

EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR PROFESSIONAL DEVELOPMENT.

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ABSTRACT

There is a general agreement that learning is a lifelong process and an educator's best practice involves dedication to lifelong learning and a commitment to personal & professional growth. For this educator's must be equipped with sufficient knowledge, skill and awareness in order to carry out their jobs. One of the critical aspects involved in the development of a healthy, personally accountable, & successful person is Emotional Intelligence. In this study with a sample of 120 secondary school teachers results revealed that there is significant positive relationship between emotional intelligence and professional development of secondary school teachers.

Keywords: Emotional Intelligence, Professional Development, Secondary School Teachers

INTRODUCTION

Education is the process, which contributes to the natural and harmonious development of an individual. The main aim of education is the all ground holistic development of students. Teacher is the center figure in the educational process which helps in making an individual a better individual. A teacher makes a difference. It is a teacher who moulds the most precious material of the land i.e. boys and girls in their most impressionable period of development in the required shapes. A good teacher is the need of an hour. A good teacher sparks a child's desire to learn; a great teacher affects that spark to kindle a fire that burns forever. Teacher must possess the vital skills, personality characteristics and behaviors that students perceive to impact their motivation to learn. Since it is a teacher's job to connect with each student to foster the passion and excitement to learn. But with changing times priorities of the teachers have changed, it's not, just like going to classroom and giving the lecture. They want to achieve the best in their life. They also want to excel in their profession but in professional development, emotional intelligence plays a great role. If we see the today's classroom the teachers are not able to control their emotions. They get irritate don the small issue. The reason behind this is the work load on teaches. They not only have to prepare and deliver lecture, but also have other responsibilities of

the school. Not only this, they are also influenced by their personal problems. So these all directly effect the emotions of the teachers. And a teacher can do justice with his profession only when he is able to understand his emotions and emotions of his students. Looking to the significance of emotional intelligence on the professional development of the teachers the investigators studied the relationship between emotional intelligence and professional development of secondary school teachers.

LITERATURE REVIEW

Mayer & Salovey, (1997) conducted a study on Emotional intelligence, affect, and attitudes. The result of the study was that despite important exceptions people are usually motivated to seek pleasant feelings and avoid unpleasant emotions. The ability to manage emotions can help people nurture positive effect, avoid being overwhelmed by negative effect, and cope with stress. Other emotional abilities, such as perceiving and understanding emotions, also contribute indirectly to the quality of emotional experience by helping people to identify and interpret cues that inform self-regulatory action. Therefore emotional intelligence should contribute to positive affect and attitudes at work. Farooq, A (2003) conducted a study on effect of emotional intelligence on academic performance. The result of the study proved that the students who score high on emotional intelligence specifically in the areas of interpersonal skills, intrapersonal skills, adaptability, general moods, and stress management skills tend to have good academic performance as compared to those who score low on these scales. However, comparison of both genders on academic performance revealed no significant differences. Todd H. Drew (2006) conducted a study to see the relationship between emotional intelligence and student teacher performance. The study is an important contribution to the literature in that it appears to be the first study to explore the possibility an assess event instrument can predict STP are related. However, data, collected from the cooperating teacher and student teacher perspective did not reveal any statistically significant relationship. Samuel O Salami (2007) investigated the relationship of emotional intelligence and self efficacy to work attitudes of secondary school teachers in South Western Nigeria. Result at the study indicated that emotional intelligence and self efficacy head significant relationship with work attitude. However, age, sex, and work experience had none. It was recommended that emotional intelligence and self efficacy of the teachers should be enhanced to improve their work attitude. Singaravelu S. (2007) studied emotional intelligence of student teachers (Pre-service) at primary level in Urdu theory, region and found that emotional intelligence of student teachers in Pondicherry region was above average as the mean and standard deviation were found to be 33.46 and 946 respectively. It was observed that 68% of the student teacher had above average level of emotional intelligence.

OBJECTIVES

The main objectives of this investigation are as follow

1. To study the professional development of secondary school teachers.
2. To study the emotional intelligence of secondary school teachers
3. To compare the emotional intelligence of male and female secondary school teachers.
4. To compare the professional development of male and female secondary school teachers.
5. To study the relationship between emotional intelligence and professional development of secondary school teachers.

6. To compare the professional development of highly emotionally intelligent and low emotionally intelligent secondary school teachers.

HYPOTHESES

1. There exists no significant relationship between emotionally intelligence and professional development of secondary school teachers.
2. There exists no significant difference between emotional intelligence of male and female secondary school teachers.
3. There exists no significant difference between the professional development of male and female secondary school teachers.
4. There exists no significant difference between highly emotional intelligence and low emotional intelligence teachers of secondary school on professional development.

CLARIFICATION OF TERMS USED

1. Emotional Intelligence: Emotional Intelligence is the ability to perceive and express emotion, assimilate emotion in the thought, understand and reason with emotion in the self and others.
2. Professional Development: Growth and Development of Secondary School Teachers in their profession.
3. Secondary School Teachers: The teachers who are teaching to IX & X standard in Rampur District (UP).

POPULATION AND SAMPLE

All the teachers (secondary) of Rampur District, U.P. constituted the population for the purpose of the present study. The study was confined to both Government and Private (Management) school teachers.

The study was conducted on a sample of 120 teachers drawn from 12 schools of Rampur District (UP). A stratified randomization technique of sampling was employed for collecting the data. Out of all the senior secondary/ higher secondary schools of Rampur District, random selection of twelve schools was done.

TOOLS USED

A. Emotional Intelligence Scale (EIS):

Standardized and cross validated by Anukool Hyde, Samjoyot Pethe, Upinder Dhar. This test has 34 items/ statements spread over ten factors. There is no right or wrong answers to the statements. This scale is designed to understand the differences in individual reactions to various situations. The scale is meant to know the difference between individuals. The scale is self-administering. The ten factors in the test that are self-awareness (SA), Empathy (E), Self-motivation (SM), Emotional-stability (ES), Managing Relations (MR), Integrity (I), Self-Development (SD), Value Orientation (VO), Commitment (C), Altruistic Behaviour (AB).

B. Self-Made Scale on Professional development

The questionnaire consists of 36 items. It is a self administrative scale. The purpose of the scale is frankly explained to the subjects. There is no time limit for the scale. All items of the scale are positively worded. The respondents are required to record their responses in 5 categories i.e. Strongly Agree, Agree, Neutral, Disagree, Strongly disagree.

STASTICAL TREATMENT AND INTERPRETATION

Table-1.1

Co-efficient of correlation between emotional intelligence and professional development of secondary school teachers.

S.No.	Variables	N	df	Coefficient of correlation	Level of significance
1	Emotional Intelligence	120	118	0.660	.01
2	Professional Development				

It is revealed from the Table 1.1 that the coefficient of correlation between emotional intelligence and professional development of secondary school teachers is .660, which is significant at .01 level of significance. That means there is significant positive relationship between emotional intelligence and professional development of secondary school teachers. Professional development of teachers depends on his/her emotional intelligence. If teachers are emotionally intelligent, they are more professionally developed. Thus, the hypothesis (Hy-1) that ‘there exists no significant relationship between emotional intelligence and professional development of secondary school teachers’ is rejected.

Table - 1.2

Co- efficient of correlation between ‘self-awareness’ dimension of emotional intelligence and professional development of secondary school teachers.

S.No.	Variables	N	df	Coefficient of correlation	Level of significance
1	Self-awareness	120	118	0.61	.01
2	Professional Development				

It is revealed from the Table 1.2 that the coefficient of correlation between self-awareness dimension of emotional intelligence and professional development of secondary school teachers is .61, which is significant at .01 level of significance. That means there is significant positive relationship between self-awareness dimension of emotional intelligence and professional development of secondary school teachers. Professional development of teachers depends on his/her self awareness dimension of emotional intelligence. Thus, the hypothesis (Hy-1) that ‘there exists no significant relationship between emotional intelligence and professional development of secondary school teachers’ with respect to self-awareness of emotional intelligence is rejected.

Table - 1.3

Co-efficient of correlation between ‘empathy’ dimension of emotional intelligence and professional development of secondary school teachers.

S.No.	Variables	N	df	Coefficient of correlation	Level of significance
1	Empathy	120	118	0.56	.01
2	Professional Development				

It is revealed from the Table 1.3 that the coefficient of correlation between empathy dimension of emotional intelligence and professional development of secondary school teachers is .56, which is significant at .01 level of significance. That means there is significant positive relationship between empathy dimension of emotional intelligence and professional development of secondary school teachers. Professional development of teachers depends on his/her empathy dimension of emotional intelligence. Thus, the hypothesis (Hy-1) that ‘there exists no significant relationship between emotional intelligence and professional development of secondary school teachers’ with respect to empathy of emotional intelligence is rejected.

Table - 1.4

Co-efficient of correlation between ‘self-motivation’ dimension of emotional intelligence and professional development of secondary school teachers.

S.No.	Variables	N	df	Coefficient of correlation	Level of significance
1	Self-Motivation	120	118	0.45	.01
2	Professional Development				

It is revealed from the Table 1.4 that the coefficient of correlation between self-motivation dimension of emotional intelligence and professional development of secondary school teachers is .45, which is significant at .01 level of significance. That means there is significant positive relationship between self-motivation dimension of emotional intelligence and professional development of secondary school teachers. Professional development of teachers depends on his/her self-motivation dimension of emotional intelligence.. Thus, the hypothesis (Hy-1) that ‘there exists no significant relationship between emotional intelligence and professional development of secondary school teachers’ is rejected.

Table - 1.5

Co- efficient of correlation between emotional stability dimension of emotional intelligence and professional development of secondary school teachers.

S.No.	Variables	N	df	Coefficient of correlation	Level of significance
1	Emotional Stability	120	118	0.47	.01
2	Professional Development				

It is revealed from the Table 1.5 that the coefficient of correlation between emotional stability dimension of emotional intelligence and professional development of secondary school teachers is .47, which is significant at .01 level of significance. That means there is significant positive relationship between emotional stability dimension of emotional intelligence and professional development of secondary school teachers. Professional development of teachers depends on his/her emotional stability dimension of emotional intelligence. Thus, the hypothesis (Hy-1) that ‘there exists no significant relationship between emotional intelligence and professional development of secondary school teachers’ with respect to emotional stability of emotional intelligence is rejected.

Table-1.6

Co-efficient of correlation between managing relation dimension of emotional intelligence and professional development of secondary school teachers.

S.No.	Variables	N	df	Coefficient of correlation	Level of significance
1	Managing Relation	120	118	0.52	.01
2	Professional Development				

It is revealed from the Table 1.6 that the coefficient of correlation between managing relation dimension of emotional intelligence and professional development of secondary school teachers is .52, which is significant at .01 level of significance. That means there is significant positive relationship between managing relation dimension of emotional intelligence and professional development of secondary school teachers. Professional development of teachers depends on his/her managing relation dimension of emotional intelligence. Thus, the hypothesis (Hy-1) that ‘there exists no significant relationship between emotional intelligence and professional development of secondary school teachers’ with respect to managing relationship of emotional intelligence is rejected.

Table - 1.7

Co-efficient of correlation between ‘integrity’ dimension of emotional intelligence and professional development of secondary school teachers.

S.No.	Variables	N	df	Coefficient of correlation	Level of significance
1	Integrity	120	118	0.44	.01
2	Professional Development				

It is revealed from the Table 1.7 that the coefficient of correlation between integrity dimension of emotional intelligence and professional development of secondary school teachers is .44, which is significant at .01 level of significance. That means there is significant positive relationship between integrity dimension of emotional intelligence and professional development of secondary school teachers. Professional development of teachers depends on his/her integrity dimension of emotional intelligence. Thus, the hypothesis (Hy-1) that ‘there exists no significant relationship between emotional intelligence and professional development of secondary school teachers’ with respect to integrity is rejected.

Table - 1.8

Co-efficient of correlation between self-development dimension of emotional intelligence and professional development of secondary school teachers.

S.No.	Variables	N	df	Coefficient of correlation	Level of significance
1	Self-development	120	118	0.42	.01
2	Professional Development				

It is revealed from the Table 1.8 that the coefficient of correlation between self-development dimension of emotional intelligence and professional development of secondary school teachers is .42, which is significant at .01 level of significance. That means there is significant positive relationship between self-development dimension of emotional intelligence and professional development of secondary school teachers. Professional development of teachers depends on his/her self-motivation dimension of emotional intelligence. Thus, the hypothesis (Hy-1) that ‘there exists no significant relationship between emotional intelligence and professional development of secondary school teachers’ with respect to self- development of emotional intelligence is rejected.

Table-1.9

Co- efficient of correlation between ‘value orientation’ dimension of emotional intelligence and professional development of secondary school teachers.

S.No.	Variables	N	df	Coefficient of correlation	Level of significance
1	Value orientation	120	118	0.48	.01
2	Professional Development				

It is revealed from the Table 1.9 that the coefficient of correlation between value orientation dimension of emotional intelligence and professional development of secondary school teachers is .48, which is significant at .01 level of significance. That means there is significant positive relationship between value orientation dimension of emotional intelligence and professional development of secondary school teachers. Professional development of teachers depends on his/her value orientation dimension of emotional intelligence. Thus, the hypothesis (Hy-1) that ‘there exists no significant relationship between emotional intelligence and professional development of secondary school teachers’ with respect to value orientation of emotional intelligence is rejected.

Table-1.10

Co- efficient of correlation between commitment dimension of emotional intelligence and professional development of secondary school teachers.

S.No.	Variables	N	df	Coefficient of correlation	Level of significance
1	Commitment	120	118	0.51	.01
2	Professional Development				

It is revealed from the Table 1.10 that the coefficient of correlation between commitment dimension of emotional intelligence and professional development of secondary school teachers is .51, which is significant at .01 level of significance. That means there is significant positive relationship between commitment dimension of emotional intelligence and professional development of secondary school teachers. Professional development of teachers depends on his/her commitment dimension of emotional intelligence. Thus, the hypothesis (Hy-1) that ‘there exists no significant relationship between emotional intelligence and professional development of secondary school teachers’ with respect to commitment of emotional intelligence is rejected.

Table-1.11

Co- efficient of correlation between altruistic behavior dimension of emotional intelligence and professional development of secondary school teachers.

S.No.	Variables	N	df	Coefficient of correlation	Level of significance
1	Altruistic Behavior	120	118	0.66	.01
2	Professional Development				

It is revealed from the Table 1.11 that the coefficient of correlation between altruistic behavior dimension of emotional intelligence and professional development of secondary school teachers is .66, which is significant at .01 level of significance. That means there is significant positive relationship between altruistic behavior dimension of emotional intelligence and professional development of secondary school teachers. Professional development of teachers depends on his/her altruistic behavior dimension of emotional intelligence. Thus, the hypothesis (Hy-1) that ‘there exists no significant relationship between emotional intelligence and professional development of secondary school teachers’ with respect to altruistic behavior is rejected.

Table - 1.12

Table showing difference of means of male and female secondary school teachers on emotional intelligence

Variables	Groups	N	Mean	S.D.	t-ratio	Level of significance
Emotional Intelligence	Male	60	136.15	15.98	3.04	.01
	Female	60	128.23	12.04		

It is revealed from the table 1.12 that the mean scores of male and female secondary school teachers in relation to emotional intelligence are 136.15 and 128.23 with S.D.'s 15.98 and 12.04 respectively. The t- ratio came out from above two groups is 3.04 which is significant at both the levels of significance i.e. 0.05 and 0.01 level. This means there is significant difference between emotional intelligence of male and female secondary school teachers. However, the mean scores of male secondary school teachers are higher than female secondary school teachers. It indicates that male secondary school teachers are more emotionally intelligent than female secondary school teachers. Thus hypothesis (Hy-2) that 'there exists no significant difference between emotional intelligence of male and female secondary school teachers' is rejected.

Table - 1.13

Table showing difference of means of male and female of secondary school teachers on professional development

Variables	Groups	N	Mean	S.D.	t-ratio	Level of significance
Professional Development	Male	60	125.83	09.44	5.37	.01
	Female	60	116.11	10.17		

It is revealed from the table 1.13 that the mean scores of male and female secondary school teachers in relation to professional development are 125.83 and 116.11 with S.D.'s 9.44 and 10.17 respectively. The t- ratio came out from above two groups is 5.37 which is significant at both the levels of significance i.e. 0.05 and 0.01 level. This means there is significant difference between professional development of male and female secondary school teachers. However, the mean scores of male secondary school teachers are higher than female secondary school teachers. It indicates that male secondary school teachers are more professionally developed than female secondary school teachers. Thus hypothesis (Hy-3) that 'there exists no significant difference between professional development of male and female secondary school teachers' is rejected.

Table - 1.14

Table showing difference of means of highly emotional intelligent and low emotional intelligent secondary school teachers on professional development

Variables	Groups	Mean	S.D.	t-ratio	Level of significance
Professional Development	High E.M.	145.90	09.00	13.08	.01
	Low E.M.	114.31	05.39		

It is revealed from the table 1.14 that the mean scores of highly emotional intelligent and low emotional intelligent secondary school teachers on professional development are 145.90 and 114.31 with S.D.'s 9.00 and 5.39 respectively. The t- ratio came out from above two groups is 13.08 which is significant at both the levels of significance i.e. 0.05 and 0.01 level. This means there is significant difference between highly emotional intelligent and low emotional intelligent secondary school teachers in relation to their professional development. However, the mean scores of highly emotional intelligent secondary school teachers are higher than low emotional intelligent secondary school teachers. It indicates that highly emotional intelligent secondary school teachers are more professionally developed than low emotional intelligent secondary school teachers. Thus hypothesis (Hy-4) that 'there exists no significant difference between the professional development of highly emotional intelligence and low emotional intelligence teachers of secondary school' is rejected.

FINDINGS AND CONCLUSIONS

The main findings of the study are listed below:-

- a. There was a significant relationship between emotional intelligence and Professional development of secondary school teachers.
- b. There was a significant relationship between self-awareness dimension of emotional intelligence and Professional development of secondary school teachers.
- c. There was a significant relationship between empathy dimension of emotional intelligence and Professional development of secondary school teachers.
- d. There was a significant relationship between self- motivation dimension of emotional intelligence and Professional development of secondary school teachers.
- e. There was a significant relationship between emotional stability dimension of emotional intelligence and Professional development of secondary school teachers.
- f. There was a significant relationship between managing relationship dimension of emotional intelligence and Professional development of secondary school teachers.
- g. There was a significant relationship between integrity dimension of emotional intelligent and Professional development of secondary school teachers.
- h. There was a significant relationship between self- development dimension of emotional intelligence and Professional development of secondary school teachers.
- i. There was a significant relationship between value orientation dimension of emotional intelligence and Professional development of secondary school teachers.
- j. There was a significant relationship between commitment dimension of emotional intelligent and Professional development of secondary school teachers.
- k. There was a significant relationship between altruistic behavior dimension of emotional intelligent and Professional development of secondary school teachers.
- l. There was a significant difference between emotional intelligent of male and female secondary school teachers.

- m. There was a significant difference between the Professional development of male and female secondary school teachers.
- n. There was a significant difference between highly emotional intelligent and low emotional intelligent teachers of secondary school.

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