

## A STUDY OF EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL TEACHERS OF MADHYA PRADESH

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### ABSTRACT

The present study was an attempt to study the emotional intelligence of the higher secondary school teachers. The stratified random sampling method was used. The sample consisted of 100 teachers. The emotional intelligence scale developed and standardized by Hyde and Pethe (2001) was used for data collection. Independent t-test was used for data analysis. The result shows that emotional intelligence was independent of sex, type of school, age and length of experience. The level of emotional intelligence was same regarding to the above group.

### Keywords:

### INTRODUCTION

The quality of any educational institution depends mainly on the professional competence and emotional stability of teachers because emotional stability of teachers affects that of pupils. Unhappy, frustrated, dissatisfied teachers can not help their pupils to become happy, well adjusted young people. Emotionally stable teachers are able to find out their own short comings and try to remove them so that the students may be saved from the adverse influence of their unbalanced personality.

Emotions are personal and subjective feelings that arise from complex glandular activities, cognitive and conditional variables. The Oxford English Dictionary defines Emotion as, "Affection of mind (Example-love, pity) which comes and go according to one's personality experience and bodily state; A mental feeling." It provide us signal, information, attention and facilitate how to achieve our goal. It gives us a guidelines to complete our task. If emotions are managed in a proper way, it may be a strong tool for bringing success and happiness in the life of human beings. But if it is not managed or cannot be controlled then it may be dangerous for human beings. An uncontrolled emotion may be expressed in the form of struggle and conflicts which may be interpersonal or intrapersonal. In day to day life, they affect our relations with other member of family, society, nation, our self image, and overall our performance.

For a good performance our cognitive process must be in control of emotions. So that they work for rather than against.

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In fact emotional intelligence motivates a person to capture their unique potential and purpose and activates inner most potential values and aspirations, transforming them from things they think about, to what they do.

It also help to minimize the negative impact of emotions on failure. By this we can understand the importance of emotional intelligence.

### RATIONALE OF THE STUDY

McDowelle and Bell (1999) found that lack of emotional intelligence skills lowered team effectiveness and created dysfunctional team interaction and most effective performance lost the best networking skills. Tapia and marsh (2001) found an overall significant main effect of gender GPA on emotional

intelligence. Annaraja and Jose (2005) found that rural and urban B.Ed trainees did not differ in their self awareness, self control, social skills and emotional intelligence.

Suresh, T. and Rajalaxmi (2005) studied that there is no gender difference in emotional intelligence of teachers working in rural area and urban areas. teachers from government schools are found to be better in their intelligence than teachers from aided and private schools.

Amirtha and Kadhiraavan (2006) found that gender, age and qualification influenced the emotional intelligence of school teachers.

As we know that teacher is an agent of change. By developing the character and personality of a child he brings a drastic change in society. It is a well known fact that no people can rise above the level of his teacher. In this context, emotional intelligence of a teacher plays a significant role. Because a teacher having high level of emotional intelligence can handle their student with love and care, with balanced personality, improved motivation, by the effective use of time and other resources, with a good leadership quality, with high level of performance etc.

Hence, it is quite necessary to keep a crow's eyes and gather information about EI of the teachers and some measures must be taken for the improvement of emotional intelligence of teachers. Due to this reason, The present study aims at "A Study of Emotional intelligence of higher Secondary School Teachers of Madhya Pradesh." is taken.

### OBJECTIVE

- To compare the mean scores of emotional intelligence of male and female teachers.
- To compare the emotional intelligence of government and private teachers.
- To compare the emotional intelligence of teachers having high and low length of experience.

### HYPOTHESIS

There is no significant difference in mean scores of emotional intelligence of male and female teachers.

There is no significant difference in mean scores of emotional intelligence of government and private teachers.

There is no significant difference in mean scores of emotional intelligence of teachers having high and low length of experience.

**METHOD**

**Sample**

The sample for the study consisted of 100 teachers selected through stratified random sampling method from Mandsaur district of Madhya Pradesh.

**TOOL**

Scale of emotional intelligence developed and standardized by A. Hyde and S.Pethe (2001) was used that consisted of 34 items on six rating scale.

**STATISTICAL TECHNIQUE**

The independent T- test was used for analysis of data.

**PROCEDURE**

Scale of emotional intelligence was administered to the teachers after obtaining prior permission from the Principals of schools of Mandsaur district of Madhya Pradesh.

**RESULT AND DISCUSSION**

First objective was to compare the mean score of emotional intelligence of male and female teachers. T-value was calculated to analyze the data. Results are given in Table 1.

**Table 1: Summary of T-value for emotional intelligence of male and female**

E.I	Sex	N	Mean	S.D	T-value	Inference
	Male	45	137.2444	15.7828	.997	N.S
	Female	55	133.566	20.2208		

Looking at the Table 1, it can be seen that the T-value calculated to study difference in mean scores of emotional intelligence of male and female teachers is not significant. Thus the null hypothesis that "There is no significant difference in mean scores of emotional intelligence of male and female teachers," is not rejected. It reflects that male and female teachers have same level of emotional intelligence.

Second objective was to compare the mean scores of emotional intelligence of government and private teachers. T- value was calculated to analyze the data. Results are given in Table 2.

**Table 2: Summary of t-value for emotional intelligence of government and private teachers**

E.I.	Type of school	N	Mean	S.D	T-value	Inference
	Govt.	61	126.6721	23.2771	.066	N.S
	Private	39	126.9744	21.1206		

Looking at the table 2, it can be seen that the t-value calculated to study difference in mean scores of emotional intelligence of government and private teachers is not significant. Therefore null hypothesis that, "There is no significant difference in mean scores of emotional intelligence of government and private teachers", is not rejected. Hence the government and private teachers have same level of emotional intelligence.

Third objective was to compare mean scores of E.I of teachers having high and low length of experience. Teachers having experience more than 15 years were considered as high length of experience and experience up to 15 years were considered low

length of experience .T- value was calculated to analyze the data. Results are given in table 3

**Table 3: Summary of t -value for emotional intelligence of teachers having high and low length of experience**

E.I.	Exp.	N	Mean	S.D	T-value	Inference
	High	33	139.3333	19.1338	1.54	N.S
	Low	67	133.4627	17.2076		

**E.I- Emotional Intelligence**

Looking at the table , it can be seen that t- value calculated to study difference in mean scores of emotional intelligence of teachers having high and low length of experience is not significant. Thus the null hypothesis that, "There is no significant difference in mean scores of emotional intelligence of teachers having high and low length of experience ," is not rejected Hence, teachers having high and low length of experience have same level of emotional intelligence.

**CONCLUSION**

It is concluded from the finding that emotional intelligence of higher secondary school teachers was independent of sex, type of school, age and experience .

**SUGGESTION**

By knowing the importance of emotional intelligence for a teacher there is a need to develop and maintain a high level of emotional intelligence. There is a need to develop and maintain emotional competencies in teachers. Which in turn helps them to develop the same quality among their students. Facilities must be provided in leisure period to study the inspirational books and some indoor games. Which will help in developing and appreciation of beauty and sublime emotions in life. There should be no suppressions of emotions, it can be sublimated through some constructive and creative activities like sports, games, drama, workshop, seminar, conference and other training programmes . Skills, confidence, creativity as well as a healthy sense of humour are basic to emotional intelligence. Which can be developed by these type of activities. Therefore these type of facilities must be provided to the teachers.

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