



A STUDY OF EMOTIONAL INTELLIGENCE OF ELEMENTARY SCHOOL TEACHERS

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Abstract

The present study is a descriptive study and has been conducted in Hoshiarpur. A sample of 200 elementary school teachers was selected on the basis of random sampling technique. Out of these, 100 teachers (50 male and 50 female) were taken from Govt. and 100 (50 male and 50 female) from Private elementary schools. The data was obtained by using Emotional Intelligence Scale by Hyde, Pethe and Dhar (2001). Descriptive statistics were used to analyse the data. The findings are (i) There exists a significant difference in emotional intelligence among male and female elementary school teachers. (ii) There exists a significant difference in emotional intelligence among Govt. and Private elementary school teachers.

Keywords: Emotional Intelligence, Elementary School Teachers



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Introduction

Emotional Intelligence as a laymen language means intelligence that is concerned with the emotional aspect of one's behavior. Many researches have shown that emotional intelligence is more important in the success of life. According to Mayor and Salovey (1995) Emotional Intelligence may be defined as the capacity to reason with emotions in four areas: to perceive emotions, to investigate it in thoughts, to understand it and manage it.

Emotional Intelligence is demonstrated by tolerance, empathy and compassion for others, ability to verbalize feelings accurately and with integrity and resilience to bounce back from emotions upsets. It may be termed as the skill to be strongly feeling, reliable human being, no matter what life fetches, no matter what challenges and opportunities we face.

The teacher is the foundation of educational process. He is the teacher, guide, philosopher and helper. He is not only an instructor but a model for his students at all levels of education. He awakens the sleeping spirit in his students. The role of teachers has assumed greater importance with universal of education. to play his role effectively, the teacher should be well equipped psychologically, philosophically, technologically and above all physically.

Low and Nelson (2005) in their study found that emotional intelligent teachers are resilient in response to negative stress and likely to overwhelm themselves with pessimism and strong negative emotions.

Chan (2006) in his study on secondary school teachers in Hong Kong found that low emotional intelligence of teachers causes greater burnout among them.

Need of The Study

There is an urgent need that the work of the teachers should be objectively assessed. The foremost need is to identify factors that enhance emotional intelligence, and thus there is a need to conduct research in this field. Likewise, if definite prediction of emotional intelligence is known precisely, it may be possible to help school administration in their work.

Objectives

1. To find out the difference in emotional intelligence of male and female elementary school teachers.
2. To find out the difference in emotional intelligence of Govt. and Private elementary school teachers.

Hypotheses

1. There exists no significant difference in emotional intelligence of male and female elementary school teachers.
2. There exists no significant difference in emotional intelligence of Govt. and Private elementary school teachers.

Design and Procedure

The present study was primarily designated to find emotional intelligence among elementary school teachers. The descriptive survey method has been adopted for the present study. A sample of 200 elementary school teachers was taken from 10 schools of Hoshiarpur district of the state of Punjab at random. Out of these, 100 teachers (50 male and 50 female) were taken from Govt. and 100 (50 male and 50 female) from Private elementary schools. Emotional Intelligence Scale by Hyde, Pethe and Dhar (2001) was used to measure Emotional Intelligence of elementary school teachers. The test was administered according to the instructions given in the manual.

Statistical Techniques Used

Mean, Standard Deviation and t-ratio were used to analyze the data.

Analysis and Interpretation

Table I: Showing difference in mean scores of male and female & Govt. and Private elementary school teachers on the variable of Emotional Intelligence (N=200)

Group	Variable	N	Mean	S.D.	SE _p	t-value
Male		100	125.55	11.33		
Female	Emotional Intelligence	100	133.95	14.02	1.80	4.67*
Govt.		100	131.86	13.43		
Private		100	127.64	13.10	1.88	2.24**

**Significant at 0.01 level ** Significant at 0.05 level*

Table I indicates that the difference in mean scores of male and female elementary school teachers on the variable of emotional intelligence is 4.67, which is significant at 0.01 level of confidence. As the mean score of female elementary school teachers is higher than their counterparts, thus it can be said that female elementary school teachers have higher level of emotional intelligence.

Therefore, hypotheses 1 stating “There exists no significant difference in emotional intelligence of male and female elementary school teachers” stands rejected.

Table I shows that the difference in mean scores of Govt. and Private elementary school teachers on the variable of emotional intelligence is 2.24, which is significant at 0.05 level of confidence. Mean score of Govt. elementary school teachers is higher than Private teachers, thus, Govt. elementary school teachers have higher level of emotional intelligence.

Therefore, hypotheses 2 stating “There exists no significant difference in emotional intelligence of Govt. and Private elementary school teachers” stands rejected.

Conclusions and Suggestions

On the basis of study and interpretation of results obtained, the following conclusions were drawn: (i) There exists a significant difference in emotional intelligence of male and female elementary school teachers. (ii) There exists a significant difference in emotional intelligence of Govt. and Private elementary school teachers. The study suggests the school authorities to find and control the factors causes extreme emotional instability among teachers

Since emotional intelligence has expanded good acknowledgement among the teachers, so the awareness among all the teachers should be enlarged. Steps by administrative authorities may be taken to promote Emotional intelligence among the teachers by regularly conducting ‘Emotional Competence’ training agendas.

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