



# A STUDY ON EMOTIONAL INTELLIGENCE OF PRE- PRIMARY SCHOOL TEACHERS IN HYDERABAD DISTRICT

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## ABSTRACT

Emotions play a quite significant role in guiding and directing our behavior. Emotions have traditionally been identified as a category different from cognition or reasoning. The present study is aimed to investigate “Emotional intelligence among the pre primary school teachers in Hyderabad district. The investigation is adopted by descriptive survey method on the sample size 100 drawn by using stratified random sampling technique from the population. A researcher developed tool consist of 50 statements was employed to gather data to study. Findings of the study reveal that the Majority of the responses (94.66%) are witnessing that Pre- Primary School Teachers are having good Emotional Intelligence in Hyderabad District. Emotional Intelligence is found to be significant with Gender, Marital Status, Teacher Training and Teachers Teaching Experience in Hyderabad district.

*Keywords: Emotions, Emotional Intelligence, behavior and pre-primary teachers.*

## INTRODUCTION

*“Anyone can become angry- that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way- that is not easy”.*

*–Aristotle*

We live in a time when our prospects for the future are increasingly depend on managing ourselves and handling our relationships more artfully. Ability to adapt oneself to the changing environment is a vital skill essential in today’s world. As a person who has to play many roles in life, one has to handle one’s own emotions as well as others, being skilled in handling one’s own feelings as well as those of others make it less stressful for a man to live in this world. So only an emotionally mature person will be skilful in performing the various roles that he has to play in life. While intelligence helps one to recognize a range of actions, it does not drive him to act, but emotions do. Emotions play a quite significant role in guiding and directing our behaviour.

Emotions have traditionally been identified as a category different from cognition or reasoning. Skills such as analytic reasoning or technical expertise or problem solving are purely cognitive whereas, combination of thought and feelings are termed as emotional. Such combination of cognitive (thought), affective (emotion) and cognitive (motivation) domains opens a new area of intelligence called Emotional intelligence.

Through series of researches three intelligence clusters have emerged. They are Abstract intelligence (the ability to understand and manipulate with verbal and mathematical symbols), Concrete intelligence (the ability to understand and manipulate with object) and social intelligence (ability to understand and relate to people). Further it has been realized that these different types of intelligences are not mutually exclusive and

they function in an interdependent fashion. The intelligence of a person and his success in life has been referred to his IQ in earlier times.

Conventionally, a teacher brings two things to the classroom. One is expertise in the subject and the other is knowledge of learning and teaching methods –a teacher’s pedagogy, such as how to structure the content being presented, how to encourage participation by learners, use of materials and so on. Emotional intelligence is the unrecognized third component of what a teacher has to offer to learners. If emotional intelligence is not used in teaching, then the value of both the subject knowledge and learning and teaching methods can be seriously diminished. The current lack of recognition of the importance of emotional intelligence for teachers is reflected in teacher training courses at all levels. It is time to recognize the central role that emotions play in learning and to ensure that emotional intelligence is a part of every teacher’s professional development. Emotional intelligence helps the prospective teachers to be professionally competent to manage tomorrow’s turbulent classrooms. The teacher training courses at the present time does not give any importance to the incorporation of emotional intelligence skills in their curriculum. So it is the need of the hour to equip the prospective teachers with emotional intelligence components to adapt to the changing demands in the future and to realize the need to develop emotional intelligence among the prospective teachers to equip themselves to handle the diverse needs of their students because it is presumed that a competent teacher who is emotionally intelligent can successfully manage this situation. At this juncture the present study on enhancing emotional intelligence and its relation to teaching competency of prospective teachers will be worthy and significant.

## REVIEW OF RELATED LITERATURE

**Thi Lam, L. and S.L.Kirby, (2020)** emotional intelligence increases the productivity and performance of Employees. Emotional intelligence and the job performance. Two variables are considered in this study: emotional intelligence and job performance. As such, this probe can a kind of help for managers and researchers to better realize the link between these two variables. It can also assist the organization practitioners to have a better understanding of the relationship between the mentioned factors.

**Uma Maheshwari,Prof.D.Balamulu (2019)** This study aimed at finding out the A Study on the Emotional Intelligence of Primary School Teachers in Warangal District. In present study the researcher has used a standardized questionnaire as the tool for data collection. The standardized questionnaire used in Emotional Intelligence. Inventory prepared by Clyde Winters, Governors State University to identify teachers with level of Emotional Intelligence. The researcher identified 6 factors about emotional intelligence scale, Self awareness, Empathy, Relations, Self-Development, Emotional Stability and value oriented.

**Nurhafizah Zainal Putra (2017)** The link between emotional intelligence and job performance was examined focusing on the interplay between self and focused Emotional Intelligence dimensions. A recent study revealed that there is a strong significant relationship between emotional intelligence and employees’ job performance.

## METHODOLOGY

In the present investigation “**Descriptive Survey Method**” is adopted to investigate into intended area of Research.

## OBJECTIVES

1. To assess the Emotional Intelligence of Pre- Primary School Teachers in Hyderabad District.
2. To assess the Emotional Intelligence of Pre-Primary School Teachers with regard to gender i.e., male and females in Hyderabad District.
3. To assess the emotional intelligence of Pre-Primary School Teachers with regard to marital status i.e., married and unmarried in Hyderabad District.

## HYPOTHESES

1. Pre-primary school teachers have Emotional Intelligence in Hyderabad district.
2. There is no significant difference in emotional intelligence of male & female Pre-Primary School Teachers in Hyderabad district.
3. There is no significant difference in emotional intelligence of married and unmarried Pre- Primary School Teachers in Hyderabad.

## VARIABLES

Independent Variable	Dependent Variable	Demographic Variables
Pre-Primary School Teachers	Emotional Intelligence	I. Gender 1. male 2. female  II. Marital Status 1. married 2. unmarried

## SAMPLE

A sample of 100 pre-primary school teachers were taken as sample by using Stratified random sampling technique.

## TOOL

A questionnaire consists of 50 questions statements was used. Statements are measured on Likert Scale.

### Data collection:

After finalization of research instrument, permission letters are sought from the college. Same permission letter are given to the head masters/principals of the selected schools to seek his/her permission to conduct investigation in their institution. As per schedule drawn in the presence of school head master, research tool was administered on selected teachers in the respective school(s). Respondents are clearly instructed to give their choices on research instrument freely. Sufficient time was given as it is already informed to the respondents. Doubts raised by them are clarified then and there. Thus, data required for the present investigation is gathered.

## STATISTICAL TECHNIQUES USED

Descriptive and inferential statistics are used including Percentages, Mean, S.D and Chi-square test to analyze the data.

## DATA ANALYSIS & FINDINGS

### 1. Analysis of the Emotional Intelligence of Pre- Primary School Teachers in Hyderabad District.

**Table .1**

“Showing the percentages on responses on Emotional Intelligence of Pre- Primary School Teachers in Hyderabad District.”

Teachers	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Responses	2447	2286	143	94	30	5000
Percentage	48.94	45.72	2.86	1.88	0.6	100

**Interpretation:** The Pre-primary school teachers were asked questions about the Emotional Intelligence with the following options Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The above table shows that majority of the respondents i.e., 48.94% has chosen the option ‘Strongly Agree’, 45.72% has chosen the option ‘Agree’, 2.86% has chosen the option ‘Undecided’, 1.88% chosen the option ‘Disagree’ whereas 0.6% has chosen the option ‘Strongly Disagree’ option about Emotional Intelligence of Pre- Primary

School Teachers in Hyderabad District.” Therefore, Majority of the responses (94.66%) are revealing that Pre- Primary School Teachers having good Emotional Intelligence in Hyderabad District.

## 2. Analysis of the Emotional Intelligence of Pre-Primary School Teachers with regard to gender i.e., male, female in Hyderabad District.

**Objective 2:** To assess the Emotional Intelligence of Pre-Primary School Teachers with regard to gender i.e., male and female in Hyderabad District.

**Hypothesis 2:** There is no significant difference in Emotional Intelligence of male and female Pre-Primary School Teachers in Hyderabad district.

**Table .2**

“Showing the chi-square value on Emotional Intelligence of Pre-Primary School Teachers with regard to gender i.e., male, female in Hyderabad District.”

Gender	N	Mean	SD	Chi-square value	p- Value
Male	48	152.7	19.11	12.7	.0128
Female	52	160.8	22.64		

**Interpretation:** The above table shows that the p-value 0.0128 at 0.05 level is significant. Therefore, there is a significant difference between male & female student with regard to their Emotional Intelligence in Hyderabad district.

## 3. Analysis of the emotional intelligence of Pre-Primary School Teachers with regard to marital status i.e., Married and Unmarried

**Table.3**

Showing chi square value of Emotional Intelligence of Pre-Primary School Teachers with regard to marital status i.e., married and unmarried in Hyderabad District

Marital Status	N	Mean	SD	Chi square value	p- Value
Married	46	147.38	24.09	27.83	.0001
Un-married	44	155.6	20.74		

### INTERPRETATION

The above table shows that the P-value 0.0001 at 0.05 level is significant. Therefore, there is a significant difference between married and unmarried School Teachers based on the Emotional Intelligence in Hyderabad District.

### CONCLUSION

Pre-primary teacher has a great responsibility with handling the young children by understanding their emotions and expectations. It is teachers' responsibility to provide them with a conducive classroom atmosphere. Students of pre-primary school shows different emotion, some time they laugh when teacher is teaching serious and they cry even for no reason and they always wants to play with their friends. In order to provide them a balanced atmosphere teacher, should have Emotional stability by accepting children as they are. The present study witnessing pre-primary school teachers (94.66%) have good Emotional Intelligence and it is very much inevitable finding as pre-primary school Teacher's Emotional stability plays a significant impact on children development including academically and non-academically. Female teachers possessing slightly high emotional intelligence compare to male teachers. It might be because, Female teachers

responsibilities at their home is significant as they are playing multiple roles at their home. Handling different situations with different family members is enabling them with well substantial emotions which result in their good emotional intelligence.

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