



A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

Emotionally intelligent teachers can produce emotionally intelligent citizens. A teacher who is able to carry out reasoning with regard to emotions and uses emotions to enhance reasoning will succeed in developing the emotional intelligence of pupils. An emotionally competent teacher is the heart and soul of any educational programme. A comparative study was conducted on 240 teachers selected randomly from 16 Secondary schools located in Faridabad district of Haryana. The data were collected with the help of Teacher's Emotional Intelligence Inventory developed By Shubhra Mangal. This inventory consists 200 items of four factors awareness of self and others, professional orientation, intra-personal management or self-regulation and inter-personal management. The data collected was analysed by using statistical techniques such as mean, standard deviation and t-test. The study revealed that there is no significant difference between the male and female teachers' emotional intelligence working in secondary schools but there is significant difference between the emotional intelligence of the teachers working in Private and Government Secondary schools located at Faridabad district of Haryana state.

KEYWORDS: Emotional intelligence; Teaching; Secondary School Teachers.

INTRODUCTION

Intelligence is one of the fundamental concepts in the psychology. Intelligence is closely tied to the problem solving behavior. Emotional intelligence (EI) plays an important role in the mental health of individuals. Unlike IQ, which is considered an absolute given from birth, emotional intelligence is thought to be cultivated and enhanced throughout life by paying attention, reading books on or taking courses on components of EQ such as emotional self-awareness, accurate self-assessment, self-confidence, empathy, social awareness, emotional self-control, trustworthiness, conscientiousness, adaptability, optimism, achievement orientation, communication, change catalyst, and relationship management (Goleman et al. 2002). The term emotional intelligence (EI) was

popularized by Goleman (1995) who claimed that emotional intelligence "can be as powerful, and at times more powerful, than I.Q." For long, the cognitive, affective and conative domains of mind were studied independent of each other. The cognitive sphere includes such functions as memory, reasoning, judgment, and abstract thought. The affective domain of mind comprises emotions such as moods, and feelings. The conative part includes processes such as attitudes, values, and motivation.

Learning is not only a pure cognitive process but is also involves emotional process. Learning under the guidance of a loved teacher is different form learning in the presence of a hated teacher (Gabriel et al., 2002). Therefore, we need high quality of teaching by selecting

teachers with better committed to work co-operatively and collaboratively with colleagues in their own the other schools and emotionally energetic in their work with children and adult alike. Emotional intelligence has implications for the ways in which individuals tackle daily problems, as preventive activity in physical and mental health, as effective developmental intervention in schools and communities, business and organizations (Goleman, 2001). In our educational system much emphasis is laid on the logical and rational aspect of the brain rather than the emotional aspect, which is crucial for the individual to be effective. The teachers who understand and improve their emotional intelligence skills are also able to develop professional strength.

Emotional intelligence influences day-to-day problem solving in school, communities, business and organizations. At the individual level, it predicts communication skills, morality, leadership, problem solving capacity and aesthetics. It is noteworthy at this juncture that over the last one decade the notion of emotional intelligence has become a scientific construct for understanding implications of behavior and adaption of the individual to his environment. To carry out this universal appeal, it is pertinent to highlight the conceptual issues and construct of emotional intelligence.

EMOTIONAL INTELLIGENCE

Emotional intelligence (EQ) was first mentioned by Peter Salovey and John Mayer in their joint work in 1990. Daniel Goleman (1995) brought the term to public awareness with his bestselling book, "Emotional Intelligence: Why it can matter more than IQ". In his book Goleman defined EQ as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships." In other words, emotional qualities such as self-control, zeal and persistence and the ability to motivate oneself that are needed for success in every aspect of life are described by EQ. Emotional intelligence may be defined as an ability to understand the one's own emotions as well as emotions of others and act appropriately based on these emotions. In order to know emotional intelligence it is essential to know the meaning of emotion and intelligence as given below;

Meaning of Emotion: Etymologically, the world emotion is derived from the Latin word 'emovere' that means 'to stir up' or 'to excite'. Thus, emotions can be understood as an agitated or excited state of our mind and body. **Woodworth (1945)**, says emotion is a 'moved' of 'stirred-up' state of an organism. It is a disturbed muscular and glandular activity that is the way it appears

to an external observer. **McDougall (1949)** describes emotion as an affective experience that one undergoes during an instinctive excitement. Thus, emotion is some sort of feeling or affective experiences which is characterized by some physiological changes that generally lead them to perform some or the other types of behavioral acts.

Meaning of Intelligence: According to **David Wechsler (1944)**, Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment. According to **Woodworth and Marquis (1948)**, Intelligence means intellect put to use. It is the use of intellectual abilities for handling a situation or accomplishing any task. We can access a student's intelligence in proportion to his ability to use his mental energy to handle his problems and leading a happy and well-contented life.

Definitions of Emotional Intelligence:

Emotional intelligence (EI) refers to the ability to recognize and regulate emotions in ourselves and others (Goleman, 2001). **Salovey and Mayer (1990)** defined emotional intelligence as a form of intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. It is the ability to perceive emotions, integrate emotions, to facilitate thoughts, understand emotions, and to regulate emotions to promote personal growth. **Bar-On (1997)**, defined emotional intelligence as being concerned with understanding oneself and others, relating to students, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. According to **John D. Mayer and Peter Salovey (1995)** Emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it."

According to **Yetta Lautenschlager (1997)**, to be emotionally intelligent, I submit that you must become proficient in the Four Areas of emotional intelligence i.e. Awareness, Acceptance, Attitude and Action. Awareness means knowing what you are feeling that emotions are a biological process taking place in the body and the brain and that is not always rational. Attitudes are beliefs that are attached to emotion. Unless the attitude is challenged, the emotion will continue to be felt in the same direction. Action is the behaviour you take based on emotion and attitude.

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. For long, the

cognitive, affective and conative domains of mind were studied independent of each other. The cognitive sphere includes such functions as memory, reasoning, judgment, and abstract thought. The affective domain of mind comprises emotions such as moods, and feelings. The conative part includes processes such as attitudes, values, and motivation. The nature of human intellect has been used extensively for selection, training, evaluation and diagnosis in clinical, industrial, defense and education setting.

DOMAINS OF EMOTIONAL INTELLIGENCE

Goleman devotes two-thirds of the book to laying out in detail 25 competencies, grouped into five domains, the first three reflecting how we manage ourselves and the last two how we handle our relationship with others. These domains are:

1. **Self-Awareness:** An ability to notice what you are feeling in the moment and to tap into your intuitive self as you deal with the daily decisions and challenges of organizational life.
2. **Self-Regulation:** Managing your deeper emotions and impulses appropriate, rather than self-indulgently. This domain is also about choosing to be trustworthy and allowing space in your world for ambiguity and for the ideas of others.
3. **Motivation:** A combination of an internally generated drive to achieve, an emotional commitment to goals, a willingness to mobilize yourself and others to action placing an optimistic "spin" on challenges.
4. **Empathy:** This is an absolute key to establishing working relationships which builds on the first two domains. Empathy means having a genuine interest in, and sensitivity to, the perspectives, concerns and needs of others.
5. **Social Skills:** Influencing others deals with the emotional state of mind. With individuals, you build rapport, communicate, resolve disagreement, and inspire them towards your vision and ideas. Emotional intelligence (EI) has been found to play an important role in the mental health of individuals.

NEED AND SIGNIFICANCE OF THE STUDY

Teaching profession meets the more widely accepted criteria of a profession, however, it is pertinent

to note that there are subverting factors that restrains the advancement of teaching profession. Commitment is also a factor which affects the teaching as a profession. Innovation is not only a part of education but also a need of the modern times. A number of problems regarding the students' unrest, subject matter, home environment, school environment, peer group, heredity, and many demographical variables and so on affect the professional responsibility of teachers but emotional intelligence plays a significant role to make up a teacher professionally responsible.

The importance of emotional intelligence skills in the teaching workplace is highlighted by the very nature of the job. Personal emotional intelligence skills of self-awareness, self-regulation and motivation (Goleman, 1998) are essential if individuals are to recognize their own strengths and weaknesses, develop good self-esteem, maintain integrity, demonstrate flexibility, take responsibility for their own actions, take initiative and strive for excellence. Interpersonal emotional intelligence skills such as empathy and social ability are at the heart of handling relationships. Thus emotional intelligence is an essential ingredient for a productive workplace. Furthermore, the importance of emotional intelligence skills has been recognized by the US professional teaching bodies. It has been asserted that although teaching literature has given little attention to behavioral issues in the past, today 'many organizations and researchers are recognizing that emotional intelligence skills are critical to success' (Akers and Porter 2003). One's emotional intelligence is a unitary ability helpful in knowing, feeling and judging emotions in close cooperation with one's thinking process to behave in a proper way, for the ultimate realization of happiness and welfare of the self in tune with others. Emotionally healthy individuals accept themselves with all their strengths and weaknesses therefore behave in a mature way.

The professional responsibility is mainly depending on teacher's effectiveness in teaching, analytical intelligence, emotional intelligence, spiritual intelligence and several associated factors. Several studies had provided substantial evidence favouring emotional intelligence and spiritual intelligence, for quality education. The quality is mainly depending on teacher's effectiveness in teaching, emotional intelligence and several associated factors. Several studies had provided substantial evidence favouring emotional intelligence, for quality education.

STATEMENT OF THE PROBLEM

The study is titled as "A Comparative Study of Emotional Intelligence of Secondary School Teachers".

OBJECTIVES OF THE STUDY

1. To study the Emotional Intelligence of the teachers working in secondary schools.
2. To compare the emotional intelligence of the male and the female teachers working in secondary schools.
3. To compare the emotional intelligence of the teachers working in government and private secondary schools.

HYPOTHESES

1. There is no significant difference between emotional intelligence of male and female teachers.
2. There is no significant difference between emotional intelligence of the teachers working in government and private secondary schools.

METHOD AND PROCEDURE

Research methodology involves systematic procedures starting from the initial identification of the problem to its final conclusion. There are various research methods but the researcher used survey method which is correlational in nature. Quantitative approach is applied in this study. This study is designed to use a descriptive correlational design to examine secondary school teachers' emotional intelligence.

Sample: The investigator randomly selected 240 teachers from 16 Secondary schools located at Faridabad district of Haryana state. The sample comprised of 120 government school teachers and 120 private school teachers. There were equal numbers of male and female teachers for the study.

Categories	N	Mean	S.D.	t- Value	Remarks
Male	120	600.40	173.069	0.21	Insignificant
Female	120	595.53	183.497		

The mean score of emotional intelligence of male teachers was found to be higher than the mean score of emotional intelligence of female teachers. Interpreting the data it has come to the conclusion there is no significant difference between emotional intelligence of male and female teachers of secondary schools. The male teachers were found to be more emotionally sound in comparison to the female teachers.

Categories	N	Mean	S.D.	t- Value	Remarks
Government School Teachers	120	570.71	183.628	2.40	Significant
Private School Teachers	120	625.21	168.580		

TOOLS USED

Teachers' Emotional Intelligence Inventory developed by Shubhra Mangal was used to collect data from sample teachers of secondary schools of Faridabad. This inventory consists 200 items of four factors awareness of self and others, professional orientation, intra-personal management or self-regulation and inter-personal management.

STATISTICAL TECHNIQUES USED

The data were analysed by using statistical techniques such as mean, standard deviation and t-ratio.

DELIMITATIONS OF THE STUDY

1. The study was delimited to 240 secondary school teachers only.
2. The study was delimited to the teachers working in Government and private secondary schools located at Faridabad district of Haryana state only.

ANALYSIS AND INTERPRETATION

The present study is an attempt to find out the emotional intelligence of teachers working in Secondary schools. For this purpose the data was tabulated and statistical quotients like mean, standard deviation and critical ratio were calculated.

Comparing Emotional Intelligence between Male and Female Teachers:

The table-1 given below shows descriptive statistics and t-ratio between the mean score of emotional intelligence of male and female teachers working in secondary schools.

Comparing Emotional Intelligence between Teachers of Government and Private Secondary Schools:

The table-2 given below shows descriptive statistics and t-ratio between the mean score of emotional intelligence of government and private secondary school teachers.

The mean score of emotional intelligence of private secondary school teachers was found to be higher than the mean score of emotional intelligence of teachers of government secondary schools. Interpreting the data it has come to the conclusion that there is significant difference on emotional intelligence between government and private secondary school teachers. The teachers of private secondary schools were found to be more emotionally intelligent in comparison to the government secondary school teachers.

MAJOR FINDINGS

The findings of the study are as given below:

- ✧ The mean score of emotional intelligence of male teachers was found to be higher than the mean score of emotional intelligence of female teachers.
- ✧ There is no significant difference between emotional intelligence of male and female teachers of secondary schools. The male teachers were found to be more emotionally sound in comparison to the female teachers.
- ✧ The mean score of emotional intelligence of private secondary school teachers was found to be higher than the mean score of emotional intelligence of teachers of government secondary schools.
- ✧ A significant difference was found on emotional intelligence between government and private secondary school teachers. The teachers of private secondary schools were found to be more emotionally intelligent in comparison to their counterpart the government secondary school teachers.

CONCLUSION

The mean score of emotional intelligence of male teachers of government secondary school teachers was found to be higher than the emotional intelligence of female teachers. Thus the male teachers were found to be more emotionally sound than the female teachers. An emotionally competent teacher is the heart and soul of

an educational institution. So it is necessary for teachers to have emotionally intelligent as they have to interact with different kinds of students, parents and other people of the society. The results showed that gender made no difference in the teachers in their emotional intelligence whereas locale has impact on teachers' emotional intelligence.

RECOMMENDATIONS

The Ministry of Education include some teacher training programmes in order to enhance teachers' emotional intelligence for classroom discipline strategies which will assist teachers in developing better strategies for classroom discipline. Teacher education programmes should provide instruction for novice teachers to increase their understanding and knowledge of emotional intelligence. Research indicates that emotional intelligence encompasses various abilities that can be improved when a person learns about these intelligences, thus reflecting upon his or her own behavior in the classroom. It is suggested that this study be replicated with other variables such as different ethnic groups and different religions. It is also recommended that a future study take into account the perceptions of school principals and parents as well.

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