

EMOTIONAL INTELLIGENCE OF HIGH SCHOOL TEACHERS IN RELATION TO THEIR GENDER AND MARITAL STATUS

ABSTRACT

Teaching is an art that brings about a behavioral change in a child. The model behaviour and ideal values presented by the teacher aims at individual and social common good in teaching-learning transactional process of the school. In the present study, the investigator has attempted to study the emotional intelligence of high school teachers. The sample consisted of fifty high school teachers, working in Tirunelveli district. The collected data using the survey method, were analyzed using percentage analysis and 't'test. The results revealed that a significant difference exists between male and female teachers in their professional orientation. Further it was revealed that a significant difference exists between married and unmarried teachers in their emotional intelligence and its dimensions.

INTRODUCTION

Emotionally intelligent teachers can produce emotionally intelligent citizens, asserts Indu (2009). Emotional Intelligence (EI) has recently emerged as a key construct in modern day psychological research. EI refers to the competence to identify and express emotions, understand emotions, assimilate emotions in thoughts and regulate both positive and negative emotions in oneself and others (Matthews et al., 2002). Emotional intelligence enables a teacher to tune the students to communicate clearly with them and to inspire and motivate them. Emotional intelligence helps to reverse a tide of educational ineffectiveness and thus strengthen the whole process. Nurturing of emotional intelligence among the teachers therefore becomes a prime concern (Ponni, 2011).

SIGNIFICANCE OF THE STUDY

An emotionally intelligent teacher is the heart and soul of a successful educational program (Mangal, 2008). A teacher is a mechanism that brings about a positive social and behavioral change in students by presenting before them model behavior. Emotional intelligence plays a major role in this mysterious and magical person-building stream or process. The success of a teacher motivating the students and the students being motivated, learning in a happy psycho-social condition, soothing the irritant conflicts with a smiling face subduing anger that pains students and the teacher is proportionate to the caliber to handle emotional intelligence. Apart from designing and implementing the curriculum, there requires

an emotionally intelligent teacher who can sense even a slight person-specific and class-specific change and who can maneuver the teaching strategies accordingly. This is a herculean task as the workload of a teacher is never exhausted, but rather continues to pile up in spite of being cleared up now and then. The workaholic mind-set of individuals and the organization, aiming at economic and social prosperity demands of a teacher to be emotionally intelligent so that the students in no way get affected but still imbibe positive characteristics and develop their holistic personality.

OBJECTIVES OF THE STUDY

1. To find out the level of emotional intelligence of high school teachers.
2. To find out whether there is any significant difference in the emotional intelligence of high school teachers with respect to gender.
3. To find out whether there is any significant difference in the emotional intelligence of high school teachers with respect to marital status.

HYPOTHESES OF THE STUDY

H₀1: There is no significant difference between male and female teachers of high schools in their emotional intelligence.

H₀2: There is no significant difference between married and unmarried teachers of high schools in their emotional intelligence.

METHOD USED

In the present study the investigator has adopted the survey method.

POPULATION AND SAMPLE

The population for the present study consisted of high school teachers, who are working in Tirunelveli district. The investigator has used the simple random sampling technique for selecting the sample from the population. The sample consisted of fifty high school teachers in Tirunelveli district.

TOOL USED

The investigator has used the Emotional Intelligence Scale developed and standardized by Arockiasamy and Veliappan (2013).

ANALYSIS OF DATA

To interpret the raw data, analyses were done using percentage analysis and 't' test. The results of the analyses are presented in the following table.

Table - 1

LEVEL OF EMOTIONAL INTELLIGENCE OF HIGH SCHOOL TEACHERS

Dimensions of Emotional intelligence	Low		Moderate		High	
	N	%	N	%	N	%
Awareness of self and others	12	24.0	26	52.0	12	24.0
Professional orientation	12	24.0	30	60.0	8	16.0
Intrapersonal management	12	24.0	26	52.0	12	24.0
Interpersonal management	10	20.0	30	60.0	10	20.0
Emotional intelligence	12	24.0	26	52.0	12	24.0

It is inferred from the above table that 24.0% of high school teachers have low, 52.0% of them have moderate and 24.0% of them have high level of awareness of self and others. 24.0% of high school teachers have low, 60.0% of them have moderate and 16.0% of them have high level of professional orientation. 24.0% of high school teachers have low, 52.0% of them have moderate and 24.0% of them have high level of intrapersonal management. 20.0% of high school teachers have low, 60.0% of them have moderate and 20.0% of them have high level of interpersonal management and 24.0% of high school teachers have low, 52.0% of them have moderate and 24.0% of them have high level of overall emotional intelligence.

Hypothesis 1

There is no significant difference between male and female high school teachers in their emotional intelligence.

Table 2

SIGNIFICANT DIFFERENCE BETWEEN MALE AND FEMALE TEACHERS IN THEIR EMOTIONAL INTELLIGENCE

Dimensions of emotional intelligence	Gender	N	Mean	S.D	Calculated 't' value	Remark
Awareness of self and others	Male	40	60.90	12.243	1.06	NS
	Female	10	56.40	10.783		
Professional orientation	Male	40	48.38	9.847	2.32	S
	Female	10	40.40	9.082		
Intrapersonal management	Male	40	39.20	8.480	1.05	NS
	Female	10	36.10	7.475		

Interpersonal management	Male	40	42.78	7.512	1.02	NS
	Female	10	40.10	6.607		
Overall Emotional intelligence	Male	40	191.25	31.634	1.65	NS
	Female	10	173.00	28.825		

(At 5% level of significance the table value of 't' is 1.96, S - Significant, NS - Not significant)

It is inferred from the above table that the calculated 't' value is less than the table value (1.96) for df 48, at 5% level of significance in the dimensions of awareness of self and others, intrapersonal management, interpersonal management and emotional intelligence. Hence the respective null hypothesis is accepted. But there is significant difference in the dimension of professional orientation. Hence the respective null hypothesis is rejected. While comparing the mean scores of male (Mean = 48.38) and female teachers (Mean = 40.40) it is inferred that the male high school teachers are better than the female high school teachers in their professional orientation.

Hypothesis 2

There is no significant difference between married and unmarried high school teachers in their emotional intelligence.

Table 3

SIGNIFICANT DIFFERENCE BETWEEN MARRIED AND UNMARRIED TEACHERS IN THEIR EMOTIONAL INTELLIGENCE

Dimensions of Emotional intelligence	Marital Status	N	Mean	S.D	Calculated 't' value	Remarks
Awareness of self and others	Married	13	66.38	10.429	2.32	S
	Unmarried	37	57.76	11.824		
Professional orientation	Married	13	54.31	5.991	3.44	S
	Unmarried	37	44.14	10.009		
Intrapersonal management	Married	13	44.31	7.192	3.13	S
	Unmarried	37	36.57	7.794		
Interpersonal management	Married	13	46.46	5.911	2.53	S
	Unmarried	37	40.76	7.301		
Overall Emotional intelligence	Married	13	211.46	24.959	3.50	S
	Unmarried	37	179.22	29.671		

(At 5% level of significance the table value of 't' is 1.96, S- Significant)

It is inferred from the above table that the calculated 't' value is greater than the table value (1.96) for df 48, at 5% level of significance. Hence the respective null hypothesis is

rejected. It shows that there is significant difference between married and unmarried teachers in their emotional intelligence and its dimensions. While comparing the mean scores of married (Mean = 66.38, 54.31, 44.31, 46.46, 211.46) and unmarried teachers (Mean = 57.76, 44.14, 36.57, 40.76, 179.22) it is inferred that the married high school teachers are better than the unmarried high school teachers in their emotional intelligence and its dimensions.

RESULTS AND DISCUSSION

1. Table 1 reveals that more than three-fourths of the high school teachers have a moderate level of emotional intelligence and its dimensions.
2. Table 2 reveals that there is no significant difference between male and female teachers in the dimensions of awareness of self and others, intrapersonal management, interpersonal management and emotional intelligence, but there is significant difference found in the dimension of professional orientation. The male teachers are better than the female teachers in their professional orientation. This may be due to the reason that male teachers are more exposed and have more will power to tackle the issues that come on the way of their profession.
3. Table 3 reveals that there is significant difference between married and unmarried teachers in their emotional intelligence and its dimensions. The married high school teachers are better than the unmarried high school teachers in their emotional intelligence and its dimensions. This may be due to the fact that the married high school teachers are more mature than their counterparts in dealing with family members. After the marriage they become dependent on the new relations and therefore have the knowledge of having a good rapport with others. Therefore they are better in their emotional intelligence and its dimensions.

CONCLUSION

Emotion appears to be engaged in all aspects of human interaction. Our emotions are something that we are familiar with and use in our daily life, as well as something that we recognize easily in everyday situations as we read people's face or body language. The teacher's ability to deal with emotional problems is a powerful factor in moulding the minds. Emotionally intelligent teachers can produce emotionally intelligent citizens. A teacher who is able carry out reasoning with regard to emotions and uses emotions to enhance reasoning will succeed in developing the emotional intelligence of pupils.

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