

Emotional intelligence of elementary school teachers in relation to certain variables

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Abstract:

In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance. Emotionally Intelligent teachers help students to improve motivation, enhance innovation, increase performance, effective use of time and resources, improve leadership qualities and improve team work. The objective of this paper is to study the differences in Emotional intelligence among the groups regarding Sex, age, teaching experience and locality. In order to explore the objectives of present study descriptive survey method was used. 190 teachers of elementary schools enrolled in IGNOU B.Ed. program at faculty of Education Banaras Hindu University, Varanasi, India were filling up the emotional Intelligence scale. The main findings of the investigation are: 1) There is a significant difference exists in Emotional intelligence with gender, teaching experience and age of teachers.2) There is no significant difference found of teachers Emotional Intelligence and locality.

Key words: emotional intelligence, elementary school teachers

Introduction

“...emotional intelligence accounts for 80 percent of career success.”

Daniel Goleman

In modern era each individual wants to achieve his/her desired goal by hook or crook. During this process he/she is suffering from mental stress. Such stress generally causes so many physical as well as mental problems/illness. We can easily observe that Youngers are very much anxious about their career due to unaware of their potentials. Therefore education plays an important role to overcome such circumstances. The aim of education is the holistic development of the students. In the pursuit of this goal, teachers play a significant role. As a teacher, we have opportunities to interact with students' and molding positive and appropriate emotional responses of students. We can share our own honest feelings and verbalized our responses as we solve dilemmas. We are beginning to realize that we must incorporate programs that enable our students to learn to understand their own value, gain empathy for others and manage and control their emotions. Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. Emotions if properly used are an essential tool for successful and fulfilling 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 going on at the same time. In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance.

The term emotional intelligence (EI) appears to have originated with Charles Darwin in 1872, who theorized about a broader emotional social intelligence necessary for human

survival and adaptation. In modern times, the term EI was popularized by Goleman. Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for motivating emotions well in us 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. According to Goleman (1997), emotional intelligence has five elements: self-awareness, self-regulation, motivation, empathy, and social skills. Goleman believes all of the emotional competencies can be developed. He believed that the skills involved in emotional intelligence are-**Self – awareness**: One of the basic emotional skills involves being able to recognize feelings, name them and get relationship between thoughts, feelings and actions. **Managing – emotions** -Finding ways to deal with anger, fear, anxiety and sadness is essential: learning how to soothe one when upset. **Empathy**- Getting the measure of a situation and being able to act appropriately requires understanding the feelings of the others involved and being able to take their perspective, to distinguish between what others do or say and personal reactions and judgements. **Communicating**- Developing quality relationships, having enthusiasm and optimism and being able to express personal concerns without anger or passivity. **Co-operation**: Knowing how and when to take the lead and when to follow is essential for effective co-operation. Effective leadership is not built on domination but the art of helping people work together on common goals. **Resolving conflicts** - In resolving conflicts there is a need to understand the mechanisms at work.

An abundance of research demonstrates that implementation of emotional literacy classes truly does increase students coping skills as well as academic achievements (Goleman, 1997). Employees with high emotional intelligence are able to respond appropriately to workplace stress and to emotional behavior of their co-workers. These abilities enhance

job satisfaction (Dong 2006), lead to high job performance (Baron et al 2006), long term mental health (Ciarrochi and Godsell2006), and organizational success (Mount 2006 cited by Mehta A. 2013). Emotional intelligence increases the motivation and effectiveness of employee and decreases occupational stress (Krishnmurthy and Varalksh 2011, Zahra et.al. 2012, Kauts, A. and Saroj, R. 2012). Gender, age, locality and socio-economic status did not make any differential influence on Emotional intelligence (Pathan 2004, Shah 2006, Hwang 2007, Edannur, S. 2010, Annaraj and Jose 2005 cited by Singaravelu S. 2012). Amrita and Khadiravan (2006) results are contradictory to these findings. They found that gender, age and qualification influence the EI of school teachers. Gender, teaching experience and locality did not influence EI (Mishra and Hans 2013). Above research findings shows that Emotional Intelligence plays a vital role in social sciences; it has direct impact on the teacher's behavior working in an organization and it is important for the success of their profession. If a teacher is emotionally intelligent then he/she can shape the future of child very well because he/she can understand the child needs and demands easily. Elementary school teachers will also face problems if they are not emotionally intelligent. Hence, it is essential to develop the emotional intelligence among elementary school teachers. For effective teaching emotional intelligence is a basic requirement for a teacher. These point arises questions in mind like is elementary school teacher emotionally intelligent to handle the students properly according to their need? What is the level of emotional intelligence among elementary school teachers? Therefore, a study on the emotional intelligence among elementary school teachers of Varanasi, India is conducted. This study is based on the idea to assess the emotional intelligence among elementary school teachers.

Objectives of the Study:

The present study was carried out in order to find out the Emotional Intelligence of teachers in terms of gender, locality, teaching experience and age. In this context, researcher tried to answers for the following questions: is the Emotional intelligence of the pre-service teachers varying by their gender, locale, teaching experience and age.

Hypothesis

There is no significant difference between the means scores of emotional intelligence regarding gender, locale, teaching experience and age.

Method

Descriptive method was used to conduct this study. Researchers discussed about the objective of this work with students. Those students who are willing to participate in this study become the sample of it. The samples of this study consisted of 190 elementary school teachers (105 female and 85 male) teaching in various elementary schools in Varanasi, India. These teachers also pursuing B.Ed. Program through distance mode (Indira Gandhi national Open University, New Delhi) at the study center faculty of education Varanasi. To collect the data for present study, Emotional Intelligence Scale (EIS) were used. This scale is developed by Hyde A., Dethe S. and Dhar U. in the year 2002. This scale covers 10 factors of Emotional intelligence like self-awareness, empathy, self-motivation, emotional stability, managing relation, integrity, self-development, value orientation, commitment an altruistic behaviors. Validity and reliability of the scale is 0.93 and 0.88 respectively. Emotional Intelligence scale consist 34 items.

Result and Discussion

Emotional Intelligence Scale was administered to teachers after obtaining prior permission from the coordinator of study center. The data collected were analyzed with the help of suitable statistical techniques.

Table 1: Gender wise comparison of Emotional Intelligence in elementary school teachers

Sex	Mean score	SD	N	T-test
Male	132.18	14.91	85	2.33*
Female	136.70	12.38	105	

*significant at the 0.05 level of significance

The above table reveals that the mean difference of male and female elementary school teachers is higher than tabulated value. Therefore null hypothesis is rejected. The value of t-test is found to significant. It may be due to the fact that female are more caring and being able to identify and level specific feelings in own self and others. A female spend more time with her family members or at home and help to solve day to day problems of younger children. In this process they learn better to take another person's perspective, improved empathy and sensitivity to other feeling, better at listening to other, handling interpersonal interaction, conflict resolution and negotiation. The female confront the different kind of problems in their life be it a family, workplace or meeting etc., so they have learnt to manage their anger, frustration and other behaviors and become friendly, sociable and more confident. And thus, the mean of emotional intelligence of female is higher than male. Amrita and Khadiravan (2006) supported present study.

Table 2: Locality wise comparison of Emotional Intelligence in elementary school teachers

Locality	Mean score	SD	N	T-test
Rural	132.56	13.48	70	1.78*
Urban	135.98	13.69	120	

*insignificant at the 0.05 level of significance

Table 2 shows that the mean difference between the rural and urban teachers was found insignificant. As we know, today the world has become a small place and people are equally exposed to the similar situations and face similar problems in their vicinity. So they handle interpersonal interactions, conflicts in a similar way. They also understand their emotions and can sense feelings of other people. Today the people even in rural areas have access to newspapers, magazines, electronic media and other means of communications so they understand what happening in the world and that enable them to deal with the frustration and conflicts. Similarly, those people who live in urban areas also confront the similar situations and they develop positive feelings about themselves and for other people, and deal effectively with the stress. The work done by Annaraj and Jose 2005 cited by Singaravelu 2012, Hwang 2007, Edannur, 2010 also corroborate the findings of this study.

Table 3: Teaching Experience wise comparison of Emotional Intelligence in elementary school teachers

Teaching experience	Mean score	SD	N	T-test
More than 10 years	136.12	12.25	90	2.18*
Less than 10 years	131.92	14.71	100	

*significant at the 0.05 level of significance

Table 3 indicates that emotional intelligence level increases with teaching experience of teachers. It showed that there is significant difference between the mean of teaching experience more than 10 years and less 10 years. Researcher experienced that in starting year of teaching, teachers face problem to manage own emotions and students too but slowly they learn to handle the situations. When teacher interact with students they know the problems of students and help them to cope up with such situations. They learn this skill with own experiences and variety of circumstances. It observed that a matured or experienced person try to develop frustration tolerance and anger management. An experienced teacher is responsible, better able to focus on task at hand and pay attention; less

impulsive, more self-controlled and improved own teaching style too. They also feel that less aggressing or self-destruction behaviors, more positive feelings about self, school and family better a handling stress. Teachers with high emotional intelligence are able to respond appropriately to workplace stress and to emotional behavior of their co-workers. The finding of present work has contradiction with the findings of Mishra (2013) and Hans (2013).

Table 4: Age wise comparison of Emotional Intelligence in pre-service teachers

Age	Mean score	SD	N	T-test
Below 28	131.23	13.81	93	3.37*
Above 28	137.31	13.37	97	

*significant at the 0.05 level of significance

The difference between the mean of below and above 28 years age of elementary school teacher is found significant. It has been seen that young people do not see the world in the way mature people do. Young people are fun loving, career oriented and give priority to them and in doing so they become self-centered. So sometimes, they become aggressive and destructive and they do not deal properly with self, family, workplace, society and so on. While those who are more mature (above 28 years), their career would have been established so they get enough time to think, to judge and to analyze all the aspects of problem they face and they deal effectively with the every stress they confront which is reflected in their emotional intelligence. Matured person gathering up own feeling and directing own self towards a goal despite self double inertia and impulsiveness. Amrita and Khadiravan (2006) found that age influence the EI of school teachers. Srivastava and Bharmanaikar 2004 found that Emotional intelligence had increased with age. Van Rooy et al (2005) have reached a similar judgment.

Conclusions

In present scenario students face a lot of stress and frustration in the entire sphere of their life regardless of their gender, academic discipline and locality. Here emotional intelligence (EI) of a teacher plays a crucial role in the all-round development of students. Emotionally intelligent teacher plan their activities according to student's need. Such type of the teacher bother about own activities as well as try to understand the feeling of students, their colleagues and staff of the school. These activities help him/her to maintain their identities and healthy relationship. The findings of the present study show that emotional intelligence of the elementary school teachers varies by gender, teaching experience and locality. It may be due to the individuals are facing different types of problems and they can think about many ways to overcome those situations. They are tried to solve the problems on the basis of their own perceptions and experiences. So we require the teachers who are enough emotionally intelligent and so they can guide the students properly. Teachers are those who prepare future of country. Elementary school teacher handle the soft hearted children. So the responsibility of teacher in this stage is more. If teachers are emotionally intelligent then they can solve student's problems easily. The results show that female teachers' EI level is higher than male teachers. It may be due to the fact that discriminatory practices exist in our society. Both are not treated same. Female faces different situation than male. So they can manage their own emotions and others as well as develop skills of resolving the problems. The result also shows that there is significant difference exists between the different age group of elementary school teachers. In Indian scenario we can easily observe that the problems and responsibilities of young adults are shouldered by their parents they are not much serious about the problems they face. So they are not able to manage their emotions properly. Hence they

have not learnt how to behave, how to deal with the problems and how to deal with the behavior of other people. But with time they learn to handle the changing situation because of their mind set up make over. Parents and other members of society expect them to be more mature. They are expected to deal with their problems with maturity and efficiency. Researcher observed that a mature adult recognizing feelings of others and tuning into their verbal and non-verbal cues. Better able to take another's persons' perspectives, improve empathy and sensitivity to others feelings.

An Emotionally intelligent teacher also inherits the emotional intelligence in his /her students. As, students bring diverse personal experiences, feelings and different way to solve their problems in the classroom. In such situations an emotionally intelligent teacher can satisfy the diverse nature of the problems of students. Teachers improving their emotional intelligence emphasized on the value of individual difference and promote to solve the problem and guide the student to promote social competencies. Emotional literacy classes truly do increase students coping skills as well as academic achievements (Goleman, 1997). Recent research on teacher effectiveness has shown that successful teacher tend to be those who are able to use a range of teaching strategies and interaction style, rather than one using single, rigid approach to teaching and learning (Hammond, 2000 cited by Yenice 2012). We must take into consideration the emotional intelligence of teachers that create a learning environment aimed at promoting student motivation and engagement. So we can say that if a teacher is emotionally intelligent he/she can mold the future citizen's abilities and qualities in such a way that they can make the world a better place for human beings.

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