



A STUDY ON THE EMOTIONAL INTELLIGENCE OF THE SELECTED SECONDARY SCHOOL TEACHERS IN CHENNAI CITY AND THEIR ORGANISATIONAL CLIMATE

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ABSTRACT

It is a well accepted fact that the quality of the nation depends upon the quality of the education imparted to its citizens which in turn depends upon the quality of its teachers. The term quality of teachers includes all the personality dimensions of a teacher i.e. span of knowledge, teaching skills and teacher behavior comprising his/her emotional intelligence. An emotionally competent teacher is the heart and soul of any educational program and venture. Learning becomes a pleasure, student dropout decreases and children work from setbacks through hope to success only in the presence and able guidance of the emotionally intelligent teachers. The study aims to find out the emotional intelligence of the selected secondary school teachers in Chennai city and their organizational climate. This paper intends to investigate the relationship between emotional intelligence and organizational climate of secondary school teachers. The sample consists of 705 secondary school teachers of which 110 are male and 595 are female. Data was collected using approximate tools and analysed by 't' test and Karl Pearson product moment correlation. The result indicates that there is no significant relationship between emotional intelligence and organizational climate of the secondary school teachers. However, it was found that there is significant difference in the emotional intelligence of the secondary school teacher age wise and types of school wise. But there is no significant difference in the organizational climate of the secondary school teachers based on age, gender and types of school.

KEYWORDS: Emotional Intelligence, Organisational Climate, Secondary school teachers,

Introduction

'Education is a key that opens the eyes of a person towards the brightness of the world' said **Dr. Radha Krishnan**. The **Education Commission (1964-66)** begins its report with the sentence 'the destiny of India is now being shaped in her classroom'. So the primary task of the teachers is concerned with 'Man Making' namely making of the Indians of tomorrow. Teachers should not be ignorant of basic human values. A real 'Guru' is a 'Manush' with a 'Manas' (Mind) and 'Mantra' (teaching). The teacher stands at the most important point in the educational process.

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. Teachers are the torch bearers in creating social cohesion and national integration. Good teaching requires more than intellect. Over the past several years, Emotional Intelligence has found increased acceptance as a factor that is potentially useful in understanding individual performance at work. It is a recent development in the area of Intelligence as well as in affective sciences, IQ contributes 20% while Emotional Intelligence contribute 80% to the factors that determine success in life. (**Goleman, 1995**)

NEED FOR THE PRESENT STUDY

In **National Policy of Education (1986)**, it was clearly stated that conscious efforts should be made through the curriculum to develop socio-cultural values. Efforts are also needed to increase sensitivity of children towards aesthetics, beauty, adaptability and reinforcement. Taking into consideration the above mentioned objectives and to achieve them through the successful methods, it appears that teachers should possess emotional intelligence to some extent.

Emotionally literate teachers handle the emotion of teenagers effectively. But our classroom settings demand that students must learn how to appreciate and accept differences in emotional expressions and management among students. Teachers need to cultivate strong EQ skills. EQ affects not only how the individual gets along with others, but also how he succeeds in life as a person and as a Professional. EQ skills can help people accept their limits, worse optimally and develop healthy inter-personal relationships. According to **Time Magazine (Gibbs, 1995)**, Emotional Intelligence may be the best predictor of success in life, redefining what it means to be smart. The phrase Emotional Intelligence is used to encapsulate a collection of skills and attributes which research has shown to be ones that make for 'Star' Performance and success in any walk of life. The **NCTE discussion document (2004)** says that since teachers at Secondary stage have to deal with adolescents, they must understand their problems and offer solutions to them including their social transformation and nurturing of their uniqueness. So to achieve the objectives, it becomes imperative that Secondary School teachers should be emotionally intelligent.

Both in industrial and educational studies, the concept which is most frequently found associated with people's perceptions of their situation is that of Organisational Climate.. Communication, problem solving, decision making learning and motivation can all be affected by the Organisational Climate. This in turn might have an impact on the effectiveness and productivity of the organisation as well as the work enormous and employee well being in the work place (**Ekvall, 1990**).

The quality of educational institutions and their Organisational Climate shape the destiny of our classrooms. Therefore, to produce the desired outcome, importance is to be given to emotional intelligence which leads to outstanding performance of the teachers in the class room activities. A teacher who has got good Organisational Climate attains effectiveness of teaching. Hence, a need is felt to study the emotional intelligence of the secondary school teachers and their organisational climate.

OBJECTIVES OF THE STUDY

1. To find out the difference in Emotional Intelligence among the selected Secondary School Teachers Age wise, Gender wise and Types of School wise.
2. To find out the difference in the Organisational Climate of the selected Secondary School Teachers Age wise, Gender wise and Types of School wise.
3. To find out the relationship between Emotional Intelligence and Organisational Climate among the selected Secondary School Teachers, Total sample wise.

Hypotheses

1. There is no significant difference in the Emotional Intelligence of the Secondary School teachers based on their age.
2. There is no significant difference in the Emotional Intelligence of the Secondary School teachers based on Gender.
3. There is no significant difference in the Emotional Intelligence of the Secondary School teachers based on the Types of School.
4. There is no significant difference in the Organisational Climate of the Secondary School teachers based on their age.
5. There is no significant difference in the Organisational Climate of the Secondary School teachers based on Gender.
6. There is no significant difference in the Organisational Climate of the Secondary School teachers based on the Types of School.
7. There is no significant relationship between Emotional Intelligence and Organisational Climate among the Secondary School teachers Total sample wise.

SAMPLE

As many as 705 Secondary School teachers handling 9th and 10th classes alone between the age group of 21-30 yrs, 31-40 yrs, 41-50 yrs and 51-58 yrs belonging to Government, Government-Aided, Corporation, Anglo-Indian, CBSE & Matriculation types of school were randomly selected from Chennai city.

Tool

The tool used for measuring the Emotional Intelligence is a structured Questionnaire called Emotional Intelligence Test developed by **Dr. N.K. Chadha**, a Psy-

chologist, at the University of Delhi. The Questionnaire consists of 15 items which measure the emotional reactions to different situation. The maximum possible score one can obtain in this test is 300. The organisational climate description Questionnaire for Secondary Schools (OCDQ-RM) was constructed by Halpin and Croft (1963). There are 50 items. Reliability of the test was calculated by Split-half Method (using even and odd items). The reliability coefficient $r = 0.84$ and the validity of the tool was found to be 0.92.

Analysis and Interpretation of the data

Table 1
Analysis of Variance of Emotional Intelligence of the Secondary School teachers based on their age

Variable	Sum of Squares	df	Mean Square	F-value	Significance
Between Groups	28865.393	3	9621.798	2.923	S*
Within Groups	2307815.407	701	3292.176		

* -- Significant at .05 level

Table 1 shows that the value of F-test (= 2.923) is significant at 0.05 level. Since the obtained F value is significant, 't' test is conducted to find out the significant difference that exists between the secondary school teachers belonging to different age groups.

Table 2
't' Test Details for Emotional Intelligence of the Secondary School teachers based on Age

S. No.	Age	N	Mean	Standard deviation	't' value	Level of significance
1	21-30 yrs 51-58 yrs	77 115	152.68 136.11	56.717 49.155	2.09	S*
2	31-40 yrs 51-58 yrs	255 115	154.83 136.11	60.544 49.155	3.147	S**
3	41-50 yrs 51-58 yrs	258 115	148.43 136.11	57.741 49.155	2.114	S*

** -- Significant at .01 level

* -- Significant at .05 level

From the Table 2, between the age group of 31-40 years and 51-58 years 't' value is significant at both 0.05 and 0.01 level. Between the age group of 21-30 years and 51-58 years and 41-50 years and 51-58 years shows significant difference in their Emotional Intelligence at 0.05 level. Hence the hypothesis 1 is rejected.

Table 3
't' Test Details of Emotional Intelligence of Male and Female Secondary School teachers

Variable	N	Mean	Standard Deviation	't' value	Significance
Male	110	140.10	58.915	1.771	NS
Female	595	150.88	57.260		

Table 3 reveals 't' test value (=1.771) is not significant and hence the hypothesis 2 is accepted.

Table 4
Analysis of Variance of Emotional Intelligence of the Secondary School teachers based on the Type of Schools

Variable	Sum of Squares	df	Mean Square	F-value	Significance
Between Groups	1165870.694	5	233174.139	139.21	S*
Within Groups	1170810.106	699	1674.979		

* -- Significant at .05 level

Table 4 shows that the value of F-test (= 139.21) is significant at 0.05 level. Since the obtained F value is significant, 't' test is conducted to find out the significant difference among the Secondary School teachers in their emotional intelligence belonging to different types of school.

Table 5
't' Test Value of Emotional Intelligence of Secondary School teachers based on Types of School

Variable	Government (126)	Govt-Aided (105)	Corporation (113)	CBSE (101)	Anglo-Indian(98)	Matriculation (162)
Government		2.34*		14.421**	13.404**	13.765**
Govt-Aided				17.375**	16.144**	17.03**
Corporation				16.673**	15.494*	16.255**

*** -- Significant at .01 level

* -- Significant at .05 level

The value within the bracket () indicates the number of secondary school teachers selected from the particular types of school.

It is inferred from the Table 5 that the Secondary School teachers belonging to Government type of school shows significant difference in their emotional intelligence with Government-Aided, Anglo-Indian, CBSE and Matriculation type of schools. It is also found that the Secondary School teachers belonging to Government -aided school shows significant difference between Anglo-Indian, CBSE and Matriculation type of schools. 't' value is also found to be significant between the Corporation type of school and each separately with Anglo-Indian, CBSE and Matriculation type of schools. Hence the hypothesis 3 is rejected.

Table 6
Analysis of Variance of Organisational Climate of the Secondary School teachers based on their age

Variable	Sum of Squares	df	Mean Square	F-ratio	Significance
Between Groups	643.565	3	214.522	1.085	NS
Within Groups	138625.144	701	197.753		

Table 6 shows that the value of F-test (1.085) is not significant at 0.05 level. The hypothesis 4 is accepted.

Table 7
't' Test Details of Organisational Climate of Male and Female Secondary School teachers

Variable	N	Mean	Standard Deviation	't' value	Significance
Male	110	122.50	13.292	0.774	NS
Female	595	121.42	14.208		

Table 7 shows that the 't' test value (=0.774) is not significant and hence the hypothesis 5 is accepted.

Table 8
Analysis of Variance of Organisational Climate of the Secondary School teachers based on the Type of Schools

Variable	Sum of Squares	df	Mean Square	F-value	Significance
Between Groups	1183.594	5	236.719	1.198	NS
Within Groups	138085.115	699	197.547		

Table 8 shows that the value of F - test (1.198) is not significant at 0.05 level. The hypothesis 6 is accepted.

Table 9
Correlation between Emotional Intelligence and Organisational Climate of the Secondary School teachers / Total sample wise

Variable	N	Calculated value of r	Significance
Emotional Intelligence	705	0.004	NS
Organisational Climate			

Table 9 shows that the values of correlation between emotional intelligence and organisational climate of the secondary school teacher total sample wise is 0.004 which is not significant. Hence, the hypothesis 9 is accepted.

Result and Discussion

The present investigation reveals that the Secondary School teachers in the age group of 21-30 years and 31-40 years are more emotionally intelligent than the older Secondary School teachers. The higher mean value of Secondary School teachers belonging to the age group of 21-30 years reveals that they are energetic, enthusiastic, more collegial and supportive feel comfortable and perceive the

organisational climate as more favorable as compared to the Secondary School teachers belonging to other age groups. Male and Female Secondary School teacher do not differ significantly from one another in their Emotional Intelligence and Organisational climate. However, the mean value of the female secondary school teachers shows higher emotional intelligence than male secondary school teachers. The reason may be due to the fact that male teachers are generally relaxed, take teaching casually, though, the level of their teaching did not differ from the female counterparts, they exhibit less seriousness. Females have an urge to prove their abilities to carve out a place for themselves in the society. They are believed to be more serious in their profession. They try to prove themselves the 'best' in the activities they undertake. The study also reveals that there is no significant relationship between emotional intelligence and organizational climate of the secondary school teachers.

The mean value of the Secondary School teachers belonging to different type of schools is more or less the same and therefore there is no significant difference among themselves in their organisational climate. But as far the emotional intelligence of the secondary school teachers is concerned, there is significant difference among the secondary school teachers in their emotional intelligence. Based on the mean value, Secondary School teachers follow in to two groups. The Secondary School teachers belonging to Government, Government-Aided and Corporation types of school have low mean value whereas the Secondary School teachers belonging to Anglo-Indian, CBSE and Matriculation types of school have higher mean value. This in turn led to the investigation to see to the curriculum. The Secondary School teachers belonging to Government, Government-Aided and Corporation types of school have the same curriculum and the Secondary School teachers perceive more or less the same organisational climate whereas in case of Secondary School teachers belonging to Anglo-Indian, CBSE and Matriculation types of schools each one experiences different types of curriculum and different organisational climate. Based on the curriculum which is nurtured by the organisational climate existing in the respective type of school is indicated.

Conclusion

Teaching job may be demanding and involves difficulties with heavy workload and controlling of unruly students which may result in feelings of frustration. Emotionally intelligent teachers are able to place themselves in a positive state of mind. They are likely to know how to avoid dysfunctional emotions and use emotions in adaptive ways to alleviate feelings of frustration.

The more emotionally intelligent employees had higher levels of job satisfaction and greater commitment to their organisations. Emotions are present within aspects of organisational life and should be raised to a surface of awareness. Emotions should also be controlled to ensure that working relationships are maintained. Thus an understanding of the construct of emotional intelligence gives us the capability to better understand personal interactions in work settings. As Boyatzis, Goleman & Rhee (2000) conclude there is a need for more research 'to understand how our emotions and capabilities affect our lives and work'. Such understanding can only prepare more effective teachers in a profession that relies on the ability to establish good relationships with others.

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