TEACHERS' EMOTIONAL INTELLIGENCE AND ROLE OF EDUCATION: A STUDY ON THE TET QUALIFIED TEACHERS OF NAGAON DISTRICT OF ASSAM

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ABSTRACT

Emotional intelligence is a skills and abilities which helps us to recognize emotions in ourselves and others, understand them and use language to communicate them; harness the power of emotion as a tool in cognitive activities like problem-solving, reasoning and creativity; and manage emotions both in our self and in other people. Teacher, so, must possess high emotional intelligence to tackle the challenging working and personal world for better adjustment. With this perspective in this study an attempt was made to find out emotional intelligence of 150 (75 male and 75 female) TET (Teacher Eligibility Test) qualified teachers' from 7 (out of 11) elementary educational blocks of Nagaon District of Assam. The descriptive survey method and stratified random sampling have been used to collect data. The collected data (using "Teacher's Emotional Intelligence Inventory" developed by Shubhra Mangal), was analyzed by using descriptive statistics, inferential statistics chi Square and 't' test. The result of the study revealed below average level of emotional intelligence in dimensions: awareness of self and others, intrapersonal relationship, interpersonal relationship and including the professional orientation except male of professional orientation. With regards to male and female it was also found significant differences.

KEYWORDS : *elementary educational blocks , Teacher's Emotional Intelligence Inventory , educational process .*

INTRODUCTION :

Teacher is the centre figure in the educational process which helps in making an individual a better person. A good teacher sparks a child's desire to learn; a great teacher affects that sparks to kindly a fire that burns forever. So, teacher must possess the vital skills, personality characteristics and behaviors' that students perceive and to impact in their motivation to learn. So, to make any process of

education a success, the quality competence and character of teachers were the most important aspects. A teacher has a key to play in communicating knowledge in specific subjects and help students grow to their fullest stature, develop suitable attitudes and unfold their personality. Since teacher's job is 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. Moreover, many teachers entered the field of education and the teaching profession because they had a passion for helping others and enjoyed the personal growth and sense of accomplishment (Latham, 1998). In addition, majority of professionals who taught felt that their ability to contribute to society, while helping others, made teaching a rewarding profession (Jones).

The concept of emotional intelligence is an extension of the concept of social intelligence as proposed by Howard Gardner in his theory of Multiple Intelligence. It includes both interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). Emotional intelligence can be defined as the ability to strike a balance between emotion and reason, being aware of one's own emotions, show empathy and compassion for others and have a high self esteem by understanding and managing the emotions of self and others.

The concept of Emotional Intelligence (EI) was popularized by Daniel Goleman. The ability to recognize and manage one's emotion is a skill that to be developed, used and honed throughout one's life time. Emotional intelligence is a way of characterizing skills and abilities that helps us to recognize emotions in ourselves and others, understand them and use language to communicate them; harness the power of emotion as a tool in cognitive activities like problem-solving, reasoning and creativity; and manage emotions both in our self and in other people. In short, the four major domains governed the emotional intelligence, which can be summarized as-

+ Understanding emotions of self.
+ Managing emotions of self.
+ Understanding emotions of others.
+ Managing emotions of others.

EI refers to an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures.

Teacher Eligibility Test (TET):

Teachers are born not made. A teacher should have the capacity to win the confidence of each student. His prime responsibility is the total development of a child. He must build up a healthy and strong 'ego' among his students. Primary education is the stepping stone for the progress of the educational system in the country. Universalization of primary education, still a tough proposition before most of the developing countries, is going to generate a scenario in which social justice, equality of opportunity will have to be provided each and every citizen. So, to make primary education foundation of the education system there is requirement of competent and committed teachers. In this regard, the Right to Education Act (RTE-2009) came into force on 1st April, 2010. In accordance with the provisions of sub-section (1) of Section 23 of the RTE Act, the National Council for Teacher Education (NCTE) had vide Notification dated 23 August 2010 and 29 July 2011 laid down the minimum

qualifications for a person to be eligible for appointment as a teacher in classes I to VIII. It had been inter alia provided that one of the essential qualifications for a person to be eligible for appointment as a teacher in any of the schools referred to in clause (n) of section 2 of the RTE Act is that he/she should pass the Teacher Eligibility Test (TET) which will be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE. In Assam with the implementation of RTE-2009, on 10th January, 2012 for the first time TET was conducted and a large number of teachers appointed in different districts of Assam.

Review of Related Literature:

There are several studies conducted on emotional intelligence... Goleman (1998) considered school as one place which can turn to compensate children's deficiencies in emotional and social competence. As such schools face the challenge to teaching as well as nurturing the emotional skills of children.

Kaufhold and Johnson (2005) indicated that teachers improving their emotional intelligence emphasized on the values of individual differences and promote the cooperative learning so as to slove problems and guide the students to promote social competence.

Moafian and Ghanizadesh (2009) studied the impact of teacher's emotional intelligence on self efficacy. Regression analysis with multiple variables that dimensions of emotional self awareness, interpersonal relations and problem solving were significant predictor of teachers self efficacy.

Mondal, N.K. and P.K. and Bandyopadhyay, A. (2012) analyzed the nature and extent of emotional intelligence among Secondary level schools teachers of Burdwan district in West Bengal (India). 300 teachers in urban and rural areas encompassing different gender, age, experience, qualification and training were taken for the study. The result revealed that few demographic factors positively impacted on the level of teacher's emotional intelligence while some were not significant. Balakrishnan, V., Viavanthan, G.(2014) revealed that the level of emotional maturity among post graduate teachers of higher secondary schools are extremely unstable. The caste has no significant effect on emotional maturity of teachers. It can be concluded that religion of teachers affect their emotional maturity.

OBJECTIVES:

1.To find out the level of emotional intelligence among the TET qualified teachers.
2.To study the differences between male and female TET qualified teachers in emotional intelligence.

Null Hypotheses

Ho1: There is no significant difference in the levels of emotional intelligence among the TET qualified teachers.
Ho2: There is no significant difference in emotional intelligence of male and female TET qualified teachers.

DELIMITATION OF THE STUDY

To study the emotional intelligence among all TET qualified teachers in the entire State would be time taking. So, the investigator has delimited to the TET qualified teachers appointed at the Primary schools in the Nagaon district of Assam only.

METHODOLOGICAL APPROACH

The descriptive survey method and stratified random sampling technique has been used for data collection in the present investigation.

POPULATION

A population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population of the study consists of all the TET qualified teachers working in different primary schools belonging to all (i.e.11) the Elementary Educational Blocks of Nagaon District of Assam.

SAMPLE:

For the purpose of present study, 150 TET qualified teachers' were selected from 7 elementary educational blocks of Nagaon District of Assam. Stratified random sampling technique was used to select the sample. Moreover, 150 teachers' were equally divided into two equal halves consisting 75 each as male and female.

TOOL USED:

To measure the emotional intelligence of TET qualified teachers', the investigators have used the "Teacher's Emotional Intelligence Inventory" developed by Dr.(Mrs.) Shubhra Mangal, Principal, C.R.S. College of Education, Noida.

ANALYSIS AND INTERPRETATION OF DATA:

The data is analyzed by using descriptive statistics. The normality of the data (emotional intelligence scores) is assessed by calculating chi Square test. In order to study the significant differences in mean scores among the Primary TET qualified teachers (i.e. male and female) the 't' test is employed.

Table No-1 Percentage of Norms for emotional intelligence level of Primary TET qualified teachers

Sl. No	Category	Description	Percentage		Total Percentage
			Male	Female	
1	A	Very High	0	0.67	0.33
2	B	High	6	2.67	4.33
3	C	Average	34	13.33	23.66
4	D	Below Average	60	74.66	67.34
5	E	Poor	0	8.67	4.34

The table 1 shows the percentage of Primary TET qualified teachers in different levels of emotional intelligence. The result revealed that 23.66% TET qualified teachers have average/ moderate level of emotional intelligence, whereas 0.33% have very high and 4.34% have poor emotional intelligence. Whereas, the maximum number i.e. 67.34 % of the Primary TET qualified teachers of Nagaon District have found belong to below average level of emotional intelligence.

The table no-2 shows the levels of awareness of self and others among the male primary TET qualified teachers. The result indicates that most of the male primary TET qualified teachers have average/moderate awareness of self and others in Nagaon district. The calculated chi-square value 64.43 (with df 4) in the levels of awareness of self and others among male TET qualified teachers have found significant at both 0.05 and 0.01 level. Therefore, the formulated

Table No-2 Level of awareness of self and others among primary Male TET qualified teachers

Sl. No.	Category	Description	No.s	%	df	Chi Square
1	A	Very High	45	30		
2	B	High	13	8.67		
3	C	Average	48	32	4	64.43
4	D	Below Average	44	29.33		
5	E	Poor	0	0		

df 4 Chi Square (table value) at 0.01= 13.27

null hypothesis i.e. there is no significant difference in the levels of emotional intelligence among the TET qualified teachers is rejected here. Thus, it can be said that there are significant differences in the levels of awareness of self and others dimensions of emotional intelligence among the male TET qualified teachers.

Table No-3 Level of awareness of self and others among primary female TET qualified teachers

Sl. No.	Category	Description	No.s	%	Df	Chi Square
1	A	Very High	33	22		
2	B	High	05	3.33		
3	C	Average	22	14.66	4	57.49
4	D	Below Average	62	41.33		
5	E	Poor	28	18.67		

df 4 Chi Square (table value) at 0.01= 13.27

The table no-3 shows the levels of awareness of self and others among the female lower primary TET qualified teachers. The result indicates that most of the female primary TET qualified teachers have below average awareness of self and others in Nagaon district. The calculated chi-square value 57.49 (with df 4) in the levels of awareness of self and others among female TET qualified teachers have found significant at both 0.05 and 0.01 level. Therefore, the formulated null hypothesis i.e. there is no significant difference in the levels of emotional intelligence among the TET qualified teachers is rejected here. Thus, it can be said that there are significant differences in the levels of awareness of self and others in emotional intelligence among the female TET qualified teachers.

Table No-4 Level of Professional Orientation among Primary Male TET Qualified Teachers

Sl. No.	Category	Description	Nos	%	df	Chi Square
1	A	Very High	0	0		
2	B	High	26	17.33		
3	C	Average	65	43.33	4	129.39
4	D	Below Average	59	39.33		
5	E	Poor	0	0		

df 4 Chi Square (table value) at 0.01= 13.27

The table no-4 shows level of professional orientation among the male primary TET qualified teachers. The result indicates that most of the male primary TET qualified teachers have average/moderate professional orientation in Nagaon district. The calculated chi-square value 129.39 (with df 4) in the professional orientation among male TET qualified teachers have found significant at both 0.05 and 0.01 level. Therefore, the formulated null hypothesis i.e. there is no significant difference in the levels of emotional intelligence among the TET qualified teachers is rejected here. Thus, it can be said that there are significant differences in the levels of professional orientation of emotional intelligence among the male TET qualified teachers.

Table No-5 Level of Professional Orientation among Primary Female TET Qualified Teachers

Sl. No.	Category	Description	Nos	%	df	Chi Square
1	A	Very High	0	0		
2	B	High	04	2.67		
3	C	Average	27	18	4	274.19
4	D	Below Average	109	72.67		
5	E	Poor	10	6.67		

df 4 Chi Square (table value) at 0.01= 13.27

The table no-5 shows the professional orientation among the female primary TET qualified teachers. The result indicates that most of the female primary TET qualified teachers have below average professional orientation in Nagaon district. The calculated chi-square value 274.19 (with df 4) in the professional orientation among female TET qualified teachers have found significant at both 0.05 and 0.01 level. Therefore, the formulated null hypothesis i.e. there is no significant difference in the levels of emotional intelligence among the TET qualified teachers is rejected here. Thus, it can be said that there are significant differences in the levels of professional orientation of emotional intelligence among the female TET qualified teachers.

Table No-6 Level of Intrapersonal Management among Primary Male TET Qualified Teachers

Sl. No.	Category	Description	No.s	%	df	Chi Square
1	A	Very High	1	0.67		
2	B	High	4	2.67		
3	C	Average	16	10.67	4	320.19
4	D	Below Average	117	78		
5	E	Poor	12	8		

df 4 Chi Square (table value) at 0.01= 13.27

The table no-6 shows the levels of intrapersonal management of male primary TET qualified teachers. The result indicates that most of the male primary TET qualified teachers have below average intrapersonal management in Nagaon district. The calculated chi-square value 320.19 (with df 4) in the intrapersonal management among male TET qualified teachers have found significant at both 0.05 and 0.01 level. Therefore, the formulated null hypothesis i.e. there is no significant difference in the levels of emotional intelligence among the TET qualified teachers is rejected here. Thus, it can be said that there are significant differences in the levels of intrapersonal management of emotional intelligence among

the male TET qualified teachers.

Table No-7 Level of Intrapersonal Management among Primary Female TET Qualified Teachers

Sl. No.	Category	Description	Nos	%	df	Chi Square
1	A	Very High	0	0		
2	B	High	0	0		
3	C	Average	20	13.33	4	156.26
4	D	Below Average	78	52		
5	E	Poor	52	34.67		

df 4 Chi Square (table value) at 0.01= 13.27

The table no-7 shows the levels of intrapersonal management among the female primary TET qualified teachers. The result indicates that most of the female primary TET qualified teachers have below average intrapersonal management in Nagaon district. The calculated chi-square value 156.26 (with df 4) in the intrapersonal management among female TET qualified teachers have found significant at both 0.05 and 0.01 level. Therefore, the formulated null hypothesis i.e. there is no significant difference in the levels of emotional intelligence among the TET qualified teachers is rejected here. Thus, it can be said that there are significant differences in the levels of intrapersonal management of emotional intelligence among the female TET qualified teachers.

Table No-8 Level of Interpersonal Management among Primary Male TET Qualified Teachers

Sl. No.	Category	Description	Nos	%	df	Chi Square
1	A	Very High	0	0		
2	B	High	0	0		
3	C	Average	30	20	4	352.06
4	D	Below Average	119	79.33		
5	E	Poor	1	0.67		

df 4 Chi Square (table value) at 0.01= 13.27

The table no-8 shows the interpersonal management among the male primary TET qualified teachers. The result indicates that most of the male primary TET qualified teachers have below average in interpersonal management in Nagaon district. The calculated chi-square value 352.06 (with df 4) in the interpersonal management among male TET qualified teachers have found significant at both 0.05 and 0.01 level. Therefore, the formulated null hypothesis i.e. there is no significant difference in the levels of emotional intelligence among the TET qualified teachers is rejected here. Thus, it can be said that there are significant differences in the levels of interpersonal management of emotional intelligence among the male TET qualified teachers.

Table No-9 Level of Interpersonal Management among Primary Female TET Qualified Teachers

Sl. No.	Category	Description	Nos	%	df	Chi Square
1	A	Very High	0	0		
2	B	High	07	4.67		
3	C	Average	09	6	4	271.19
4	D	Below Average	109	72.67		
5	E	Poor	25	16.67		

df 4 Chi Square (table value) at 0.01= 13.27

The table no-9 shows the levels of interpersonal management among the female primary TET qualified teachers. The result indicates that most of the male primary TET qualified teachers have below average in interpersonal management in Nagaon district. The calculated chi-square value 271.19 (with df 4) in the levels of interpersonal management among female TET qualified teachers have found significant at both 0.05 and 0.01 level. Therefore, the formulated null hypothesis i.e. there is no significant difference in the levels of emotional intelligence among the TET qualified teachers is rejected here. Thus, it can be said that there are significant differences in the levels of interpersonal management of emotional intelligence among the female TET qualified teachers.

Table No: 10 Difference between Male and Female Primary TET Qualified Teachers in Emotional Intelligence

Sl. No.	Variables	No	Mean	SD	MD	df	SEd	t-value	Significant Level
1	Male	75	807.19	38.51	17.1	148	5.38	3.18	Both at 0.01 & 0.05
2	Female	75	790.09	53.47					

Table value at 0.01= 1.96 and at 0.05=2.58

From table-10 it is observed that there are differences in between male and female primary TET qualified teachers of Nagaon district; the table shows 807.19 and 790.09 mean scores of male and female lower primary TET qualified teachers' respectively. Similarly the standard deviations of the same groups are found 38.51 and 53.47, whereas the standard error of difference between two means is obtained 5.38. Thus it shows vivid picture that there is differences between male and female primary TET qualified teachers' in their emotional intelligence. When t -test is applied to know the significance of difference between two mean it was found 3.18 which is not significant at both 0.05 and 0.01 level. From this we can infer that there is significant difference between male and female primary TET qualified teachers' in their emotional intelligence. Thus, the null hypothesis made there is no significant difference in emotional intelligence of male and female TET qualified teachers rejected here.

FINDINGS:
Emotional intelligence plays a significant role in our life. The present study on emotional

intelligence of TET qualified teachers' in different dimensions as well as the differences between male and female TET qualified teachers' specially in Primary level, was found below average level of emotional intelligence in dimensions: awareness of self and others, intrapersonal relationship, interpersonal relationship and including the professional orientation except the professional orientation of male counterpart which was found average level. Moreover, from the calculated statistical value obtained it was established significant difference in the levels of emotional intelligence among the TET qualified teachers. On the other hand, when the differences between male and female was measured, it was also found significant differences at both 0.01, 0.05 level. Therefore, Sex is considered as important variable in this regard.

CONCLUSION:

Emotional intelligence is needed in every aspect of our life and is especially more relevant with elementary school teachers. It is being recognized as critical factor in their success, life satisfaction and quality of life. So, it can be said as the possessing of high emotional intelligence of teachers' means probability of more success and satisfaction in his working or personal life.

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