

A Study on Emotional Intelligence of Higher Secondary School Teachers in Chengalpattu District

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Abstract

In this paper, the investigator indicates the emotional intelligence plays an important role in life and contributes to the personal and social development of an individual. There is something beyond the intellectual capacity, which determines the success of a person. A survey of the study of emotional intelligence of the higher secondary school teachers should be analyzed and the investigator has launched the investigation. The sample was limited to 350 higher secondary school teachers only. The study was restricted to higher secondary Teachers only. The study was restricted to Chengalpattu Educational District only. Only the survey method is used to collect data. The Emotional Intelligence Inventory tool was used in the study. The tool was designed and developed by Thomas Alexander (2004). The investigator used the 'test-retest' method in establishing the reliability of the tool on emotional intelligence. The responses of both the test and retest were scored and the Correlation Coefficient of 0.74 was found between the test and retest. The means score value of male teachers 55.15 and the means score value of female teachers is 56.64. The table value 1.96 is lesser than the calculated value t value. There is no significant difference between male and female higher secondary school Teachers in their Emotional Intelligence. Hence the null hypothesis is accepted. Teachers also should have proper training in developing their Emotional Intelligence and in improving their Social attachment.

Keywords: Emotional intelligence, Higher secondary, School teachers, Behaviour.

Introduction

Emotional intelligence plays an important role in life and contributes to the personal and social development of an individual. The success of a person relies on how he reacts to the vicissitudes of life. Teachers with well-developed emotional skills are also more likely to be content and effective in their life, mastering the habits of mind that foster their productivity. Thus emotional skills occupy an essential role in improving an individual's performance in many aspects such as career prospects in organizations, employment, consulting centers and psychological health centers across the world. It has received much attention from all walks of life. There is something beyond the intellectual capacity, which determines the success of a person.

Review of Literature

Kavitha Mittal (2011) conducted a study on Emotional Intelligence of Teacher Trainees about Anxiety. The major findings were i) significant relationship existed between emotional intelligence and anxiety of teacher trainees. ii) male and female teacher trainees did not differ significantly in their emotional intelligence iii) no significant difference existed in the emotional intelligence of teacher trainees belonging to arts and science streams iv) significant differences existed in the emotional intelligence of teacher trainees belonging to high and low levels of anxiety.

Samhit K Padhi, Jyothi Varma (2011) conducted a study on the Effectiveness of Secondary School Teachers about Emotional Intelligence and Life Satisfaction. Government and private, urban and rural school teachers had almost equal levels of teacher effectiveness and emotional intelligence and life satisfaction. There was a positive relationship between teacher effectiveness and the emotional intelligence of secondary school teachers. There was a positive relationship between teacher effectiveness and the emotional intelligence of secondary school teachers. There was no significant relationship between teacher effectiveness and the life satisfaction of secondary school teachers. There was no insignificant association between levels of teacher effectiveness. There was a significant association between levels of life satisfaction and the type of school management.

Sahaya Mary R (2010) conducted a study on the Influence of Emotional Intelligence on Attitude towards Teaching of Student Teachers. The study revealed that the student teachers had a favorable attitude towards teaching and their emotional intelligence was found to be satisfactory. Emotional intelligence influenced the attitude towards the teaching of student teachers. The dimensions of emotional intelligence also influenced the attitude towards the teaching of student teachers. There was a significant difference between the educational qualification and emotional intelligence of student teachers. There was also a significant difference between the educational qualification and attitude towards the teaching of student teachers. There was a significant difference between the community

influence of there and attitude towards the teaching of student teachers. There was no significant difference between the emotional intelligence and attitude towards teaching regarding gender, subject and previous teaching experience. There was a significant relationship between the attitude towards teaching and emotional intelligence and the dimensions of emotional intelligence.

Significance of the Study

The person who succeeds in his school life does, not succeed in their personal and professional career. More than intellectual ability, something stimulating a person is named as Emotional Intelligence. In the achievement of leaders, EI has a powerful, crucial and major role. A person who acquires inter and intrapersonal management, awareness of others and professional orientation might be won in their job. Emotional Intelligence is influencing the functions of leadership. In particular, the Headmasters of the schools are more involving in human formation. So, their role is very meticulous and fastidious. So, a survey of the study of emotional intelligence of the higher secondary school teachers should be analyzed and the investigator has launched the investigation.

Operational Definition of the Terms

The present study involves the following terms which are defined as follows.

Emotional Intelligence

Emotional Intelligence refers to the ability to be aware of, to understand and to express oneself, the ability to be aware of, to understand and to relate to others, the ability to deal with strong emotions and control one's pulses and the ability to adapt to change and to solve problems of personal and social nature.

Objectives of the Study

General Objectives

To find out the level of Emotional Intelligence of Higher Secondary School Teachers.

Specific Objectives

1. To determine whether there is any significant difference between male and female higher secondary school Teachers in their Emotional Intelligence.

- To determine whether there is any significant difference between rural and urban HS school teachers in their emotional intelligence.
- To determine whether there is any significant difference between nuclear and joint family higher secondary school Teachers in their emotional intelligence.

Null Hypotheses

- There is no significant difference between male and female higher secondary school Teachers in their Emotional Intelligence.
- There is no significant difference between rural and urban higher secondary school Teachers in their Emotional Intelligence.
- There is no significant difference between nuclear and joint family higher secondary school Teachers in their Emotional Intelligence.

Delimitations of the Study

- The sample has been limited to 350 higher secondary school teachers only.
- The study was restricted to higher secondary Teachers only.
- The study was restricted to Chengalpattu Educational District only.
- Only the survey method is used to collect data.

Method Selected for the Present Study

The investigator has adopted a survey method of research to determine the Emotional Intelligence of Higher Secondary School teachers.

Tools Selected for the Present Study

Factual material is essential in every study. Relevant data adequate in quality or quantity should be collected using a systematic procedure for collecting new, unknown data required various devices. These devices or instruments employed in the collection of data are called tools. The selection of a suitable tool is the key to a successful investigation. In the present study, the investigator for collecting the data using the following tools. The tools used for the present study:

- Personal Data Sheet
- Emotional Intelligence Inventory designed and developed by the Investigator.

Validity of the Tool

The content validity of the tool both in English and Tamil was established by the language experts of the education field. A few modifications were made based on their comments regarding the language, suitability, and relevance. Thus the content validity was affirmed.

Reliability of the Tool

The investigator used the 'test-retest' method in establishing the reliability of the tool on emotional intelligence. The responses of both the test and retest were scored and the Correlation Coefficient of 0.74 was found between the test and retest. Thus, the reliability of the tool was established.

Sample of the Study

The investigator has used a stratified random sampling technique for selecting the school under Chengalpattu Educational District. Investigator selected 350 higher secondary school teachers from 10 schools in the Chengalpattu Educational District district.

Analysis

Objective: 1

To find out the level of Emotional Intelligence and its dimensions among higher secondary school Teachers.

Table 1: Level of Emotional Intelligence and its Dimensions among Higher Secondary School Teachers

Low		Moderate		High	
Count	%	Count	%	Count	%
82	23.4	190	54.3	78	22.3

It is inferred from the above table that the level of Emotional Intelligence of higher secondary Teachers is moderate, whereas the level of emotional intelligence is high (22.3%). Among the moderate level, the level is high (54.3%).

Null Hypothesis 1

There is no significant difference between male and female higher secondary school teachers in their Emotional Intelligence.

Table 2: Difference Between Male and Female Higher Secondary School Teachers in their Emotional Intelligence

Category	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
Male	176	55.15	9.720	1.38	NS
Female	174	56.64	10.410		

(The table value at the 5% level of significance is 1.96)

The above table 2 it is inferred that the means score value of male teachers 55.15 and the means score value of female teachers 56.64. The table value is 1.96 is lesser than the calculated value 't' value. There is no significant difference between male and female HS school Teachers in their Emotional

Intelligence. Hence null hypothesis is accepted.

Null Hypothesis 2

There is no significant difference between Rural and Urban higher secondary school Teachers in their Emotional Intelligence.

Table 3: Difference between Rural and Urban Higher Secondary School Teachers in their Emotional Intelligence

Category	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
Rural	135	53.84	12.297	2.79	S
Urban	215	57.18	8.171		

(The table value at 5% level of significance is 1.96)

The above table 3 is inferred that there is a significant difference between Rural and urban higher secondary school Teachers in their Emotional Intelligence since the calculated t-values are higher than the table value. From the mean value, it is found that urban higher secondary school Teachers. Hence urban higher secondary school Teachers are better than rural higher secondary school Teachers in

Emotional Intelligence. Hence the null hypothesis is rejected.

Null Hypothesis 3

There is no significant difference between Nuclear and Joint Family higher secondary school Teachers in their Emotional Intelligence.

Table 4: Difference Between Nuclear and Joint Family Higher Secondary School Teachers in their Emotional Intelligence

Category	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
Nuclear	306	56.03	9.895	0.606	NS
Joint	44	54.93	11.374		

(The table value at the 5% level of significance is 1.96)

The above table it is inferred that the means score of nuclear family teachers 56.03 and the means score of joint family teachers 54.93. there is no significant difference between nuclear and joint family higher secondary school Teachers in their Emotional Intelligence since the calculated t-values are less than the table value. Hence the null hypothesis is accepted.

Teachers is moderate, whereas the level of emotional intelligence is high (22.3%). Among the moderate level, the level is high (54.3%).

The above table 2 is inferred that the means score value of male teachers 55.15 and the means score value of female teachers 56.64. The table value is 1.96 is lesser than the calculated value t value. There is no significant difference between male and female higher secondary school Teachers in their Emotional Intelligence. Hence the null hypothesis is accepted.

Results and Interpretation

It is inferred from the above tables that the level of Emotional Intelligence of higher secondary

The above table 3 is inferred that there is a significant difference between Rural and urban

higher secondary school Teachers in their Emotional Intelligence since the calculated t-values are higher than the table value. From the mean value, it is found that urban higher secondary school Teachers. Hence urban higher secondary school Teachers are better than rural higher secondary school Teachers in Emotional Intelligence. Hence the null hypothesis is rejected.

The above table it is inferred that the means score of nuclear family teachers 56.03 and the means score of joint family teachers 54.93. there is no significant difference between nuclear and joint family higher secondary school Teachers in their Emotional Intelligence since the calculated t-values are less than the table value. Hence the null hypothesis is accepted.

Conclusion

Teachers are the future of the society and nation at large. The proper formation of students certainly lies in the hands of the teachers. Emotional Intelligence plays a significant and vital role in the development of the students. Hence the teachers themselves must have matured Emotional Intelligence to know and understand' emotions well. Teachers also should have the proper training in developing their Emotional Intelligence and in improving their Social attachment.

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