

A Study of Secondary School Teachers Struggle in Emotional Intelligence

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Abstract

It strongly appears that emotional intelligence has implications for the ways in which individuals tackle daily problems, as preventive activity in physical and mental health, as effective developmental intervention in schools. 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 to students. 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 100 secondary school teachers. The present study was conducted to find the impact of emotional intelligence on role struggle of secondary school teachers through descriptive method of research. The findings revealed significant differences in role struggle of male and female teachers. Female teachers were found to be having more role struggle than male teachers.

Keywords: Teachers' effectiveness, Emotional intelligence, Secondary School

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.¹ Teacher must possess the vital skills, personality characteristics and behaviors that students perceive to impact their motivation 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. Role struggle is a type of social struggle caused from an individual being forced to take on separate and incompatible roles. Role struggles can occur individually, as in the case of one person being torn between separate roles for different organizations or groups, or within an organization, when an individual is asked to perform multiple roles in the same group. An employee with both work and management roles in a department, for instance, assumes the struggling roles of supervisor and co-worker. But it is not always the other's expectations which cause role struggles rather self expectations also result in role strain particularly when they are not in consistence with his performance. There are instances when one performs certain roles which he does not consider as desirable or proper. More the discrepancy between his role performance and self role expectation, greater is the magnitude of role struggle, but the self expectations are the result of internalization of social norms, values and attitudes. Narang (1992) found that teachers felt frustrated due to overcrowded class rooms, uncultured students falling academic standards, additional duties assigned to them by the municipal corporation, the functioning of the head masters and the monotonous routine of their school duties. Akintayo (2010) investigated the impact of emotional intelligence and work-family role struggle on managerial effectiveness of managers

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in work organizations in Nigeria. Finding reveals that there was a significant combined contribution of emotional intelligence and work-family role struggle to managerial effectiveness.

Methodology

The descriptive research method was employed in the present study. In this study we were selected ten schools from Karnal District and which we select 100 teacher by using simple random sampling technique. Ten teachers were selected from each school.

Statistical Analysis

The collected data was analyzed by employing the various statistical techniques like t test and product moment correlation.

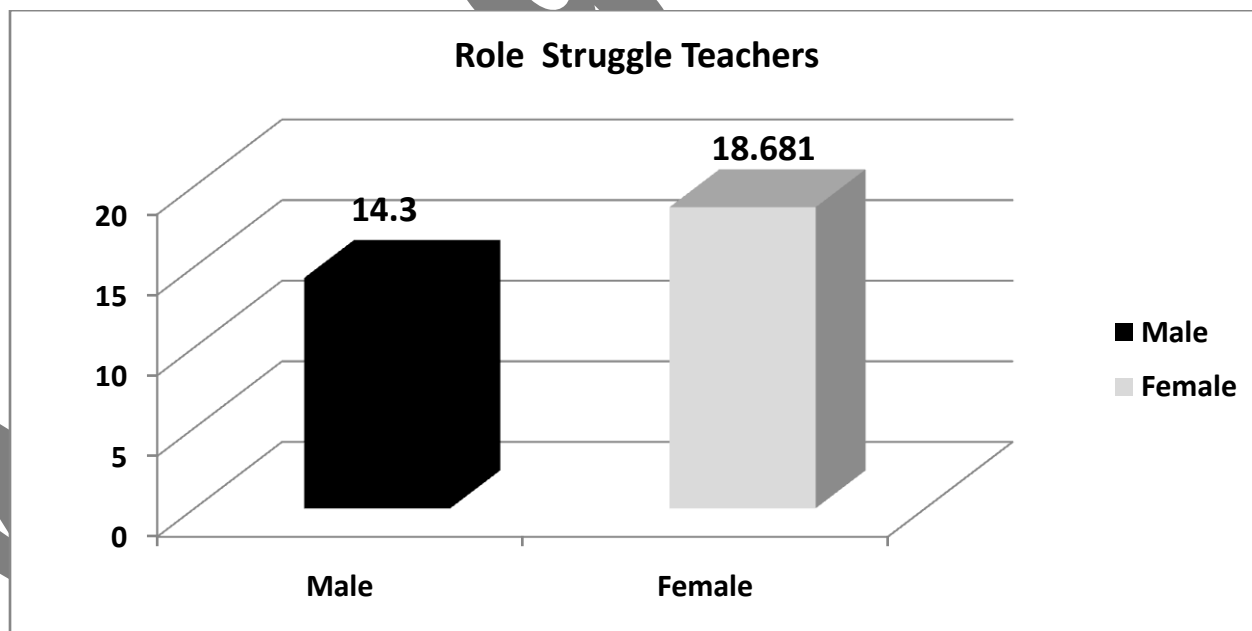
Analysis of Data and Result of the Study

There are at least two levels at which data are categorized, presented and analyzed statistically in this study. The ability status of male (50) and female (50) teacher has been compared.

Table-1
Mean differentials of role Struggle and Emotional Intelligence

Variable	Groups	Means	S.D	t-value	Level of Significance
Role Struggle	Male Teachers	14.30	5.32	3.39	.01
	Female Teachers	18.681	7.43		
Emotional Intelligence	Male Teachers	630.92	57.09	2.5	.05
	Female Teachers	628.28	50.44		

Comparison of Role Struggle of Male and Female School Teachers



Comparison of Emotional Intelligence of Male and Female School Teachers

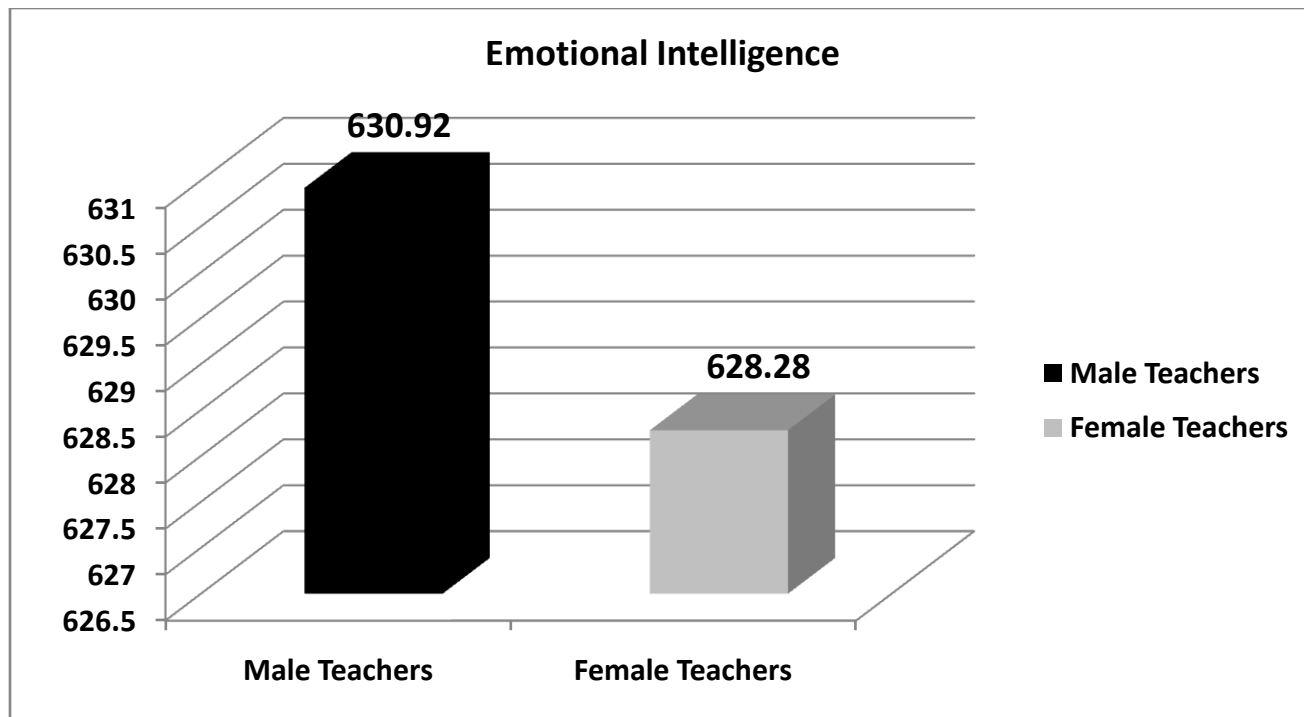


Table 2
Coefficient of correlation between Role struggle and Emotional intelligence of Secondary School teachers.

Variables	Mean	R	Remarks
Role Struggle	16.49	.03	Not Significant
Emotional Intelligence	629.74		

Results and Discussion

The significant t value between male and female teachers on the variable of role struggle ($t=3.39$) and emotional intelligence ($t=2.5$) indicate significant gender differences with regard to role struggle and emotional intelligence of teachers. Further higher mean scores of female teachers (Mean=18.68) indicate that they have significantly higher role struggle than their male counterparts (Mean=14.30). The higher mean scores of male teachers show that male teachers are emotionally more intelligent than female teachers. Table 2: Coefficient of correlation between Role struggle and Emotional intelligence of teachers.

Educational Implications

It has also been found in the present study that female teachers have high role struggle. They should balance their emotions for less role struggle. Secondary school teachers should be engaged in extracurricular activities as it will help to develop self-Motivation i.e. how to persevere in the face of setbacks and frustrations. They may be provided opportunities for

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empathizing with others, understanding others feelings, concern for others. Such activities will also help the secondary teachers to handle their emotions that will help in their moral and character development.

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