



Emotional Intelligence among Secondary School Teachers of Arunachal Pradesh

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ABSTRACT

Emotional management in teachers is extremely important. It prevents stress and helps them deal with complicated situations in the classroom without affecting the students. Emotional intelligence helps teachers face certain stressful situations in which their actions can impact the students' learning and well-being especially in secondary level of schooling because this is the transitional stage where students are eager to learn and grow with the highest grasping abilities. In this context, this study is an attempt to examine the level of prevalence of emotional intelligence among teachers in secondary schools in relation to their gender. To carry out the present study, the researcher has considered 100 teachers from 10 government secondary schools under Lower Dibang Valey district of Arunachal Pradesh as the sample for data. Also, the researcher shall collect the data by using the Emotional Intelligence standard tool developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) and the obtained data shall be treated with necessary statistical measures for evaluation.

Keywords: Emotional Intelligence, secondary school.

Introduction

Teaching is one of the holiest and complex of all professions. Emotional Intelligence is a crucial skill that a teacher should have. The ability to sense, use, comprehend, manage and handle emotions is commonly referred to as emotional intelligence. **Salovey and Mayer (1990)** have defined emotional intelligence as a form of intelligence that 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 actions. It's a constantly changing construct impacted by a variety of biological, psychological and social elements.

A man who is emotionally knowledgeable is able to control his own emotions as well as the emotions of others around him. Likewise, a teacher with emotional intelligence, in addition to mastery of the subject matter, will leave a lasting impression on the pupils because he will be able to connect with them on an emotional level. This ensures that teaching is having a friendly relationship with the students. The students will be more approachable this way. Emotional intelligence plays a vital role in social sciences since it has direct impact on their conduct when working in an organization. Teachers are regarded as the educational system's most important cornerstone. They are the moderators who allow knowledge to be imparted to the students who are the society's foundation. Teachers cannot be effective source of knowledge unless they possessed the essential skills, knowledge and talents. In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance. The emotional well-being of teachers is becoming an important issue. The need for teaching emotional and social learning skills to teachers is being importantly emphasized. In fact, emotional intelligence is a type of social intelligence that includes to control one's own and other's emotions; make a choice between them and the ability of using these emotions to set his life. Therefore, skills of emotional intelligence are greatly required to make the teachers' performance effective. This skill enables the teachers not only to deal with their students but with their colleagues or coworkers as well.

Review of Related Literature

Previous research on emotional intelligence have identified that emotional intelligence results in certain work-related outcomes. Research findings of various authors suggest that, those individuals who are highly emotionally intelligent are inclined to show better performance in their organization in comparison to individuals who are low on emotional intelligence **Law et al. (2004)**; **Rooy & Viswesvaran (2004)**. According to the findings of **Hassan; Anwar & Asrar-ul-Haq (2017)** emotional intelligence has a major impact on a teacher's job performance. They observed that emotional self-awareness, self-confidence, achievement, developing others, and conflict management all have a positive and significant association with a teacher's job performance. Though there is difference in emotional intelligence level of male and female School teachers in dimensions viz. self-awareness and motivation concluding that the male teachers had slightly higher emotional intelligence than the females uncovered in a study done by **Vishalakshi (2003)**. Also, the study

revealed that teachers of different age group and experience differed in emotional intelligence quotient whereas qualification of the teacher does not have any prominent effect. In contrast to this, **Neelakandan (2007)** in a study showed that school teachers differed in emotional competence on the basis of qualification, type of school and service. Teachers with higher qualifications were found to show better emotional competence than those having essential qualifications only. In another study conducted by **Soanes, D.G., & Sungoh, S.M. (2019)** on science stream teachers of secondary schools, it was revealed that most science teachers had average level of emotional intelligence. This finding is similar to that of **Suvarna (2015)** who concluded the same. It was also inferred that female teachers are slightly higher in emotional intelligence compared to their male counterparts. This finding is also supported by a study conducted by **Amirtha & Kadiravan (2006)** who found that female teachers had better impulse control and problem-solving skills.

Rationale of the Study

Teachers can really influence students, so much so that the students can benefit if their teachers change for the better. Therefore, emotional intelligence is very important for teachers. Also, it helps them deal with the new challenges that come with problematic groups of students, crowded classrooms, or a lack of motivation. In this regard, the present study shall be able to highlight level of emotional intelligence among Secondary school teachers specifically in terms of gender. The study has been conducted in secondary schools of Lower Dibang Valley district in Arunachal Pradesh. Arunachal Pradesh is the eastern most state of India which mainly comprise of tribal population. Lower Dibang Valley is one of the 26 districts of the state. The development of education in this region has been slow. Problems in elementary and secondary education are very much visible in terms of lack of infrastructure, quality teachers and dropouts etc. The study is important in the light that not many research studies have been conducted in Arunachal Pradesh before when it comes to emotional intelligence among teachers. This study may open doors for establishment of the idea to possess and inculcate good intelligence emotionally on the part of teachers to further enhance the development of students in all aspects.

Objective

The researcher has formulated the following objectives in regard to the present study:

- 1) To study the level of emotional intelligence among secondary school teachers of Lower Dibang Valley district in Arunachal Pradesh.
- 2) To study the emotional intelligence among secondary school teachers of Lower Dibang Valley district in Arunachal Pradesh in relation to gender.

Hypothesis

The researcher has proposed the following hypothesis for the present study:

There is no significant difference in the level of emotional intelligence among male and female secondary school teachers of Arunachal Pradesh.

Methodology

Population and Sample: The researcher has collected the data from 10 government secondary schools considering 100 teachers (48 males and 52 females) of Lower Dibang Valley district.

Sampling Technique: The researcher has used random sampling to choose the secondary schools for data collection.

Statistical techniques used: The researcher has used mean, SD, t-test and percentage analysis method to analyse the collected data

Research Tool: For the present investigation, the investigator has opted for Emotional Intelligence tool developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002).

Analysis and findings of the Study:

The data has been analyzed into following sections each corresponding to the objectives of the study:

1) Table no 1: Shows the Mean & Standard Deviation (SD) of Emotional Intelligence scores of Secondary School Teachers:

N	Mean	SD
100	165.41	28.02

According to Table no 1 the mean and SD of the collected data scores of occupational stress of secondary school teachers in Arunachal Pradesh is 165.41 and 28.02.

Objective 1: To study the level of emotional intelligence among secondary school teachers of Papum Pare district of Arunachal Pradesh

2) Table no 2: Shows the level of Emotional Intelligence of Secondary School Teachers:

Scores	Frequency	Percentage	Levels of Emotional Intelligence
Above 193.43	32	32	High
Between (193.43-137.39)	52	52	Moderate
Below 137.39	16	16	Low

In table no 2, through the help of the cut-off point, the investigator has verified the objective. Here high-level cut-off Point is $M + 1\sigma$. It means, Mean=165.41, and $\sigma=28.02$. Hence $M + 1\sigma$ is $165.41 + 1 \times 28.02 = 193.43$ and low cut-off point is $M - 1\sigma$ is $165.41 - 1 \times 28.02 = 137.39$.

Thus, it could be inferred from table no.2 that most of the secondary school teachers i.e., 52% of teachers lies between 193.43 to 137.39 scores, 32 % teachers possess high emotional intelligence and 26% teachers perceive low emotional intelligence in regard to their profession. Hence, it can be inferred from the table that the secondary school teachers in Arunachal Pradesh neither have very high level of emotional intelligence nor low emotional intelligence i.e., most have moderate or average emotional intelligence in terms of being educators in dealing with the pupils.

Objective 2: To study the occupational stress among secondary school teachers of Papum Pare district of Arunachal Pradesh in relation to gender.

3) Table no 3: shows the independent t-test on male & female secondary school teachers on occupational stress:

Gender	N	Mean	SD	Df	t	95% Confidence level
Male	48	161.39	31.75	98	1.38	No Significance
Female	52	169.11	23.79			

The table 3 shows that the value of t-ratio between mean emotional intelligence scores of male and female special education school teachers comes out to be 1.38 which is not significant at 0.05 level of significance. This clearly meant that there doesn't exist any significant difference between the mean emotional intelligence scores of male and female secondary school teachers. This implies that male and female secondary school teachers of Lower Dibang Valley district of Arunachal Pradesh possess the same level of emotional intelligence among them i.e., moderately intelligent.

Testing of the Hypothesis

Ho1: There is no significant difference in the level of occupational stress among male and female secondary school teachers of Arunachal Pradesh.

According to Table no 3, it is found that the df is 98. It is known that a t-test is significant at 0.05 level if it is 1.98. Since the calculated value of $t'=1.38$ which is less than the table value of 1.98 (i.e., $1.38 < 1.98$), the difference between the emotional intelligence of male and female secondary school teachers in Arunachal Pradesh is not significant at 0.05 level. Hence, the hypothesis is accepted; the researcher can say that, there is no significant difference in the emotional intelligence level of male and female secondary school teachers of Lower Dibang Valley district in Arunachal Pradesh.

Conclusion

The present study was carried out to study the level of emotional intelligence prevailing among the teachers of secondary schools in Lower Dibang Valley of Arunachal Pradesh. It was found that the secondary school teachers of Lower Dibang Valley district in Arunachal Pradesh have a moderate level of emotional intelligence including male and female which can be considered good because a teacher should at least have a minimum level of emotional intelligence with the subject knowledge. It must be noted that if teachers lack emotional intelligence the chief cause of it may be lack of self-awareness, emotional regulation, empathy, motivation, social and relationship skills etc. All these factors may contribute to lack of emotional intelligence in an individual thus it is important to looked properly into it. In the light of this result, the researcher would like to suggest the concerned authorities to organize workshops or counseling sessions which could specially cater to the psychological needs of teachers in a time-to-time basis to open up healthy discussions on how to become emotionally efficient for themselves as well as for others. It could really make a positive difference in enhancing the way students are taught in the overall teaching learning process.

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