

EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS

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Abstract

The study presents the emotional intelligence of Secondary School Teachers from the data gathered from secondary school teachers in chittoor District. A simple random sample of 100 secondary school teachers by Survey method is used in this study. Emotional Intelligence scale developed by Nahid Ashraf and Prof Sajid Jamal was used to measure the Emotional Intelligence. The tool was reliable and valid. The study revealed that the variable Gender didn't significantly influence emotional intelligence. The variable locality has significant influence on emotional intelligence.

Key Words: Emotional Intelligence, Secondary School Teacher.

INTRODUCTION

Emotional Intelligence (EI) is an ability to express, manage and control emotions of self and others. Teaching is an emotional practice which involves emotional relationship, emotional understanding and emotional labor. Mayer and Salovey (1990) defined emotional intelligence in terms of being able to monitor and regulate one's own and others' feelings and to use feelings to guide thought and action.

Teacher's level of Emotional Quotient is by far the single most important variable in creating a classroom where EI can be developed healthily. And the single most important variable in the teacher's EQ is how they handle their own emotions, especially their negative emotions. An effective, successful teacher is largely one who can handle his or her negative feelings in an authentic, real and healthy way.

Teachers have to value emotional bounds with students and educate students as emotional and social beings. It requires high level of emotional intelligence. Emotional intelligence of teachers can be affected by their personality, academic anxiety and teaching motivation. Hence the present study has been taken up to study the emotional intelligence of secondary school teachers.

Need and Significance of the Study

Children who are in the elastic period of their life are easily influenced by the teachers. A teacher's attitude – whether good or bad – trickles down to the students. The teacher's ability to deal with emotional problems is a powerful factor in moulding the minds. Emotionally intelligent teachers can produce emotionally intelligent citizens. An emotionally competent teacher is the heart and soul of any educational programme. Hence it is highly desirable that teachers understand their emotional intelligence and its impact on their profession.

Bharani Kumar (2023) studied on Emotional intelligence among secondary school teachers with respect to gender. The study was conducted on 300 secondary school teachers from Medchal Malkajgiri district of Telangana State. The result reveals that there was a significant difference in emotional intelligence aspects with respect to gender among secondary school teacher's. Narayanamoorthi (2021) investigated emotional intelligence among high school teachers in dindigul district. The size of the sample for the study consisted of 300 teachers selected from high schools in Dindigul District. The overall finding of this study was when compared with male and female teachers are lack in only one specific Emotional Intelligence area that is they are always think about their home problems in their work place. Deepshikha Bharadwaz (2020) examined emotional intelligence of secondary school students with special reference to kamrup (m) district of Assam. Out of these, 156 students have been selected from 4 secondary schools, where 78 numbers of girls and 78 numbers of boys are there. The findings revealed that most of the secondary school students fall under average level of emotional intelligence. Bhuvaneswari (2020) studied on Emotional Intelligence of Higher Secondary School Teachers in Chengalpattu District. The means score value of male teachers 55.15 and the means score value of female teachers is 56.64. The table value 1.96 is lesser than the calculated value t value. There is no significant difference between male and female higher secondary school Teachers in their Emotional Intelligence. The summary of related studies helps this investigator in identifying the research gaps in the area of the study.

OBJECTIVES OF THE STUDY:

1. To find out the Emotional Intelligence of secondary school teachers.
2. To find out the Emotional Intelligence of secondary school teachers with respect to

- Gender.: Male / female
- Locality : Rural / Urban
- Type of Management : Government/ Private

HYPOTHESES OF THE STUDY:

1. There would be no significant difference between the male and female teachers on their emotional intelligence.
2. There would be no significant difference between rural and urban school teachers on their emotional intelligence
3. There would be no significant difference between government and private secondary school teachers in their emotional intelligence.

SCOPE AND DELIMITATIONS OF THE STUDY:

The scope of the present study is gender, locality, type of management only among the sample of secondary school teachers in Chittoor district.

METHODOLOGY:

Descriptive Survey method with simple random sampling is used in this study. The population for the present study comprises of secondary school teachers, who are working in government or aided and private schools spread in Chittoor district.

TOOLS AND STATISTICAL TECHNIQUES USED IN THE STUDY:

The Teachers Emotional Intelligence Scale by Nahid Ashraf and Prof Sajid Jamal is used for the present study. The scale is a five point one and contains 37 items. The items can be responded to by selecting from Always(5), Often(4), Sometimes(3), Rarely(2) and Never(1). The reliability of the scale was ascertained by obtaining the value of Cronbach Alpha i.e. 0.86 which is highly significant. Mean, SD, % of mean, 't' value were calculated.

DATA ANALYSIS:

Objective – 1: To find out the Emotional Intelligence of secondary school teachers.

Table-4.1 shows the mean, SD and % of mean values of the whole sample on emotional intelligence

Sample	Number	Mean	SD	% of mean	1/5 th of mean
Whole	100	116.52	11.09	88.27	23.304

Interpretation:

From the above table it is observed that the mean value is 116.52 and SD being 11.09 The % of mean value is 88.27. The 1/5 of mean is 23.304.

Hypothesis 1 There would be no significant difference between the male and female teachers on their emotional intelligence.

To test the above hypothesis, the following calculations were done.

Table:2- Comparison of Emotional Intelligence scores of male and female teachers

Gender	N	Mean	SD	S.Ed	t-value
Male teachers	100	116.32	11.05	2.1	1.357 ^{NS}
Female teachers	100	119.17	11.05		

NS = not Significant at 0.05 level.

Interpretation:

The above table represents the means, SD and "t" value for the emotional intelligence scores of male and female teachers 't' value of 0.9 which is not significant reveals that there is no significant difference between male and female teachers. Hence Hypothesis 1 which states that there would be no significant difference between male and female teachers is accepted.

Hypothesis 2 There would be no significant difference between rural and urban school teachers on their emotional intelligence

To test the above hypothesis, the following calculations were done.

Table:3- Comparison of Emotional Intelligence of rural and urban teachers.

Locality	N	Mean	SD	S.Ed	t-value
Rural teachers	100	113.61	10.63	2.19	2.05*
Urban teachers	100	118.10	11.24		

* Significant at 0.05 level.

Interpretation:

From the above table it is observed that the mean value of rural teachers is 113.61 and SD is 10.63. The mean value of urbanteachers is 118.10 with SD is 11.24. 't' value is 2.05.

Hypothesis-3: There would be no significant relationship between emotional intelligence of government and private school teachers.

To test the above hypothesis, the following calculations were done.

Table:4- Comparison of Emotional Intelligence of government and private school teachers.

Type of management	N	Mean	SD	S.Ed	t
Government teachers	100	112.65	10.23	2.11	2.23*
Private teachers	100	117.42	11.52		

* Significant at 0.05 level.

Interpretation:

From the above table it is observed that the mean value of Government school teachers is 112.65 and SD is 10.23. The mean value of private school teachers is 117.42 with SD is 11.52. 't' value is 2.23.

FINDINGS OF THE STUDY:

- The 1/5th of mean value is greater than the SD value. The distribution is heterogeneous. The secondary school teachers are having positive emotional intelligence
- The variable Gender is not significantly influenced on emotional intelligence.
- The variable locality is significantly influenced on emotional intelligence.
- The variable type of management is significantly influenced on emotional intelligence.

EDUCATIONAL IMPLICATIONS OF THE STUDY:

- Teachers should be encouraged to gain more and more emotional intelligence.
- Teacher, being a Nation builder must possess a healthy wellbeing and is to be out of pains and strains to impart education in the child. Hence she has to be provided with some reforms in educational system.
- The study revealed above average level of well being hence it suggests various ways of developing well being in secondary school teachers in particular in general.
- The study implied directly to build self awareness among teachers in order to make an efficient, effective.

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