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A Study on Emotional Intelligence and Stress of Elementary School Teachers

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Abstract

Teacher is the 'back bone' of the educational system. According to H.G. Wells, "Teacher is the real maker of man". Teacher is the torch bearer of the race and guardian of the mankind. According to Humanyun Kabir, "Teachers are literally the architects of a nation's destiny". Teacher is the architect who builds, rebuilds, shapes and reshapes the psychological world of the young member of the society. Education in a controlled environment is essential for human development. School is a special environment where a certain quality of life and certain type of activity and occupation are provided with the job of security, child's development on desirable lines. The conduct of any individual at any time depends in large measure on what objects are in his environment to which he has to respond. The present paper briefly describes the significant difference between the emotional intelligence and stress among elementary school teachers. Data was collected from the elementary school teachers, adopting random sampling method. The total sample size 250 was selected for the study. The investigator adopted the survey method of research. To test the hypotheses framed for the present investigation, two inventories, the emotional intelligence and stress inventory has been used. Descriptive analysis and inferential analysis had been utilized for this study. Null hypothesis were framed and tested by the researcher. The findings are shows that they do not differ significantly in the emotional intelligence and stress among elementary school teachers based on their gender, age and nature of family, based on locality of school of elementary school teachers differ significantly in stress.

Keywords: Emotional Intelligence, Elementary, School, Teachers

1. Introduction

The role of education is the important factor for the development of a nation. It is only education through which the change on a grand scale in the society can be achieved. While food, clothing and shelter are basic needs, education is also the basic need of human life. The progress of society and the development of individual go hand in hand. It is universally accepted that any country needs a higher priority towards its educational development, so that it ensures its quality to produce the right kind of persons to the country. Science and technology improves the effective utilization of the natural resources while education is concerned with the development of human resources. In this context of modern society, the process of education is not merely to impart knowledge but to develop desirable habits, interest, attitudes and skills which help the individual to lead a full and worthwhile life.

The teacher has a major role in the educational development. Gandhiji remarked that "No country can make any progress without good teachers". The role of the teacher in the educational system is recognized everywhere and at all levels. The education commission (1964-1966) in India has emphasized the importance and role of the teacher in the following words. Of the different factors which influence the quality of education and its contribution to the national development, the quality and competence are characteristics of the teachers and undoubtedly the most significant.

Emotional Intelligence

Emotional Intelligence "Emotional Intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions and manage them." (Mayer *et al.*, 1999) ^[7].

"Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth."

According to Byron Stock (2007) "Emotional Intelligence (EI) is the ability to acquire and apply knowledge from your emotions and the emotions of others." You can use the

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Information about what you're feeling to help you make effective decisions about what to say or do (or not to say or do) next.

Stress

Stress can come from any situation by any time. Everyone is familiar with stress. We experience it in varying forms and degrees every day. What is stressful to one person is not necessarily stressful to another.

The stress phenomenon is an integral part of normal day to day life, when we are in a state of relaxed wakefulness the stress response is very low, but as soon as we start to concentrate and do something, the brain prepare us for action both psychologically and physiologically, and the stress response may thus be viewed as a natural consequence of any human information processing activity.

Stress in psychology is used in at least two different ways. First it is defined as the state of psychological upset or disequilibrium in the human beings caused by frustrations, conflicts and other internal as well as external strains and pressures. In a more serious condition of the stress, the individual reaches a point where the physical processes are seriously affected and mental processes are confused, and the emotional state is chaotic.

We can sometimes recognise the short-term effects of stress but may not be aware of how harmful the long-term effects can be. Apart from the physical symptoms like a pain in the shoulder or tummy trouble, there are also emotional signs like frustration, anxiety, a lack of interest or being overly sensitive. Our behaviour may change and we can eat too much, drink too much, be irritable with other people or become withdrawn from society.

Bourne and Ekstrand (1982) [2]. define stress as "any state during which the body tends to mobilize its resources and during which it utilizes more energy that originally would produce."

According to Richard S. Lazarus the stress is defined as the condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize. In short, it is what we feel when we think we have lost control over the events.

Objectives of the Study

1. To find out the difference if any between the following elementary school teachers in respect of their emotional intelligence

- 1. Gender : Male/ Female
- 2. Locality of School : Rural / Urban
- 3. Age : Below 30 / Above 30
- 4. Type of Family : Nuclear / Joint

2. To find out the difference if any between the following elementary school teachers in respect of their stress

- 1. Gender : Male/ Female
- 2. Locality of School : Rural / Urban
- 3. Age : Below 30 / Above 30
- 4. Type of Family : Nuclear / Joint

Hypotheses of the Study

1. There is no significant difference between the following sub-samples with respect to the emotional intelligence of Elementary school teachers

- 1. Gender : Male/ Female
- 2. Locality of School : Rural / Urban
- 3. Age : Below 30 / Above 30
- 4. Type of Family : Nuclear / Joint

2. There is no significant difference between the following sub-samples with respect to the stress of Elementary school teachers

- 1. Gender : Male/ Female
- 2. Locality of School : Rural / Urban
- 3. Age : Below 30 / Above 30

Research Method: Descriptive survey Method of research was used in this study to find out the present existing status of emotional intelligence and stress of elementary school teachers.

Sample: A total sample consisting of 250 elementary school teachers by random sampling technique was selected for the present study.

Tools

- 1. Emotional Intelligence Scale Constructed and Standardized by Anukool Kyde, Sunjyat Detha and Upinder Dhar.(2001), Vedant Publications, Lucknow.
- 2. Stress Questionnaire constructed by Latha Satish (1997)

Analysis of Data

Table 1: Gender wise N, Mean, SD and 't' Value of Emotional Intelligence

Categories	Sub Samples	N	Mean	SD	't' Value
Gender	Male	90	27.21	11.54	0.547 ^{NS}
	Female	70	30.35	11.97	

Table 1 further reveals the mean, standard deviation and 't' values of male and female elementary school teachers on emotional intelligence. The calculated 't' value is 0.547, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that the male and female elementary school teachers do not differ significantly in their emotional intelligence.

Table 2: Locality of school wise N, Mean, SD and 't' Value of Emotional Intelligence

Categories	Sub Samples	N	Mean	SD	't' Value
Locality of School	Rural	77	28.64	11.97	0.522 ^{NS}
	Urban	83	30.75	11.49	

Table 2 further reveals the mean, standard deviation and 't' values of rural and urban elementary school teachers on emotional intelligence. The calculated 't' value is 0.522, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that the rural and urban elementary school teachers do not differ significantly in their emotional intelligence.

Table 3: Age wise N, Mean, SD and 't' Value of Emotional Intelligence

Categories	Sub Samples	N	Mean	SD	't' Value
Age	Below 30	75	30.00	12.18	0.904 ^{NS}
	Above 30	85	27.86	11.38	

Table 3 further reveals the mean, standard deviation and 't' values of age below 30 and age above 30 of elementary school teachers on emotional intelligence. The calculated 't' value is 0.904, which is lower than the table value of 1.97 to be

significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that the age below 30 and above age 30 of elementary school teachers do not differ significantly in their emotional intelligence.

Table 4: Type of Family wise N, Mean, SD and 't' Value of Emotional Intelligence

Categories	Sub Samples	N	Mean	SD	't' Value
Type of Family	Nuclear	92	28.86	11.72	0.183 ^{NS}
	Joint	68	28.88	11.91	

Table 4 further reveals the mean, standard deviation and 't' values of nuclear and joint family of elementary school teachers on emotional intelligence. The calculated 't' value is 0.183, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that the nuclear and joint family of elementary school teachers does not differ significantly in their emotional intelligence.

Table 5: Gender wise N, Mean, SD and 't' Value of Stress

Categories	Sub Samples	N	Mean	SD	't' Value
Gender	Male	90	27.21	11.54	0.999 ^{NS}
	Female	70	30.35	11.97	

Table 5 further reveals the mean, standard deviation and 't' values of male and female elementary school teachers on stress. The calculated 't' value is 0.999, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that the male and female elementary school teachers do not differ significantly in their stress.

Table 6: Locality of School wise N, Mean, SD and 't' Value of Stress

Categories	Sub Samples	N	Mean	SD	't' Value
Locality of School	Rural	77	28.64	11.97	2.125 ^S
	Urban	83	30.75	11.49	

Table 6 further reveals the mean, standard deviation and 't' values of rural and urban elementary school teachers on stress. The calculated 't' value is 2.125, which is higher than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is accepted and null hypothesis is rejected. Further it is found that the rural and urban elementary school teachers differ significantly in their stress.

Table 7: Age wise N, Mean, SD and 't' Value of Stress.

Categories	Sub Samples	N	Mean	SD	't' Value
Age	Below 30	75	30.00	12.18	1.197 ^{NS}
	Above 30	85	27.86	11.38	

Table 7 further reveals the mean, standard deviation and 't' values of age below 30 and age above 30 of elementary school teachers on stress. The calculated 't' value is 1.197, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that the age below 30 and above age 30 of elementary school teachers do not differ significantly in their stress.

Table 8: Type of Family wise N, Mean, SD and 't' Value of Stress

Categories	Sub Samples	N	Mean	SD	't' Value
Type of Family	Nuclear	92	28.86	11.72	0.007 ^{NS}
	Joint	68	28.88	11.91	

Table 8 further reveals the mean, standard deviation and 't' values of nuclear and joint family of elementary school teachers on stress. The calculated 't' value is 0.007, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that the nuclear and joint family of elementary school teachers do not differ significantly in their stress.

Major Findings of the Study

- It is found that the male and female elementary school teachers do not differ significantly in their emotional intelligence.
- It is found that the rural and urban elementary school teachers do not differ significantly in their emotional intelligence.
- It is found that the age below 30 and above age 30 of elementary school teachers do not differ significantly in their emotional intelligence.
- It is found that the nuclear and joint family of elementary school teachers do not differ significantly in their emotional intelligence.
- It is found that the male and female elementary school teachers do not differ significantly in their stress.
- It is found that the rural and urban elementary school teachers differ significantly in their stress.
- It is found that the age below 30 and above age 30 of elementary school teachers do not differ significantly in their stress.
- It is found that the nuclear and joint family of elementary school teachers do not differ significantly in their stress.

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