

A Study of Emotional Intelligence among Teachers of Senior Secondary Schools

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ABSTRACT

Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. Emotions if properly used are an essential tool for successful and fulfilling life. Emotional intelligence is a kind of intelligence or skill that involves the ability to perceive, assess and positively influence one's own and other people's emotions. Emotional intelligence is the set of abilities that accounts for how people emotional reports vary in the emotional intelligence accuracy and how the more accurate understanding of emotions leads to better problem solving in an individual's. Emotional intelligence is very important not only for employees but employers too. It increases productivity, but if the teachers are not emotionally intelligent with their profession they cannot increase their performance and thus to contribute to education in the country. The objectives of the study were to measure the Emotional intelligence of the senior secondary school teachers of CBSE and PSEB Board. The sample was selected by using random sampling technique. A sample of 200 teachers, 100 teachers (50 Male teachers and 50 female teachers) of senior secondary schools affiliated with CBSE Board and 100 teachers (50 Male teachers and 50 female teachers) of senior secondary schools affiliated with PSEB Board were selected for the study. To collect the data researcher has used Teacher's Emotional Intelligence Inventory constructed and standardized by S. Mangal. The major findings of the study were there is significant difference in Emotional Intelligence between male teachers of CBSE and PSEB Board of senior secondary schools. There is significant difference in Emotional Intelligence between female teachers of CBSE and PSEB Board of senior secondary schools. The study also revealed that male teachers of secondary schools are more emotionally mature than female teachers of secondary schools.

Keywords: Emotional Intelligence, Teachers, CBSE, PSEB, Senior Secondary Schools

INTRODUCTION

Emotional intelligence is a kind of intelligence or skill that involves the ability to perceive, assess and positively influence one's own and other people's emotions. Emotional intelligence is the set of abilities that accounts for how people emotional reports vary in the emotional intelligence accuracy and how the more accurate understanding of emotions leads to better problem solving in an individual's. Majority of the pupil are poor at life skills because the society (especially the parents) has not bothered to teach the child the basic skills of handling anger or resolving them in a proper way. Much evidence shows that people who knows and manage their fallings are at the advantage, whether in romance or intimate relationships or in picking up the unspoken rules that govern in organizational politics. Emotional Intelligence has come to play a very vital role and is perceived to be an important indicator of a person's abilities, skills and knowledge not only in his personal life but also at workplace. It has been found in a majority of research studies that Emotional Intelligence plays a very vital role in the motivation, job performance, successful management, decision-making and issues relating to leadership.

Emotional Intelligence

Emotional Intelligence is a highly important entity which manifests itself in everything that the people do. Every action, every decision and every judgment that an individual makes reflects the emotional intelligence of that particular individual. The people who are endowed with emotional intelligence take cognizance of this fact and use their thinking to manage their emotions appropriately instead of being manipulated by their emotions. During the last two decades, Emotional Intelligence has come to play a very vital role and is perceived to be an important indicator of a person's abilities, skills and knowledge not only in his personal life but also at workplace. It has been found in a majority of research studies that Emotional Intelligence plays a very vital role in the motivation, job performance, successful management, decision-making and issues relating to leadership.

Objectives of the Study

1. To compare the Emotional Intelligence of male teachers of CBSE and PSEB Board of senior secondary schools.
2. To compare the Emotional Intelligence of female teachers of CBSE and PSEB Board of senior secondary schools.
3. To compare the Emotional Intelligence of male and female teachers of senior secondary schools.

Hypothesis of the Study

1. There is no significant difference in Emotional Intelligence between male teachers of CBSE and PSEB Board of senior secondary schools.
2. There is no significant difference in Emotional Intelligence between female teachers of CBSE and PSEB Board of senior secondary schools.
3. There is no significant difference in Emotional Intelligence of male and female teachers of senior secondary schools.

Delimitations of the Study

Due to paucity of time and resources present study has been delimited with respect to variables of study, sample and statistical techniques. The study is delimited to

1. The study is delimited to 200 male and female teachers of Senior Secondary Schools
2. The study is delimited CBSE and PSEB, affiliated Senior Secondary Schools.
3. Senior Secondary Schools Situated in Ludhiana city only.

Method

Keeping in view the nature and main purpose of the study, survey method was considered to be the most appropriate for undertaking this study.

Population and Sample

All the male and female teachers of senior secondary schools affiliated with CBSE Board and PSEB Board of Ludhiana city were considered as population. The sample was selected by using random sampling technique. A sample of 100 teachers (50 Male teachers and 50 female teachers) of senior secondary schools affiliated with CBSE Board and 100 teachers (50 Male teachers and 50 female teachers) of senior secondary schools affiliated with PSEB Board were selected for the study.

Tools Used

The tool used for the present study was Teachers' Emotional Intelligence Inventory constructed and standardized by S. Mangal.

Statistical technique used

The major statistical techniques used

- Mean
- standard deviation
- T-test

Analysis and Interpretation of Data

Null Hypothesis: 1

There is no significant difference in Emotional Intelligence between male teachers of CBSE and PSEB Board of senior secondary schools.

Table – 1 Emotional Intelligence of male teachers of CBSE Board and PSEB Board

School affiliated with	N	Mean	SD	t-value	Level of Significance
CBSE Board	50	885	13.43	2.123*	Significant
PSEB Board	50	794	13.23		

*0.05 level of significance

From the table-1 it is clear that the calculated value of t-ratio 2.123 is greater than the table value of t-ratio at 0.05 level of significance. Therefore the null hypothesis, there is no significant difference in Emotional Intelligence between male teachers of CBSE and PSEB Board of senior secondary schools is rejected at .05 level of significance. Hence, there is

significant difference in Emotional Intelligence between male teachers of CBSE and PSEB Board of senior secondary schools.

Null Hypothesis: 2

There is no significant difference in Emotional Intelligence between female teachers of CBSE and PSEB Board of senior secondary schools.

Table - 2 : Emotional Intelligence of female teachers of CBSE and PSEB Board

School affiliated with	N	Mean	SD	t-value	Level of Significance
CBSE Board	50	894	14.34	3.023*	Significant
PSEB Board	50	789	19.32		

*0.05 level of significance

From the table - 2 it is clear that the calculated value of t-ratio came out to be 3.023 which is more than the table value of t-ratio at 0.05 level of significance. Therefore the null hypothesis 'There is no significant difference in Emotional Intelligence between female teachers of CBSE and PSEB Board of senior secondary schools' is rejected at 0.05 level of significance. Hence, there is significant difference in Emotional Intelligence between female teachers of CBSE and PSEB Board of senior secondary schools.

Null Hypothesis: 3

There is no significant difference in Emotional Intelligence of male and female teachers of senior secondary schools.

Table – 3: Emotional Intelligence of male teachers and female teachers of senior secondary schools

Teacher	N	Mean	SD	t-value	Level of Significance
Male	100	889	19.83	2.104*	Significant
Female	100	854	18.93		

*0.05 level of significance

From the table-3 it is clear that the calculated value of t-ratio 2.104, which is more than the table value of t-ratio at 0.05 level of significance. Therefore the null hypothesis 'There is no significant difference in Emotional Intelligence of male and female teachers of senior secondary schools is rejected. Hence, there is a significance difference in Emotional Intelligence of male and female teachers of senior secondary schools. Therefore, we can say that the male teachers of secondary schools are more emotionally mature than female teachers of secondary schools.

Major Findings of the Study

- ❖ There is significant difference in Emotional Intelligence between male teachers of CBSE and PSEB Board of senior secondary schools.
- ❖ There is significant difference in Emotional Intelligence between female teachers of CBSE and PSEB Board of senior secondary schools.
- ❖ The study also revealed that male teachers of secondary schools are more emotionally mature than female teachers of secondary schools.

CONCLUSION

Thus, it can be concluded that, there is significant difference in Emotional Intelligence between male teachers of CBSE and PSEB Board of senior secondary schools. There is significant difference in Emotional Intelligence between female teachers of CBSE and PSEB Board of senior secondary schools. The study also revealed that male teachers of secondary schools are more emotionally mature than female teachers of secondary schools. The variables of psychology such as Emotional Intelligence play an important role for teaching better teaching performance. The Emotional Intelligence should be improved in the teachers by having lovingly, cooperative and helpful should provide the environment to teach better condition. For better teaching performance we should control our emotions and having positive nature. The inculcation of

emotional intelligence as a part of teacher's environment could lead to a variety of positive self-awareness, self-management, social awareness and social skills. It can also be inculcated through various co-curricular activities because it provides support to overcome frustration, stress and anxiety and to maintain their motivation for learning. Enhancing emotional intelligence may not only increasing the learning process and it also improve career choice and possibility of success, but could also increase the probability of good personal and social adaptation in general.

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