health among Higher Secondary School of Thanjavur District* American Journal of Educational Research, Vol. 6, No. 6, 869-876 Available online at <http://pubs.sciepub.com/education/6/6/41> ©Science and Education Publishing DOI:10.12691/education-6-6-41
31. Stanculescu, E.(2014), *psychological predictors and mediators of subjective well being in a sample of Romanian teachers*. Review of Research and social intervention,4(6),37-52
32. Seyyed Hossein Mousavi, Saeed Yarmohammadi, Ayoub Bani Nosrat and Zabiholah Tarasi (2012) *"The relationship between emotional intelligence and job satisfaction of physical education teachers"*. Annals of Biological Research, 3 (2):780-788 ISSN 0976-1233
33. S.K. Mangal and Mrs. Subra Mangal Mangal *Emotional Intelligence Inventory National Psychological, Corporation (Agra) 282004 (India)*.
34. Thakur, M., Chandrasekaran, V, and Guddattu, V. (2018). *Role Conflict and Psychological Well-Being in School Teachers: A Cross-Sectional Study from Southern India*. Journal of Clinical and Diagnostic Research. 2018 Jul, Vol-12(7): VC01-VC06. DOI: 10.7860/JCDR/2018/31776.11738
35. Vaghela, K (2014). *The Psychological Well-Being among Government and Non Government School Teachers: A Comparative Study* The International Journal of Indian Psychology | ISSN 2348-5396 Volume 2, Issue 1, 118-125. Paper ID: B00271V2I12014 <http://www.ijip.in>
36. Wangsoyoung, H. (2014), *A study of the relationships among pre-service early childhood teacher's self differentiation, family of origin, ego resiliency and subjective well being* .Early Childhood Education research &Review,18,(5), 503-525nt.cgi?article=1054&context=gs_rp