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EMOTIONAL INTELLIGENCE AMONG MIDDLE SCHOOL TEACHERS WITH REFERENCE TO NAGAPATINAM DISTRICT, TAMIL NADU

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ABSTRACT

The main aim of education is the all round holistic development of the students. In the pursuit of this goal, the teachers play a significant role. Emotionally Intelligent teachers help students with Improved Motivation, Enhanced Innovation, Increased Performance, Effective Use of Time and Resources, Improved Leadership Qualities and Improved Team Work .An effective, 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 teachers at middle schools in Nagapatinam district, Tamil Nadu. The size of the sample for the study consisted of 300 teachers selected from the middle schools of Nagapatinam district, Tamil Nadu, Randomly and also as per the author's convenience. At last the overall finding of the study was when compared with men middle school teachers the female teachers are lack in only one specific emotional intelligence area that is they always think about their home problems in the work place or vice versa

INTRODUCTION

It all began 2000 years ago when Plato wrote “ All 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 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. Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. To be effective, the cognitive processes must be in control of the emotions, so that they work for rather than against. Here comes the importance of emotional intelligence. The famous psychologist E.L. Thorndike, through his concept of social

intelligence, 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 recognising our own feelings and those of 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.

LITERATURE REVIEW

Devi and Uma (2005) found that the parental education, occupation had significant and positive relationship with dimensions of emotional intelligence like Social Regard, Social Responsibility, Impulse Control And Optimism. Harrod and Scheer (2005) found that emotional intelligence levels were positively related to Females, Parents' Education and Household Income. Amirtha and Kadhiravan (2006) found that Gender, Age and Qualification influenced the emotional intelligence of school teachers. The main aim of education is the all round holistic development of the students. In the pursuit of this goal, teachers play a significant role. Emotionally Intelligent teachers help students with Improved Motivation, Enhanced Innovation, Increased Performance, Effective Use of Time and Resources, Improved Leadership Qualities and Improved Team Work. Hence, it is essential to develop the emotional intelligence of student teachers during pre-

service. The present study aims at studying the level of emotional intelligence of the teachers at middle schools in Nagapatinam district, Tamil Nadu

THE ORIGINAL STATUS OF TARGET GROUPS

There is currently a tendency to consider schools as organic wholes that grow and develop, and within which all the actors, their actions and their knowledge are interrelated and interact with the surrounding environment. This organic metaphor for institutions is taken up by those who seek to increase the efficiency of schools as places of learning. Amongst other things, in drawing a parallel with the functioning of living organisms, they stress internal communication and in particular the impact of daily negotiations between the actors concerning ways and means of running the school. They argue that only a far greater collaboration between all the actors can lead to real improvement of school performances. They also see the school as a place where pupils can learn something of their future social behavior from these exchanges. Yet they stop short of pointing to the need for a more systematic approach to certain skills related to understanding emotions in oneself and in one's relationships with others.

The teacher's level of EQ is by far the single most important variable in creating a classroom where EI can be developed healthily. And the single most important variable in the teacher's EQ is how they handle their own emotions, especially their negative emotions. An effective, successful teacher is largely one who can handle his or her negative feelings in an authentic, real and healthy way.

OBJECTIVES

- ❖ To identify the elements to built emotional intelligence among teachers at middle schools.
- ❖ To identify the areas of Emotional Intelligence to lead the target groups

METHODOLOGY

Type of Research

The descriptive type of research has used to collect data from the respondents. This research helps to find out the real facts in the base.

Type of Sampling:

The simple Random sampling has used as the sampling method to collect data from the respondents. In this method the convenience sampling has used by the author to collect the data.

Sample Size

The size of the sample for the study consisted of 300 teachers selected from the middle schools of Nagapatinam district, Tamil Nadu, Randomly and also as per the authors convenience

Tool for Research

A questionnaire was constructed with 9 parameters based on the literature review by using five - point likert scale. The scales was ranging from strongly agree to strongly disagree

Procedure

Scale of emotional intelligence was administered to the teachers after obtaining prior permission from the Head masters of the prescribed schools in the Nagapatinam district. The data collected were analysed with the help of suitable statistical techniques.

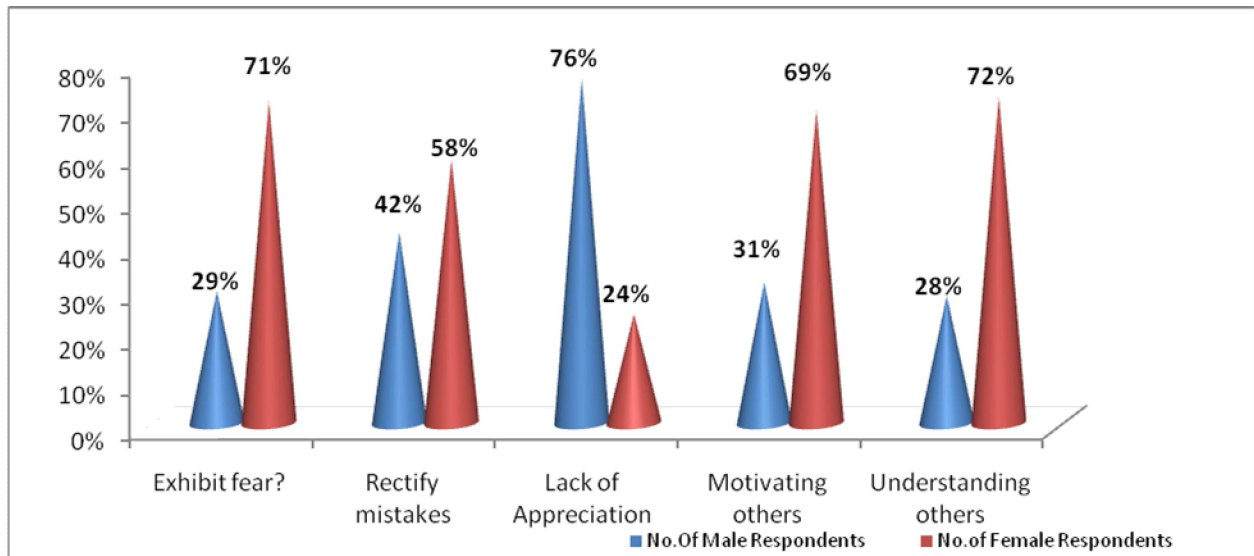
Data Analysis:

Variable	No of Respondents	%
Gender		
Male	114	38%
Female	186	62%
Age		
20-29	27	9%
30-39	97	32%
40-49	139	46%
50-59	37	13%
Education		
Teacher Training	112	37%
B.Ed	159	53%
M.Ed	29	10%

PARAMETERS AFFECTING EMOTIONAL INTELLIGENCE:

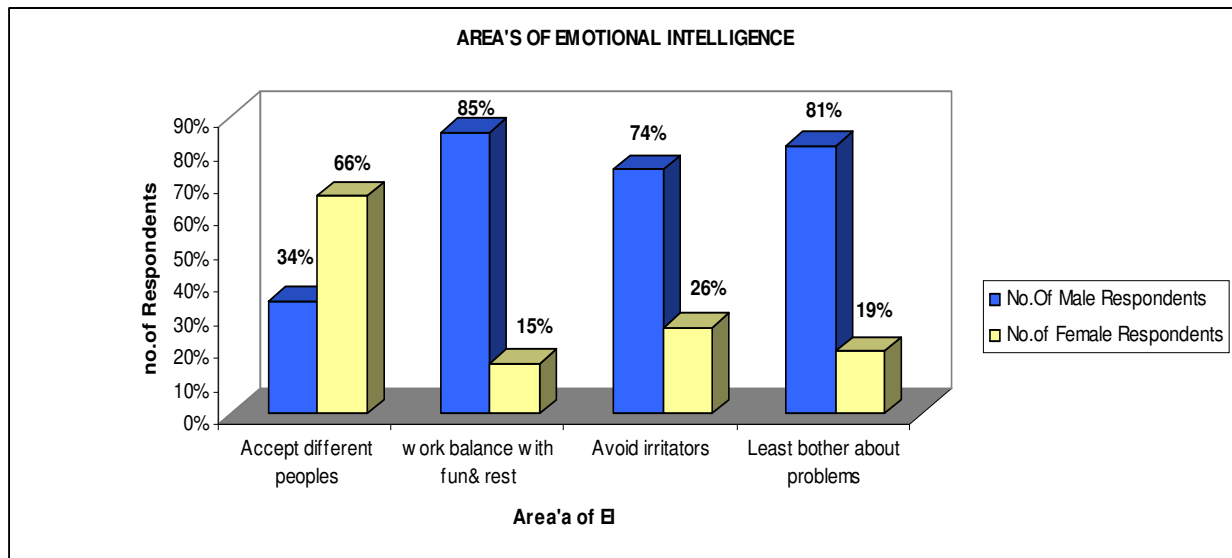
PARAMETER – 1 – ELEMENTS OF EMOTIONAL INTELLIGENCE

Elements of EI	No.Of Male Respondents	No.of Female Respondents
Exhibit fear	29%	71%
Rectify mistakes	42%	58%
Lack of Appreciation	76%	24%
Motivating others	31%	69%
Understanding others	28%	72%



PARAMETER – 2 AREAS OF EMOTIONAL INTELLIGENCE

Areas Of EI	No. Of Male Respondents	No. of Female Respondents
Accept Different Peoples	34%	66%
work balance with fun& rest	85%	15%
Avoid irritators	74%	26%
Least bother about problems	81%	19%



Major Findings of the Study

1. As per the research compare with the men middle school teachers, female teachers have the tendency of exhibit the fear at once, Rectify their mistakes immediately, motivating and understanding others in an effective manner as well as appreciating others talent and skills easily are the fruitful emotional qualities of them. But male teachers not taking any keen interest to change their above said features.
2. At the same time in the areas of emotional intelligence part, the findings were entirely different. Because male teachers make them cool by interact with different type of people, equalise their stress through some fun and game activities, by avoiding irritators they can save their energy and stress level as well as give very keen care about the problems. When we see the female teachers results regarding this above said view, everything is inversed like they get more angry when they met any irritators, getting over pressure when they have attended some work burden in the schools. It is because they never ready to spend even an hour for fun and entertainment in their life.
3. At last the overall finding of the study was when compared with men middle school teachers the female teachers are lack in only one specific emotional intelligence area that is they always think about their home problems in the work place or vice versa. . At the same time they are the best in all other emotional intelligence results rather than men.

RECOMMENDATIONS FOR TEACHERS

- Religious beliefs and an abiding faith in God help in tolerance and stability of emotions.
- There is necessity to develop the emotional competencies of the teachers, which in turn helps them to develop the same among their students
- Inspirational subjects like art, literature, poetry and music help in developing an appreciation of the beautiful and sublime emotions in life.
- Sports, games, dramatics, and other co-curricular activities are of great value. Through this the teachers may enhance their Skill, confidence level and involvement in work as well as a healthy sense of humour they can make their work place students as a happiest place and happiest people

CONCLUSION

Introducing emotions in schools would be a radical change! Yet schools do not change so readily. Those well-meaning people who have tried to introduce innovations in schools have come up against considerable resistance from teachers, students and parents alike. Yet without their active participation, no such far-reaching change is possible.

It is concluded from the findings that the emotional intelligence of teachers at Middle school in Nagapatinam District is high... They should be sublimated through constructive activities. . Therefore, work ethics and balanced work and healthy living must be stressed in the curriculum. Emotions should be concentrated or directed towards some good object or healthy idea. Such a direction and concentration can lead to development like justice, patriotism and other moral qualities.

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