

Emotional Intelligence of School Teachers

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Abstract: The contemporary inquiry has been commenced in order to study the Emotional Intelligence of school teacher of Cuddalore District in Tamilnadu. The random sampling technique was used to collect 150 samples from area of study. Normative survey method was used. This study is envisioned to find out the levels of Emotional intelligence of teachers and if there is any significant difference between the selected pairs of sub-samples. Emotional Intelligence scale constructed and validated by Hyde, Dhar, & Pethe, (2001) was used to collect the data. This study reveals that the majority of teachers Emotionally Intelligence were high. There exists significant difference between sub samples related to **gender, age, locality, Qualification, Major subject, Number of children and Spouse salary**. A stepwise regression was used to find factors contributing emotional intelligence of teachers. Among the 13 predictors 1 was found in the 1 step. The model was statistically significant and accounted for **approximately 15% of the variance** of emotional intelligence. Inspection of the structure coefficient suggests that gender alone is a strong indicator of emotional intelligence.

Keywords: Emotional Intelligence, School Teacher, Gender, Age, Locality, Type Of School, Qualification, Major Subject, Class Handled, Designation, Monthly Income, No Of Dependent, No Of Children, Spouse Employment And Spouse Salary.

I. Introduction

Emotional intelligence also determined by environment and heredity. Until Daniel Goleman's theory all the psychologists believe that IQ alone determines the success of an individual. Researches and experiments conducted in 90s replacing IQ with the concept of Emotional Quotient (E.Q). A person's emotional intelligence measured through their E.Q may be a greater predictor of success than their I.Q. The term Emotional Intelligence was devised by Peter Salovey and John D. Mayer (1990). But it was disseminated by Daniel Goleman.

Emotional intelligence of teachers

Emotional intelligence of teachers plays vital role in managing their own life and deal effectively with the feelings of others. Teachers need to develop smooth relationship with students, Teachers, administrators and parents. The holistic approach influences emotionally supportive environment in the classroom, which can be created by a teacher. Emotionally healthy teacher behavior is reflected in characteristic ways of thinking, identifying, managing and expressing feelings. Emotional experience and expression are unique to each teacher and student.

II. Need Of The Study

Teacher's emotional intelligence determines all the achievement of the students and maintains overall performance of the school. The teacher student conflicts lead to even criminal offences. The class room environment determines the personality of a student. The good class room environment can be created by the Emotional intelligence teachers. So the researcher wants to find the emotional intelligence of the teachers.

Objectives

1. To assess the emotional intelligence of the teachers.
2. To find the relationship between subsamples and emotional intelligence of school teachers.
3. To find the predictors of emotional intelligence of school teachers.

Hypothesis

1. The emotional intelligence of the teachers is low.
2. There is no significant relationship between subsamples and emotional intelligence of school teachers.
3. There is no significant predictor of emotional intelligence of school teachers.

III. Materials And Methods

A Normative Survey Method has been used in the present investigation. By using Random Sampling Technique 150 teachers are selected from Cuddalore District in Tamil Nadu and used as subjects of this study. Emotional Intelligence scale constructed and validated by **Hyde, Dhar, & Pethe, (2001)** was used to collect the data. In the present study the word emotional intelligence means the scores gained by sample subject on Emotional Intelligence Scale. The Emotional Intelligence scale comprises of ten factors viz; Self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior. As per the manual, the tool interpretation has been made i.e. maximum score indicates high emotional intelligence and minimum score indicates low emotional intelligence. The reliability and validity of the scale is **0.88 and 0.94** respectively.

IV. Analysis And Interpretation

The researcher used descriptive deferential and regression analysis to prove or disprove the hypothesis through **IBM SPSS19**.

S.No	Emotional intelligence	Score	Percentage
1	Very Low	0-34	0
2	Low	35-68	0
3	Moderate	69-102	0
4	High	103-136	3
5	Very high	137-170	97

The above table shows that 97% of teacher's emotional intelligence is very high and 3% of teacher's emotional intelligence is high.

Variable	Mean	N	SD
Emotional intelligence	150.39	150	7.21

The above table shows the mean score and standard deviation of Emotional intelligence of teachers, which are found to be 150.39 and 7.21 respectively. It is concluded that the teacher's Emotional intelligence is very high.

S.No:	Variables	Mean	SD	T/F	result	
1	Gender	Female	147.63	8.73	-5.06	S
		Male	153.15	3.60		
2	Age	30-39	147.19	8.39	3.85	S
		40-49	150.56	7.61		
		50-59	152.10	4.51		
3	Locality	Urban	151.13	5.59	1.75	S
		Rural	147.52	11.15		
4	Type of school	Aided	149.64	6.80	-.97	NS
		Government	150.82	7.44		
5	Qualification	UG	149.95	8.89	-.76	S
		PG	150.84	4.94		
6	Major Subject	Language	151.27	5.78	2.15	S
		Maths	145.65	12.06		
		Science	150.86	6.68		
		Social Science	151.19	4.84		
7	Classes handled	6-8	147.96	9.30	2.02	NS
		9-10	151.08	6.24		
		11-12	150.25	8.01		
8	Designation	BT	150.42	7.02	-.14	NS
		PGT	150.18	8.40		
9	Monthly Income	20001-40000	150.03	7.49	.62	NS
		40001-60000	150.76	6.94		
10	No of Dependent	1-2	149.59	7.77	1.45	NS
		3-4	150.70	6.79		
		5 and above	149.05	9.25		
11	No of Children	1	148.12	9.75	5.74	S
		2	151.47	5.72		
12	Spouse	Employed	149.71	7.84	-1.40	NS
		Unemployed	151.38	6.11		
13	Spouse Salary	0-20000	151.34	7.42	19.02	S
		20001-40000	151.18	4.37		
		40001-60000	138.20	11.10		

An independent sample t test showed that the difference in score between male and female teacher is statistically **significant**. The difference in score between different age group of teachers is statistically **significant**. The difference in score between rural and urban teachers is statistically **significant**. The difference in score between government and Aided school teachers is statistically **not significant**. The difference in score between UG and PG qualified teachers is statistically **significant**. The difference in score between teacher with different major subject is statistically **significant**. The difference in score between teachers handling different class is statistically **not significant**. The difference in score between teachers with different designation is statistically **not significant**. The difference in score between teachers with different monthly income is statistically **not significant**. The difference in score between teachers with different no of dependents is statistically **not significant**. The difference in score between teachers with different no of children is statistically **significant**. The difference in score between teachers with employed and unemployed teacher is statistically **not significant**. The difference in score between teachers with different spouse salary is statistically **significant**.

Model	B	Std. Error	Beta	Pearson r	Sr ²	Structure Coefficient
(Constant)	142.11	1.73				
Gender	5.52	1.09	.384	.384	0.15	1

Note. The dependent variable emotional intelligence. R²=0.148 Adjusted R²=0.142
sr² is squared semi-partial correlation.
* p < .05

The prediction model contained one of the Thirteen predictors and was reached in one steps with **12** variables removed. The model was statistically significant, $F(1, 148) = 25.61, p < .001$, and accounted for **approximately 15 %** of the variance of Emotional intelligence (R²=0.148 Adjusted R²=0.14). Emotional intelligence is primarily predicted by gender. The raw and standardized regression coefficient of predictors together with their correlation with Emotional intelligence, their squared semi-partial correlations, and their structure coefficients are shown in table-4. The gender received the strongest weight in this model. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively low: The Gender uniquely accounted for approximately 15% of the Emotional intelligence. Inspection of the structure coefficient suggests that **The Gender were relatively strong indicators of Emotional intelligence**.

V. Conclusion

Gender, age, locality, Qualification, Major subject, Number of children and Spouse salary showed significant relationship with emotional intelligence. Among the 13 predictors gender was found as a strong indicator of emotional intelligence of teachers and accounted for **approximately 15% of the variance** of emotional intelligence. Male in 50-59 age group, living in urban, with PG qualification, teaching language or social sciences, having 3-4 dependents, with low spouse income are emotionally more intelligent than others. These teachers can be used as resource persons to teach others to handle their emotions positively.

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