Juni Khyat ISSN: 2278-4632 (UGC Care Group I Listed Journal) Vol-13, Issue-01, No.01, January 2023 EFFECT OF EMOTIONALLY INTELLIGENCE ON SECONDARY SCHOOL TEACHERS

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Abstract

Emotionally Intelligent teachers help their students with Motivation, Innovation, Performance, Effective use of time, Improved Leadership Qualities and Team Work . Successful teacher is largely one who can handle his or her negative feelings in an authentic, real and healthy way. Successful teacher is largely one who can handle his or her negative feelings in an authentic, real and healthy way. The present study aims at studying the level of Emotional Intelligence of the secondary school teachers in Guntur district of Andhra Pradesh. In order to investigate primary school teachers' emotional intelligence we conducted a study on a sample of 600 teachers. Emotional Intelligence Scale was developed and standardized by Dr. P.Srinivasan & K.Murugesan (2013). This scale consists 40 items divided into four Domains–1. Self-awareness 2.Social-Awareness,3.Self-Management,4.Relationship-Management.

Key Words: awareness, emotional, feelings, intelligence, learning, relationships, successful

Introduction

Plato wrote "Learning has emotional base" since then, scientists, educators, and philosophers have worked to prove (or) disprove the important of feelings in life". Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. Emotions if properly used as an essential tool for successful and fulfill their life. But if emotions are out of control, it can result in disaster. In day-to-day life, they affect our relations with other people, our self-identity and our ability to complete a task. Emotional process is not an isolated phenomenon but component of general experience, constantly influencing and influenced by other processes. Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. The cognitive processes must be in control of the emotions. The famous psychologist E.L. Thorndike says that, Social intelligence is laid down a solid foundation of the essence of Emotional Intelligence in 1920. He used the term social intelligence to describe the skill of understanding and managing other people. Gardner introduced the idea of multiple intelligences, which included both interpersonal intelligence and intrapersonal intelligence. Sternberg referred to the concept of social intelligence in the name of contextual intelligence through his Triarchic Theory of Intelligence. This component of one's intelligence (other components being componential and experimental) relates with one's capacity of making adjustment to various contexts with a proper selection of contexts so that one can improve one's environment in a proper way. The term Emotional Intelligence appears to have originated with Charles Darwin in 1872, who theorized about a broader emotional social intelligence necessary for human survival and adaptation. Emotional Intelligence refers to the capacity for their own feelings and others, for motivating ourselves and for motivating emotions well in ourselves and in our relationships. It is the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth. It is also defined as an array of non-cognitive capabilities competencies and skills that influence one's ability to succeed in coping with environmental demands and pressure. In modern times, the term EI was popularized by Goleman. According to Goleman, Emotional Intelligence has five elements: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills.

Review of related literature

Dr. Shri Kant Dwivedi (2020) states Emotional intelligence and spiritual intelligence of secondary school teachers are related to teacher effectiveness. In terms of gender, school district, and type of institution. Through the use of stratified random sampling, 400 teachers were chosen. The study results show that secondary school teachers have high levels of emotional intelligence, spiritual intelligence, and teacher effectiveness. The location of the school and the type of school has no significant effects on these traits, but gender does.

G. Bhuvaneswari &D. Baskaran (2020) Focussed that a Study on Emotional Intelligence of Higher Secondary School Teachers in Chengalpattu District. The sample was limited to 350 higher secondary schoolteachers 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. Emotional Intelligence Inventory tool designed by Thomas Alexander (2004). The Correlation Coefficient of 0.74 was found between the test and retest. Results were declared on male and female teachers were no significant difference on their emotional intelligence.

G.Narayanamoorthi & Dr.J.E.Merlinsasikala (2021) expresses that Emotional intelligence among high school teachers in Dindigul district. The present study aims at studying the level of Emotional Intelligence of the teachers at high school level in Dindigul District. The size of the sample for the study consisted of 300 teachers selected from high schools in Dindigul District. The overall finding of this study was when compared with male and female teachers are lack in only one specific Emotional Intelligence area that is they are always think about their home problems in their work place.

Dr. Jasleen Kaur, Dr. Rajesh Kumar, Dr.Mamta Roy (2022) Indicates that a study of emotional intelligence among pupil- teachers of Punjab. The sample consists of 400 student teachers who were selected from Barnala, Bathinda, Mansa and Sangrur districts to compare the groups formed on the basis of gender and type of teaching subjects, t- ratios were calculated. The results of the study reveal that there were no gender differences on all aspects of emotional intelligence. Results are also indicated that there is no significant difference found among all pupil teachers stream wise on almost all the aspects of emotional intelligence.

Research Method

Objective of the study

- 1. To study the level of emotional intelligence of secondary school teachers and to classify them.
- 2. To study the level of emotional intelligence of secondary school teachers in different dimensions.
- a) Self awareness
- b) Social awareness
- c) Self management
- d) Relationship management
- 3. To study the impact of the following variables on the emotional intelligence of secondary school teachers
- a) Gender (Male/Female)
- b) Locality of living (Rural / Urban)
- c) Management of the School
- d) (Govt./ZP/Municipal/Tribal/Aided/Private)
- e) Teaching experience (0-10/11 -20/Above20years)
- f) Marital status (Married/Unmarried)
- g) Academic stream (Arts/Math's /Science/Languages)
- h) Academic qualification (Degree /PG)

Hypothesis of the study

- 1. Gender of secondary School teachers makes no significant difference in their emotional intelligence.
- 2. Locality of living of secondary School teachers makes no significant difference in their emotional intelligence.
- 3. Different Management of the schools of secondary School teachers makes no significant difference in their emotional intelligence
- 4. teaching experience of secondary School teachers makes no significant difference in their emotional intelligence
- 5. Marital Status of secondary School teachers makes no significant difference in their emotional intelligence
- 6. Different Academic stream of secondary school teachers makes no significant difference in their emotional intelligence
- 7. Different Academic qualification of secondary school teachers makes no significant difference in their emotional intelligence
- 8. Different professional qualification of secondary school teachers makes no significant difference in their emotional intelligence

Data analysis OBJECTIVE - 1

To study the level of emotional intelligence of secondary school teachers and to classify them.

The data are analyzed to find out the Mean, Percentage of Mean, Standard deviation and 1/5 of Mean of the total Sample. Then the teachers are classified into various levels of emotional intelligence and tabulated.

Table: 4.1

The Mean, % of Mean, S.D and 1/5th of Mean of the total sample in learning of mathematical concepts.

Ì	N	Mean	SD	% of mean	1/5 th of Mean
7	00	21.99	5.96	54.95	4.396

Interpretation

Secondary school teachers are found to have high level of emotional intelligence. Since 1/5th of mean value is less than the S.D value. The sample of teachers is heterogeneous in their emotional intelligence. The sample is shows variation in its emotional intelligence.

Table No: 4.1The mean and S.D – comparison with Normal Distribution of the total sample in emotional
intelligence of teachers

S. No	Obtained Value	N	Percentage	Normal Distribution
1	\leq M – 1 S.D	118	16.85	15.87
2	In-between $M \pm 1$ S.D	474	67.71	68.26
3	\geq M + 1 S.D	108	15.42	15.87

Interpretation:

One percent of teachers are more in the range $\leq M - 1$ S.D than in normal distribution value. One percent of teachers are less in the range In-between $M \pm 1$ S.D than in normal distribution value. But the distribution of range $\geq M + 1$ S.D.

Classification of pupils:

It is done on the basis of their level of emotional intelligence. The minimum possible score is '0' and the maximum possible score is 40. The range is '40'. It is divided into four classes starting with low, average, high and ending with very high. Each class has the interval of ten scores.

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Category	Scale	No. of teachers	Percentage					
Low	0-10	78	11.14					
Average	10-20	169	24.14					
High	20-30	362	51.71					
Very High	30-40	80	11.42					

 Table: 4.3

 Classification of teachers on the basis of their level of emotional intelligence

Interpretation

Most of the secondary school teachers have high level of emotional intelligence.

Objective: 2(a) To study the level of emotional intelligence of secondary school teachers in different dimensions. Self awareness, Social awareness, Self management& Relationship management

The data are analyzed to find out the mean, percentage of mean and standard deviation of the teachers in each area on the basis of their emotional intelligence.

	Area wise mean values, S.D, % of Mean and 1/5 th of mean											
S. No	Areas of emotional intelligence	N	Mean	% of Mean	S.D	1/5 th of mean	Rank					
1	Self awareness	700	3.81	63.50	1.32	0.762	Ι					
2	Social awareness	700	7.06	58.83	1.28	1.412	II					
3	Self management	700	2.96	49.33	1.47	0.592	III					
4	Relationship management	700	7.61	47.56	1.89	1.522	IV					

 Table: 4.44

 Area wise mean values, S.D. % of Mean and 1/5th of mean

Interpretation

Secondary school teachers are found to have high level of emotional intelligence. Their capability varies widely in all the four areas that is in self awareness, social awareness, self management and relationship management. Comparison among the four areas reveals that the sample is better in self awareness followed by social awareness, self management and lastly by 'relationship management'.

OBJECTIVE 3

To study the effect of the following variables on the emotional intelligence of secondary school teachers

- a) Gender (Male/Female)
- b) Locality of living (Rural / Urban)
- c) Management of the School
- d) (Govt./ZP/Municipal/Tribal/Aided/Private)
- e) Teaching experience (0-10/ 11 -20/Above20years)
- f) Marital status (Married/Unmarried)
- g) Academic stream (Arts/Math's /Science/Languages)
- h) Academic qualification (Degree /PG)

i) Professional qualification (B. Ed/M. Ed)

Hypotheses 3(a)

Gender of secondary School teachers makes no significant difference on their emotional intelligence.

The objective was dealt by analyzing the data to find the 't' value.

Table: 4.5

Table shows influence of gender on their emotional intelligence of secondary school teachers.

S. No	Gender	Ν	Mean	S.D	D	S. Ed	t - value
1	Male	258	22.86	5.49	2 25		5 22*
2	Female	442	20.51	6.47	2.55	0.45	5.22

Significant at 0.01 level

Table vales for 1.96 at 0.05 level and 2.58 at 0.01 level.

Interpretation

The obtained t- value (5.22) is greater than the table value of 1.96 at 0.05 level & 2.58 at 0.01 level. Therefore it is a significant. Hence the null hypothesis is rejected. As the mean of the male teachers is more than that of female teachers, it can be inferred that male teachers have significantly better than female teachers on their emotional intelligence.

Hypotheses 3(b)

Locality of living of secondary School teachers makes no significant difference on their emotional intelligence.

Table: 4.46Influence of locality on their emotional intelligence of secondary school teachers.

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S.No	Locality	Ν	Mean	S.D	D	S.Ed	t - value
1	Rural	202	20.26	6.72	2 42	0.52	1 56*
2	Urban	498	22.68	5.50	2.42	0.55	4.30

Significant at 0.01 level & Table vales for 1.96 at 0.05 level and 2.58 at 0.01 level.

Interpretation

The obtained t- value (4.56) is greater than the table value of 1.96 at 0.05 level & 2.58 at 0.01 level. Therefore it is a significant. Hence the null hypothesis is rejected. As the mean of the urban teachers is more than that of rural teachers, it can be inferred that urban teachers have significantly better than rural teachers on their emotional intelligence.

Hypotheses 3(c)

Different Management of the schools of secondary teachers makes no significant difference on their emotional intelligence

As there are six subgroups in this variable. It is proposed to have one way analysis of variance (ANOVA). For this means and standard deviations for each of the six subgroups are calculated. The data is presented in table no.58

	Tabl	e: 4.47		
Table sl	nowing the mean and S.D of	six subgro	ups of School M	lanagement
				1

S.NO	SUB GROUPS	N	MEAN	S.D
1	Govt	52	16.96	5.979
2	Zillah Parishad	188	21.25	5.73
3	Municipal	77	23.454	5.27
4	Tribal	44	18.681	6.68

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	5	Aided	83	24.28	5.58		
	6	Private	256	22.960	5.57		

Interpretation:

It is observed that the means for Private unaided schools is higher than the other five groups.

Table : 4.8

Analysis of variance (ANOVA)- Influence of type of school management on the emotional intelligence of secondary school teachers.

S. No	Source of Variance	df	Sum of Squares	Mean variance	F – Value
1	Between Groups	5	2741.504	548.301	1 < 0 4 4 4 4
2	Within Groups	694	22456.961	32.359	16.944**

Significant at 0.01 level. Table values for 'F' value is 3.02 at 0.01 at infinite df. The obtained 'F' value is 16.944 for 1199 df

Interpretation

The different school managements had their own level of influence on their emotional intelligence. As the F-value is significant at 0.01 level the null hypothesis is rejected. So there is a significant difference in their emotional intelligence due to the type of school management.

As the value of F is significant, further probe is attempted to know which of the subgroups differ statistically significant. The data pertaining to t- values is presented in table no.60

Hypotheses 3(d)

Teaching experience of secondary School teachers makes no significant difference in their emotional intelligence.

To test this hypothesis, the means and S.D's of all the subgroups (Below 10 years, 11-20 and Above 20) of teaching experience on the scores of professional commitment of secondary school teachers. From this S.ED is calculated finally the t- value is computed the data is presented in table no.

S.NO	SUB GROUPS	N	MEAN	S.D
1	Below 10 years	222	21.80	5.50
2	11-20	200	22.05	5.97
3	Above 20	278	22.09	5.84

 Table: 4.50

 Table showing the mean and S.D of three subgroups of teaching experience

Interpretation

It is observed that the mean for above 20 years and 11-20 years teaching experience groups are higher than the group of below 10 years teaching experience.

The data is subjected to F-test the data is presented in table no.62 Table: 4.51

Analysis of variance (ANOVA) - influence of the teaching on the emotional intelligence of secondary school teachers.

S. No	Sources of Variation	df	Sum of Squares	Mean variances	F – Value
1	Between Groups	2	11.506	5.753	
2	With in Groups	697	23255.040	33.321	0.173*

* Not Significant at 0.01 level

Table value 2.99 at 0.05 level & 3 .78 at 0 .01 level

Interpretation

From the observations, F- Value is less than the table value (3.78) at 0.01 level, it is interpreted that there is no significant difference in the emotional intelligence of secondary school teachers on their teaching experience .As the value of F is not significant, further probing is not attempted.

Hypotheses 6(e)

Marital Status of secondary School teachers makes no significant difference on their emotional intelligence.

Table: 4.52 Marital status on their emotional intelligence of secondary school teachers.

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S. No	Marital status	Ν	Mean	S.D	D	S. Ed	t - value
1	Married	634	21.89	6.11	1 2 1	0.50	∩ ∩ ∩ **
2	Unmarried	66	23.20	4.43	1.31	0.39	2.22

Significant at 0.01 level

Table vales for 1.96 at 0.05 level and 2.58 at 0.01 level.

Interpretation

The obtained t- value (2.22) is greater than the table value of 1.96 at 0.05 level. Therefore it is a significant. Hence the null hypothesis is rejected. As the mean of the unmarried teachers is more than that of married teachers, it can be inferred that unmarried teachers have significantly better than married teachers on their emotional intelligence.

Hypotheses 3(f)

Different academic streams of secondary school teachers make no significant difference on their emotional intelligence.

As there are four subgroups in this variable, it is proposed to have one way analysis of variance (ANOVA). For this means and standard deviations for each of the four subgroups are calculated. The data is presented in table no.64

Table: 4.53Table showing the mean and S.D of four subgroups of academic stream

S.NO	SUB GROUPS	N	MEAN	S.D
	Arts	165	22.4	5.92
1	11105			
2	Math's	133	22	5.7
3	Science	201	22.13	6.17
4	Languages	201	21.46	5.95

Interpretation:

From the observations, it is clear that mean for emotional intelligence of secondary school teachers belonging to arts teachers are more than the other three subgroups.

Table: 4.54

Analysis of variance (ANOVA) of influence of academic stream on the emotional intelligence of secondary school teachers

S.No	Source of Variance	Df	Sum of squares	Mean variance	F–Value
1	Between groups	3	88.024	29.341	0.826*

696

* Not significant at 0.05 level& Table value 3.78 at 0.01 level.

Within group

Interpretation

2

As the F- Value is less than that of the table value (3.78) at 0.01 level, it is interpreted that there is no significant difference in the emotional intelligence of secondary school teachers with different academic stream. As the value of F is not significant, so the hypotheses is accepted further probing is not attempted.

Hypotheses 6(f)

Academic qualification of secondary School teachers makes no significant difference on their emotional intelligence

As there are three subgroups in this variable, it is proposed to have one way analysis of variance (ANOVA). For this means and standard deviations for each of the three subgroups are calculated. The data is presented in table no.

Table: 4.55Table showing the mean and S.D of three subgroups of academic qualification

S.NO	SUB GROUPS	N	MEAN	S.D
1	Degree	30	18.46	6.91
2	PG	618	21.91	5.73
3	Above	52	24.8	6.85

Interpretation

From the above table, it is clear that the mean value for emotional intelligence of secondary school teachers belonging to above qualification teachers is more than the other two subgroups.

Table: 4.56

Analysis of variance (ANOVA) of influence of academic qualification on the emotional intelligence of secondary school teachers

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S. No	Source of Variance	Df	Sum of squares	Mean variance	F–Value
1	Between group	2	788.258	394.129	11 420**
2	Within group	697	24035.642	34.484	11.429**

Significant at 0.01 level& Table value for 3.78 at 0.01 level.

Interpretation

From the observations, it is interpreted that there is a significant difference in the emotional intelligence of secondary school teachers on their academic qualification. As the F- Value is greater than that of the table value (3.78) at 0.01 level, it is interpreted that there is a significant difference in the emotional intelligence of the secondary school teachers with respect to their academic stream. As the value of F is significant, further probe is attempted to know which of the subgroups differ statistically significant. The data pertaining to t- values is presented in table no.

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 Table: 4.57 : Influence of the academic qualification on the emotional intelligence of secondary school teachers: t-test

S. No	Variable	N	Mean	S.D	D	S.ED	t
1	Degree	30	18.46	6.91	3.45	1.28	2.69*
1	PG	618	21.91	5.73			
2	Degree	30	18.46	6.91	6.34	1.57	4.03*
	Above	52	24.8	6.85			
3	PG	618	21.91	5.73	2.89	0.97	2.07*
	Above	52	24.8	6.85			2.97*

Significant at 0.01 level

Table vales for 1.96 at 0.05 level and 2.58 at 0.01 level.

Interpretation

*

The obtained t- values are greater than the table value of 1.96 at 0.05 level. Therefore it is a significant. Hence the null hypothesis is rejected. The different academic qualifications of degree, PG and above qualification of secondary school teachers are significantly difference on their Emotional intelligence.

Educational implication

- 1. Secondary school teachers are found to have high level of emotional intelligence.
- 2. Most of the secondary school teachers have high level of emotional intelligence.
- 3. Comparison among the four areas reveals that the sample is better in self awareness followed by social awareness, self management and lastly by 'relationship management'.
- 4. As the mean of the male teachers is more than that of female teachers, it can be inferred that male teachers have significantly better than female teachers on their emotional intelligence.
- 5. As the mean of the urban teachers is more than that of rural teachers, it can be inferred that urban teachers have significantly better than rural teachers on their emotional intelligence.
- 6. As the value of F is significant, further probe is attempted to know which of the subgroups differ statistically significant. The data pertaining to t- values is presented in table no.60
- 7. There is no significant difference in the emotional intelligence of secondary school teachers on their teaching experience .As the value of F is not significant, further probing is not attempted.
- 8. As the mean of the unmarried teachers is more than that of married teachers, it can be inferred that unmarried teachers have significantly better than married teachers on their emotional intelligence.
- 9. From the observations, it is clear that mean for emotional intelligence of secondary school teachers belonging to arts teachers are more than the other three subgroups.
- 10. The mean value for emotional intelligence of secondary school teachers belonging to above qualification teachers is more than the other two subgroups.

Conclusion

Based on the study results concerning the Secondary school teachers are found to have high level of emotional intelligence. As a result certain practices that can be applied with the aim of obtaining further results are to implement intervention techniques for both genders so as to gather more responses on a larger sample. In this way, a larger sample will be evaluated and the responses will be more indicative. The collection of such data plays a constructive role in society as it is instrumental in understanding the use of research methods, since emotional intelligence can be taught and developed throughout a person's life. Moreover the findings can be used by organizations and various research centers in order to create questionnaires to be used in hiring staff.

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