

EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS

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Abstract

The present study is intended to explore in details the influence of emotional intelligence of primary school teachers. The study was conducted by normative survey method on a representative sample of 100 Primary school teachers from different schools of Guntur District. The sampling technique employed in drawing the sample was stratified random sampling to assure accurate representation. For collecting data investigator adopted and used the two standardized tools namely emotional intelligence scale (EIS)-(2002) developed by Anukool Hyde, Sanjyot pethe and Upinder Dhar. The male and female primary school teachers do not differ significantly in their emotional intelligence. The Govt. and private primary school teachers do not differ significantly in their emotional intelligence. The urban and rural primary school teachers do not differ significantly in their emotional intelligence.

Introduction

Education starts with the birth of an individual and then it goes on till the last day of the individual. Education makes an individual a real human being. Modern education is based on the psychology of the educated. The aim of education is to bring desirable changes in the learner. Education helps to develop all round personality of an individual. Such a well adjusted personality is characterized by the harmony between the needs of the individual and demands of the environment. Education equips the individual with social, moral, cultural and spiritual aspects and thus makes life progressive, cultural and civilized. The ultimate effect of education is the product of effective teaching. For effective teaching besides knowledge and skills, teacher should have inclination towards their profession. The education system may fail to achieve the desired goal due to absence of sincere, competent and professionally aware teachers. National Policy on Education (1986) rightly states "No people can rise above the level of its teachers". As a person imbibes, interprets and disseminates the relevant items of culture and traditions of the past, he creates new knowledge, promotes innovations, critically appraises the past and its traditions and cultures, shifts the grain from the chaff, strengthens social and economic development of the nation. Sometimes best curriculum and most perfect syllabus remain ineffective due to lack of effective teachers. The teaching profession inherently entails certain well known self-obvious and implicit obligations, commitments and expectations from its members. In order to perform his role effectively, a teacher should be aware about professional demands and obligations assigned on him. Emotional Intelligence among Primary School Teachers. Further the teachers' role in influencing the future of our advancing national development is becoming increasingly important.

Significance of the study

. Emotional intelligence is the ability to manage emotions intelligently. His set of acquire skills and competencies that predict positive outcomes at home with one's family, in school, and at work. People who possess these are healthier, less depressed more productive at work, and have better Relationships. The present world demands higher level of inter relationships, mutual understanding and greater productivity at work place. A good

knowledge about others emotions and an ability to manage them help a person to gain success and satisfaction in his work. Teachers having the qualities like self awareness, self motivation, empathy, emotional stability and activity of managing relation can invoke inspiration to students and the teaching of them will be ideal for students and such teachers will be surely satisfied in their service. Only effective teachers can materialize policies and plans of education in the classroom at the grass root level. Teacher effectiveness is understood as that which helps development of basic skills, understanding, proper work habits, desirable attitude, valid judgment and adequate personal adjustment of students. Effectiveness of teacher is considered to be associated with his self esteem and satisfaction in work. In order to perform his role effectively a teacher should be satisfied with his teaching profession. The present study is an attempt to study the relations between Emotional Intelligence among primary school teachers of Guntur District.

Statement of the Problem

The problem of the present study entitled as “A Study on Emotional Intelligence of Primary School Teacher”

Objective of The Study

- To find out the Emotional Intelligence of Primary School Teachers on the basis of their Gender.
- To find out the Emotional Intelligence of Primary School Teachers on the basis of their management.
- To find out the Emotional Intelligence of Primary School Teachers on the basis of their locality.

Hypotheses of the Study

The following hypotheses were formulated for the study.

- There exist significant difference in the emotional intelligence of Primary School Teachers on the basis of Gender.
- There exist significant difference in the emotional intelligence of Primary School Teachers on the basis of management.
- There exist significant difference in the emotional intelligence of Primary School Teachers on the basis of locality.

Methodology Adopted

The present study was conducted by normative survey method on a representative sample of 100 Primary School Teachers from different schools of Guntur District.

Statistical Techniques Used For the Study

In this study Mean, SD. and T-test. Were used for analyzing the data

Tools Used For the Study

Emotional intelligence scale (EIS)-(2002) -Anukool Hyde Sanjyot pethe and Upinder Dhar. The scale consist 34 items are rated on a five point scale. The subjects were required to respond to each item in terms of “Strongly disagree, Disagree, Neutral, Agree, strongly agree.” The scale is having high reliability (split-half reliability 0.88) and high validity (0.93).

Result and Discussion

The detailed description of analysis done, their interpretations and findings based on the investigation were given below.

1. Comparison of Emotional Intelligence of Primary School Teachers on basis of gender

The comparison of the mean score of Emotional Intelligence of Primary School Teachers male and female was done by testing the significance of mean difference for the two groups. The data and result is show in the table 2.

Table 1: Data and result of test significance of difference in mean scores of Emotional Intelligence of Primary School Teachers with respect to gender.

Gender	N	Mean	S.D	t-test	level of significance
Male	50	83.68	5.64	1.95	Not Significant
Female	50	85.95	5.97		

The obtained critical ratio was found to be 1.95 which is in the not acceptance region at 0.05 level of significance. So the hypothesis is accepted and hence there exist no significance difference between Emotional Intelligence of male and female primary school teachers.

2. Comparison of Emotional Intelligence of Primary School Teachers on basis of locality

Table 2: Data and result of test significance of difference in mean scores of Emotional Intelligence of Primary School Teachers with respect to gender.

Gender	N	Mean	S.D	t-test	level of significance
Govt.	50	84.83	5.69	1.36	Not Significant
Private	50	86.39	5.78		

The obtained critical ratio was found to be 1.36 which is in the not acceptance region at 0.05 level of significance. So the hypothesis is accepted and hence there exist no significance difference between Emotional Intelligence of Govt. and private primary school teachers.

3. Comparison of Emotional Intelligence of Primary School Teachers on basis of locality

Table 3: Data and result of test significance of difference in mean scores of Emotional Intelligence of Primary School Teachers with respect to locality.

Locality	N	Mean	S.D	t-test	level of significance
Rural	50	85.36	5.98	0.32	Not Significant
Urban	50	84.97	5.84		

The obtained critical ratio was found to be 0.32 which is in the not acceptance region at 0.05 level of significance. So the hypothesis is accepted and hence there exist no significance difference between Emotional Intelligence of rural. and urban primary school teachers.

Summary of Findings

Analysis of the relationship between emotional intelligence and job satisfaction of Primary School Teachers with respect to gender and locality.

- The male and female primary school teachers do not differ significantly in their emotional intelligence.
- The Govt. and private primary school teachers do not differ significantly in their emotional intelligence.
- The urban and urban primary school teachers do not differ significantly in their emotional intelligence.

References

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