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Emotional intelligence of school teachers

Nagendra Rao Howji and Vijaya Kumar Chavan

Abstract

Emotional Intelligence is totally dependent on the environment. It is related neither to development of some organ or to psychological process. So the result of this study will be useful to the teacher to improve their Emotional Intelligence.

Objectives of the Study: 1. To find out the Emotional Intelligence of school teachers and classify them. 2. To find out the Emotional Intelligence of school teachers with respect to the areas Intra –Personal Awareness (own Emotion), Inter - Personal Awareness (other Emotion), Intra –Personal management (Own Emotion) and Inter –Personal management (Other Emotion). 3. To find out the influences of variables like Gender, Residence, Medium of instructions, Type of family, Type of school, Educational qualifications and Experience on the Emotional Intelligence.

Hypothesis: 1. There would be a significant difference between the Emotional Intelligence of school teachers of Rural and Urban areas. 2. There would be a significant difference between the Emotional Intelligence of school teachers in Govt/private/residential schools. 3. There would be a significant difference between the Emotional Intelligence of school teachers in E.M and T.M schools. 4. There would be a significant difference between the Emotional Intelligence of school teachers with strict and moderate free discipline (a) At home, (b) At school. 5. There would be a significant difference between the Emotional Intelligence of school teachers belonging to low, high, moderate socio Economic status

Tool: Emotional Intelligence inventory prepared by Dr. S.K. Mangal Department of Education, M.D University and Mrs. Subhra Mangal, C.R.S. College of Education.

Sample: Stratified random samples of 60 teachers are being selected from the schools of Guntur district. The main sample taken from rural and urban schools from each are selected randomly. All the teachers teaching academic subjects such as Tlugu, English, Hindi, Maths, Physical science, Natural science and Social are included in the sample from the randomly selected schools.

Data Analysis: The following statistical techniques were employed in the analysis of data collected Mean, S.D., skewness, kurtosis, t-Test (**significant at 0.01 level, * 0.05 level & @not significant at 0.05 level.).

Findings: The present study is focused on Emotional Intelligence of school teachers in Guntur District. Most of the Emotional Intelligence of school teacher are found to be high level. There is no significant difference between the Emotional Intelligence of male and female, rural and Urban, medium of instructions, type of family, type of school private, government and residential schools, experience and educational qualifications are secondary school teachers.

Suggestions: They are suggested to develop self-help skills. The social organization of the society there must be recognize teaching profession. Society gave top importance to the teachers. The economic status Leads to the social status, hence steps are to be taken to improve the salary, welfare abilities of teachers. The government has to take further steps for the well development of the status as the teachers. This study may be extended to higher education. This study may be taken between teachers stress and adjustment of teachers can be taken up and in relation to Emotional Intelligence.

Keywords: Emotional intelligence, inter and intra personal awareness education school mean, standard deviation, t-test, f – test, significant levels

Introduction

Emotional Intelligence is totally dependent on the environment. It is related neither to development of some organ or to psychological process. So the result of this study will be useful to the teacher to improve their Emotional Intelligence.

It is well accepted fact that the quality of the nation depends upon the quality of the education imported to citizens which in turn depends upon the “quality of its teacher”. School always had a mission of socializing our children or preparing them for life on very broad starting from the gurukul era till date to the Montessori school age.

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School not only make children competent in mathematics, languages and environmental consciousness, but also teach kids how to manage themselves better, how to handle other people, how to cooperate, how to get along, how to handle of life and so on.

Emotional Intelligence, like general Intelligence, is the product of one’s heredity and it’s interaction which is environmental forces. Historically speaking, the term emotional intelligence was introduced in 1990 by two American university professors Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the differences in peoples ability in the areas of emotions. However, the credit for popularizing the concept of Emotional Intelligence goes to another American psychologist Daniel Goleman (1995) [4].

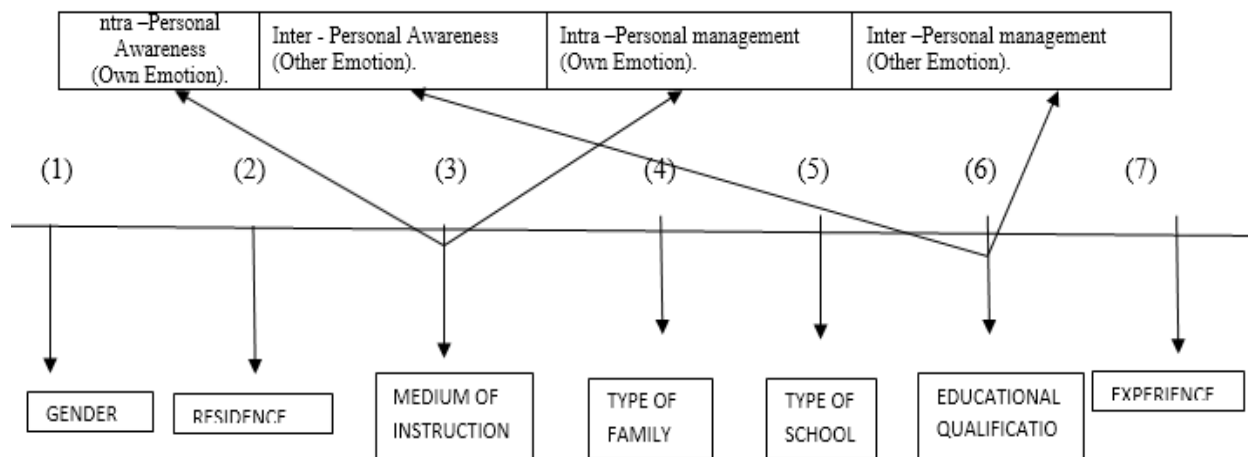
Our Emotion play quite a significant role in guiding and directing our behavior Many times they seem to dominate us in such a way that we have no solution other than behaving as they want us to, on the other hand. If a person has no economic in him, then he becomes crippled in terms of

living his life in a normal way. In this way emotions play a key role in providing a particular direction to our behavior and thus shaping our personality according to their development.

Objectives

1. To find out the Emotional Intelligence of school teachers and classify them.
2. To find out the Emotional Intelligence of school teachers with respect to the areas Intra –Personal Awareness (own Emotion), Inter - Personal Awareness (other Emotion), Intra –Personal management (Own Emotion) and Inter –Personal management (Other Emotion).
3. To find out the influences of variables like Gender, Residence, Medium of instructions, Type of family, Type of school, Educational qualifications and Experience on the Emotional Intelligence.

Conceptual Flow Chart Emotional Intelligence



Hypotheses

1. There would be a significant difference between the Emotional Intelligence of school teachers of Rural and Urban areas.
2. There would be a significant difference between the Emotional Intelligence of school teachers in Govt/private/residential schools.
3. There would be a significant difference between the Emotional Intelligence of school teachers in E.M and T.M schools.
4. There would be a significant difference between the Emotional Intelligence of school teachers with strict and moderate free discipline (a) At home, (b) At school.
5. There would be a significant difference between the Emotional Intelligence of school teachers belonging to low, high, moderate socio Economic status.

Methodology

Method is style of conducting a research work which is determined by the nature of the Problem, the researcher adopted a relevant *survey method* to study an Emotional Intelligence of school teachers in Guntur district. According to Webster’s new collegiate dictionary” A survey is a critical inspection of ten to provide exact information.

Sample and Sampling

Stratified random samples of 60 teachers are being selected from the schools of Guntur district. The main sample taken from rural and urban schools from each are selected randomly. All the teachers teaching academic subjects such as telugu, English, hindi, maths, physical science, natural science and social are included in the sample from the randomly selected schools.

Tool

Emotional Intelligence inventory prepared by Dr. S.K. Mangal Department of Education, M.D University and Mrs. Subhra Mangal, C.R.S. College of Education NOIDA.

Description

Emotional Intelligence inventory has a total 100 items under the four categories and each category here are 25 items. 1. Intra-Personal Awareness (own emotion) (25 items) 2. Inter-Personal Awareness (other emotion) (25 items) 3. Intra-Personal management (own emotion) (25 items) 4 Inter-Personal Awareness (other emotion)

Scoring

Scoring scheme of Emotional Intelligence inventory for ‘YES’ 1 score and for ‘NO’ 0 score.

Reliability

Reliability of the inventory was examined through 3 different methods Split half method using SPEARMAN BROWN PROPHECY formula. Reliability Coefficient value is 0.89 (2) K-R formula and its Reliability Coefficient value is 0.90 (3) Test-Retest method (after a period of 4 weeks) and its Reliability Coefficient value is 0.92

Validity

The validity for the inventory has been established by adopting two different approaches, namely, Factorial and Criteria related approach.

Collection of the Data

The investigator personally went to each school and took prior permission of the respective heads of the institutions. In formal visits the personality inventory of teachers was given. The teachers are requested to follow the instructions given on the first page of the inventory. They are asked to read each statement and express the way they generally think and feel and tick the number in each scale that is true of them. Doubts are clarified and sufficient time is given to mark the tick to the statements. The answer sheets are collected in each school according to the schedule of day and time. In some of the schools the answer sheets are collected immediately after the completion of answering In some other schools one or two days' time is given for answering and after that the answer sheets are collected. The investigator received full co-operation from the teachers as well as heads of the institutions to collect data.

Instructions

The following instructions are given to the students to answer the questionnaire.

1. You are provided with a test booklet and an answer sheet. What you are reading at present is the test booklet. The front, back page of the booklet contains instructions and in the remaining pages there are 100 test statements for being responded as 'YES' or 'NO'.

2. All these statements are meant for knowing about the level of your Emotional Intelligence. There is no right or wrong answer to a question given in the booklet. After reading particular question and considering what is appropriate for you, you have simply respond to it as 'YES' or 'NO'.
3. It should be kept well in mind that you have not to write anything on the booklet. It is simply a question paper. Answers, responses are to be written on the answer sheet by putting a Yes or no given against the serial no of the each statement.
4. There is no time limit for providing responses, however you are requested to finish your work within 30 or 40 minutes and

Statistical Analysis

To find out the level of Emotional Intelligence of school teachers and to classify them Mean, S.D, Skewness, t test and F test at 0.005 and 0.01 levels were used

Results and Discussion

Objective-1

To find out the Emotional Intelligence of school teachers and classify them.

Table 1: Table showing Mean, % of Mean, S.D, Skewness, Kurtosis of school teachers.

Topic	Mean	% of mean	S. d	Sk	Ku
Emotional Intelligence of school teachers in Guntur district	67	67%	8.3	4.7	0.06

Interpretation

The mean of the Emotional Intelligence of school teachers is 67. The % of mean of the Emotional Intelligence of school teachers is 67%.The S.D is 8.3 which shows homorganic in nature. Skewness is found to be 4.7. The distribution of Emotional Intelligence of school teachers shows a positive (+ve) skewness. The kurtosis value is 0.06 which is less than 4.7 showing platy kurtic nature of distribution.

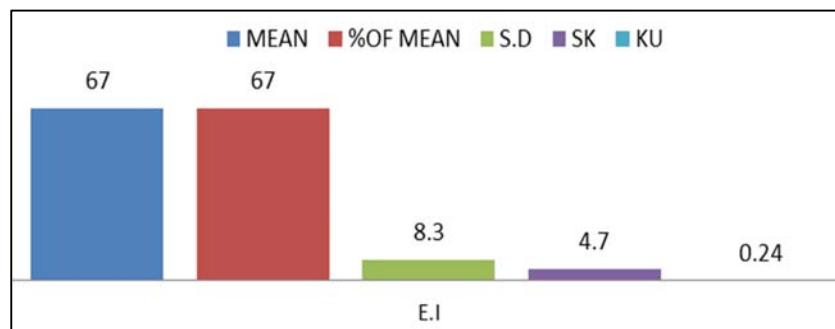


Fig 1: Graph showing Mean, % of Mean, S.D, Skewness, Kurtosis of school teachers

Table 2: Mean value low, moderate and high Emotional Intelligence teacher

S.no	Score range	Group	N	% of n	Order of merit
1	0-30	LOW	0	0	3
2	31-60	MODERATE	14	23.3	2
3	61-100	HIGH	46	76.6	1

Interpretation

The total sample is 60 out of them 76.6% of pupils had high level of Emotional Intelligence. 23.3% of pupils had moderate level of Emotional Intelligence. 0 % of pupils of had low level of Emotional Intelligence. It is noticed that 23.3% of school teachers in Guntur District have moderate level of Emotional Intelligence. 76.6% of spupils are found to have high Emotional Intelligence which is really an appreciable thing. 0 % of pupils have low level of Emotional Intelligence.

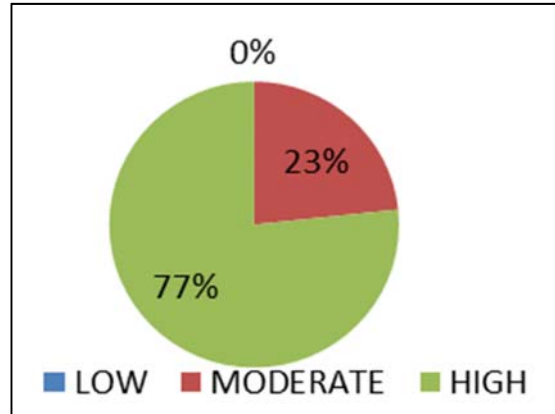


Fig 2: graph shows Mean% value of low, moderate and high Emotional Intelligence teacher

Objective 2

To find out the Emotional Intelligence of school teachers with respect to the areas Intra –Personal Awareness (own

Emotion), Inter - Personal Awareness (other Emotion), Intra –Personal management (Own Emotion) and Inter–Personal management (Other Emotion).

Table 3: Table showing Mean, % of Mean, S.D of all areas and their order of merit of Emotional Intelligence.

S.no	Area	Mean	% of mean	S. d	Order of merit
1	Intra-Personal Awareness	16.15	65%	2.79	3
2	Inter-Personal Awareness,	15.45	62%	2.76	4
3	Intra-Personal management	17.85	72%	2.61	1
4	Inter-Personal management.	17.3	69%	2.34	2

Interpretation

- The % of mean in the area of Intra-Personal Awareness is 65%, Inter-Personal Awareness is 62%, Intra-Personal management is 72%, Inter-Personal management is 69%.
- From the table it is clear that the lack of independence is the highest position that 72% and lowest position is personality disintegration that is 62%.
- a) The next in order of merit is Intra-Personal management 72%.
 b) The next in order of merit is Inter-Personal management 69 %.
 c) The next in order of merit is Intra-Personal Awareness 65%.
 d) The next in order of merit is Inter-Personal Awareness 62%.

Objective-3-A (gender)

To find out the influence of gender on Emotional Intelligence of school teachers.

Table 4: Table showing, N, Mean, S.D, S. E. D and t-values of Emotional Intelligence of school teachers.

S.no	Gender	N	Mean	S.d	T-value
1	MALE	31	65.47	8.7	1.24 @
2	FEMALE	29	68.14	7.9	

@ Not significant at 0.05 level and not significant at 0.01

Interpretation

The mean scores of Emotional Intelligence of males and females are 65.47, 68.14 respectively. T-value is found to be not significant at 0.01 and 0.05 level, hence it is found that there is not significant difference in the Emotional Intelligence of males and females. The Emotional Intelligence of male and females are almost the same. The variable gender is not playing a significant role on the Emotional Intelligence of school teachers.

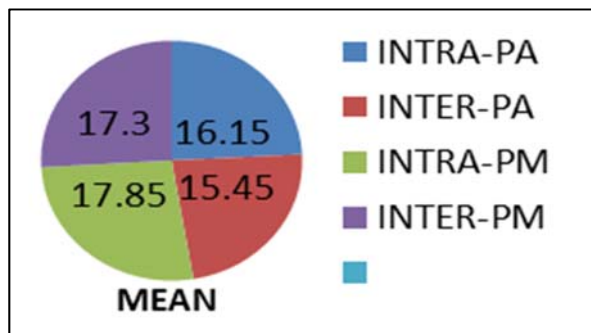


Fig 3: Pie graph showing % of mean of different Emotional Intelligence arranged in the order of merit, areas % of mean.

Objectice 3

To find out the influences of variables like Gender, Residence, Medium of instructions, Type of family, Type of school, Educational qualifications and Experience on the Emotional Intelligence

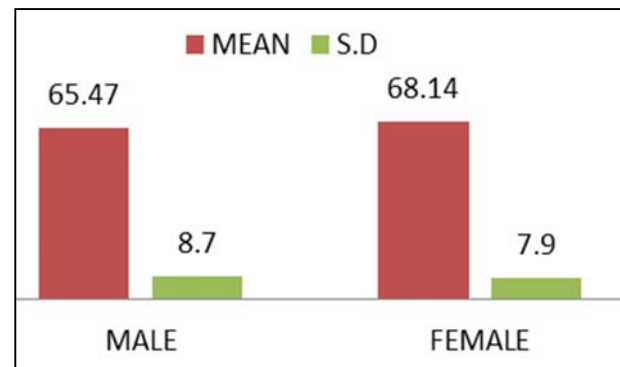


Fig 4: Graph showing mean and SD value of Emotional Intelligence of school teachers of male and females.

Objective-3-A (residence)

To find out the influence of residence on Emotional Intelligence of school teachers.

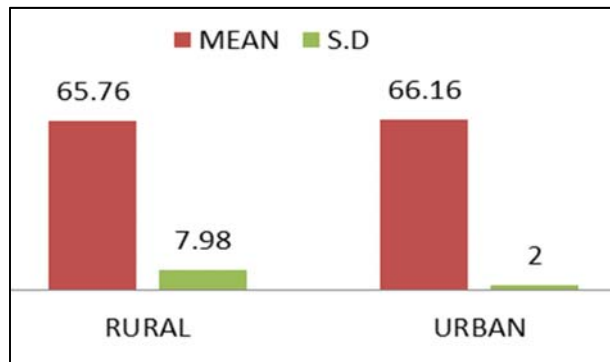
Table 5: Table showing the mean, S.D, S.E.D, T-value of Emotional Intelligence of Rural and Urban students.

S.no	Residence	N	Mean	S. d	T-value
1	RURAL	30	65.76	7.98	0.21 @
2	URBAN	30	66.16	6.7	

@ Not significant at 0.005 level and 0.001 level

Interpretation

The mean of scores of Urban and Rural are 66.16 and 65.76 respectively. The T-value 0.21 is found to be not significant at 0.01 level, and 0.05 level. No significant differences are found between the Emotional Intelligence of Rural and Urban teachers. The Emotional Intelligence of both Rural and Urban teachers are almost same. Fig. 5 Graph showing mean values of Emotional Intelligence of school teachers of rural and urban.



Objective-3-c (medium of instruction):

To find out the influence of medium of instruction on Emotional Intelligence of school teachers.

Table 6: Table showing the mean, S.D, S.E.D, and T-value of Telugu and English medium teachers.

S.no	Medium of instruction	N	Mean	S. d	S.e.d	T-value
1	TELUGU	30	66.23	9.31	2.08	0.29
2	ENGLISH	30	68.84	6.6		@

@ Not significant at 0.005 level and 0.001 level

Interpretations

The mean scores of Emotional Intelligence of Telugu medium and English medium of school teachers are found to be nearly equal. The t-value 0.29 is found to be not significant at 0.05 and 0.01 level. Not significant difference is found between the Emotional Intelligence of Telugu and English medium teachers. The medium of instruction shows a not significant influence on the Emotional Intelligence of school teachers. The variable medium of instruction is

Table 8: Table shows N, MEAN, S.D, S. E.D, t and F-value of Emotional Intelligence of school teachers of Residential, Government and Private.

S.no	Type of school	N	Mean	S.d	T-value	F-value
1	Residential	7	68.93	9.44	0.90 (1,2)@	0.05
2	Government	28	68.43	8.15	0.48(2,3)@	
3	Private	25	66.56	8.89	0.59 (1,3) @	

@ Not significant at 0.005 level and 0.001 level

playing N.S influencing the Emotional Intelligence of school teachers.

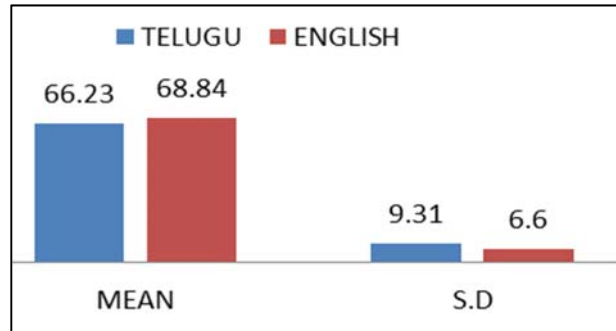


Fig 6: Bar graph showing mean Emotional Intelligence of school teachers of English and Telugu medium.

Objective-3-D (type of family)

To find out the influence of type of family on Emotional Intelligence of school teachers.

Table 7: Table shows N, MEAN, S.D, S.E.D, T-value of joint family and nuclear family.

S.no	Type of family	N	Mean	S.d	S.e.d	T-value
1	JOINT	33	65.4	8.6	2.15	0.50(NS)
2	NUCLEAR	27	66.49	8.05		

@ Not significant at 0.005 level and 0.001 level

Interpretation

The mean value of Emotional Intelligence type of family of joint and nuclear of school teachers are found to be nearly equal. The t-value 0.50 is found to be not significant at 0.05 and 0.01 level. Not significant difference is found between the Emotional Intelligence of joint and nuclear family teachers. The variable type of family is playing N.S influencing the Emotional Intelligence of school teachers.

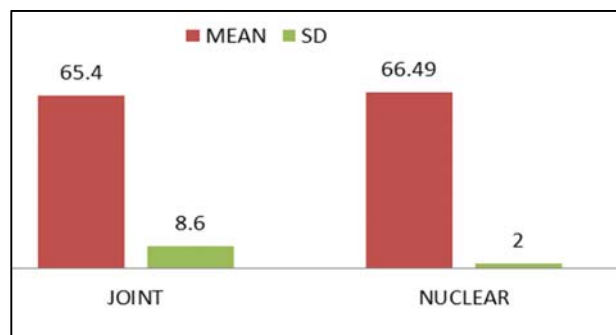


Fig 7: Graph showing mean Emotional Intelligence of school teachers of joint family and nuclear family.

Objective-3-e (type of schools (g/p/r))

To find out the influence of type of school on Emotional Intelligence of school teachers.

Interpretation

The mean values of residential and government private schools are 68.93, 65.43, 66.56 respectively. The mean value of Emotional Intelligence residential schools are less than that of Govt, private schools. t-value is Government t-value is 0.90, Residential t-value is 0.48 Private t-value is 0.59. t –value is found to be not significant at 0.01 level, and 0.05 level. Significant difference is found in the Emotional Intelligence of government, private and residential school teachers. The calculated ‘F-value’ by

analyzing the variance in terms of among the means and within conditions is 0.05 which is found to be not significant at 0.05 level and 0.01 level. Not significant differences are there in the Emotional Intelligence of school teachers of government, private, residential school teachers. There are no individual difference within each group in terms of government, private, residential school teachers. The variable type of school did not influence significantly to the Emotional Intelligence of school teachers.

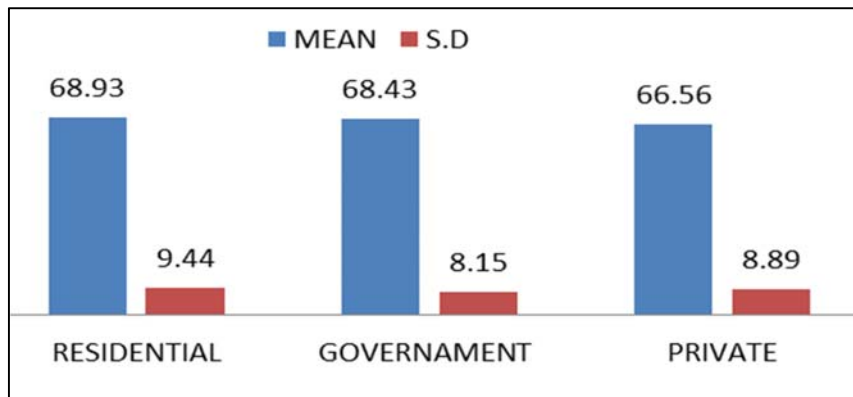


Fig 8: showing mean, S.D, of Emotional Intelligence scores between governments, private, residential school teachers.

Objective -3-f-(experience)

To find out the influence of experience on Emotional Intelligence of school teachers.

Table 9: Table showing mean, S.D, t and F-value of Emotional Intelligence of school teachers of low, moderate and high experience.

S. No	Experience	N	Mean	S.D	T-Value	F Value
1	Low	35	64	7.21	1 And 2 0.91@	3.09@
2	Moderate	20	66	8.1	2 And 3 1.12@	
3	High	5	70.5	8	1 And 3 1.72 @	

@ Not significant at 0.005 level and 0.001 level_

The mean value of low, moderate and high experience are 64, 66, 70.5 respectively. The mean value of Emotional Intelligence high experience are less than that of low, moderate experience.t-value is low 0.91, moderate 1.12, and high 1.72.T-value is found to be not significant at 0.01,0.0 level. Significant difference is found between the Emotional Intelligence of low, moderate and high experience of school teachers. The calculated F-value by analyzing the variance in terms of among the means and within conditions is 3.09 which is found to be not significant at 0.05 level and 0.01 level. Not significant differences are there in the Emotional Intelligence of school teachers of low, moderate, high experience school teachers. There are no individual differences within each group in terms of low, moderate, high experience school teachers. The variable experience did not influence significantly to the Emotional Intelligence of school teachers.

Interpretations

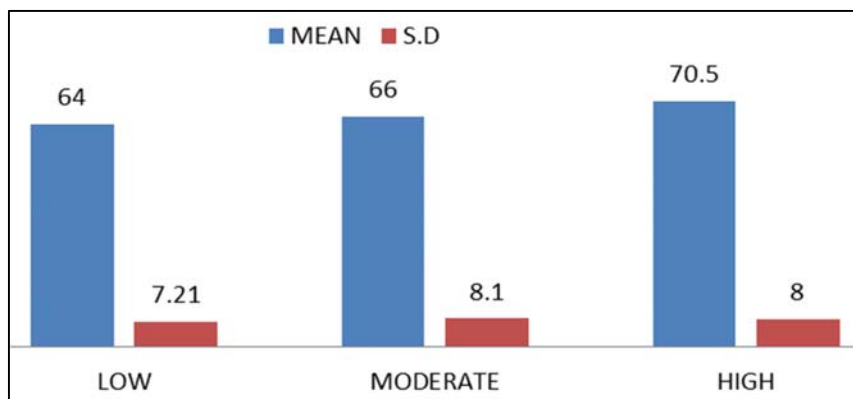


Fig 9: showing mean, S.D, t and F-value of Emotional Intelligence of school teachers of low, moderate and high experience

Objective-3-g (educational qualifications)

To find out the influence of Educational Qualifications on Emotional Intelligence of school teachers.

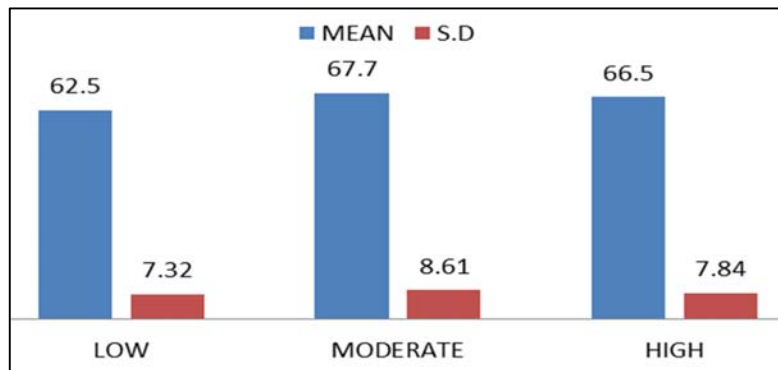
Table 10: Table showing mean, S.D, S.E.D t and F-value. Emotional Intelligence of school teachers of low, moderate, high Educational Qualifications.

S.No	Educational Qualification	N	Mean	S.D	T-Value	F Value
1	Low	12	62.5	7.32	1 And 2 1.83@	2.70@
2	Moderate	21	67.7	8.61	2 And 3 0.5@	
3	High	27	66.5	7.84	1 And 3 0.78@	

Interpretations:

The mean value low moderate and high Educational Qualifications are 62.5, 67.7, 66.5 respectively. The mean value of Emotional Intelligence moderate Educational Qualifications are less than that of low, high Educational Qualifications. t-value is low 1.83, moderate 0.5, high 0.78. t-values is found to be not significant at 0.01 level and 0.05 level. significant difference is found between the Emotional Intelligence of low, moderate and high Educational Qualifications of school teachers. The calculated F-value by

analyzing the variance in terms of among the means and within conditions is 2.70 which is found to be not significant at 0.05 level and 0.01 level. Not significant differences are there in the Emotional Intelligence of school teachers of Educational Qualifications are low, moderate, high. There are no individual differences within each group in terms of low, moderate, high Educational Qualifications teachers. The variable Educational Qualifications did not influence significantly to the Emotional Intelligence of school teachers.

**Fig 10:** Table showing mean, S.D, S.E.D t and F-value. Emotional Intelligence of school teachers of low, moderate, high Educational Qualifications.**Discussion**

Goleman (1995) [4] Emotional Intelligence gives a new approach to teachers “found that the level of Emotional Intelligence have very low in the rural school teachers”. The present study deviates the previous study. Arati (2004): The relationship between dimensions of family environment and Emotional competence of adolescents, found that there exists a positive relationship between Emotional environment and Emotional competence. The present study that coincide the previous study. Kadhiram (2006): The influence on personality on the Educational Intelligence of school teachers found that Gender, Experience and Educational Qualifications will influence the Emotional Intelligence of school teachers. The present study deviates the previous study.

Conclusion

The present study is focused on Emotional Intelligence of school teachers in Guntur District. Most of the Emotional Intelligence of school teacher are found to be high level. There is no significant difference between the Emotional Intelligence of male and female, Rural and Urban, medium of instructions, type of family, type of school private, government and residential schools, experience and educational qualifications are secondary school teachers. The study will be useful not only for future researchers but also to the higher authorities to work for creating satisfactory conditions for teachers

Suggestions

- They are suggested to develop self-help skills.
- The social organization of the society there must be recognize teaching profession.
- society gave top importance to the teachers.
- The economic status Leads to the social status, hence steps are to be taken to improve the salary, welfare abilities of teachers.
- The government has to taken further steps for the well development of the status as the teachers.
- This study may be extended to higher education.
- This study may be taken between teachers stress and adjustment of teachers can be taken up and in relation to Emotional Intelligence.

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