

“A Study on the Emotional Intelligence of Primary School Teachers in Warangal District”

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ABSTRACT

In this study, aimed at finding out the A Study on the Emotional Intelligence of Primary School Teachers in Warangal District”, the investigator found there is a significant different between the male and female primary school teachers based on the Emotional Intelligence of Primary School Teachers in Warangal and there is no significance different between the above five years and below five years teaching experience, between the Private and Government Management and between the Rural and Urban Areas based on the Emotional Intelligence of Primary School Teachers in Warangal District. In present study the researcher has used a standardized questionnaire as the tool for data collection. The standardized questionnaire used in Emotional Intelligence. Inventory prepared by Clyde Winters, Governors State University to identify teachers with level of Emotional Intelligence, The researcher identified 6 factors about emotional intelligence scale, Self-Awareness, Empathy, Relations, Self-Development, Emotional Stability and value Orientation.

1. INTRODUCTION

It is a well-accepted fact that the quality of the nation depends upon the quality of the education imparted to its citizens, which in turn depends upon the ‘quality of its teachers’. The term quality of teachers includes all the personality dimensions of a teacher i.e., span of knowledge, teaching skills and teacher behavior comprising his/her Emotional Intelligence. However a teacher with innumerable degrees and high profile personality cannot necessarily be turned as a good teacher. The primary quality that makes a whole lot of difference is the classroom interaction and his/her teacher-like behaviour. His behaviour not only as a person but also as a teacher is predominantly controlled by his emotional behavior, which in turn depends upon the degree of Emotional Intelligence possessed by him.

An emotionally competent teacher is the heart and soul of any educational programme and venture. Learning becomes pleasure; student dropout decreases and children work from setbacks through hope to success only in the presence and able guidance of the emotionally intelligent teachers.

Often educators struggle to deal, communicate with others in situations where teaching is not simply about developing knowledge of content and curriculum but about connecting across the divide of human difference. We can imagine the benefits of understanding. However personality effects the way we teach each and converse. How the personality bias of our students affects each learner and interacts with authority. So it is necessary for student teachers to have emotional intelligence as they have to interact with different kinds of students, parents and other people of the society.

Emotional Intelligence: Cooper and Sawaf (1997) define Emotional Intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.

Mayer and Salovey (1993) define Emotional Intelligence as the ability to monitor one’s own and other’s feelings and emotions to discriminate among them, and to use this information to guide one’s thinking and action. Emotional Intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and / or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth.

1.1.SIGNIFICANCE OF THE STUDY

Education is to cater to the holistic development of the student; in this, teacher plays a significant role. They have to take care of the emotional dimensions of the student besides the stress and academic excellence. Teacher is to be the first and foremost with his emotional intelligence before going to develop it in the students. Culturally we are not encouraged to express our emotions but rather are urged to suppress them as a mark of maturity. So this is the reason to get emotionally literate.

1.2.OBJECTIVES OF THE STUDY

1. To find out the Emotional Intelligence of Primary School Teachers based on the Male & Female in Warangal District.

2. To find out the Emotional Intelligence of Primary School Teachers based on the Teaching Experience above 5 years & below 5 years in Warangal District.
3. To find out the Emotional Intelligence of Primary School Teachers based on the Private & Govt. Schools in Warangal District.
4. To find out the Emotional Intelligence of Primary School Teachers based on the Rural & Urban in Warangal District.

1.3 HYPOTHESES OF STUDY:

1. There is no significance different between the male and female student based on the Emotional Intelligence of Primary School Teachers in Warangal District.
2. There is no significance different between the above five years and below five years teaching experience based on the Emotional Intelligence of Primary School Teachers in Warangal District.
3. There is no significance different between the Private and Government Management based on the Emotional Intelligence of Primary School Teachers in Warangal District.
4. There is no significance different between the Rural and Urban Areas based on the Emotional Intelligence of Primary School Teachers in Warangal District.

2. REVIEW OF LITERATURE

Emotional Intelligence :

- **Dr. Y. N. Sridhar** and **Hamid Raza Badiei**, (2007) had examine the level of “**Teacher Efficacy and Emotional Intelligence of Primary School Teachers**”.

OBJECTIVE : To study the level of “**Teacher Efficacy and Emotional Intelligence of Primary School Teachers**” in relation to gender, age, and educational qualifications.

It made use of simple random sampling 100 primary teachers from all the urban primary school teachers in Mysore South.

The study sample responded to two valid and reliable inventory instruments. Teacher Efficacy Scale (TES) and Emotional Intelligence Test (EIT). Data analysis involved the use of Pearson correlation to measure the relationship between the obtained scores, both on TES and EIT and t-test to investigate significant difference between the means. The mean accounted for Teacher Efficiency was 35 on Teacher Efficacy and 25 on Personal Efficacy; both fall under “moderate” category of Emotional Intelligence.

FINDINGS :

There is no, however, significant difference between the means of Teacher Efficacy and Emotional Quotient with reference to two or independent variables which are considered in this study (gender, educational level). In respect of the third independent variable (age) a significant difference has been observed.

- **Dr. Indira Dhull** and **Shubhra Mangal**, (2007) had written an article “**Emotional Intelligence and its significance for school teachers**”.

While stating that an emotionally component teacher is the heart and soul of any educational programme and venture, the authors in this article emphasize that the success of an educational programme and the development of emotional intelligence among out children depend a lot on the level of emotional intelligence and competencies of a teacher.

OBJECTIVE :

To find out of the significance of Emotional Intelligence for School Teachers.

FINDINGS :

The conclusion suggested by the authors is that we have to consider and plan seriously about restructuring and resetting our teacher education in-service and pre-service programmes in a way that they may suitably result in the proper development of emotional intelligence and emotional competencies among the school teachers.

3. RESEARCH METHODOLOGY:

- The researcher identified 6 factors about emotional intelligence scale Self-Awareness, Empathy, Relations, Self-Development, Emotional Stability and value Orientation were prepared. Items providing five point Scale for each item were developed.

3.1. POPULATION – SAMPLE – SAMPLING PROCEDURE:

The primary school teachers of warangal, constitute the population. Because of the limited time, funds and permissions for taking data, based on this research study, I chose the survey method because it is low cost, generalization is more legitimate, flexibility. The following steps are censuses, cross-sectional and longitudinal surveys to do the present study. Survey method as it is one of the standardized technique and the tool used was questionnaire it was decided to adopt sample survey for the present study. The sample of the present study was 100 primary school teachers from 7 different schools. The sample of 100 teachers analyzed based on different groups like Gender, Management of schools, Locality and Teaching experience in which they were working.

3.2 TOOLS USED:

In present study the researcher has used a standardized questionnaire as the tool for data collection. The standardized questionnaire used in Emotional Intelligence. Inventory prepared by Clyde Winters, Governors State University to identify teachers with level of Emotional Intelligence. The Emotional Intelligence inventory comprises of 20 statements each question is given five options. That is strongly agree, agree, disagree, strongly disagree and undecided participants were instructed to tick any one option among the five whichever is applicable in their case.

This scale comprises of 20 items. These 20 items are measuring the six factors related to Emotional Intelligence.

Those are :

1. Self-Awareness,
2. Empathy,
3. Relations,
4. Self-Development,
5. Emotional Stability,
6. Value Orientation.

3.3 ADMINISTRATION OF THE TOOL:

The investigator herself administered the tool in 6 schools. The selected pupils were given a copy of the questionnaire. After explaining the purpose of the study, they were asked to read the statements carefully and put a tick (right) mark in the appropriate box. The scoring procedure was followed as per the guidelines given in the manual five point scale was used. That is strongly agree, agree, disagree, and strongly disagree undecided. In this two types of statements are positive and negative. In positive statements the weight age is as follows. Care was taken about covering all the variables like gender, locality, management and teaching experience.

4. ANALYSIS AND INTERPRETATION OF DATA:

4.1. Analysis of the data:

Data was collected from the different schools and the responses of the 100 primary teachers were recorded in the questionnaire itself. These responses were sought based on the objective maintained in the CHAPTER – I of this study. Analysis in the second phase is given statistical treatment in order to verify the hypothesis mentioned in CHAPTER – I. The details of the analysis go as follows.

OBJECTIVE – 1 :

To find out the difference in the Emotional Intelligence of Primary School Teacher in Warangal District.

HYPOTHESIS – 1

There is no significant difference in the personality Emotional Intelligence of Primary School Teacher in Warangal District.

Table 4.1.1 Showing Emotional Intelligence of Primary School Teacher

Sample	Variable	Percentages
100	Emotional Intelligence of Primary School Teacher	61.8

As per the above table Emotional Intelligence of Primary School Teacher showing 61.8 percentages of Primary School Teachers in Warangal District.

OBJECTIVE – 2 :

To find out the difference in the Emotional Intelligence of Primary School Teacher of Male and Female in Warangal District.

HYPOTHESIS – 2 :

There is no significant difference in the personality Emotional Intelligence of Primary School Teacher of Male and Female in Warangal District.

Table 4.2.1 Showing Emotional Intelligence of Primary School Teacher of Male and Female

Sl. No.	Variables	Sample	Mean	S.D	Mean Difference	SEM	Critical Ratio
1	Male	50	31.75	2.55	1.70	0.47	3.59
2	Female	50	30.05	2.23			

Critical value at 0.01 level of significance is 2.58

As per the above table calculated 't' value is 3.59. Table 't' value at 0.01 level of significance is 2.58. As the calculated 't' value is greater than the table 't' value. So we reject the null hypothesis that there is no significant difference between male and females in their Emotional Intelligence of Primary School Teachers and conclude that there is a significant difference between male and females in their Emotional Intelligence of Primary School Teacher.

Males are showing more Emotional Intelligence of Primary School Teacher when compared to females in the primary school.

OBJECTIVE – 3 :

To find out the difference in the Emotional Intelligence of Primary School Teacher of Govt. and Private in Warangal District.

HYPOTHESIS – 3 :

There is no significant difference in the personality Emotional Intelligence of Primary School Teacher of Govt. and Private in Warangal District.

Table 4.3.1 Showing Emotional Intelligence of Primary School Teacher of Govt. and Private School Teachers

Sl. No.	Variables	Sample	Mean	S.D	Mean Difference	SEM	Critical Ratio
1	Govt.	50	30.95	2.10	0.35	0.48	0.72
2	Private	50	30.6	2.70			

Critical value at 0.05 level of significance is 1.96

As per the above table calculated 't' value is 0.72. Table 't' value at 0.05 level of significance is 1.96. As the calculated 't' value is less than the table 't' value. So we accept the above null hypothesis that there is no significant difference between Government and Private Primary School Teachers in their Emotional Intelligence.

OBJECTIVE – 4 :

To find out the difference in the Emotional Intelligence of Primary School Teacher between Rural and Urban Teachers in Warangal District.

HYPOTHESIS – 4 :

There is no significant difference in the personality Emotional Intelligence of Primary School Teacher of Rural and Urban Teachers in Warangal District.

Table 4.4.1 Showing Emotional Intelligence of Primary School Teacher of Rural and Urban School Teachers

Sl. No.	Variables	Sample	Mean	S.D	Mean Difference	SEM	Critical Ratio
1	Rural	50	30.8	2.36	0.8	0.47	1.7
2	Urban	50	31.6	2.48			

Critical value at 0.05 level of significance is 1.96

As per the above table calculated 't' value is 1.7. Table 't' value at 0.05 level of significance is 1.96. As the calculated 't' value is less than the table 't' value. So we accept the above null hypothesis that there is no significant difference between Rural and Urban Primary School Teachers in their Emotional Intelligence.

OBJECTIVE – 5:

To find out the difference in the Emotional Intelligence of Primary School Teacher between Above 5 Years and Below 5 Years Teachers in Warangal District.

HYPOTHESIS – 5 :

There is no significant difference in the personality Emotional Intelligence of Primary School Teacher of Above 5 Years and Below 5 Years Teachers in Warangal District.

Table 4.5.1 Showing Emotional Intelligence of Primary School Teacher of Above 5 Years and Below 5 Years School Teachers

Sl. No.	Variables	Sample	Mean	S.D	Mean Difference	SEM	Critical Ratio
1	Above 5 Years	50	30.95	2.10	0.35	0.48	0.72
2	Below 5 Years	50	30.6	2.70			

Critical value at 0.05 level of significance is 1.96

As per the above table calculated 't' value is 0.72. Table 't' value at 0.05 level of significance is 1.96. As the calculated 't' value is less than the table 't' value. So we accept the above null hypothesis that there is no

significant difference between Above 5 Years and Below 5 Years Primary School Teachers in their Emotional Intelligence.

5. RESULTS AND CONCLUSION:

1. There is a significant different between the male and female primary school teachers based on the Emotional Intelligence of Primary School Teachers in Warangal.
2. There is no significance different between the above five years and below five years teaching experience based on the Emotional Intelligence of Primary School Teachers in Warangal District.
3. There is no significance different between the Private and Government Management based on the Emotional Intelligence of Primary School Teachers in Warangal District.
4. There is no significance different between the Rural and Urban Areas based on the Emotional Intelligence of Primary School Teachers in Warangal District.

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5.1.SUGGESTIONS FOR FURTHER RESEARCH:

1. The following suggestions are made for further research on this area.

1. The programs and workshops should be organized by the management for improving the emotional intelligence of the teachers.
2. Emotional Intelligence should be a part of the D.Ed and B.Ed curriculum.
3. Even in D.Ed and B.Ed College's workshops and programmes should be implemented for the emotional development of training teachers or student teachers.

Area for Further Study :

1. A similar study can be conducted on secondary school teachers.
2. The present investigation can be extended to international school, corporate schools and techno school teachers.
3. A similar study can be carried out in the different districts of the state.
4. A Delphi study can be carried out in the particular area such as Self Awareness, Managing Emotions, Empathy, Self Awareness, Self Management, Social Awareness and Social Skills.

The conclusion of the study is emotional intelligence is as powerful, and at times more powerful than I.Q. while I.Q. contributes only about 20% of success in life, the other forces contribute the rest. We can infer that emotional intelligence, luck and social class are among those other factors. Unlike I.Q., emotional intelligence may be the best predictor of success in life. Emotional Intelligence people are more likely to succeed in everything they undertake in their life. Unlike what is claimed of I.Q., we can teach and improve in children and in any individual, some crucial emotional competencies, paving the way for increasing their emotional intelligence and thus making their life more healthy, enjoyable and successful in the coming days. Emotional Intelligence helps more than one's intellectual potential in terms one's I.Q. or professional skills and competencies. A professionally competent person having poor emotional intelligence may suffer on account of inability to deal with is self or getting along properly with others. The result indicated that there is a significant difference in the Emotional Intelligence levels among female and male Primary Teachers of Government, private and private-aided School. However there is no significant difference in Emotional Intelligence levels of Primary Teachers of Government, Private and Private aided.

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