



## A STUDY OF EMOTIONAL INTELLIGENCE OF CENTRAL SCHOOL TEACHERS OF MYSORE DISTRICT

Chetankumar, D<sup>1</sup> & Nagappa P. Shahapur<sup>2</sup>, Ph. D.

<sup>1</sup>Research Scholar, Post-Graduate Department of Studies in Education, Kamatak University, Dharwad-580 001 (Karnataka)

<sup>2</sup>Professor and Chairman, Post-Graduate Department of Studies in Education, Dean, Faculty of Education, Kamatak University, Dharwad-580 001 (Karnataka)



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

### Emotions: Concept

In recent years emotion has become one of the dominant areas of psychological research. Its study definitely marks another revolution after the great cognitive revolution. The study of emotion has grown in many directions and involves scholars from different backgrounds ranging from neurosciences through psychology to anthropology. It is a fascinating area of study related to everyday life and it has occupied interdisciplinary place in research.

Emotions are human beings warning systems that alert them to what is really going on around them. Emotions have long been considered to be of such depth and power that in Latin, for example, they were described as "Motus anima" meaning literally the 'spirit that moves us'; emotions differ from feelings in the sense that a feeling is the response part of the emotion. Emotion is an umbrella term which includes the situation, the interpretation of the situation and the response related to the interpretation of the situation.

Daniel Goleman (1998) defines Emotional Intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships."

Emotional Intelligence describes abilities from, but complementary to, academic intelligence or the purely cognitive capacities measured by Intelligence Quotient.

Maclhumati Singh (2006) defines Emotional Intelligence as the ability and freedom to grow from mistrust to trust, self-doubt to self-empowerment, following to leading, incompetence to competence, isolation to synergy and despair to hope.

Emotional intelligence in the Indian context includes social concerns like respecting elders, concern for others, fulfilling one's duties. In addition to these, the moral values of Ahimsa (non-violence) kindness, benevolence provide the very basis for emotional expression and responsivity. These are built in ways an individual deals with situations - emotional, social or otherwise, are basic to the notion of Emotional Intelligence and that is why individuals approach emotions differently. Regulation of emotions too is directed inwards. Individuals attempt to change their behaviour and attempt to adapt to the environment. In this way, the need of others takes prominence over personal, social and environmental values.

The educational system and programs must make efforts for training the emotions of both the students and teachers and developing proper emotional intelligence potential among them. Then it will surely help in bringing mutual emotional understanding, empathy, accompanied with the right actions and behaviour on the part of the students and teachers to lead a better life in peace and cooperation.

### **Need and Significance of the Present Study**

There has been a tremendous change and transformation in the world scenario more so with the educational scenario. The concepts of education and pedagogy have taken a new dimension in the present context. Liberalization, Privatization, Globalization and Corporatization have been the slogans of modern times all across, with their own force and pressure. Therefore education gains relevance only when it addresses aptly the current needs, with its updated values and techniques.

Though there are a considerable number of psychometrically valid instruments of measuring emotional intelligence, both in India and abroad, no tempt has been made by psychologists (to the best knowledge of the investigator) to develop Emotional Intelligence Scale suitable for Teachers. So, the investigator felt a need to develop an emotional intelligence scale which would help in measuring the level of Emotional quotient of teachers. Doing so, investigator believes, others may be

initiated to think of developing Emotional Intelligence measures which would clearly describe the construct of Emotional Intelligence.

### **Review of Previous Studies**

The following studies highlight the importance of emotional intelligence in workplace and in life.

Importance of emotional intelligence in various walks of life have been studied extensively by many researchers and they have opined that, though emotion historically had taken a back seat to cognition, it is gaining tremendous recognition today because emotional intelligence is said to predict success in both personal and students life. Earlier philosophers and scientists had relied on and glorified analytical intelligence throughout much of western history. At the same time emotion has been regarded as an inferior, often disruptive element of human nature (Russel and Lemay 2000).

Kaplan (2003) evaluated the effects of a psycho-educational training programme on the development of emotional intelligence in preschool and elementary educators and caregivers. Findings suggest that, though participants' EI appeared weak pre-programme, it improved significantly post-training, as did their implementation of the Peaceable Classroom programme with children.

Tyagi (2003) conducted a study on emotional intelligence of secondary teachers in relation to gender and age and found that the level of emotional intelligence of secondary teachers is extremely low. The study also revealed that there was a total lack of emotional competencies such as to tackle frustrations, to delay gratification, communication of emotions and inter-personal relationships. He concluded that male and female teachers do not differ in respect of their level of emotional intelligence.

From the review of related literature, it is found that there were hardly few studies conducted in the area of emotional intelligence and that too with higher secondary school teachers. As the concept of emotional intelligence is newly picked up in the area of education in India, since past one decade, there are very less number of studies. Many studies conducted on emotional intelligence are theoretical in nature and a very few are empirical. As it is a budding concept, a number on emotional intelligence with relevance to teacher effectiveness are rarely found. This shows that the role of emotional intelligence in teaching profession needs to be

studied in detail. Thus, the present study is a simple attempt towards filling up this research gap.

### **Objectives of the Study**

#### **Objectives of the study are as follows:**

1. To study whether there is a significant difference between teachers of central government secondary schools teaching arts, science and languages with respect to respect to emotional intelligence and its dimensions i.e., (Self-awareness, Self-regulation, Motivation, Empathy and Social skills).
2. To study whether there is a significant difference between beginners and experienced teachers of central government secondary schools with respect to respect to emotional intelligence and its dimensions i.e., (Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

### **Research Design**

The present study is Descriptive Survey Method design. In the study, the investigator was used Emotional Intelligence Scale developed by the researcher. The research design specifies the questions to be investigated, the process of sample selection, methods of procedure to be followed, measurements to be obtained and comparison and other analyses to be made.

**Hypotheses of the Study:** In pursuance of above stated objectives the following hypotheses were formulated.

1. **Hypothesis:** There is no significant difference between teachers of central government secondary schools teaching arts, science and languages with respect to respect to emotional intelligence and its dimensions i.e., (Self-awareness, Self-regulation, Motivation, Empathy and Social skills).
2. **Hypothesis:** There is no significant difference between beginners and experienced teachers of central government secondary schools with respect to respect to emotional intelligence and its dimensions i.e., (Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

### **Tool Used**

The following tools were used for collection of data.

**Emotional Intelligence Scale** - This scale is constructed and Developed by the Investigator by using steps of standardization and scale comprising 60 statements of negatively and positively. These are scored by 5, 4, 3, 2, 1 and

1, 2, 3, 4, and 5 negatively. Cronbach Alpha of the scale is 0.8563 and Split Half method is 0.7812 which are found to be highly significant. It consists of five dimensions such as self-awareness, self-regulation, motivation, empathy and social skills which are all significant related to each other at 0.01 level of significance.

### **Sample for the Study**

The present study involves 150 teachers who are working in the Central Government schools located in and around the city of Mysore district place of using stratified random sampling technique.

### **Data Collection**

Data were collected from secondary school teachers. The investigator personally visited the secondary schools located in Mysore district and with the prior permission of the higher authorities administered the tools to 150 teachers. A clear cut instruction was given to fill up the scale. The collected data were pooled for statistical analysis.

### **Statistical Techniques**

To know the significant difference between Central Government secondary school teachers teaching Arts, Science and Languages with respect to Emotional Intelligence the following statistical technique such as Differential analysis, 't' test and graphical representation.

### **Limitation of the Study**

1. The present study is restricted to areas the Emotional Intelligence of Central Government secondary school teachers who are teaching Arts, Science and Language subjects only.
2. The present study is restricted to Mysore district and English medium schools only.

### **Data Analysis and Results**

**Table-1: Results of ANOVA test between Teachers of Central Government Secondary Schools Teaching Arts, Science and Languages with Respect to Emotional Intelligence and its Dimensions**

Variables	Summe	Arts	Sci enc	Langua	F-value	P-value
rv	e	ges				
Emotional intelligence	Mean	235.40	245.24	263.36	9.1193	0.0001
<0.05, s	SD	56.22	45.92	33.86		
Self-awareness	Mean	33.69	34.95	37.20	5.7176	0.0037
<0.05, s	SD	8.61	6.94	6.28		
Self-regulation	Mean	36.84	38.42	41.19	6.5735	0.0016
<0.05, s	SD	10.00	8.81	6.05		
Empathy	Mean	10.84	9.03	7.69	12.8478	0.0001
<0.05, s	SD	14.50	12.1	8.94		
	SD	15.29	12.8	9.98		

The results of the above table, it clearly shows that the following:

- The teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects differ significantly with respect to emotional intelligence (F=9.1193, p<0.05) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that,

the teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects have different emotional intelligence.

- The teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects differ significantly with respect to dimension of emotional intelligence i.e., self-awareness ( $F=5.7176$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects have different self-awareness.

- The teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects differ significantly with respect to dimension of emotional intelligence i.e., self-regulation ( $F=6.5735$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects have different self-regulation.

- The teachers of Central Government Secondary Schools teaching arts, Science and Languages subjects differ significantly with respect to dimension of emotional intelligence i.e., motivation ( $F=4.8464$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects have different motivation.

- The teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects differ significantly with respect to dimension of emotional intelligence i.e., empathy ( $F=12.8478$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects have different empathy.

- The teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects differ significantly with respect to dimension of emotional intelligence i.e., social skills ( $F=8.4198$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and

alternative hypothesis is accepted. It means that, the teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects have different social skills.

**Table-2: Results of t-test between Beginners and Experienced Teachers of Central Government Secondary Schools with Respect to Emotional Intelligence and its Dimensions**

Variable	Experience	Mean	SD	SE	t-value	P-value	Signi.
Emotional intelligence	Beginners	236.00	49.50	4.01	-4.3883	0.0001	<0.05, s
	Experienced	259.51	42.95	3.53			
Self-awareness	Beginners	33.66	7.76	0.63	-3.7505	0.0002	<0.05, s
	Experienced	36.84	6.86	0.56			
Self-regulation	Beginners	36.84	9.26	0.75	-3.9762	0.0001	<0.05, s
	Experienced	40.72	7.53	0.62			
Motivation	Beginners	40.97	10.09	0.82	-4.0829	0.0001	<0.05, s
	Experienced	45.31	8.18	0.67			
Empathy	Beginners	57.78	13.14	1.07	-3.8029	0.0002	<0.05, s
	Experienced	63.20	11.47	0.94			
Social skills	Beginners	66.74	13.07	1.06	-4.5003	0.0001	<0.05, s
	Experienced	73.44	12.69	1.04			

The results of the above table, it clearly shows that the followings:

- The beginners and experienced of Central Government Schools differ significantly with respect to emotional intelligence ( $t=-4.3883$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the experienced of Central Government Schools have higher emotional intelligence as compared to beginners of Central Government Schools teachers.
- The beginners and experienced of Central Government Schools differ significantly with respect to dimension of emotional intelligence i.e., self-awareness ( $t=-3.7505$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the experienced of Central Government Schools have higher on dimension of emotional intelligence

i.e., self-awareness as compared to beginners of central government schools teachers.

- The beginners and experienced of Central Government Schools differ significantly with respect to dimension of emotional intelligence i.e., self-regulation ( $t=-3.9762$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the experienced of Central Government Schools have higher on dimension of emotional intelligence i.e., self-regulation as compared to beginners of Central Government Schools teachers.

- The beginners and experienced of Central Government Schools differ significantly with respect to dimension of emotional intelligence i.e., motivation ( $t=-4.0829$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the experienced of Central Government Schools have higher on dimension of emotional intelligence i.e., motivation as compared to beginners of Central Government Schools teachers.

- The beginners and experienced of Central Government Schools differ significantly with respect to dimension of emotional intelligence i.e., empathy ( $t=-3.8029$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the experienced of Central Government Schools have higher on dimension of emotional intelligence i.e., empathy as compared to beginners of Central Government Schools teachers.

- The beginners and experienced of Central Government Schools differ significantly with respect to dimension of emotional intelligence i.e., social skills ( $t=-4.5003$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the experienced of Central Government Schools have higher on dimension of emotional intelligence i.e., social skills as compared to beginners of Central Government Schools teachers.

### **Major Findings of the Study**

- The teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects have different emotional intelligence.

- The teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects have different self-awareness.

- The teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects have different self-regulation.
- The teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects have different motivation.
- The teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects have different empathy.
- The teachers of Central Government Secondary Schools teaching Arts, Science and Languages subjects have different social skills.
- The experienced of Central Government Schools have higher emotional intelligence as compared to beginners of Central Government Schools teachers.
- The experienced of Central Government Schools have higher on dimension of emotional intelligence i.e., self-awareness as compared to beginners of central government schools teachers.
- The experienced of Central Government Schools have higher on dimension of emotional intelligence i.e., self-regulation as compared to beginners of Central Government Schools teachers.
- The experienced of Central Government Schools have higher on dimension of emotional intelligence i.e., motivation as compared to beginners of Central Government Schools teachers.
- The experienced of Central Government Schools have higher on dimension of emotional intelligence i.e., empathy as compared to beginners of Central Government Schools teachers.
- The experienced of Central Government Schools have higher on dimension of emotional intelligence i.e., social skills as compared to beginners of Central Government Schools teachers.

### **Implications of the Study**

Any research effort becomes worthwhile only when it specifies some of the important educational implications. The findings of the present study have certain significant and meaningful educational implications for teachers, teacher educators, parents, school guidance and counsellors and educational administrators. It is scientifically proved that the success of individuals work is 80 per cent dependent on emotional intelligence and only 20 per cent on IQ.

Measures should be taken up to improve and sustain the level of emotional intelligence of secondary school science teachers by providing congenial and conducive atmosphere for teaching autonomy and independence in teaching as the results of the study reveal that there is a positive correlation between emotional intelligence and teacher effectiveness, emotional intelligence and other variables such as burnout, and creativity of teachers.

## References

- Aron, A. M., Milicic, N. (2000). *School social climate. Revista Latinoamericana de Psicologia*, 32(3), 447-466.
- Bakker, A. B., Schaufeli, W. B. (2000). *Emotional intelligence of school students. Journal of Applied Social Psychology*, 30(11), Pp. 2289-2308. \
- Bar-on R. (2000). *Emotional and social intelligence: Insights from the emotional quotient inventory (EQ-i). In R. Baron and J.D.A. Parker (Eds.) Handbook of Emotional Intelligence*, 363-388, San Francisco: Jossey-Bass.
- Chad ha, N. K. (2005). *Human resource management issues: Case studies and experimental exercises. Delhi: Shri Sai Printographers.*
- Cobb, C.D., Mayer, J.D. (2000). *Emotional intelligence: What the research says. Educational Leadership*, 58, Pp. 14-18.
- Cooper, C.L., Dewe, P.J., and O'Driscoll, M.P. (2001). *Organizational stress: A review and critique of theory, research and application. New York: Sage Publication.*
- Goleman, D. (1995a). *Emotional intelligence: Why it can matter more than IQ. New York: Bantam Books.*
- Goleman, D. (1998). *Working with emotional intelligence. Bantam Books.*
- Kapadia, M. (2004). *Emotional intelligence: A workbook for beginners. New Delhi: BPI (India) Private Ltd.*
- Mayer J.D., Caruso D.R. and Salovey P. (2000). *Emotional intelligence meets standard for a traditional intelligence. Intelligence*, 27, Pp. 267-298. Also available at: <http://www/eqi.org/fulltxtl.htm>
- Mohan, J. (2003). *Emotional intelligence questionnaire, training instrument. Chandigarh: Punjab University.*
- Salovey, P., Mayer, J.D., Caruso, D. and Lopes, P.N. (2001). *Measuring emotional intelligence as a set of mental abilities with the MSCEIT. In S.J. Lopez and C.R. Snyder (Eds.) Handbook of Positive Psychology Assessment. Washington DC: American Psychological Association.*
- Sanwal, V. (2004). *Emotional intelligence: The Indian scenario. New Delhi: Indian Publisher Distributors.*