

A STUDY ON EMOTIONAL INTELLIGENCE OF MIDDLE SCHOOL TEACHERS

S.Premkumar Ph.D., Research Scholar, School of Education, Vels Institute of Science, Technology and Advanced Studies, (VISTAS), Pallavaram, Chennai, Tamilnadu, India

Dr.K. Sheeba Associate Professor & Head , School of Education, Vels Institute of Science, Technology and Advanced Studies (VISTAS), Pallavaram, Chennai, Tamilnadu, India.

Abstract: The contemporary inquiry has been commenced in order to study the Emotional Intelligence of school teacher of Tiruvannamalai District in Tamilnadu. The random sampling technique was used to collect 150 samples from area of study. Normative survey method was used. This study is envisioned to find out the levels of Emotional intelligence of teachers. Emotional Intelligence scale constructed and validated by Gnanasownthari (2008) was used to collect the data. This study reveals that the majority of teachers Emotionally Intelligence were high. There exists significant difference between sub samples related to gender, locality of school, age, Qualification, Nature of School and Teaching Experience.

Keywords: Emotional Intelligence, Middle School Teachers

Introduction

Over the past several years, Emotional Intelligence (EI) has found increased acceptance as a factor that is potentially useful in understanding oneself and others and an influential framework in psychology because fields as varied as developmental, educational, clinical and counseling, social and industrial, and organizational psychology are being enriched by it. Further, a major impetus of EI is tied to its potential real world applications including the work place, ethics, gerontology and education. The concept of Emotional Intelligence has such intuitive appeal and face validity that in a short period of time it has captured the attention of social scientists, educational thinkers and organizational practitioners around the world.

Emotional intelligence of 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. Emotionally healthy teacher behavior is reflected in characteristic ways of thinking, identifying, managing and expressing feelings. Emotional experience and expression are unique to each teacher and student.

Self-awareness: Self awareness is the ability to read one's emotions and recognize their impact while using gut feeling to guide decision.

Self-management: Self management, it involves controlling one's emotions and impulses and adopting to changing circumstances.

Social awareness: Social awareness is the ability to sense, understand and react to other's emotions while comprehending social networks.

Relationship management: Relationship management is the ability to inspire, influence and develop others while managing conflicts.

Need for the Study

Teacher's emotional intelligence determines all the achievement of the students and maintains overall performance of the school. The teacher student conflicts lead to even criminal offences. The class

room environment determines the personality of a student. The good class room environment can be created by the Emotional intelligence teachers. So the researcher wantsto find the emotional intelligence of the teachers.

The emotional connection between the teacher and the student is important as it stays forever. Although in a short period burdened with syllabi, a teacher has her limitations to interactwith children at an emotional level. However, with little effort and sensitivity towards students' emotional needs, the teacher can develop children of tomorrow with a positive outlook towards life. Teachers can create an effective learning classroom by their sheer will and motivation to maketheir students more aware in various subjects and skills.

Highly emotional intelligent teachers tend to motivate their students better and understandtheir students' behavioral and psychological wellbeing. They can also be more sensitive towards their students "disruptive behaviors, academic performance and relationship management. They can handle and deal with various issues children are facing in a better way.

Self-regulation is an important aspect of Emotional Intelligence. Thus, a more self-aware teacher can manage her children more successfully. Today, children too have many age-related issues or home or at school. Thus, it is also important for the child to show confidence in the teacher also. A good and emotionally intelligent teacher will not only be self-aware but will also show empathy towards children, parents, peers, etc.

Today, what children need is someone who understands their feelings and emotions, guidesthem and does not judge in any way. Empathy thus shown by the teacher makes a positive and aneverlasting impact on a student's mind. Dr. Schonert-Reichl of the University of British Columbiapresent at the Mind-Life dialogue held last year at Dharmshala said that educating the heart of thechild is truly needed for the overall development of the child. Thus, to create this kind of environment in schools, teachers need to first focus on their emotional intelligence.

Statement of the Problem

In the present study, it is purported to analyze the level of Emotional Intelligence of Middle School Teachers and also to find out the relationship between its dimensions. The problem is entitled "A Study on Emotional Intelligence of Middle School Teachers".

Objectives of the Study

- To analyze the level of Emotional Intelligence of Middle School Teachers.
- To study the difference between / among the following categories of Middle SchoolTeachers in Emotional Intelligence (Total and Dimensions).
 - Male and Female Teachers,
 - Rural and Urban Teachers of Locality of the School
 - Teachers of different Age groups,
 - Teachers of different Nature of the Schools,

Hypothesis of the study

- There is no significant difference between Male and Female Teachers of Middle Schoolsin their level of Emotional Intelligence in total and its dimensions.
- There is no significant difference between Rural and Urban Locality of the School Teachersof Middle Schools in their level of Emotional Intelligence in total and its dimensions.
- There is no significant difference among Middle School Teachers of different Age groupsin their level

of Emotional Intelligence in total and its dimensions.

- There is no significant difference among Middle School Teachers with different Nature of the Schools in their level of Emotional Intelligence in total and its dimensions..
- There is no relationship among Middle School Teachers in their dimensions of Emotional Intelligence.

Research Design

Method: The present study is nature and involves survey method.

Variable:

Main Variable: Emotional Intelligence

Background Variables:

Gender

Male and Female teachers

Locality of the School

Rural and Urban Teachers

Age group

Below 25 years, 26 – 35 years, above 36 years

Nature of the Schools

Boys, Girls and Co-Education

Teachers' Qualification

1. UG with B.Ed 2. PG with B.Ed 3. PG with M.Ed

Lengths Teachers with different of Experience

< 5 years, 6 to 12 years and above 13 years

Population and sample of the study

Population: A total of 10 Middle Schools in the Tiruvannamalai District and all the teachers (150) teaching 6th, 7th and 8th standards of those schools constituted the population for the study.

Sample: A study 150 middle school teachers were selected using random sampling technique.

Sample Distribution:

Gender	:Male – 67; Female – 83	Locality of the School : Rural – 96; Urban – 54
Age group	: Below 25 years – 33; 26 – 35 years – 55; above 36 years – 62	Nature of the Schools : Boys – 13 ; Girls – 04 ; Co-Education – 133
Teachers' Qualification	:UG with B.Ed – 33; PG with B.Ed – 100 ; PG with M.Ed – 17	Teaching Experience :< 5 years – 32; 6 to 12 years – 59 ; above 13 years – 59

Tools Used for Study: Emotional Intelligence Scale developed by Gnanasownthari (2008).

Statistical Techniques Used

To analyze the collected data from 105 teachers SPSS package version was used and all the hypotheses were tested at 0.05 level, and the following statistical techniques

were employed,

1. Descriptive Analysis
2. Differential Analysis

Analysis and Interpretation of Data

Difference between/among different categories of Teachers in Emotional Intelligence

H₁: There is no significant difference between Male and Female Teachers of Middle Schools in their level of total Emotional Intelligence and its dimensions.

Table 1.1

Dimensions of Emotional Intelligence	Gender				t - Value	P - Value		
	Male		Female					
	Mean	SD	Mean	SD				
Self-awareness	47.37	4.134	49.12	3.968	2.632	.009		
Self-management	63.42	6.023	65.74	5.492	2.434	.016		
Social awareness	30.18	4.532	31.40	3.646	1.825	.070		
Relationship management	85.15	9.800	86.14	8.818	.654	.514		
Over All Emotional Intelligence	226.12	19.915	232.37	16.758	2.088	.038		

H₂: There is no significant difference between Rural and Urban Middle Schools Teachers in their level of total Emotional Intelligence and its dimensions.

Table 1.2

Dimensions of Emotional Intelligence	Locality of the School				t - Value	P - Value		
	Rural		Urban					
	Mean	SD	Mean	SD				
Self-awareness	47.74	4.356	49.41	3.456	2.417	.017		
Self-management	63.66	5.908	66.52	5.908	2.961	.004		
Social awareness	30.28	4.303	31.87	3.513	2.313	.022		

Relationshipmanagement	84.31	9.247	88.17	8.812	2.492	.014
Over All Emotional Intelligence	225.49	18.933	235.96	15.760	3.282	.001

H₃: There is no significant difference among Middle School Teachers of different Age groups in their level of total Emotional Intelligence and its dimensions.

Table 1.3

Dimensions of Emotional Intelligence	Age			F value	P Value
	Below 25 Yrs	26-35 Yrs	Above 36 Yrs		
Self-awareness	48.76 ^a (4.123)	48.22 ^a (4.095)	48.23 ^a (4.198)	.215	.807
Self-management	66.58 ^b (5.087)	63.07 ^a (6.064)	65.11 ^{ab} (5.692)	4.178	.017
Social awareness	29.98 ^a (3.595)	30.79 ^a (4.067)	31.66 ^a (4.269)	2.564	.085
Relationship management	84.65 ^a (7.215)	85.19 ^a (7.650)	88.39 ^a (11.169)	1.865	.159
Over All Emotional Intelligence	225.93^a (17.860)	230.19^{ab} (18.478)	234.52^b	2.337	.100

H₄: There is no significant difference among Middle School Teachers of different Nature of the School in their level of total Emotional Intelligence and its dimensions.

Table 1.4

Dimensions of Emotional Intelligence	Nature of the School			F value	P Value
	Boys	Girls	Co-Education		
Self-awareness	44.62 ^a (3.990)	50.50 ^b (3.697)	48.64 ^b (3.978)	6.680	.002
Self-management	58.08 ^a (3.523)	69.50 ^b (4.041)	65.19 ^b (5.621)	11.678	.000
Social awareness	26.46 ^a (5.502)	31.23 ^b (2.217)	32.75 ^b (9.251)	9.400	.000
Relationshipmanagement	77.00 ^a (5.821)	92.26 ^b (2.217)	88.35 ^b (9.251)	7.722	.001

Over All Emotional Intelligence	206.15 ^a (14.904)	245.00 ^b (11.372)	231.41 ^b (17.205)	14.880	.000
---------------------------------	---------------------------------	------------------------------	------------------------------	--------	------

Correlation Analysis

H₅: There is no relationship among Middle School Teachers in their dimensions of Emotional Intelligence.

Table 1.5

Variable	Dimensions	N	r value	P value
Emotional Intelligence	Self-awareness and Self-management	150	0.665**	0.000
	Self-awareness and Social awareness	150	0.464**	0.000
	Self-awareness Relationship management	150	0.487**	0.000
	Self-management and Social awareness	150	0.380**	0.000
	Self-management and Relationship management	150	0.625**	0.000
	Social awareness and Relationship management	150	0.215**	0.008

** = Correlation is significant at the 0.01 level. (p < 0.01)

Findings of the Study

- There is significant difference between Male and Female Middle School Teachers in their total Emotional Intelligence level and in two dimensions of Emotional Intelligence viz., Self-awareness and Self-management. However, they do not show any significant differences in the other two dimensions of Emotional Intelligence namely Social awareness, and Relationship management.
- There is significant difference between Rural and Urban Middle School Teachers in their total Emotional Intelligence level and in four dimensions of Emotional Intelligence viz., Self-awareness, Self-management, Social awareness and Relationship management.
- The Middle School Teachers of different Age groups statistically significant difference in their level of total Emotional Intelligence and significant difference was found among them in two dimensions of Emotional Intelligence viz., Self-management and Social awareness, whereas, the Middle School Teachers with different Age groups do not differ in their level of Emotional Intelligence in two dimensions such as Self-awareness and Relationship management.
- The Middle School Teachers with different Nature of the School shows significant difference in their total Emotional Intelligence level and in its dimensions – Self Awareness, Self-management, Social awareness and Relationship management.
- The above table 1.5 showed the relationship existed in the dimensions of Emotional Intelligence namely Self-management, Relationship management, Social awareness with the Self-awareness of the middle school teachers and Social awareness, Relationship management with Self-management of the middle school teachers and Social awareness with the Relationship management of the middle school teachers. The calculated 'r' values stated that there is a positive correlation existed in their dimensions of Emotional at the 0.01 level of significance. Hence the hypothesis is accepted.

Conclusion

The results of the present study help in exploring the positive strengths and negative aspects of Middle School Teachers in their Emotional Intelligence. Further, the study made on Emotional intelligence threw new lights on the field of Emotional intelligence. It is highlighted that Emotional intelligence is largely learned through the social learning process and continues to develop throughout life. A deliberate and conscious effort may not be done by an individual to learn emotional skills, but his emotional makeup is the product of learning experiences. Formaleducation or knowledge is not required to teach the emotional competencies, abilities and concepts. They are learned through imitation of role models, i.e., teachers, parents, stalwarts, heroes and soon. Every one learns and uses the concepts in one's own way. Thus, Emotional intelligence skillscan be acquired by any person at any age. It is found from this study that the emotional intelligenceof most of the middle school teachers is high.

References

- Abraham, A. (2000). Job Satisfaction and Teacher Effectiveness: A study on college teachers. Indian Journal of Psychometry and Education, 25, 61-64.
- Abraham, H. (1991). Emotional Intelligence in Organisations: A conceptualization. New York: Bantam Books.
- Bagley & Verma (1982). The cross-cultural measurement of self-esteem: Chinese, Indianand Japanese examples. Retrieved on February 26, from <http://www.bnet.com>
- Best, W. John. (1978). Research in Education. New Delhi: Prentice Hall of India.
- Hassan Eunice Modupe (2010). Emotional Intelligence and Self-Esteem as Predictors for Success in Teaching Practice Exercise, 8(3).
- Kaplan, Fran Beth. (2003). Educating the emotions: Emotional intelligence training for early childhood teachers and caregivers. Dissertation Abstracts, International Section A: Humanities and Social Sciences, 63(10-A), 3521.
- Mayer, J.D, Caruso, D. & Salovcy, P. (1999). Emotional intelligence meets traditional standards for intelligence. Intelligence, 27, 267-298.