

## A study of emotional intelligence of primary school teachers

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### Abstract

The key ingredients for this understanding are confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate, ability to cooperate etc. These traits are all aspects of Emotional Intelligence. Basically a student who learns to learn is much more apt to succeed. Emotional Intelligence has proven a better predictor of future success than IQ. Hence there is a great interest in Emotional Intelligence on the part of corporations, universities and schools nationwide. The idea of Emotional Intelligence has inspired research and curriculum development. The present study was conducted to investigate emotional intelligence among higher secondary teachers in relation to certain demographic variables viz. gender, type of management, nature of school, location of school and marital status. Emotional intelligence is denied as one of the important aspects in educating a person to be balanced as a whole. Descriptive survey method of research was used for collecting the data using Emotional intelligence by Scale Anukool Kyde, Sunjyat Dethé and Upinder Dhar. (2001). Sample included 300 randomly selected primary school teachers from various schools at Vellore City. Findings of the study revealed that (1) there is no significant difference between emotional intelligence of primary school teachers with respect to their gender, type of management, group of study, mode of school, location of school, marital status, age and year of experience.

**Keywords:** emotional intelligence, primary school teachers

### Introduction

Emotional Intelligence is the type of Social Intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions.

**Perceiving Emotions:** The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

**Reasoning with Emotions:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

**Understanding Emotions:** The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.

**Managing Emotions:** The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management. Peter Salovey and John Mayer two psychologists from Yale University coined the phrase emotional intelligence in 1990 in the journal „Imagination, cognition and Personality. However, the concept of emotional

intelligence gained popularity through Goleman's (1995) [4] best seller titled Emotional Intelligence. He defined emotional intelligence in 1998 as Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in our selves our relationships.

### Need and Significance of the Study

All human beings have basic emotional intelligence. This intelligence can be expressed as feelings, for example the need to feel accepted, respected and important while all humans share these needs, each differ in the strength of need, just as some of us need more water, more food, more sleep. One person may need more freedom and independence; another may need more security and social connections. Knowing about one's Emotional Intelligence in terms of an Emotion Quotient has wide educational and social implications for the welfare of the individual and the society. This fact has now been recognized and given practical shape and implication all around the globe. The credit of giving due publicity and acquainting the world-wide population about the importance of books like El why it can matter more than IQ and working with Emotional Intelligence. A person's Emotional Intelligence helps him much in all spheres of life through its various constituents or components the achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in his life. It can only be possible through his potential of Emotional Intelligence and its proper development.

**Aim of the Study**

The study was aimed on the emotional intelligence among primary school teachers.

**Sample**

The sample of the study was the primary school teachers from different schools in Vellore district, Tamilnadu. The sample was restricted to 300 primary school teachers to the investigator for the study. Government, private and aided is considered for the investigation.

**Tool**

Emotional Intelligence Scale Standardized by Anukool Kyde, Sunjyat Dethé and Upinder Dhar. (2001), Vedant Publications, Lucknow.

**Methodology**

The present investigation is meant to study the emotional intelligence among primary school teachers from Vellore district. Normative survey method was adopted for the conduct of the present study. The sample consisted of 300 primary school teachers randomly selected from Vellore district in Tamilnadu. In order to collect data for the study the tool which was constructed and validated by the investigator to assess the Emotional Intelligence Scale by Anukool Kyde, Sunjyat Dethé and Upinder Dhar. (2001) has been adopted by the investigator for the present study. This tool consisted of 34 items under five alternatives such as strongly agree, agree, uncertain, disagree and strongly disagree which was modified and validated. The reliability coefficient was found to be 0.67. This tool is also a five point scale which includes the with scoring 5, 4, 3, 2, 1 respectively for positive items and 1, 2, 3, 4, 5 for negative items.

**Objectives**

1. To find out whether the significant difference exists in the mean scores of emotional intelligence between male and female of primary school teachers.
2. To find out whether the significant difference exists among sub samples of type of management with respect to their emotional intelligence of primary school teachers.
3. To find out whether the significant difference exists in the mean scores of emotional intelligence between arts and science of primary school teachers.
4. To find out whether the significant difference exists among

- sub samples of mode of school with respect to their emotional intelligence of primary school teachers.
5. To find out whether the significant difference exists in the mean scores of emotional intelligence between rural and urban.
6. To find out whether the significant difference exists in the mean scores of emotional intelligence between married and unmarried of primary school teachers.
7. To find out whether the significant difference exists in the mean scores of emotional intelligence of age between below 30 and above 31.
8. To find out whether the significant difference exists among sub samples of year of experience with respect to their emotional intelligence of primary school teachers.

**Hypotheses**

1. There is no significant difference in the mean scores of emotional intelligence between male and female of primary school teachers.
2. There is no significant difference among sub samples of type of management with respect to their emotional intelligence of primary school teachers.
3. There is no significant difference in the mean scores of emotional intelligence between arts and science of primary school teachers.
4. There is no significant difference among sub samples of mode of school with respect to their emotional intelligence of primary school teachers.
5. There is no significant difference in the mean scores of emotional intelligence between rural and urban.
6. There is no significant difference in the mean scores of emotional intelligence between rural and urban of primary school teachers.
7. There is no significant difference in the mean scores of emotional intelligence of age between below 30 and above 31 of primary school teachers.
8. There is no significant difference among sub samples of year of experience with respect to their emotional intelligence of primary school teachers.

**Analysis of Data Differential Analysis –Emotional Intelligence**

**Null Hypothesis**

There is no significant difference in the mean scores of emotional intelligence between male and female.

**Table 1:** ‘t’ test between Mean Scores of Male and Female Primary School Teachers towards Emotional Intelligence

Gender	N	Mean	SD	‘t’ Value	Level of Significance
Male	162	89.54	35.21		
Female	138	95.74	38.37	1.459	NS

It is evident from the Table 1, the calculated ‘t’ value is 1.459, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between male and female primary school teachers with respect to their emotional intelligence.

**Null Hypothesis**

There is no significant difference among sub samples of type of management with respect to their emotional intelligence of primary school teachers.

**Table 2:** ‘F’ test among the Sub- samples of Type of Management with Respect To Their Emotional Intelligence

Type of Management	Sum of Squares	Mean Squares	df	‘F’ Value	Level of Significance
Between Groups	3718.49	1859.24	2	1.379	NS
Within Groups	400559.30	1348.68	297		
Total	404277.79		299		

It is evident from the Table 2, the calculated ‘F’ value is 1.379, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of nature of school with respect to their emotional

intelligence of primary school teachers.

**Null Hypothesis**

There is no significant difference in the mean scores of emotional intelligence between Arts and Science

**Table 3:** ‘t’ test between Mean Scores of Arts and Science Primary School Teachers towards Emotional Intelligence

Group of Study	N	Mean	SD	‘t’ Value	Level of Significance
Arts	134	92.26	35.28	0.270	NS
Science	166	92.50	38.03		

It is evident from the Table 3, the calculated ‘t’ value is 0.270, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between arts and science primary school teachers with respect to their emotional intelligence.

**Null Hypothesis**

There is no significant difference among sub samples of mode of school with respect to their emotional intelligence of primary school teachers.

**Table 4:** ‘F’ test among the Sub- samples of Mode of School with Respect To Their Emotional Intelligence

Mode of School	Sum of Squares	Mean Squares	df	‘F’ Value	Level of Significance
Between Groups	1512.40	756.20	2	0.558	NS
Within Groups	402765.39	1356.11	297		
Total	404277.79		299		

It is evident from the Table 4, the calculated ‘F’ value is 0.558, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of mode of school with respect to their emotional

intelligence of primary school teachers.

**Null Hypothesis**

There is no significant difference in the mean scores of emotional intelligence between rural and urban.

**Table 5:** ‘t’ test between Mean Scores of Rural and Urban Primary School Teachers towards Emotional Intelligence

Location of School	N	Mean	SD	‘t’ Value	Level of Significance
Rural	137	89.43	34.26	1.279	NS
Urban	163	94.88	38.67		

It is evident from the Table 5, the calculated ‘t’ value is 1.279, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between rural and urban primary school teachers with respect to their emotional intelligence.

**Marital Status and Emotional Intelligence**

**Null Hypothesis**

There is no significant difference in the mean scores of emotional intelligence between Married and Unmarried.

**Table 6:** ‘t’ test between Mean Scores of Married and Unmarried Primary School Teachers towards Emotional Intelligence

Marital Status	N	Mean	SD	‘t’ Value	Level of Significance
Married	133	87.12	35.47	2.233	NS
Unmarried	167	96.59	37.34		

It is evident from the Table 6, the calculated ‘t’ value is 2.233, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between Married and Unmarried primary school teachers with

respect to their emotional intelligence.

**Null Hypothesis**

There is no significant difference in the mean scores of emotional intelligence between Below 30 and Above 31.

**Table 7:** ‘t’ test between Mean Scores of Married and Unmarried Primary School Teachers towards Emotional Intelligence

Marital Status	N	Mean	SD	‘t’ Value	Level of Significance
Below 30	125	87.34	36.78	2.022	NS
Above 31	175	96.00	36.43		

It is evident from the Table 7, the calculated ‘t’ value is 2.022, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between below 30 and above 31 primary school teachers with respect to their emotional intelligence.

**Null Hypothesis**

There is no significant difference among sub samples of hour of study with respect to their emotional intelligence of primary school teachers.

**Table 8:** ‘F’ test among the Sub- samples of Years of Experience with Respect To Their Emotional Intelligence

Years of Experience	Sum of Squares	Mean Squares	df	‘F’ Value	Level of Significance
Between Groups	1506.52	753.263	2	0.555	NS
Within Groups	402771.271	1356.132	297		
Total	404277.797		299		

It is evident from the Table 8, the calculated ‘F’ value is 0.555, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of hour of study with respect to their emotional intelligence of primary school teacher.

- In-service training must be given to the teachers to develop their multiple intelligence.
- Democratic approach in administration will enable teachers to be competent in new areas.

**Major Findings of the Study**

1. There is no significant difference between genders towards emotional intelligence of primary school teachers.
2. There is no significant difference between sub samples of type of management towards emotional intelligence of primary school teachers.
3. There is no significant difference between arts and science towards emotional intelligence of primary school teachers.
4. There is no significant difference between sub samples of mode of school towards emotional intelligence of primary school teachers.
5. There is no significant difference between rural and urban towards emotional intelligence of primary school teachers.
6. There is no significant difference between married and unmarried towards emotional intelligence of primary school teachers.
7. There is no significant difference between below 30 and above 31 towards emotional intelligence of primary school teachers.
8. There is no significant difference between sub samples of mode year of experience towards emotional intelligence of primary school teachers.

**Recommendations for the Present study**

- Skill based workshops, conferences and seminars must be organized periodically to develop these skills in these areas.
- Psychological skill based activities to be promoted in teacher education institutions to promote among the teachers.
- Quality of the programme has to be still more improved to develop the emotional intelligence to teachers.

**Delimitations of the Study**

- The study is confined to measure the emotional intelligence only.
- This study has been restricted only to the primary school teachers in Government, aided and private,
- This study is carried out taking 300 teachers as sample.

**Conclusion**

One’s intelligence is an innate as well as acquired intellectual potential. Every child is born with some intellectual potential which grows and develops with the help of maturity and experiences. Similarly, one is also born with some innate emotional intelligence in terms of one’s level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability. This potential (unlike intelligence) is liable to be developed or damaged as a result of one’s experiences. The difference here is between the development pattern of innate emotional intelligence and general intelligence as a result of maturity of experiences.

**Educational Implications**

- Awareness programme should be conducted to the teachers about different dimensions of emotional intelligence.
- Innovative modern teaching strategies should be incorporated to develop interpersonal and intrapersonal intelligence.
- Training must be given to teachers regarding language laboratory, digital library, e-library and CAI in order to develop verbal linguistic intelligence among the teachers.
- Teaching strategies should be developed by using different dimensions of intelligence.
- Workshops and seminars may be conducted for teachers.

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