

A Comparative Study of the Emotional Intelligence of Teachers of Government and Non-Government Secondary School

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ABSTRACT

In the Teaching field, work pressure, anxiety, stress, agitation, depression or irritability all are related to the various factors of emotional intelligence. All these emotional intelligence symptoms could harm teacher's performance. . If the teacher is emotionally unbalanced, it results in work-dissatisfaction, stress, anxiety, depression, which have a direct negative impact on their teaching work that inhibits the student's overall development . Since the teacher is the mirror of the society and the teacher ensures the all round development of the child through education so that after the education, the child can live a respectable life by adopting a livelihood in the society as a good citizen. This research paper sheds light to comprehend the emotional intelligence of Teachers of government and non-government Secondary School in Kotdwara (Garhwal) area.

1. Introduction

The teaching profession, according to its basic nature, demands teachers to display the feelings and emotions they truly feel. Emotional intelligence and work efficiency have been considered to be the deciding psychological factors by many studies conducted on the behavior of workers of institutions. Emotional intelligence came into existence when Thorndike introduced the concept of social intelligence in 1920, since then many scholars have defined intelligence in psychology in many ways. Social intelligence is concerned with the ability to relate to people and treat them appropriately, and emotional intelligence protects people from anxiety and leads them to good adaptation. They believe that emotional intelligence measures to maintain that inspired positive nature that can be related to the tendency to act, which acts to prevent anxiety. It has been known from many studies that teachers who have a high level of emotional intelligence are more empowered to overcome obstacles. They do not criticize the students who make mistakes, but they work to arouse interest and enthusiasm in the students who work hard. It is clear that good emotional intelligence protects people from anxiety and leads them to good adaptation. It has been clear from the study that emotional intelligence has an effect on psychological health. If the psychological health of a teacher is good, then certainly with full practice in the classroom, they will be able to do the teaching work which will increase the learning manifold and the students will definitely benefit.

The teacher is the mirror of the society and the teacher ensures the all round development of the child through education so that after the education, the child can live a respectable life by adopting a livelihood in the society as a good citizen. The emotional intelligence of the teacher implies that the teacher controls the emotions and implements the teaching work smoothly so that he can achieve the teaching objectives. If the teacher is emotionally unbalanced, it results in work-dissatisfaction, stress, anxiety, depression, which have a direct negative impact on their teaching work that inhibits the

student's overall development. For a teacher it is paramount to not only have in depth knowledge of their subject, but also have the ability to convey this information to their students effectively (Tahir, Saba, & Rabbia, 2013). Emotional intelligence is a blend of capabilities that incorporates the possibility to discern feelings in the self and in other individuals, utilize feelings to improve execution, comprehend feelings and enthusiastic information, and direct feelings in the self and in other individuals (Mayer & Salovey, 1997). Now days emotional intelligence is gaining traction in the public sphere particularly since the relationship between emotional intelligence and effective employee's performance has been clearer than ever (Adey & Hj Bahari, 2010). The reason for this as stated by Smigla & Pastoria (2000) in (Yeng Keat, 2009), is that emotional intelligence is a great tool for not only reading emotions in others but also to resolve conflicts in a productive manner. (Ekmen, 1992) states that emotions are part of what makes us all human and their influence cannot be denied. Inevitably these effect issues related with the workplace between individuals and groups (Fisher & Ashkanasy, 2000). The manner in which workers manage their emotions in such situations can decide whether an organization will be successful or not (Muchinsky, 2000). In this paper, emotional intelligence of teachers of government and non-government secondary schools are measured and then compared.

2. Statement of the problem

A Comparative Study Of The Emotional Intelligence of Teachers Of Government And Non-Government Secondary School.

3. Objectives of the study

- The following OBJECTIVES will be pursued in this study
- 1- A Comparative study of the emotional intelligence of teachers of government and non-government secondary schools

- 2- A Comparative study of emotional intelligence of male and female teachers of government secondary school .
- 3- A Comparative study of emotional intelligence of male and female teachers of non-government secondary school

Female	25	25	50
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4. Hypothesis

- The following HYPOTHESIS will be pursued in this study
- 1- There is no significant difference in emotional intelligence of teachers of government and non-government secondary schools.
 - 2- There is no significant difference in emotional intelligence of male and female teachers of government secondary school.
 - 3- There is no significant difference in emotional intelligence of male and female teachers of non-government secondary school.

5. Sample

In this study, the researcher selected 8 schools located in Kotdwara (Garhwal) region by random method. Subsequently, the researcher has selected 100 teachers (women and men) randomly from these schools as following (table 01)-:

TABLE 01

Sex	Government Teachers	No-Government Teachers	Total
Male	25	25	50

6. Tools for the study

In this study Emotional intelligence scale has been used. The emotional intelligence scale is produced by Ankul Hyde, Sanjyot Pethe and Upendra dhar. It consists of 34 questions and five options are given for each question (completely agree, agree, uncertain, disagree, totally disagree) . The reliability of this scale has been set from 0.87 to 0.90.

7. Statistical Techniques

The tabularized data were subjected to statistical treatment by using Mean S.D. and ‘t’-Test, statistical techniques in reference of testing the framed hypothesis. The significance of ‘t’ ratio was found with the help of table of ‘t’ values which indicated the critical values of ‘t’ ratio necessary to reject the null hypothesis at selected level of significance (0.05 levels) with a degree of freedom of Sample.

8. Analysis and interpretation of data

T-tests were carried out to find the significance of the difference in emotional intelligence of teachers of government and non-government secondary schools. In the present study, data analysis and discussion of the result is as follows:

Testing of Hypothesis No 1- There is no significant difference in emotional intelligence of teachers of government and non-government secondary schools.

TABLE 2

Significance of difference in the emotional intelligence of teachers of government and non-government secondary schools

S.No.	Type of School	No. of Teachers	Mean	Standard Deviation	‘t’ Value	Significant /Non-Significant at 0.05 level
01	Government	50	104.51	13.12	1.47	Non-Significant
02	Non-Government	50	100.67	12.98		

It is clear from Table (02) that the value of ‘t’ is 1.47. Table (02) must be a value of 1.98 to be significant at the 0.05 level with 98 degree of freedom. But the value obtained in this study is less than the table value. This means that there is no meaningful difference in the emotional intelligence of teachers of government and non-government secondary schools. Hence the null hypothesis that there is no significant difference in the

emotional intelligence of teachers of government and non-government secondary schools is approved at the 0.05 level.

Testing of Hypothesis No 2- There is no significant difference in emotional intelligence of male and female teachers of government Secondary school.

TABLE 3

Significance of difference in the emotional intelligence of Male and Female teachers of Government secondary schools

S.No.	Sex of Govt. Teachers	No. of Teachers	Mean	Standard Deviation	‘t’ Value	Significant / Non-Significant at 0.05 level
01	Male	25	103.97	13.22	0.79	Non-Significant
02	Female	25	106.89	12.89		

It is clear from Table (03) that the value of ‘t’ is 0.79. Table (03) must be a value of 2.01 to be significant at the 0.05 with degree of freedom 48. But the value obtained in this study is less than the table value. This means that there is no meaningful difference in the emotional intelligence of male and female teachers of government secondary schools. Hence the null hypothesis that there is no significant difference in the

emotional intelligence of male and female teachers of government secondary schools is approved at the 0.05 level.

Testing of hypothesis no 3- There is no significant difference in emotional intelligence of male and Female teachers of non-government Secondary schools.

TABLE 4
Significance of difference in the emotional intelligence of Male and Female teachers of Non-Government Secondary schools

S.No.	Sex of Non-Govt. Teachers	No. of Teachers	Mean	Standard Deviation	't' Value	Significant /Non-Significant at 0.05 level
01	Male	25	103.42	13.30	0.82	Non-Significant
02	Female	25	100.34	13.38		

It is clear from Table (04) that the value of 't' is 0.82 Table (04) must be a value of 2.01 to be significant at the 0.05 level with degree of freedom 48. But the value obtained in this study is less than the table value. This means that there is no meaningful difference in the emotional intelligence of male and female teachers of non-government secondary schools. Hence the null hypothesis that there is no significant difference in the emotional intelligence of Male and female teachers of non-government secondary schools is approved at the 0.05 level.

9. Conclusions

The following conclusions may be drawn logically from the analysis and interpretation of data in this way :-

- 1- We find that teachers of government Schools as well as teachers of non-government schools; both groups were almost alike in reference to their emotional

intelligence. It leads to state that types of school have not remarkable influence on emotional intelligence of secondary school teachers.

Since Results from table (03) and (04) are as following:-

- (i) In case of comparison of emotional intelligence of Male & Female teachers of Govt. schools is not remarkable.
 - (ii) In case of comparison of emotional intelligence of Male & Female teachers of Non-Govt. schools is not remarkable.
- 2- From Above (2) & (3) results we can draw this conclusion that there is no effect of sex on emotional intelligence of Teachers of Government and Non-government Secondary Schools.

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