

**RESEARCH PAPER****A Study of Emotional Intelligence of Secondary Level Students****Antima Dwivedi and S.H. Qasim**

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Email: antimamishra1987@gmail.comReceived: 16th January 2017, Revised: 19th February 2017, Accepted: 23rd February 2017**ABSTRACT**

Emotional intelligence is very important not only for employees but employers too. It increases productivity. But if the teachers are not emotionally intelligent with their profession they cannot increase their performance and thus to contribute to education in the country. The objective of the study was to measure the Emotional intelligence of the secondary school teachers of CBSC and UP Board Allahabad city. The investigator selected the sample through random sampling, 200 teachers were selected from secondary schools. To collect the data researcher has used Teachers' Emotional Intelligence Inventory constructed and standardized by S. Mangal. The salient findings of the study was male and female are different in emotional intelligence and teachers of both board are different in emotional intelligence.

Key words: Emotional Intelligence, Secondary Level Students, Education

INTRODUCTION

Emotional intelligence (EI) has recently emerged as one of the psychological construct. The concept has also prospered due to both cultural trades and orientations that stress the previously neglected role of the emotions and to increase efforts at standardized assessment of individual differences in EI (Mayer, Salovey & Caruso, 2000). Common claims suggest that tests for emotional intelligence are predictive of educational and occupational criteria, beyond that proportion of variance that general intelligence ability predicts. Thus the field has increasingly important implication for society, particularly in the impetus to improve educational functioning in real life. Proponents of EI claim that individuals can enjoy happier and more fulfilled lives if they are aware of both their own emotions and those of other people and able to regulate those emotions effectively. Another reason for widespread of EI is the suggestion that EI gives hope for a more Utopian, classless society. We are hired for our technical skills but fired for the lack of soft skills. Majority of the pupil are poor at life skills because the society (especially the parents) has not bothered to teach the child the basic skills of handling anger, or resolving them in a proper way. Much evidence shows that people who knows and manage their fallings are at the advantage; whether in romance or intimate relationships or in picking up the unspoken rules that govern in organizational politics.

EMOTIONAL INTELLIGENCE

Emotional intelligence refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic. Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social 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" (1990).

Salovey and Mayer proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion, and the ability to manage emotions. According to Salovey and Mayer, the four branches of their model are, "arranged from more basic psychological processes to higher, more psychologically integrated processes. For example, the lowest level branch concerns the

(relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion" (1997).

Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use this information to guide one's thinking and action (Mayer and Salovey, 1993). In the present study, measures of deprivations are used. It cannot be denied, however, that deprivation of specific experiences has differential effects on behavior. Deprivation area need to specify and made measureable for isolating and determining their differential effects on cognition. The results of the study indicate that prolonged experiential deprivation may lead to impoverished growth of cognitive functions and that experiential enrichment is essential for fuller psychological growth. But it is equally true that there is a long way to go before psychologists can specify precisely the specific features of the environment that promote or retard cognitive growth. It is clear, however, that the various aspects of environmental stimulation are important and that these aspects differ from highly deprived to less deprived groups.

Attempt should be made to develop effective intervention strategies on the basis of deprivational background rather than membership of a specific caste or cultural group. Focus on maximum utilization of existing potentials by treating individuals in terms of their own distinct abilities and achievements are also needed. This involves assessment of potentials as well as adequate provision of opportunities for a diversity of conditions suited to the diversity of individual abilities and needs. Finally, it may be pointed out that deprivational effects are not limited to cognition only. They also have motivational consequences which, in turn, may influence cognitive performance. Therefore, an analysis of motivational concomitants of deprivation should be done while investigating the cognitive effects of deprivation.

Devi & Rayula (2005) taken up a study to understand the emotional intelligence levels of adolescents and to see the gender *differences if any* between *adolescents* boys and girls on total emotional intelligence and its components and dimensions. Sample consisted of 224 adolescents out of which 12 were and 112 were girls covering the age group of 15 to 18 years selected from co-educational junior college located in Hyderabad city. General Information Schedule was used for collecting respondent's information and family background information. For measuring emotional intelligence levels of adolescents Emotional Intelligence Inventory developed by the investigator in 2003 was used. Results of the study reveals majority of the boys and girls fell into an average and above on emotional intelligence levels. Significant difference was noticed in interpersonal skill component of boys and girls favoring girls. Results on dimension wise emotional intelligence showed that girls surpass boys on self awareness, empathy, social responsibility and problem solving. Adolescent boys and girls did show similar scores on other 11 dimensions of emotional intelligence and on total emotional intelligence levels. Younger adolescents were higher on interpersonal skills than older adolescents. Parker et al. (2003) conducted an investigation to examine the relationship between emotional intelligence and academic achievement during the transition from high school to university. The results of the study revealed that academic success was strongly associated with several dimensions of emotional intelligence. Bracket et al. (2003) conducted an investigation to know the relation of emotional intelligence with everyday behaviour. Findings revealed that women scored significantly higher in emotional intelligence than men. Emotional intelligence however, was more predictive of Life Space criteria for men than for women. Lower emotional intelligence in males, principally the inability to perceive emotions and to use emotions to facilitate thought, was associated with negative outcomes, including 53 illegal drug and alcohol use, deviant behaviour, and poor relations with friends. In this sample, emotional intelligence was significantly associated with maladjustment and negative behaviours for college-aged males, but not for females.

Various research findings reveal the study of emotional intelligence is determined by number of factors. All these factors theoretical, emotional, aesthetical, social, political, religious values and academic achievement and may be the major factors influence secondary level teachers towards their teaching performance.

OBJECTIVES OF THE STUDY

The following objectives are determined for this study -

1. To compare the Emotional Intelligence of male teachers of CBSC and UP Board of secondary schools.
2. To compare the Emotional Intelligence of female teachers of CBSC and UP Board of secondary schools.
3. To compare the Emotional Intelligence of male and female teachers secondary schools.

RESEARCH HYPOTHESIS OF THE STUDY

The following Hypothesis are formulated for this study-

1. There is difference in Emotional Intelligence between male teachers of CBSC and UP Board of secondary schools.
2. There is difference in Emotional Intelligence between female teachers of CBSC and UP Board of secondary schools.
3. There is difference in Emotional Intelligence between male and female teacher's of secondary schools.

NULL HYPOTHESIS OF THE STUDY

The following Null Hypothesis are formulated for this study-

1. There is no difference in Emotional Intelligence between male teachers of CBSC and UP Board of secondary schools.
2. There is no difference in Emotional Intelligence between female teachers of CBSC and UP Board of secondary schools.
3. There is no difference in Emotional Intelligence between male and female teacher's of secondary schools.

METHOD OF THE STUDY

In this research Descriptive Survey Method was used.

POPULATION AND SAMPLE

All teachers of CBSC and UP Board of secondary schools of Allahabad city were considered as population. The sample was selected by using random sampling technique. A sample of 100(50 Male and 50 female) teachers from CBSC Board and 100(50 Male and 50 female) teachers from UP Board were selected for the present study.

TOOLS USED

The tool used for the present study was Teachers' Emotional Intelligence Inventory constructed and standardized by S. Mangal.

ANALYSIS AND INTERPRETATION

Objective 1: To compare the Emotional Intelligence of male teachers of CBSC and UP Board of secondary schools.

Table 1: Mean, SD and t-ratio showing difference in Emotional Intelligence of male teachers of CBSC and UP Board

Group	No.	Mean	SD	t-value
CBSC Board	50	889	12.954	2.033*
UP Board	50	880.1	13.374	

**.05 level of significance*

From the table-1 it is clear that the calculated value of t-ratio 2.033 is greater than the table value of t-ratio at .05 level of significance. Therefore the research hypothesis is accepted that is 'there is difference in Emotional Intelligence between male teachers of CBSC and UP Board of secondary

schools' and the null hypothesis is rejected at .05 level of significance that is 'There is no difference in Emotional Intelligence between male teachers of CBSC and UP Board of secondary schools'. For the above result the many reasons may be possible.

Objective 2: To compare the Emotional Intelligence of female teachers of CBSC and UP Board of secondary schools.

Table 2: Mean, SD and T-ratio showing difference in Emotional Intelligence of female teachers of CBSC and UP Board

Group	No.	Mean	SD	t-value
CBSC Board	50	887.05	13.32	3.16*
UP Board	50	874.23	21.61	

**.05 level of significance*

The table indicates that the 't' value is 3.18 and 0.050 significant level. Therefore we can conclude that the hypothesis that 'There is difference in Emotional Intelligence between female teachers of CBSC and UP Board of secondary schools is accepted and null hypothesis that is 'There is no difference in Emotional Intelligence between female teachers of CBSC and UP Board of secondary schools' is rejected. The finding of result show that there is significant difference between Emotional Intelligence of CBSC and UP Board Female teachers.

Objective 3: To compare the Emotional Intelligence of male and female teacher's secondary schools.

Table 3: Mean SD and T-ratio showing difference in Emotional Intelligence of male and female teacher's secondary schools

Group	No.	Mean	SD	t-value
Male	100	879.2	19.996	2.109*
Female	100	869.25	19.24	

**.05 level of significance*

From the table-3 it is clear that the calculated value of t-ratio 2.109 is more than the table value of t-ratio at .05 level of significance. Therefore the null hypothesis is rejected that is 'There is no difference in Emotional Intelligence between male and female teacher's of secondary schools and the research hypothesis is accepted at .05 level of significance that 'There is difference in Emotional Intelligence between male and female teacher's of secondary schools.' Therefore we can say that the male teachers of secondary schools are more emotionally mature than female teachers of secondary schools.

CONCLUSION

The variables of psychological such as Emotional Intelligence play an important role for teaching better teaching performance. The Emotional Intelligence should be improved in the teachers by having lovingly, cooperative and helpful should provide the environment to teach better condition. For better teaching performance we should control our emotions and having positive nature. Emotional intelligence is significantly correlated with academic achievement. School leaders must begin to change the school culture by promoting and sustaining emotional intelligence curriculum in schools. The school culture should not dictate leadership, but, rather, leadership should help to create the culture and climate of schools.

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