



Study of emotional intelligence among high school teachers

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Abstract

In the present study, the investigator attempted to examine the level of emotional intelligence among high school teachers and to find out the influence of variables like gender, marital status and type of school on their emotional intelligence level. Normative survey method has been employed as a method of investigation as it describes and explains what exists at present in relation to the variables under study. Stratified random sampling technique has been adopted for collecting 324 high school teachers as a sample for this study. For the purpose of collecting data from the respondents the investigator used Emotional Intelligence Scale constructed and developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2001). The obtained data were subjected to statistical techniques like frequency and percentage analysis, mean, standard deviations, t- test and multiple regressions for arriving at meaningful results. The findings of the study revealed that- (i) the level of emotional intelligence among high school teachers (entire sample and sub sample wise) is average. (ii) Significant differences exists in the emotional intelligence of high school teachers with respect to gender and marital status but type of school was not found to be a factor to emotional intelligence of high school teachers.

Keywords: emotional intelligence, high school teachers

1. Introduction

The term emotion is an umbrella term which includes the situation, the interpretation/perception of the situation and the response or feelings associated to the perception of the situation. Thus emotions are reactions consisting of physiological reactions, subjective cognitive state and expressive behaviors. Emotions are our responses to the world around us and they are created by our thoughts, feelings and actions. Emotions are warning system for human beings that alert them to what is really going on around us. In comparison with other jobs, teaching is considered as a very stressful job (Chaplain, 2008; De Nobile and Mc Cormic, 2005; Kyriacou, 2001). In teaching profession stress arises when a situation becomes too strenuous to handle. But a question may be asked that why all the teachers are not equally affected by the stressful situation. Why some teachers succeed to surmount the burden of daily stress while others fail to do so. There might be several reasons for it but one of the best reasons may be the difference in the emotional intelligence among the teachers. Bar-on (2006) defined Emotional Intelligence as “an array of non-cognitive abilities, competencies and skills that influence one’s ability to succeed in coping with environmental demand and pressures”. According to Mayer and Salovey (1990), “Emotional Intelligence involves the ability to monitor one’s own and others feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action”. Teachers high on emotional intelligence can better recognize emotions, exercise them in thought, comprehend their meanings, and handle emotions better than others.

2. Variables of the Study

1. Dependent variable: Emotional Intelligence.
2. Independent variables: Gender, Marital Status and Type of School.

3. Objectives of the study

1. To study the level of emotional intelligence of high school teachers.
2. To study the significant difference, if any, in the emotional intelligence of male and female high school teaches.
3. To study the significant difference, if any, in the emotional intelligence of married and unmarried high school teaches.
4. To study the significant difference, if any, in the emotional intelligence of high school teachers working in government and private high schools.
5. To find out if there is any significant impact of independent variables (Gender, Marital Status and Type of School) on the dependent variable (Emotional Intelligence).

4. Hypotheses of the Study

1. High school teachers have average level of emotional intelligence.
2. There exists no significant difference in the emotional intelligence of male and female high school teaches.
3. There exists no significant difference in the emotional intelligence of married and unmarried high school teaches.
4. There exists no significant difference in the emotional intelligence of high school teachers working in government and private high schools.

5. There is no significant impact of independent variables (Gender, Marital Status and Type of School) on the dependent variable (Emotional Intelligence).

5. Methodology

5.1 Method

The present investigation is attempted to study the emotional intelligence of high school teachers. Normative survey method has been adopted as the method of investigation as it describes and explains what exists at present in relation to variables under study.

5.2 Sample

The present study has been conducted on teachers working in high school situated in District Kulgam of Jammu and Kashmir State, India. The investigator employed Stratified random sampling technique for collecting a sample of 324 high school teachers for the present study.

5.3 Tool used

For the purpose of collecting data from the respondents the investigator used Emotional Intelligence Scale constructed and developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2001). There are 34 statements in the scale and each statement is followed by 5 alternatives viz. Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. Therefore one can get a minimum score of 34 and maximum score of 170. A score below 70 indicated low level of emotional intelligence, a score above 103 indicates high emotional intelligence and a score between 70 and 103 indicates average level of emotional intelligence on this scale.

5.4 Statistical Techniques Applied

For statistical treatment, the collected data were subject to-

1. Percentage and Frequency Analysis
2. Mean And standard deviation
3. t-test and
4. Regression Analysis

6. Analysis and Interpretation of the Data

6.1 Demographic profile of the respondents

The detailed distribution of the sample on the basis of Gender, Marital Status and Type of School is given in Table 1

Table 1: Table Showing the Variable Wise Distribution of the Sample for the Present Study

S. No.	Demographic Variables	Sub-Groups	N	Percentage
1.	Gender	Male	186	57.4%
		Female	138	42.6%
2.	Marital Status	Married	206	63.6%
		Unmarried	118	36.4%
3.	Type of School	Government	137	42.3%
		Private	187	57.7%
Total Sample			324	100%

Hypothesis 1: High school teachers have average level of emotional intelligence.

To test hypothesis 1, the investigator computed mean and standard deviation of emotional intelligence scores of high school teachers for the entire sample and various categories of

sub samples and presented in Table 2 and graphically represents in Figure 1

Table 2: Mean and Standard Deviations of the Emotional Intelligence Scores of High School Teachers for the Entire Sample and Various Sub Samples

S. No	Variables	Sub-Samples	N	Mean	S.D	Level of Emotional Intelligence
	Entire Sample		324	99.85	5.69	Average
1.	Gender	Male	186	101.64	5.93	Average
		Female	138	97.44	4.31	Average
2.	Marital Status	Married	206	100.43	5.36	Average
		Unmarried	118	98.84	6.12	Average
3.	Type of School	Government	137	99.62	5.13	Average
		Private	187	100.02	6.08	Average

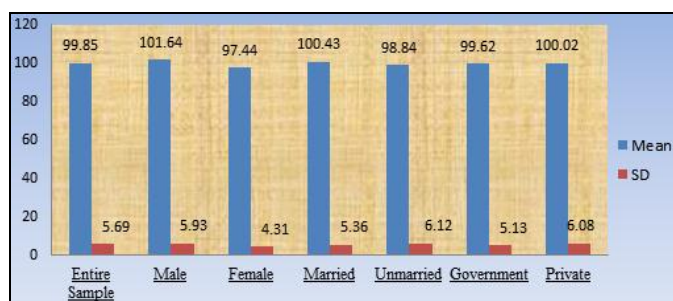


Fig 1: Graphical representation of mean and standard deviations of the emotional intelligence scores of high school teachers for the entire sample and various sub samples.

From the Table 1.2 it is evident that the mean values of emotional intelligence scores of high school teachers for the entire sample and various categories of sub samples are between 70 and 103 (average level). Therefore hypothesis 1 is accepted and is inferred that high school teachers irrespective of gender, marital status and type of school possess average level of emotional intelligence.

Hypothesis 2: There exists no significant difference in the emotional intelligence of male and female high school teaches.

Table 3: ‘T’ Value for Emotional Intelligence Scores of Male and Female High School Teachers

Variable	Gender	N	Mean	SD	‘t’ value	Sig.
Emotional Intelligence	Male	186	101.64	5.93	7.049*	P<0.01
	Female	138	97.44	4.31		

* Significant at 0.01 level

Table 3 clearly shows that the obtained t value is significant at 0.01 level (t >2.58; p< 0.01). Therefore the hypothesis 2 is rejected at 1% level of significance and it is concluded that male and female high school teachers differ significantly with respect to their emotional intelligence. Further, from their mean values it is concluded that male high school teachers are emotionally more intelligent (Mean=101.64) than female high school teachers (Mean=97.44).

Hypothesis 3: There exists no significant difference in the emotional intelligence of married and unmarried high school teaches.

Table 4: ‘T’ Value for Emotional Intelligence Scores of Married and Unmarried High School Teachers

Variable	Marital Status	N	Mean	SD	‘t’ value	Sig.
Emotional Intelligence	Married	206	100.43	5.36	2.429	P<0.05
	Unmarried	118	98.84	6.12		

* Significant at 0.05 level

Table 4 clearly shows that the obtained t value is significant at 0.05 level ($t > 1.96$; $p < 0.05$). Therefore the hypothesis 3 is rejected at 5% level of significance and it is concluded that married and unmarried school teachers differ significantly with respect to their emotional intelligence. Further, from their mean values it is concluded that married high school teachers have more emotional intelligence (Mean=100.43) than unmarried high school teachers (Mean=98.84).

Hypothesis 4: There exists no significant difference in the emotional intelligence of high school teachers working in government and private high schools.

Table 6: Table Showing Regression of Emotional Intelligence on Predictor Variables

General details	Predictors	Unstandardized Coefficients		Standardized coefficients	t- value	Sig.
		B	Std. Error	Beta		
R=.384, R Square=.147, Adjusted R Square=.139, SE= 5.28506, F=18.448	(Constant)	106.721	1.422		75.034	p<0.01
	Gender	-4.064	.597	-.354	-6.807	p<0.01
	Marital status	-1.449	.642	-.123	-2.258	p<0.05
	Type of School	.574	.624	.050	.920	p>0.05

Predictors: Gender, Marital Status and Type of school

Dependent variable: Emotional intelligence.

From the Table 6, R square value is found to be .147 which indicates that 14.7 % of total variance in the emotional intelligence is contributed by the selected independent variance. The remaining percentages i.e. 85.3 percent is contributed by other factors which are not chosen in the present study. Further the obtained value of F (18.448) is found to be significant at 0.01 level ($p < 0.00$), therefore the hypothesis 6 that “There is no significant impact of independent variables on the dependent variable” is rejected at 1 % level and it is inferred that the emotional intelligence of high school teachers is significantly influenced by the selected independent variables. It is also evident from that Table 6 that independent variables like gender ($t = -6.807$) and marital status ($t = -2.258$) are contributing significantly to the emotional intelligence whereas type of school ($t = .920$) has no significant influence on the emotional intelligence. From the beta values given in table 6 it can be concluded that the impact of independent variable Gender (Beta=-.354) on the emotional intelligence is more than the variable Marital Status (Beta=-.123) respectively. The negative Beta values show that these variables are contributing negatively to the emotional intelligence.

7. Major Findings of the Study

1. The level of emotional intelligence among high school teachers for the entire sample and various sub samples is average.
2. There is significant difference in the emotional intelligence

Table 5: ‘T’ Value for Emotional Intelligence Scores of Government and Private High School Teachers

Variable	Type of School	N	Mean	SD	‘t’ value	Sig.
Emotional Intelligence	Government	137	99.62	5.13	.614	p>0.05
	Private	187	100.02	6.08		

Table 5 clearly shows that the obtained t value is not significant at 0.05 level ($t < 1.96$; $p > 0.05$). Therefore the hypothesis 4 is accepted at 5% level of significance and it is concluded that there is no significant difference in the emotional intelligence of high school teachers working in government and private high schools.

Hypothesis 5: There is no significant contribution of independent variables (Gender, Marital Status and Type of School) on the dependent variable (Emotional Intelligence). Multiple regression analysis has been carried out to test whether independent variables have any significant influence on the dependent variable and the results are given in Table 6

of high school teachers with respect the gender and marital status but no significant difference existed in the emotional intelligence of high school teachers with respect to type of school.

3. Male and married high school teachers were found to have more emotional intelligence as compared to female and unmarried high school teachers.
4. All the selected independent variables except type of school have significant influence on the emotional intelligence. Gender is found to have more influence on the emotional intelligence than marital status.

8. Discussion of the Results

An important finding of the study revealed that significant difference exists between male and female high school teachers with respect to emotional intelligence. This finding is supported by the results of the studies of Katyal and Awasthi (2005), Darsana (2005) and, Das and Sahu (2014) who reported that there exists differences in the emotional intelligence of males and females. But the results are in contrast with the findings of studies conducted by Kumar (2014), Jyoti (2014) [4], Indu (2009), Tyagi (2004) who found no significant difference in emotional intelligence of males and females.

Another important finding of the present study showed that married and unmarried high school teachers differ significantly in respect to their emotional intelligence. The results are similar to the results of the studies conducted by

Das and Sahu (2014), singaravela (2007), who also found significant differences in the emotional intelligence of married and unmarried employees. But the finding is in contrast with the results of Kumar (2016) ^[1] who reported no significant difference in the emotional intelligence of higher secondary teachers with respect to their marital status.

Further the present study revealed that high school teachers working in government and private high schools do not differ significantly in their emotional intelligence. This finding is in line with the results of the studies conducted by Ponmozhi and Ezhilbharathy (2007), Maheshwari and Balaramulu (2015) who found that there is no significant difference in the emotional intelligence of government and private school teachers.

9. Recommendations

- Teachers need to be involved in skill development programmes focused on the emotional intelligence.
- The authorities should conduct such types of in-service (workshop & refresher courses) programmes for teachers which are very helpful in enhancing their emotional intelligence.
- The on-going in-service teacher training programmes should be evaluated in terms of their effectiveness in developing emotional intelligence.
- The schools should organize formal and informal staff meeting for proper development of social skills and interpersonal relationships among the teachers.

10. References

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