

“A STUDY OF THE LEVEL OF EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS”



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Introduction:-

The concept of emotional intelligence (EI) is relatively a new idea in popular culture. However, with the popularization of the concept of 'Emotional Intelligence' has raised a very great deal of interest in the field of psychology, management and education. The term emotional intelligence was launched when people started to realize that a high Intelligence Quotient (IQ) is no guarantee against failure in every day life. Whereas others with an average IQ succeed. At best IQ contributes about 20% to the factors that determine life success, which leaves 80% to other forces. So if we want to succeed in life, we need to introduce our emotions very well. Emotional intelligence is an attempt to extend our understanding of intelligence by going beyond what we traditionally measure by intelligence test. Emotional intelligence adapts a wider perspective and helps us to extend our understanding of our interactions with other and social world around us.

Need of emotional intelligence for teacher:-

The role of a teacher in the school can be vital. Emotional intelligence is an ability to express, manage and control emotions of self and others. Teaching is an emotional practice which involves emotional relationships, emotional understanding and emotional labour. Teachers have to value emotional bonds with students and educate students as emotional and social beings. It requires high level of emotional intelligence. Teacher with high emotional intelligence use more positive, well adapted coping strategies when dealing with different sources of stress at school, and feel greater satisfaction with their work.. Teacher with high emotional intelligence use more positive, well adapted coping strategies when dealing with different sources of stress at school, and feel greater satisfaction with their work. In recent researchers found that more emotionally intelligent employee had higher level of job satisfaction and greater commitment to their organization. Emotional competence of teachers is necessary, both in general for their own well-being and for effectiveness and quality in creating out teaching learning process in classroom , and in

particular for the socio-emotional development of students. After studying this importance of the E.I. that the teacher should have, the researcher felt the need of studying the E.I. of Secondary School teachers.

Objective:-

To find out the level of emotional intelligence of secondary school teachers.

Significance of the study:-

It is important that, an attempt is made to study the level of emotional intelligence of the secondary school teachers who influence the behavior of learners. The teacher's level of EQ is most important variable in creating classroom. Emotional intelligence is totally dependent on the environment. It is related neither to development of some organ nor to physiological process. There is ample scope for its development at any age. So the results of this study will be useful to the secondary school teachers to improve their emotional intelligence. Emotional intelligence gives new approach to secondary school teachers. This approach embraces the learner and learning in a more complete way than traditional schooling. Quality emotions and feelings help secondary school teachers to give their best potential in the classroom.

Delimitation of the study:

1) This study was limited to the secondary school teachers from the selected schools in Satara district only. 2) This study was limited to the secondary school teachers who were teaching IX and X std.

Research Methodology:-

The present study is a descriptive research; hence survey method was used to collect the data.

Sample:-

Considering the objective of the study, **multistage random sampling method was employed and sample was selected as follows:**

1. In Satara district, there are 11 tahsils; out of these 60% i.e. 7 tahsils were selected by simple random sampling method (Lottery Method). 2. After selection of 7 tahsils 20% schools of each tahsil were selected by simple random sampling method (Lottery Method). 3. The secondary school teachers in these schools (i.e. 20% of each tahsils) who taught IX and X class and which were present to the testing program and

responded the emotional intelligence scale were selected for the study. So, the sample consisted of 962 secondary schools teachers in 72 schools of Satara district.

Tool:- The researcher specially constructed the E. I. S. based on Goldman's emotional intelligence competence model in Marathi language to measure the emotional intelligence of secondary school teachers was used. The reliability of the scale was estimated through split –half method and method of rational equivalence i.e. cronbatch alpha . The reliability of the scale by both methods was 0.86 and 0.93 respectively. The validity of the scale was established by face, concurrent validity, internal consistency, reliability index and item-total correlation. And it was proved that the scale indicated high reliability and validity.

Procedure:- The scale was administered. And the responses made by the secondary school teachers to E.I.S. were scored, tabulated and analyzed by using appropriate techniques.

TABLE-1
Level of E.I. , No. of teachers, and Percentage of the secondary school teachers

Sr. No.	Level of E.I.	No. of teacher	Percentage
1.	Very High	39	4.05
2.	High	232	24.12
3.	Average	429	44.59
4.	Low	228	23.71
5.	Very Low	34	3.53
	Total	962	100

Analysis:- To find out the level of emotional intelligence of secondary school teachers, the data was analyzed and results are given in the Table-1

Observation:-By observing the table-1, it is found that 4.05% secondary school teachers have very high, 24.12 % have high, 44.59% have average, 23.71 % have low, and 3.53% have very low level of emotional intelligence.

Conclusion:-It is concluded that, 71.83% (691) secondary school teachers do not have high level of emotional intelligence. So it is necessary to improve their emotional intelligence. And they should possess high level of emotional intelligence.

Recommendations:-Based on finding and conclusion of the study following recommendations are suggested. 1)It is necessary that the emotional literacy programme should be designed for secondary school teachers. By this each one know the importance of emotional intelligence and its relation with education. 2) Regional and sub-regional training workshops should be organized for secondary school teachers with a view to enhancing the orientation of different competencies of emotional intelligence. This will help to improve secondary school teachers' performance in school and also helps to control the decline in education and strengthens educational process in accomplishing their main objectives. 3) Education of emotions is necessary both for individual and society. But education of emotions has so far been neglected. Today, in education so much attention is paid to the memory and reasoning that education of emotions has been already neglected. If proper attention is not paid to the development of emotion, the individual's life will adversely affect the society as well. So in modern times, to train emotions should be the main objectives of education.

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