

A Study of Emotional Intelligence of Secondary School Teachers in Relation to their Professional Development

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Abstract

Emotions are our responses to the world around us and they are created by the combination of thoughts, feelings and actions. If one uses his emotions effectively it helps him to lead a successful and better life. But if one can't control his/her emotions, it can result in disaster. It not only affects our relations with people but affects our self identity and ability to complete a task. One should be competent in handling one's emotions and hence Emotional Intelligence is a very important virtue. The purpose of the study was to investigate the Emotional Intelligence of secondary school teachers in relation to their Professional Development. 600 secondary school teachers (i.e. teachers teaching 9th & 10th standard) in government schools of Haryana state served as sample for the study. Results of the study indicated a significant positive relationship between emotional intelligence and professional development of secondary school teachers. Further it reveals that there is significant linear increase in professional development from low to moderate to high emotional intelligence groups.

Keywords: Emotional Intelligence, Professional Development, Teachers

1. Introduction

Student achievement, teacher effectiveness and school improvement are the critical components of our educational system and are interdependent. A school is a miniature of the society. Both teacher effectiveness and school improvement plans are often evaluated by measures of student achievement. It is clear from recent research that teachers have a great potential to affect student's educational outcomes¹. A teacher makes a difference to an extent that he/she sparks a child's desire to learn. For this a teacher should have relevant skills, attitude, and personality in order to influence the students. A teacher should be a role model for the students. It is a teacher's duty to develop passion and enthusiasm to learn and to remove the gap between the teacher and a taught. Both the teacher and the taught must maintain a cordial relationship in order to develop an effective environment for learning. Teachers are the architects of society. They act as a pivot for the transmission of intellect and help to keep the lamp of civilization burning. The basic duty of a teacher is to build the individuality of his or her students and to promote intellectual and moral development including meeting the demands of contemporary world. Teachers have an important influence

on students' academic achievement and they also play a crucial role in educational attainment of their students. In today's classroom, the teachers get irritated on the small issues which results in an uncontrolled flow of emotions. The reason behind this is the heavy work load on teachers. Modern classrooms are full of responsibilities. The teachers not only have to prepare their lectures and related activities but also have other responsibilities like organizing co curricular activities, maintaining discipline & administrative tasks of the school. In addition to this their personal problems have also an impact on their profession. A teacher can do justice with his profession only when he is able to understand his emotions and emotions of his students.

Emotions and learning are interrelated. They act as two sides of a coin. In the school setting, there is competition between the teachers as well as students. As a result, the job of a teacher becomes hectic and requires the understanding of emotions and emotional intelligence in order to create better teaching and learning environment. Though, many teacher training institutions are developing very talented, skillful and knowledgeable teachers but the emotional aspect of the teaching-learning process is still lacking. Effective teaching requires mastery of content and teaching pedagogy on the part of a teacher. Both these

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requirements can be enriched with the inculcation of emotional intelligence skills. Emotionally intelligent teachers can effectively solve school and classroom problems. They can do better management of time and resources. Skill of emotional intelligence in teachers not only improves their quality of their teaching but also helps to deal the students with improved motivation and commitment. Hence emotional intelligence is an important characteristic of a teacher in present scenario.

Emotional intelligence is the ability to understand your own emotions and those of people around you. It is a balance between HEART (emotions) and MIND (intelligence). According to Mayer², Emotional intelligence is defined as “ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. IQ accounts for only 20% of one’s success, the rest 80% goes to emotional and social intelligence³. In modern time, the concept of Emotional intelligence was popularized by American Psychologist Dr. Daniel Goleman⁴ in 1998 when he published his book “Working with Emotional Intelligence”. He argued that human competencies such as self awareness, persistence and empathy are more important in life than a person’s IQ. According to Goleman⁴, “Emotional Intelligence is the capacity for recognizing our own feelings and those of others for motivating ourselves and managing emotions well in us and in our relationship”. Goleman⁴ has identified five ‘social and emotional competencies’ that constitute emotional intelligence which are following:

- Self Awareness-ability to know, recognize and discriminate ones own feelings
- Self Regulation-ability to manage ones feelings
- Motivation-ability to utilize feelings in order to achieve set goals
- Empathy-feeling and understanding the other person’s emotions
- Social Skills-ability to handle feelings effectively while interacting with others

All the above competencies directly or indirectly affect the teachers and their teaching competency. Emotionally intelligent teachers who possess these competencies are able to create an effective teaching and learning experience for the students.

One way schools attempt to contribute to the improvement of their teachers is by providing professional development experiences for faculty. Professional development is an important strategy for building teacher quality. Professional development of teachers is one of the most relevant construct if we want to raise the standard of our education system in accordance with the changing needs of the society. Professional development refers to the development of a person in his or her professional role. More

specifically, “Teacher development is the professional growth, a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically”⁵. It includes formal experiences (such as attending workshops and professional meetings, mentoring etc.) and informal experiences. (Such as reading professional publications, watching T.V. documentaries related to an academic discipline etc.)⁶. Thus it is the sum of all activities formal and informal, carried out by the individual or system to promote staff growth and renewal. So, professional development is an instrument to improve the teachers and ultimately the student learning.

In the light of the above discussion the investigator decided to carry out research on emotional intelligence of secondary school teachers in relation to their professional development.

2. Objectives of the Study

- To study the relationship between emotional intelligence of secondary school teachers and their professional development.
- To study the differences in professional development of secondary school teachers at different levels of emotional intelligence.

3. Hypothesis of the Study

- There exists a significant relationship between emotional intelligence of secondary school teachers and their professional development.
- There exists significant difference in professional development of secondary school teachers at different levels of emotional intelligence.

4. Sample

In the present study, all the secondary school teachers (i.e. teachers teaching 9th & 10th standard) in government schools of Haryana state constituted the population.

A simple randomization technique of sampling was employed for collection of data. In the first phase of the study, the investigator randomly selected Ambala division from four divisions (i.e Gurgaon division, Ambala division, Hisar division and Rohtak division) of Haryana state. Out of Ambala division, all the districts namely Ambala, Kaithal, Kurukshetra, Panchkula and Yamuna Nagar were selected. In the second phase, the investigator selected 12 government secondary schools from each district on random basis. In the third phase, the investigator randomly selected 10 secondary school teachers from each school thus the selection of 60 schools resulted in the sample of 600 secondary school teachers. It was also taken

into consideration that only those teachers were selected in the sample that has minimum three years of teaching experience.

5. Tools Used

- Emotional Intelligence Scale (Anukool Hyde, Sanjyot Pethe & Upinder Dhar).
- Teacher’s Professional Development Scale (Developed and standardized by the investigator).

6. Analysis and Interpretation of Data

Secondary School Teachers were classified into three groups High, Moderate and Low on the basis of their scores on Emotional Intelligence Scale. The teachers who have scored between 142 and 169 on Emotional Intelligence were included in High Emotional Intelligence Group. The teachers who have scored between 122 and 142 on Emotional Intelligence were included in Moderate Emotional Intelligence Group. The teachers who have scored between 65 and 122 on Emotional Intelligence Scale were included in Low Emotional Intelligence Group.

HYPOTHESES 1: There exists a significant relationship between emotional intelligence of secondary school teachers and their professional development.

Data showing the relationship between emotional intelligence and professional development of secondary school teachers is summarized in Table 1.

Table 1. Coefficient of correlation between emotional intelligence and professional development of secondary school teachers

S.No	Variables	Coefficient of Correlation
1	Emotional Intelligence (Total)	0.61*
2	Self Awareness	0.50*
3	Empathy	0.46*
4	Self Motivation	0.59*
5	Emotional Stability	0.51*
6	Managing Relations	0.48*
7	Integrity	0.48*
8	Self Development	0.60*
9	Value Orientation	0.62*
10	Commitment	0.61*
11	Altruistic Behaviour	0.59*

*Significant at 0.01 level

It can be observed from Table 1 that Emotional Intelligence of Secondary School Teachers was found to have significant positive correlation with Professional Development.

Further it can be seen from the table that all the ten dimensions of Emotional Intelligence were also found to have significant correlation with Professional Development. They are Self Awareness (r = 0.50, p ≤ 0.01 level), Empathy (r = 0.46, p ≤ 0.01 level), Self Motivation (r = 0.59, p ≤ 0.01 level), Emotional Stability (r = 0.51, p ≤ 0.01 level), Managing Relations (r = 0.48, p ≤ 0.01 level), Integrity (r = 0.48, p ≤ 0.01 level), Self Development (r = 0.60, p ≤ 0.01 level) Value Orientation (r = 0.62, p ≤ 0.01 level) Commitment (r = 0.61, p ≤ 0.01 level), Altruistic Behaviour (r = 0.59, p ≤ 0.01 level).

Therefore, the hypotheses of the present study that ‘there exists a significant relationship between Emotional Intelligence and Professional Development of secondary school teachers’ is retained with respect to Emotional Intelligence (Total) & its ten dimensions i.e. Self Awareness, Empathy, Self Motivation, Emotional Stability, Managing Relations, Integrity, Self Development, Value Orientation, Commitment, and Altruistic Behaviour.

HYPOTHESES 2: There exists significant difference in professional development of secondary school teachers at different levels of emotional intelligence

Data showing the Professional Development Differentials of Secondary School Teachers at different Levels of Emotional Intelligence is summarized in Table 2.

Table 2 depicts that the mean Professional Development score of high & moderate groups is 138.04 & 123.66 with S.D’s 15.39 & 18.51 respectively. The obtained t – ratio comes out to be 8.45 which is found to be significant at 0.01 level of significance. Thus it can be inferred that the two groups differ significantly

Table 2. Significance of difference in the mean professional development (total) score of secondary school teachers at different levels of emotional intelligence

E.I Groups	N	Mean	S.D.	SEd	‘t’
High	200	138.04	15.39		
vs				1.70	8.45**
Moderate	200	123.66	18.51		
Moderate	200	123.66	18.51		
vs				1.89	6.90**
Low	200	110.63	19.26		
High	200	138.04	15.39		
vs				1.74	15.72**
Low	200	110.63	19.26		

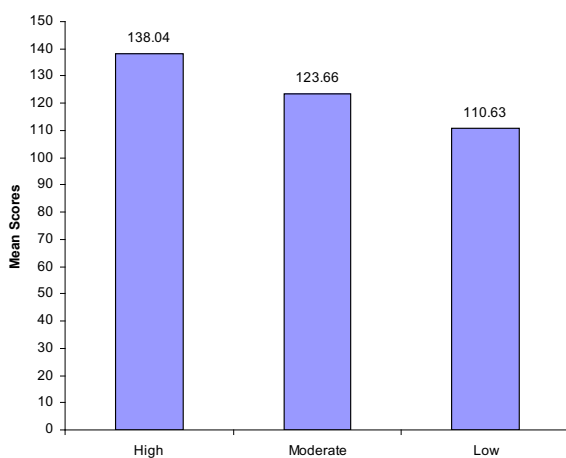
**Significant at 0.01 level

in their Professional Development. The mean Professional Development score of high emotional intelligence group is more than that of moderate group. It indicates that those teachers with high emotional intelligence are found to have better Professional Development than those belonging to moderate emotional intelligence group.

Table 2 further shows that the mean Professional Development scores of moderate & low emotional intelligence groups is 123.66 & 110.63 with S.D's 18.51 & 19.26 respectively. The obtained t – ratio is 6.90 which are found to be significant at 0.01 level of significance. Thus it can be inferred that the two groups differ significantly in their Professional Development. The mean Professional Development score of moderate emotional intelligence group is more than that of low group. It indicates that those teachers with moderate emotional intelligence are found to have better Professional Development than those belonging to low emotional intelligence group.

It can also be seen from the above table that mean Professional Development score of high & low emotional intelligence groups is 138.04 & 110.63 with S.D's 15.39 & 19.26 respectively. The obtained t – ratio is 15.72 which are found to be significant at 0.01 level of significance. Thus it can be inferred that the two groups differ significantly in their Professional Development. The mean Professional Development score of high emotional intelligence group is higher than that of low emotional intelligence group. It means high emotional intelligence group is found to exhibit better Professional Development in comparison to low emotional intelligence group.

It can be depicted from the graph (Graph 1) that the mean Professional Development scores of secondary school teachers of high emotional intelligence group is higher than that of both moderate and low emotional intelligence groups, it can be said



Graph 1. Mean scores of professional development at different levels of emotional intelligence.

that secondary school teachers belonging to high emotional intelligence group are found to have better Professional Development in comparison to the secondary school teachers belonging to moderate and low emotional intelligence groups. Further the secondary school teachers belonging to moderate emotional intelligence groups are better in Professional Development than the low emotional intelligence group.

Thus the hypothesis of the present study that there exists significant difference in the professional development of secondary school teachers at different levels of emotional intelligence is retained and it can be concluded that there is significant linear increase in professional development from low to moderate to high emotional intelligence groups.

7. Conclusion

The results of the study show that significant relationship was found between Professional Development of secondary school teachers and their Emotional Intelligence (Total) & its ten dimensions i.e. Self Awareness, Empathy, Self Motivation, Emotional Stability, Managing Relations, Integrity, Self Development, Value Orientation, Commitment, and Altruistic Behaviour.

When a comparison was made among the different Emotional Intelligence groups on their Professional Development, it was found that High Emotional Intelligence group showed better Professional Development in comparison to the Moderate and Low Emotional Intelligence group. Further, it was found that the secondary school teachers of Moderate Emotional Intelligence group showed better Professional Development in comparison to the Low Emotional Intelligent group. It means higher the Emotional Intelligence of secondary school teachers, better is their Professional Development.

As emotional intelligence is considered to be vital for success of the teachers, efforts and appropriate strategies are required for development of emotional intelligence skills among teachers. Educational institutions can play a great role by providing attractive and conducive environment that will motivate the teachers and enhance their commitment to their career and organization. There should be inclusion of training programmes for developing emotional intelligence in teacher preparation programmes which will result into a very long term effect on the teaching profession.

8. References

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