

Effectiveness of Strategies for Enhancing Emotional Intelligence of School Teachers

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Abstract

Emotional intelligence of teachers plays vital role in managing their own life and deal effectively with the feelings of others. Teachers need to develop smooth relationship with students, Teachers, administrators and parents. The contemporary inquiry had been commenced to explore emotional intelligence of school teachers and subsequently test the effectiveness of the strategies developed by the researchers for enhancing the emotional intelligence of school teachers. It was an experimental study having a single group pre-test and post test research design with 140 teachers. The teachers were selected by Purposive sampling technique. Emotional Intelligence scale constructed by Dr. Shubhra Mangal was used to assess the emotional intelligence of teachers. Strategies to enhance the emotional intelligence of teachers were developed. The study was conducted keeping in mind the variables like gender and school experience of the teachers. The strategies were found to be statistically effective.

Introduction

Emotional intelligence of an individual is the capacity to recognise his own emotions and those of others, differentiate between different feelings and label them appropriately, use emotional information to guide thinking and behaviour and manage one's emotions to adapt environments to achieve goals.

Emotional intelligence is an important indicator of a person's knowledge, skills and abilities in work place, school and personal life. Researches reveal that emotional intelligence plays a significant role in the job performance, motivation, decision making, successful management and leadership. Hence, the concept of emotional intelligence can play a significant role in the field of education. Emotions have valuable information about relationships, behaviour and every aspect of human life around us. The most recent research shows that emotions are constructive and do contribute to enhance performance and better decision making, both- at job and at private life.

According to Salovey and Mayer (1990) Emotional intelligence is "the ability to monitor one's own feelings and other's feelings and emotions, to discriminate among them and to use this information to guide ones's thinking and actions."

Goleman defines emotional intelligence as "the capacity for recognising our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships". (1998)

According to Wikipedia (2010), emotional intelligence often measured as an emotional quotient describes a concept that involves the ability, capacity, skill or a self perceived ability, to identify, assess and manage the emotions of oneself, of others, and of groups.

Goleman's Five Components of Emotional Intelligence are as follows:

1. Knowing one's Emotions
2. Managing Emotions
3. Motivating Oneself
4. Recognizing Emotions in Others:
5. Handling Relationships

Teachers' Emotional Intelligence

Although teaching is a profession of "emotional labour" (Hargreaves, 1998, 2001), little work has been established relating teachers' socio-emotional behaviour, teachers relationships with students, and students behaviour. Teaching is considered to be one of the most stressful occupations, especially because it involves daily work based on the social interactions where the teacher must make great efforts to regulate not only his or her own emotions, but also those of students, parents, administration, colleagues etc. Negative emotions for example anxiety interfere with our cognitive capacity for processing information (Eysenck and Calvo 1992). While positive emotions increase our creative capacity for generating new ideas and therefore ability to handle difficulties (Frederickson 2001). Positive emotions on teachers can increase teacher wellbeing and also the students' level of adjustment (Brich and Ladd 1996). This positive affect may also produce spiral effect which in turn facilitates a more suitable climate for learning (Sutton and Whealy 2003). Emotional competence in teacher is necessary in general for both their own wellbeing and effectiveness and quality in carrying out teaching learning process in the classroom and in particular for the socio emotional development of students (Sutton and Whealy, 2003).

The concept of EI (including the perception of emotions, the use of emotions to facilitate thinking and the understanding of emotions and their management; Salovey & Mayer, 1990) is used to interpret teachers' emotional responses and functioning in their daily classroom interaction with students. It is argued that teachers equipped with higher levels of EI cope with adverse situations in a more constructive way comparing to their colleagues with lower levels of EI (Jeloudar, Yunus, Roslan & Nor, 2011; Perry & Ball, 2007; Ramana, 2013). Moreover, highly EI teachers form positive teacher student relationships and cope effectively with students conduct difficulties (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2011; Nizielski, Hallum, Lopes, & Schutz, 2012).

Background and Related Research:

Teachers' emotional stability is important for his/her life as well as for teaching profession. Teachers are the role model in students' life therefore they learn so many aspects of life from their teachers during class and outside of classroom. They have learn the ways of adjustment with other persons, face challenges in life, solving difficult problems, understanding

different views and feeling of their colleagues, helping to the needed persons, etc. It is found that teachers who have high emotional intelligence can cope with difficult situation and make the situation more constructive ways. Emotional intelligence is acquirable by any individual therefore teachers can also be acquired their emotional intelligence. Even in countries where “a great deal of attention has spotlighted students’ EI development, there has been little focus on teachers’ own development” (Jennings & Greenberg, 2009, p. 496). More generally, until recently there has been a ‘neglect of emotion in the field of teaching’ (Hargreaves, 2001a, p. 1057). Thus, little is known about the impact of developing teachers’ EI on their EI levels and related behaviours and on their practice, in particular in Israeli context. It feels that there is need of an hour for construction of strategies for enhancing school teachers’ emotional intelligence. Teachers’ with high emotional intelligence will help in nurturing the emotional intelligence of students so that they become an ideal citizen and good human being.

Title of the Study

Effectiveness of Strategies for Enhancing Emotional Intelligence of School Teachers

Objectives of the Study

Following were the objectives outlined for the present study:

- 1) To identify the level of Emotional Intelligence of school teachers
- 2) To study the effectiveness of Emotional Intelligence strategies with reference to gender and experience of school teachers

Hypothesis

To accomplish the objectives of this research, the following hypothesis were tested:

- Ho₁** There will be no significant difference between the mean score of Emotional Intelligence in pre-test and post –test.
- Ho₂** There will be no significant difference between the mean score of Emotional Intelligence in pre-test and post –test of male teachers.
- Ho₃** There will be no significant difference between the mean score of Emotional Intelligence in pre-test and post –test of female teachers.
- Ho₄** There will be no significant difference between the mean score of Emotional Intelligence in pre-test and post –test of High Experience teachers.
- Ho₅** There will be no significant difference between the mean score of Emotional Intelligence in pre-test and post –test of Low Experience teachers.
- Ho₆** There will be no significant difference between the mean gain score of Emotional Intelligence of Male and Female teachers.
- Ho₇** There will be no significant difference between the mean gain score of Emotional Intelligence of High and Low experience teachers.

Delimitations

This study is delimited to only those teachers who are teaching in Std. 5th to 8th of S.G. English Medium Primary School, Gandhinagar; St. Xavier School, Hansol, Ahmedabad; Airport School, Ahmedabad; Rajasthan English Medium School, Shaihibag, Ahmedabad.

Operational Definition

- **High Experienced Teacher:** The teachers teaching more than ten years in sample schools are considered as high experienced teachers.
- **Low Experienced Teacher:** The teachers teaching less than ten years in sample schools are considered as low experienced teachers.
- **Effectiveness:** Increase in the score on pre-test of Teachers’ Emotional Intelligence to post-test is term as effectiveness of Teachers’ Emotional Intelligence.
- **Emotional Intelligence Strategies:** Emotional Intelligence Strategies are the strategies developed on the following components: Awareness of self and other, Professional orientation, Intrapersonal management and Interpersonal management.

Variables:

Following were the variables for the present study

List of Selected Variables in the Study

	Moderate	Control	Independent	Dependant
Variables	Gender	Medium of School (English)	Intervention Programme (Emotional Intelligence Strategies)	Level of Emotional Intelligence
	Experience	Area of Experiment (Ahmedabad and Gandhinagar)		

Methodology

The present study is an experimental study having a single group pre-test and post test research design. As per the research design, first pre-test was administered on the group of teachers. After this the formulated strategies were implemented on the group and at the end a post test was administered on the group. The design of the study can be represented as follows:

$$T_1 \quad X \quad T_2$$

Where T_1 stands for pre-test, T_2 stands for post test and X for intervention programme

Population

A population is the aggregate of all the cases that conform to some designated set of specifications. All the teachers teaching in Gujarat State Education Board (GSEB).English medium schools from std-5th to std-8th constituted the population of the present study.

Sample

Purposive sampling technique was used to select the sample for the present study. For conducting the present study the researchers tried to convince different schools. Four different schools like St. Xavier's High School, Rajasthan High School, Airport High School and S.G English Medium school were selected to conduct this study on their teachers. Teachers teaching in standard 5 to 8 of above mentioned schools were considered as the sample for this study. A total of 140 teachers were included in this study.

Number of Student of the Sample

Variable	Level	No.	Total
Gender	Male	52	140
	Female	88	
Experience	Less Experienced	70	140
	More Experienced	70	

Tool for data collection

Following were the tools used to carry out present study:

Tool -1 Standardised Tool

A standardized tool "Teacher's Emotional Intelligence Inventory (TEII- M) by Dr. Shubhra Mangal was used to assess the level of teachers.

This test is based on following four components of Emotional Intelligence:

1. Awareness of self and others
2. Professional orientation
3. Intra-personal Management
4. Interpersonal management

1. Awareness of self and others:

This factor implies being aware of one's own self and others with whom the teacher is interacting. This factor includes the art of empathizing, influencing, commitment, appropriate assessment of one's own capabilities and awareness of the organization where the person is working.

2. Professional Orientation:

The second factor that governs the EQ of a teacher is his/her orientation towards the profession. EQ competencies like optimism towards the profession, Service orientation and an innate desire to achieve are the key stones to achieve professional orientation. A teacher who can adapt to changes and bring out positivity in a diverse situation can be said to be a professionally oriented teacher.

3. Intrapersonal Management or Self Regulation:

A teacher who can assert himself/herself in public independently by exhibiting positive EQ traits of self confidence and self control can be said to possess the skill of self management.

4. Interpersonal Management:

The job of a teacher requires immense skill of managing others where competencies like team work capabilities, problem solving, building bonds and initiating a change are very essential. A teacher should initiate and manage a change amicably, whether it is during the course of teaching or during group work.

The tool consisted of 200 items with a five point rating scale. There were 106 positive items and 94 negative items.

SCORING SCHEME: The items in the inventory were either in nature of positive statements or the negative statements.

The system of scoring the positive and negative natured items in the inventory was as follows:

The tool contained five options i.e. A, B, C, D, E for each statement and the scores awarded for each statement were 1, 2, 3, 4, 5 respectively, whereas for the positive statements the scores were reversed as 5, 4, 3, 2, 1 for A, B, C, D, E respectively. The list of positive and negative items was provided in the manual. After finding the score of individual items, the total score of the respondent was calculated and the scores were interpreted on the basis of instructions provided in the manual.

Intervention programme

Emotional intelligence strategies was developed by taking experts opinion belonging to the field of Psychology. Different experts were consulted for providing their feedback and valuable suggestions with respect to activity and the related area, feasibility of conducting the activity and level of activity for school teachers.

Phases of the Study

S.No	Area of Emotional Intelligence	No. of Hours
1	Awareness of self and others	4
2	Professional Orientation	4
3	Intrapersonal Management	4
4	Interpersonal Management	4
Total		16

Data Collection:

A pre-test was administered and data was collected to identify the level of emotional intelligence of the school teachers. The strategies which were developed to enhance the emotional intelligence of school teachers were administered on teachers and thereafter a post test was administered. Thus the required data was collected.

Data Analysis and Interpretation:

The data collected through TEI was used to calculate the mean score, standard deviation, standard error of mean and t-value. Maximum score in this tool was 1000. The teachers were divided in three categories i.e. Teachers with high emotional intelligence, medium emotional intelligence and low emotional intelligence. Teachers were divided on the basis of range. Teachers belonging to the range of 200-466 were categorized under low emotional intelligence, 467-733 were categorized in medium emotional intelligence and those belonging to the range of 734-1000 were categorized under high emotional intelligence.

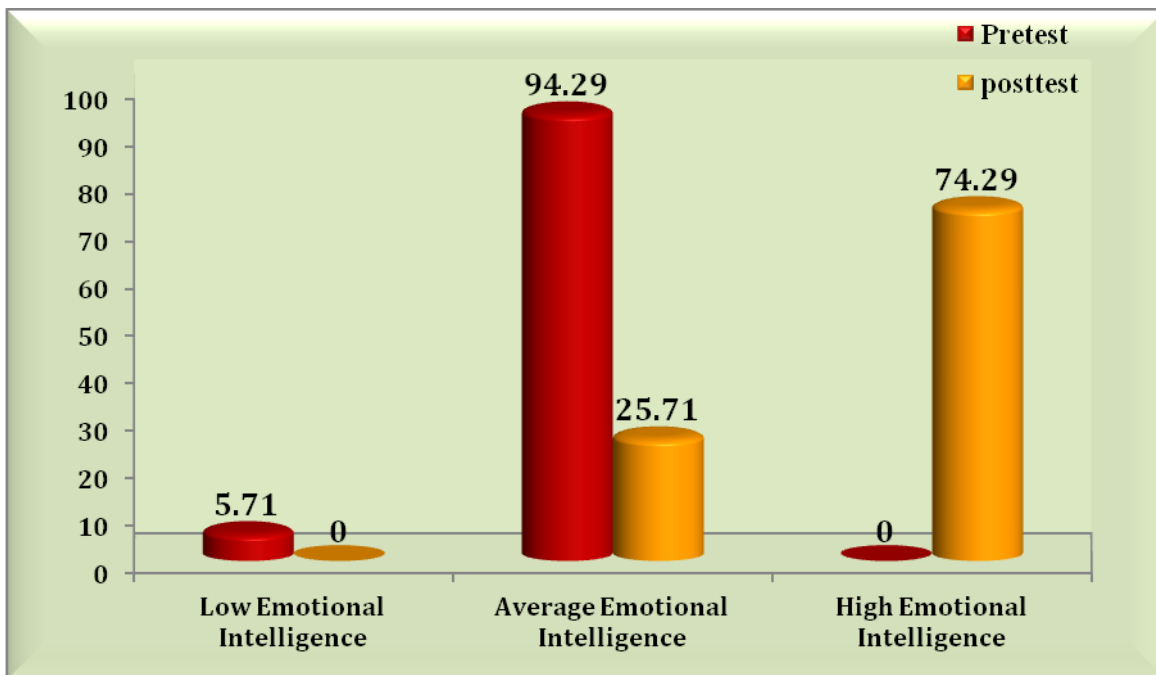
Objective wise data analysis was done , Objective-1 was as follows:

Objective 1: To identify the level of Emotional Intelligence of school teachers.

One of the objective of the present research was to identify the level of Emotional Intelligence of school teachers. In order to achieve this objective, the values of P_{33} and P_{67} are calculated, table 4.1 shows three levels of Emotional Intelligence of school teachers.

Level of Emotional Intelligence of School Teachers

Level	Norms		Pre-Test	%	Post- Test	%
			Number of Teachers		Number of Teachers	
Low Emotional Intelligence	Min- P_{33}	200-466	8	5.71	0	0.00
Average Emotional Intelligence	P_{33} – P_{67}	467-733	132	94.29	36	25.71
High Emotional Intelligence	P_{67} - Max	734-1000	0	0.00	104	74.29
Total			140	100	140	100



Graph 4.1

Levels of Emotional Intelligence of School Teachers

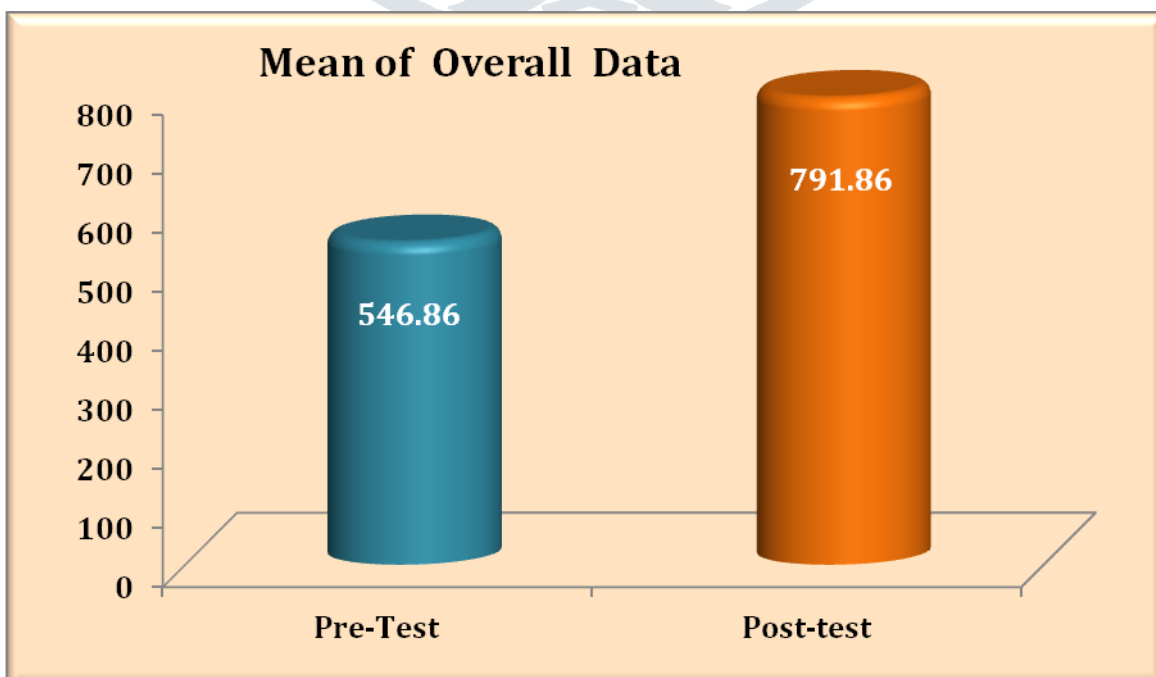
- According to table 4.1, it is observed that 5.71% of teachers possessed low emotional intelligence in pre-test, whereas there were no teachers in this category after implementing the strategies in the post test.
- 94.29% of teachers were in the average emotional intelligence category before treatment in the pre-test, but only 25.71% of teachers belonged to this range in the post test.
- Initially there were no teachers in the high range of emotional intelligence in the pre-test but after implementation of emotional intelligence strategies 74.29% of teachers showed high emotional intelligence in the post test.

Objective 2- To study the effectiveness of Emotional Intelligence strategies with reference to gender and experience of school teachers

Ho₁ There will be no significant difference between the mean score of Emotional Intelligence in pre-test and post –test.

Details of M, SD, N, SE_D and t-value of Emotional Intelligence Scores of Pre-Test and Post Test

Test	M	S.D.	N	SE _D	t	Level of Significance
Pre-Test	546.86	46.25	140	9.48	25.83	**
Post Test	791.86	102.25	140			



Graph 4.2

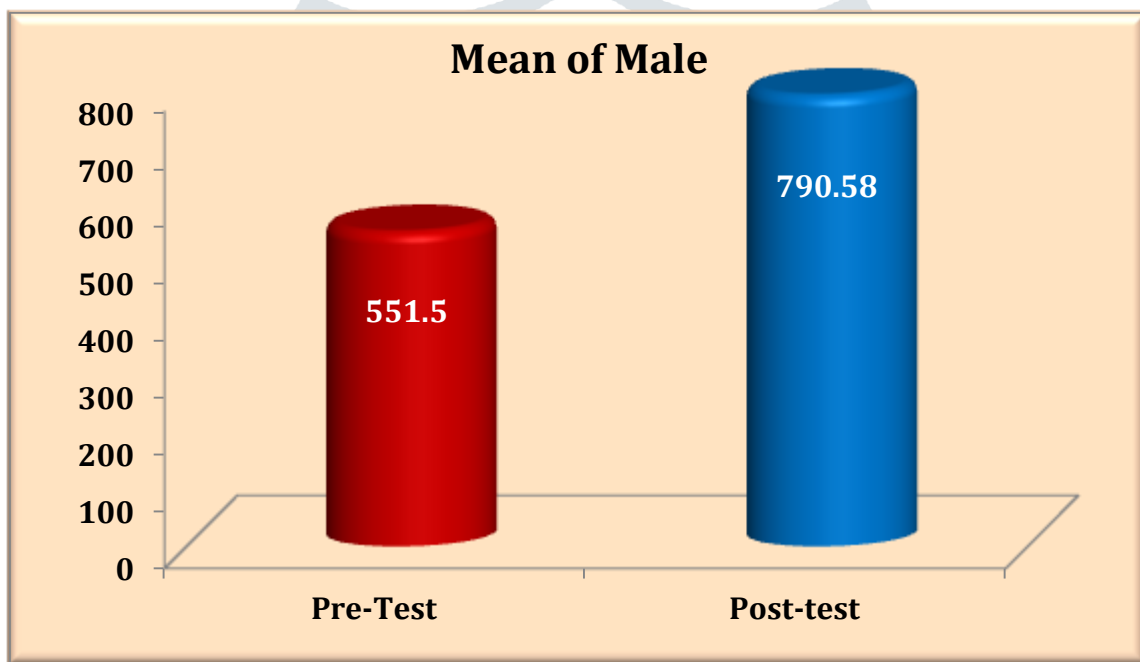
Comparison of mean scores of pre-test and post test of Emotional Intelligence

- According to table 4.2, the calculated value of t is 25.83.
- whereas the table value of t at 0.05 and 0.01 level is respectively 1.96 and 2.58.
- Here the calculated value of t is more than the table value of t at 0.01 level.
- Hence, H_{01} -“There will be no significant difference between the mean score of Emotional Intelligence in pre-test and post-test” is rejected, it means there is a significant difference between the mean scores of pre and post test Emotional Intelligence and it is in the favour of post test. Hence, post test scores are higher than pretest, therefore it can be said that treatment had been effective.
- Besides, the mean scores of teachers in the post test are higher than the scores in the pre-test. Hence, it can be said that teachers have improved their emotional intelligence after the implementation of emotional intelligence strategies.

H_{02} There will be no significant difference between the mean score of Emotional Intelligence in pre-test and post –test of male teachers.

Table 4.3
Details of M, SD, N, SE_D and t-value of Emotional Intelligence
Scores of Pre-Test and Post Test of Male Teachers

Group	Test	M	S.D.	N	SE _D	t	Level of Significance
Male	Pre-Test	551.50	52.14	52	14.83	16.12	* *
	Post Test	790.58	93.38	52			



Graph 4.3

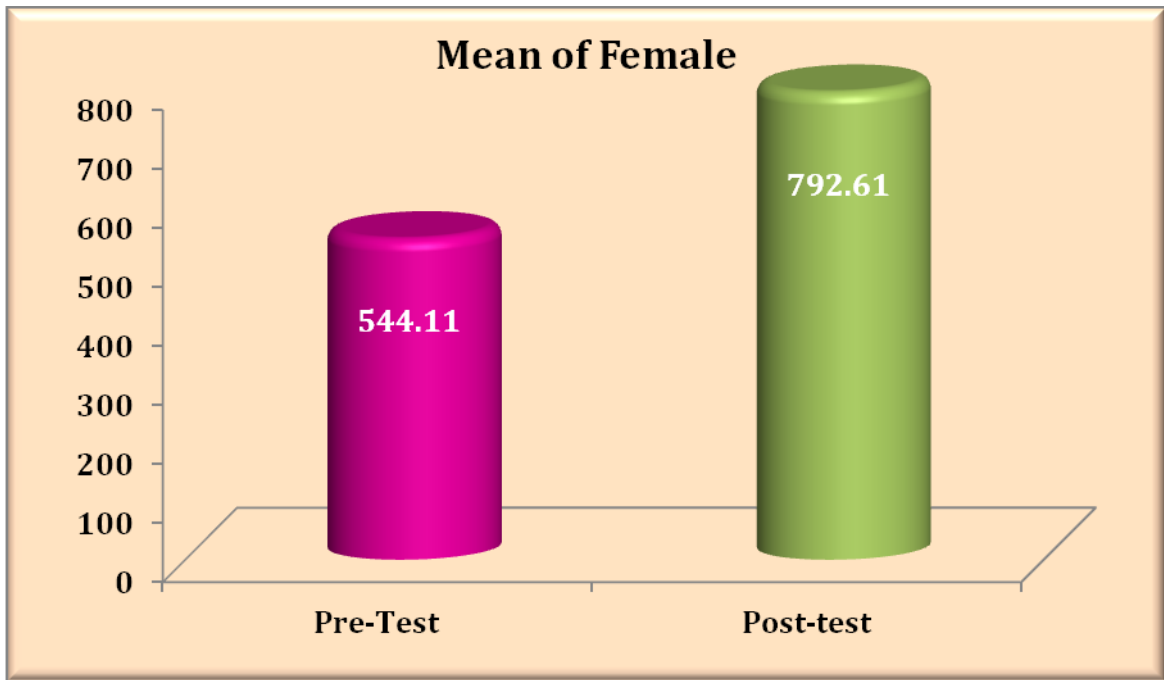
Comparison of Means of male teachers for pre-test and post test

- According to table 4.3, the calculated value of t is 16.12, whereas the table value of t at 0.05 and 0.01 level is respectively 1.96 and 2.58. Here the calculated value of t is more than the table value of t at 0.01 level.
- Hence, H_{02} :“There will be no significant difference between the mean scores of Emotional Intelligence in pre-test and post –test of male teachers” is rejected that means there is a significant difference between the mean scores of Emotional Intelligence which is in favour of Post Test.
- Hence, it can be said that emotional intelligence of male teachers have enhanced after the implementation of strategies. Hence, post test scores are higher than pretest, therefore it can be said that treatment had been effective.

H_{03} There will be no significant difference between the mean scores of Emotional Intelligence in pre-test and post –test of female teachers.

Table 4.4
Details of M, SD, N, SE_D and t-value of Emotional Intelligence
Scores of Pre-Test and Post Test of Female Teachers

Group	Test	M	S.D.	N	SE _D	t	Level of Significance
Female	Pre-Test	544.11	42.46	88	12.34	20.14	* *
	Post Test	792.61	107.65	88			



Graph 4.4

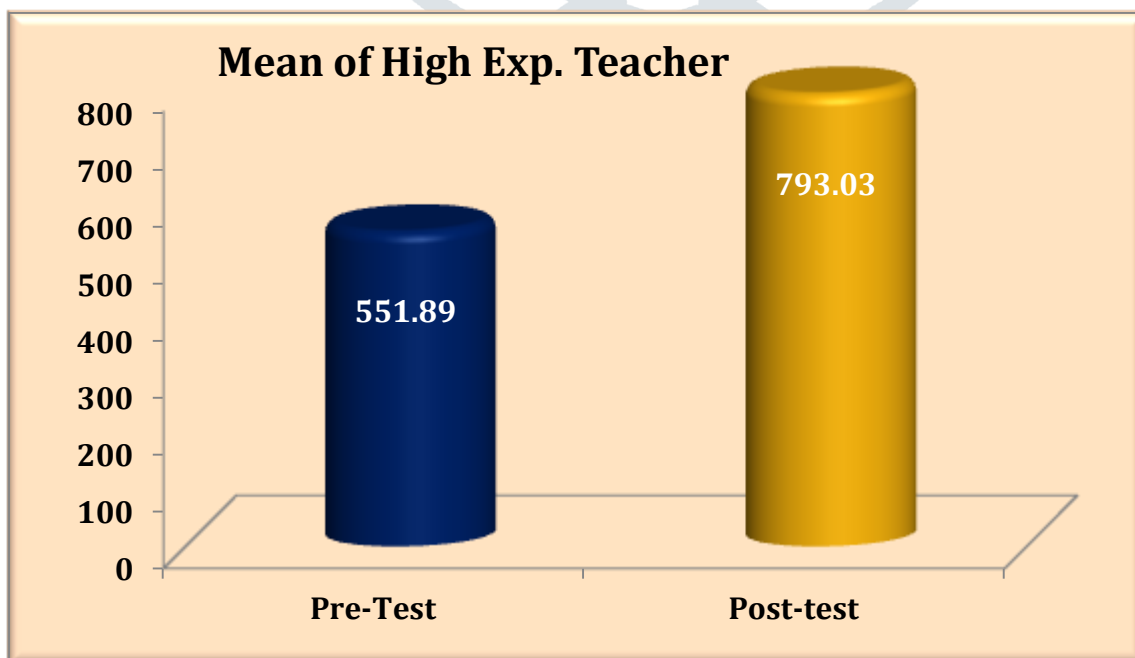
Comparison of means of female teachers for pre-test and post-test

- According to table 4.4, calculated value of t is 20.14.
- whereas the table value of t at 0.05 and 0.01 level is respectively 1.96 and 2.58.
- Here the calculated value of t is more than the table value of t at 0.01 level.
- Hence, H_{03} : "There will be no significant difference between the mean score of Emotional Intelligence in pre-test and post –test of female teachers" is rejected that means there is a significant difference between the mean scores of Emotional Intelligence which is in favor of Post Test.
- Hence, it can be said that the level of emotional intelligence of female teachers have risen up after implementation of emotional intelligence enhancing strategies.

H_{04} There will be no significant difference between the mean score of Emotional Intelligence in pre-test and post –test of High Experience teachers.

Table No.-4.5
Details of M, SD, N, SE_D and t-value of Emotional Intelligence Scores of Pre-Test and Post Test of High Experience Teachers

Group	Test	M	S.D.	N	SE _D	t	Level of Significant
High Exp. Teachers	Pre-Test	551.89	40.78	70	13.35	18.06	* *
	Post Test	793.03	104.02	70			



Graph 4.5

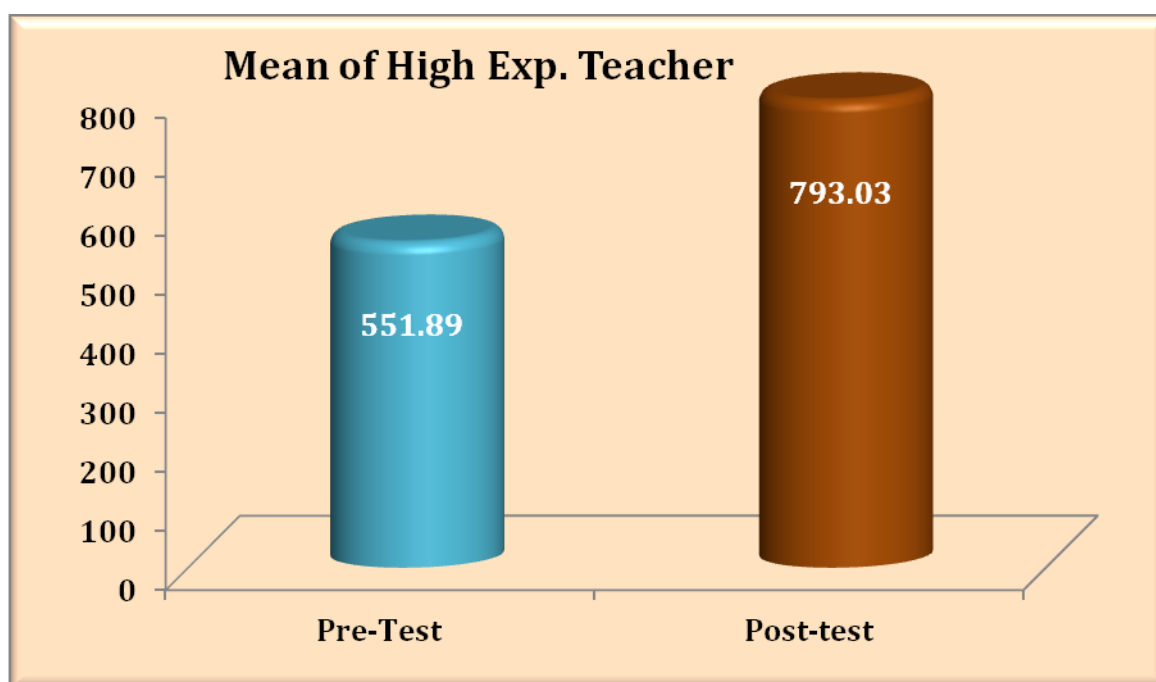
Comparison between the pre-test and Post test of High Experienced Teachers in terms of Emotional Intelligence

- According to table 4.5, the calculated value of t is 18.06.
- whereas the table value of t at 0.05 and 0.01 level is respectively 1.96 and 2.58.
- Here the calculated value of t is more than the table value of t at 0.01 level.
- Hence, "Ho₄: There will be no significant difference between the mean scores of Emotional Intelligence in pre-test and post-test of High Experience teachers" is rejected that means there is a significant difference between the mean scores of Emotional Intelligence of High Experienced teachers which is in the favour of post test.
- Hence, it can be said that the developed strategies were found to be helpful in enhancing emotional intelligence of high experienced school teachers.

Ho₅ There will be no significant difference between the mean scores of Emotional Intelligence in pre-test and post –test of Low Experienced teachers.

Table 4.6
Details of M, SD, N, SE_D and t-value of Emotional Intelligence Scores of Pre-Test and Post Test of Low Experience Teachers

Group	Test	M	S.D.	N	SE _D	t	Level of Significant
Low Exp. Teachers	Pre-Test	541.83	50.94	70	13.54	18.38	* *
	Post-test	790.69	101.17	70			



Graph 4.6
Comparison between the pre-test and Post test of Low Experienced teachers in terms of Emotional Intelligence

- According to Table 4.6, the calculated value of t is 18.38. whereas the table value of t at 0.05 and 0.01 level is respectively 1.96 and 2.58. Here the calculated value of t is more than the table value of t at 0.01 level. Hence, Ho₅: There will be no significant difference between the mean score of Emotional Intelligence in pre-test and post-test of low experienced teachers." is rejected that means there is a significant difference between the mean scores of Emotional Intelligence of low experienced teachers which is in favor of Post Test.
- Hence, it can be said that the developed strategies were found to be helpful in enhancing emotional intelligence of low experienced school teachers.

Ho₆ There will be no significant difference between the mean gain score of Emotional Intelligence of Male and Female teachers.

Table 4.7
Details of M, SD, N, SE_D and t-value of gain score of Emotional Intelligence Scores of Male and Female teachers

Group	M	S.D.	N	SE _D	t	Level of Significant
Male	239.08	104.81	52	18.09	0.52	NS
Female	248.50	100.99	88			

According to table 4.7, the calculated value of t is 0.52. whereas the table value of t at 0.05 and 0.01 level is respectively 1.96 and 2.58. Here the calculated value of t is less than the table value of t at 0.05 level. Hence, Ho₆: There will be no significant difference between the mean gain score of Emotional Intelligence of male and female teachers." is accepted, that means there is no significant difference between the mean gain scores of Emotional Intelligence of Male and Female

teachers. So, it can be said that both groups do not differ with respect to Emotional Intelligence; It means that there is no significant effect of gender on the implementation of emotional intelligence strategies.

Ho₇ There will be no significant difference between the mean gain score of Emotional Intelligence of High and Low experience teachers.

Table 4.8
Details of M, SD, N, SE_D and t-value of gain score of Emotional Intelligence Scores of High and Low experience teachers

Group	M (Mean)	S.D.	N	SE _D	t	Level of Significant
Low Experienced Teachers	248.86	90.40	70	17.32	0.45	NS
High Experienced Teachers	241.14	113.22	70			

According to table 4.8, the calculated value of t is 0.45, whereas the table value of t at 0.05 and 0.01 level is respectively 1.96 and 2.58. Here the calculated value of t is less than the table value of t at 0.05 level.

Hence, Ho₇: "There will be no significant difference between the mean gain score of Emotional Intelligence of high and low experience teachers" is accepted, that means there is no significant difference between the mean gain scores of Emotional Intelligence of high and low experience teachers. So it can be said that both the groups do not differ with respect to Emotional Intelligence. It means that there is no significant effect of experience on the implementation of emotional intelligence strategies.

Findings

- Our study revealed that there was no teacher with low emotional intelligence after the implementation of the strategies. Most of them possessed an average emotional intelligence, but after implementation most of them showed to possess high intelligence.
- The implementation of strategies showed statistically significant differences.
- The study revealed that male teachers and female teachers do not vary in terms of emotional intelligence. Also, it was found that teachers did not show any difference in emotional intelligence with respect to their teaching experience

Conclusion

Teacher is one of the most important pillar of education. The holistic approach influences emotionally supportive environment in the classroom, which can be created by a teacher. Emotionally healthy teacher behavior is reflected in characteristic ways of thinking, identifying, managing and expressing feelings. Emotional experience and expression are unique to each teacher and student. Teacher's emotional intelligence determines all the achievement of the students and maintains overall performance of the school, hence the teachers need to be always emotionally healthy in order to have a better tomorrow.

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