

Emotional Intelligence: A Study on Secondary School Teachers of Durg District



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Abstract

Human life is full of events everyday and every event of a man's personal life is expressed in some emotional colouring. Behind every emotion there is a feeling. Feelings are described as emotion. Our emotions play quite a significant role in Guiding and directing our behaviour. Many a time they are seen to dominate our behaviour in such a way that we have no solution other than behaving as per there will. On the other hand if a person has no emotional control in him then he becomes crippled in terms of living his life in a normal way. Hence emotions play a key role in providing a particular direction to our behaviour and thus shaping our personality according to their development. Various studies have been conducted by various researchers and different conclusions have been drawn. Here in this study it was decided to study the emotional intelligence of secondary school teachers because teachers are the founders of society. They should be emotionally sound only than they will be able to produce emotionally stable students. For this purpose a sample of 200 teachers from government and private schools were taken through simple random sampling technique. To collect the data Emotional Intelligence inventory developed by Mangal and Mangal (2004) was used. To find out the significance of difference between various groups t-test was applied. Results indicate that there was no significant difference between male and female, rural and urban, government and private secondary teachers on their emotional intelligence.

Keywords: Emotional Intelligence, Primary Source, Ability to Perceive, Secondary School Teachers.

Introduction

All learning has an emotional base. What is that which helps a person to function well and succeed in all spheres of life? What is now being held responsible for success than intelligence? With the dawn of 21st century the human mind added a new dimension. This is termed as 'Emotional Intelligence' and is measured as EQ. Emotional intelligence refers to the ability to perceive, control and evaluate emotions. Emotions are the primary source of human energy, aspirations and drive, activating our innermost feelings and transforming them from abstract to concrete reality. The management of emotions has given rise to the concept of emotional intelligence. Emotional Intelligence is the ability to identify, use, understand and manage emotions in positive ways to relieve stress, communicate effectively, empathize and overcome challenges. Emotional Intelligence helps in building stronger relationships succeeding at work and achieving career and personal goals. We all have different personalities, different wants and needs, and different ways of showing our emotions. Navigating through this all takes tact and cleverness – especially if we hope to succeed in life. This is where emotional intelligence becomes important. Emotional intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. Emotional intelligence also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively. Psychologist Peter Salovey and John Mayer published their landmark article "Emotional Intelligence" in the journal imagination, cognition and personality. The concept of emotional intelligence got popularized after publication of psychologist and New York Times science writer Daniel Goleman's book Emotional Intelligence: Why it can matter more than IQ (1997). In this book he compiled a lot of interesting information on brain, emotion and behaviour and defined

Emotional intelligence as the capacity to reason with emotions in four areas:

1. To perceive emotion,
2. To integrate it in thoughts,
3. To understand and
4. To manage it.

The term Emotional intelligence appeared in a series of academic articles authored by Mayer and Solvay (1990, 93 and 95). The term entered the mainstream only with Daniel Goleman in 1995. According to Goleman, IQ contributes only about 20% to success in life and other forces contribute the rest.

Concept of Emotional Intelligence

Goleman (1995) defined Emotional Intelligence on the basis of traits that include self-control, zeal and persistence and the ability to motivate oneself. He identified five domains of E.Q: Knowing your emotions, managing your own emotions, motivating self, Recognizing and understanding other people's emotions, managing relationship. Emotional Intelligence "Is the type of social intelligence that involves the ability to monitor one's own and others emotions to discriminate among them and to use the information to guide one's thinking and actions". (Mayer and Solvay, 1993). Emotional intelligence is one's ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so to promote emotional and intellectual growth. (Mayer and Solvay 1997). Emotional intelligence refers to the "Capacity of recognizing one's own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships". (Goleman, 1998) Emotional Intelligence has following five characteristics and abilities:

1. Self-awareness- Knowing your emotions, recognizing feelings as they occur and discriminating between them.
2. Self-management- Handling feeling so that they are relevant to the current situation and you react appropriately.
3. Self-motivation- Gathering up your feelings and directing yourself towards a goal, despite self-doubt inertia and impulsiveness.
4. Empathy- Recognizing feelings in others and turning into their verbal and non-verbal cues.
5. Managing relationship- Handling interpersonal interaction conflict resolution and negotiations.

It is not the smartest people that are most successful or the most fulfilled in life. There are people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual intelligence or I.Q isn't enough on its own to be successful in life. When it comes to happiness and success in life, Emotional Intelligence matters just as much as intellectual ability (I.Q).

Review of Literature

Different studies revealed different results on emotional intelligence. The findings of Finegun (1998) revealed that there was positive relationship between emotional intelligence and academic

achievement. Tyagi (2004) in a study on secondary school teachers found EQ to be independent of their gender. In a study on adolescent students Singh et.al (2008) observed that urban adolescents scored higher than the rural ones in terms of EQ. Sameer (2008) found that girls exhibited higher level of EQ than boys. Pandit and Pathan (2006) studied Emotional intelligence of secondary teachers in relation to gender and age and found no difference between the Emotional Intelligence of males and females and are as independent of EQ. Singh and Kumar (2009) found a significant difference between emotional Intelligence of teachers of convent schools and saraswati schools. Panda and Singhal (2009) studied teachers work behaviour in relation to Emotional Intelligence of primary teachers and found that there was no significant difference between male and female, rural and urban primary school teachers in their work behaviour. Basu and Saxena (2010) in a study on B.Ed. trainees found that the B.Ed. trainees belonging to aided college exhibit considerably higher level of emotional intelligence as compared to B.Ed. trainees in self-financed college. It was found that female pupil teachers significantly outscored their male counterparts in terms of emotional intelligence. Pachauri (2010) revealed that Emotional Intelligence of commerce Faculty students were more than that of science faculty students. Somya and Wingamma (2010) studied emotional intelligence in relation to personality and found that emotional stability was significant or more among rural secondary school females teachers than urban secondary female teachers. Martin (2011) revealed a significant statistical correlation between emotional intelligence and academic success of 6th grade students. Paul, Mondal and Bandopadhyay (2012) revealed that the extent of emotional intelligence among teachers is significantly affected by their own personality, attitude along with age, experience, qualification and training. Researchers have found that our emotional awareness and ability to handle feelings rather than our IQ will determine our success and happiness in all walks of life Yadav (2014) examined the relationship between emotional intelligence and creativity and their impact on the academic achievement of senior secondary class Student. It was found that there is no significant impact of creativity on academic achievement. Dwivedi A, & Qasim S. H(2017) in a Study of emotional intelligence of secondary level Students revealed that Emotional Intelligence increases productivity the Study was conducted on teaches of CBSE & UP Board Allahabad city. The findings of study was male & female are different in emotional intelligence and teachers of both board are different in emotional intelligence.

D.Ponmozhi, T.Ezhibharthy (2017) Studied emotional intelligence of School teachers of cuddalore District in Tamil Nadu. The Study was envisioned to find out the levels of Emotional intelligence of teachers was high. There existed significant difference between sub Samples related to gender, age, locality, qualification, major subject number of children and spouse salary. A Stepwise regression was used to find factors Contributing emotional

intelligence of teachers. Among the 13 predictor 1 was found in the 1 step. The model was statistically significant and accounted for approximately 15% of the variance of emotional intelligence. Inspection of the structure Co-efficient suggests that gender alone is a strong indicator of emotional Intelligence.

Rationale of the Study

It is assumed that effectiveness of a teacher depends to an extent on his Emotional Intelligence. The teachers can play an important role in enabling a society to reach the peak of glory, as teachers are the nation builders, they can help students in boosting their Emotional Intelligence. Teachers are the founders of a society. They can help students in boosting their Emotional intelligence. Emotional Intelligence is a vital factor for teacher effectiveness, so it was decided to examine this variable. Previous researches conducted on secondary teachers have shown EQ to be independent of their gender and some researchers have found a significant difference between emotional intelligence of teachers of private and government, rural and urban schools. Different studies have revealed different results. Thus it can be concluded that study of Emotional Intelligence is quite important as it enables human beings to respond appropriately to a variety of situations.

Objectives

The following objectives were achieved in this study:

- To study the emotional intelligence of government and private secondary school teachers.
- To study the emotional intelligence of rural and urban secondary school teachers.
- To study the emotional intelligence of male and female secondary school teachers.

Hypotheses

The following hypotheses were tested in this study:

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

Methodology

In this study survey method was used. The sample of 200 teachers (100males and100females) from various schools (private and government)of Durg district, (Chhattisgarh) was drawn through random sampling technique. For the collection of data, investigator used Emotional Intelligence Inventory by Mangal and Mangal. This inventory measures emotional intelligence in respect of four areas namely: 1. Intra-personal Awareness (own emotions); 2. Inter-personal Awareness (other emotions) ; 3.Intra-personal Management (own emotions); 4.Inter-personal Management (other emotions). It consists of both positive and negative statements. In case of positive items '1' mark for 'yes' and '0' mark for 'no' and in case of negative items marking procedure will just be the reverse. In order to test the hypotheses investigator applied't'-test.

Analysis of Data

Table 1: Emotional Intelligence among Government and Private Secondary School Teachers

NS-Not significant at0.05 Level

It is observed from the above table that the 't' value of 0.594was not found significant even at .05 level of significance. Therefore, it can be concluded that the hypothesis, "There is no significant difference

Type	N	Mean	σ	df	't'	Result
Government Teachers	108	75.68	10.82	198	0.594	NS
Private Teachers	92	74.76	10.99			

in emotional intelligence of government and private secondary school teachers is accepted. In other words, it is implied that government and private secondary school teachers do not differs significantly in their emotional intelligence.

Table - 2:Locality-wise Distribution of Scores on Emotional Intelligence

Locality	N	Mean	σ	df	't'	Result
Rural Teachers	106	74.86	11.95	198	0.551	NS
Urban Teachers	94	75.70	9.58			

NS-Not significant at 0.05 Level

It is observed from the table-2 that the 't' value of 0.551was not found significant even at .05 level of significance. Therefore, it can be concluded that the hypothesis "There is no significant difference in emotional intelligence of rural and urban secondary school teachers is accepted. In other words, it is implied that rural and urban secondary school teachers do not differs significantly in their emotional intelligence.

Table -3 Gender-wise Distributions of Scores on Emotional Intelligence

Sex	N	Mean	σ	df	't'	Result
Male teachers	100	75.30	10.32	198	0.045	NS
Female teachers	100	75.23	11.48			

NS-Not significant at0.05 Level

It is evident from the table 3 that the 't' value testing the significance of mean difference among male and female teachers was calculated as0.045 which is not significant at 0.05 level of significance, which reveals that mean scores of male and female teachers of Shimla district do not differ significantly on emotional intelligence.

Findings of the Study

Following are the major findings:

1. Government and private secondary school teachers do not differ significantly in their emotional intelligence.

- Rural and urban secondary school teachers do not differ significantly in their emotional intelligence.
- Male and female secondary school teachers do not differ significantly on emotional intelligence.

Educational Implications

From the findings of the study it is evident that there exists no significant difference in emotional intelligence of government and private, rural and urban, male and female secondary school teachers. The level of emotional intelligence play very significant role in the personality development of the teachers, therefore, there is a great need to make efforts to raise the level of emotional intelligence of these teachers. In other words it is one of the important pre-requisite for the all-round development of their personality. A teacher will be able to produce emotionally intelligent students only when he or she will be emotionally stable and sound. In order to raise the level of emotional intelligence of secondary teachers, following steps may be initiated:-

- In-service teacher programmes should be initiated by agencies like DIET, SCERT and Directorate of Education to focus on capacity building and emotional intelligence of teacher.
- Seminars, debates, discussions and interaction programmes related to emotional intelligence should be organized time to time for personality development of teachers.
- To enhance emotional intelligence of teacher some counselling centres' should be opened in the schools by organizations like UGC, NUEPA and NCERT.
- For the teachers having very low emotional intelligence, proper counselling by trained counsellor in the field should be provided.
- Guidance service programmes should be organized for the teachers.

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