Research Paper

A study of emotional intelligence and teaching motivation of secondary school teachers in relation to their gender and stream

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ABSTRACT

Emotional intelligence plays a vital role in everybody's life. Teaching is a profession which demands much more emotional intelligence and motivation. Highly motivated and emotionally intelligent teachers can perform their responsibility for the student and society. By taking a sample of 150 secondary school teachers in this research an attempt has been made to find out the relationship between emotional intelligence and teaching motivation. Results indicate that there is no significant difference between emotional intelligence and teaching motivation of secondary school teachers in relation to the gender and the stream in which they are teaching. Furthermore, a positive relationship was found in the emotional intelligence and teaching motivation in the case of female secondary school teachers and science stream teachers and a negative relationship was found in the emotional intelligence and teaching motivation in the case of male secondary school teachers and art stream teachers.

Key words: Emotional intelligence, teaching motivation, secondary school teachers.

INTRODUCTION

Emotion plays a vital role in human life. It is emotions that control our activities. Our working capacity, adjustment with working environment and our reactions in worse situations all these things depend on emotions. Emotional intelligence is not so old concept. The concept of emotional intelligence was first brought into scientific terms in 1990 by Mayer and Salovey (1995). Mayer and Salovey (1997) viewed emotional intelligence as a true form of intelligence that needed to be scientifically measured. They later went on to develop a four branch model to illustrate their findings. Recently another psychologist, Daniel Goleman (1995), proposed a theory on emotional intelligence that centered around five traits. Developments have also been made on measuring emotional intelligence, and analyzing it’s correlation with an individual’s level of success. Emotional intelligence is a set of skills, attitudes, abilities and competencies that determine the individual’s behavior, reactions, state of mind, coping style and communication style. These factors directly affects the level of success, satisfaction, ability to connect to other people as well as the individual’s ability to cope with stress, level of self stream, perception of control and overall level of mental and emotional well being.

The Teacher is the most important factor in the development of any nation. As the teachers are most satisfied and motivated, they will give their full potential to the nation. Enlightened and motivated teachers lead the community and nation. Teachers are the torch bearers in creating social cohesion and national integration. In the National curriculum framework for quality teacher education (1998), it has been stated that “Liberate the teachers and teacher educator from the prescribed pedagogical transactional strategies and evaluation principles. It would lead to greater innovativeness, self assurance and self confidence on their part.” The framework says that we would have to provide sufficient insight to prepare reflective, re-verberative and contemplative practitioner in classroom and outside. So it is
very necessary to the society to make a comfortable and tension free environment for teachers in which they can make their maximum efforts for uplifting the students, society and the nation.

It is very important for the teachers to be emotionally intelligent in their duties. Teaching motivation is also an important factor that affects the working trends of the teachers. In this study an attempt has made to find out the relationship between emotional intelligence and teaching motivation of secondary school teachers.

LITERATURE REVIEW

Landy (2005) has found that emotional intelligence as a concept related to occupational success exists outside the typical scientific domain. Duran et al. (2004) examined the relationship among dimensions of self reported emotional intelligence, engagement and burnout and found that emotional functioning and work related variables in a professional sample were significantly related. Taylor (2001) stated that the high emotionally intelligent people have skills that help them towards success in various spheres of help both at work and in achieving a balance of work and family. They do not have one side priority of work and hence do not show extreme value of work motivation. Singh (2001) research has shown that people with natural motivation perform better and are more likely to go out of their way to ensure that they have fulfilled their work responsibilities and being motivated they have a desire to continually improve their performance and are likely to have high emotional intelligence. George (2000) has found that people with above average level of emotional intelligence are usually above average in their ability to cope with stress which is very important for generating and maintaining enthusiasm, confidence and cooperation in the workplace. And also stress is an inevitable part of workplace but the people are more optimistic and trusting if they work around or for individuals who know how to cope under pressure. Parker (2000) has found that the ability to manage and regulate emotions makes an individual work well under pressure and they are rarely impulsive and can usually respond to a stressful event without an emotional outburst. McClelland (1998) reviewed the data from more than thirty different organizations and for executive positions in many professions from banking and managing to mining, geology, sales and health care. He showed that a wide range of emotional intelligence competencies (and a narrow range of cognitive ones) distinguished top performers from average ones. Those that distinguish the most powerful were adaptability, influence and self-confidence. Amabile (1988) reported that emotional resilience allows an individual to remain comfortable with the anxiety that often accompanies uncertainty. Conversely, people who are uncomfortable with risk and change become naysayers who can undetermined innovative ideas or be slow to respond to a shift in the market place. Mayer and Salovey (1997) reported that occupations that require emotional intelligence include social work, teaching, and organizational leadership. Emotional intelligence also predicts positive relationships and work histories. George and Bettenhausen (1990) reported that emotions are contagious among particularly when exhibited by those at the top and extremely successful leaders display a high level of positive energy that spreads throughout the organization.

Problem statement

A study of emotional intelligence and teaching motivation of secondary school teachers in relation to their gender and stream.

Operational definitions

a. Emotional Intelligence: Emotional intelligence refers to emotional reasoning. It points to the ability to express one's emotions, understand one's own and others' emotions, regulate one's own emotions and manage emotions of others.
b. Teaching Motivation: For the purpose of the present study, teaching motivation refers to secondary school teacher's tendency to pay more attention to teaching activities, initiate such activities and continue to perform them successfully.
c. Secondary School Teachers: It refers to the teachers teaching in different Government and Private schools from Rampur district.

Objectives of the study

(i) To study the emotional intelligence of secondary school teachers on the basis of gender and caste.
(ii) To study the teaching motivation of secondary school teachers on the basis of gender and caste.
(iii) To compare the emotional intelligence and teaching motivation of secondary school teachers.

Hypothesis of the study

1. There is a significant difference between male and female secondary school teachers in relation to emotional intelligence.
2. There is a significant difference between male and female secondary school teachers in relation to teaching motivation.
3. There is a significant difference between arts and science
stream secondary school teachers in relation to emotional intelligence.
4. There is a significant difference between arts and science stream secondary school teachers in relation to teaching motivation.
5. There is a positive relationship between emotional intelligence and teaching motivation of male secondary school teachers.
6. There is a positive relationship between emotional intelligence and teaching motivation of female secondary school teachers.
7. There is a positive relationship between emotional intelligence and teaching motivation of secondary school teachers from art stream.
8. There is a positive relationship between emotional intelligence and teaching motivation of secondary school teachers from science stream.

Delimitation of the study
(i) The sample of the study constitutes of 150 secondary school teachers.
(ii) The study was delimited to districts Rampur in India.
(iii) The study was delimited to only two variables namely as emotional intelligence and teaching motivation.

RESEARCH METHOD
In this study descriptive survey method was used.

Population and sample
In this study, all secondary school’s teachers of District Rampur were considered as population. After these 150 secondary school students was selected as sample on the random basis. In this sample, there were 75 male and 75 female teachers. In this entire sample there were 95 teachers from art stream and 55 teachers from science stream.

Instrument used
1. Test of Emotional Intelligence by Dr Girijesh Sharma (2005) was used to measure the emotional intelligence of secondary school teachers. TEI (S-TF) contains 33 multiple choice items related to emotional intelligence. In addition, there is no time-limit for giving responses. Moreover, Test-retest reliability has been found to be 0.87 (N=64). Furthermore, reliability has also been calculated using Kuder-Richardson method by the researcher and it has been found to be 0.79. On the other hand, validity has been established against the ratings of teacher educators. Also, percentile norms for the test are available.
2. Teaching Motivation Inventory prepared by Dr G K Upadhay (2008) was used to measure the teaching motivation among secondary school teachers. It contains 38 items (13 negative and 25 positive items) related to teaching motivation of secondary school teachers. Split-half reliability coefficient has been found to be 0.79 (N=100) and face validity has been calculated as well.

ANALYSIS OF DATA
Table 1 shows that mean emotional intelligence scores for male secondary school teachers is 19.32 and for female secondary school teachers, it is 17.46. The value of t-ratio (=0.56) is not significant at 0.05 level. It means that null hypothesis stands accepted. So, it can be inferred that male and female secondary school teachers do not differ from one another on emotional intelligence.
Table 2 shows that mean teaching motivation scores for male secondary school teachers is 155.98 and for female secondary school teachers, it is 161.03. The value of t-ratio (=1.46) is not significant at 0.05 level. It means that null hypothesis stands accepted. So, it can be inferred that male and female secondary school teachers do not differ from one another on emotional intelligence.
Table 3 shows that mean emotional intelligence scores for secondary school teachers of arts stream is 18.83 and for secondary school teachers of science stream, it is 17.79. The value of t-ratio (=0.78) is not significant at 0.05 level. It means that null hypothesis stands accepted. So it can be inferred that secondary school teachers of arts and science streams do not differ from one another on emotional intelligence.
Table 4 shows that mean teaching motivation scores for secondary school teachers of arts stream is 157.04 and for secondary school teachers of science stream, it is 159.63. The value of t-ratio (=0.84) is not significant at 0.05 level. It means null hypothesis stands accepted. It can be inferred that secondary school teachers of arts and science streams do not differ from one another on teaching-motivation.
Observation of Table 5 shows that the values of correlation between emotional intelligence and teaching motivation for male and female secondary school teachers are -0.51 and 0.31 respectively and both are significant at 0.001 level. So, the null hypothesis stands rejected. It means that emotional intelligence is negatively related to teaching motivation among male secondary school teachers while it is positively related to teaching motivation among female secondary school teachers.
Values of correlation between emotional intelligence and teaching motivation for secondary school teachers of arts and science streams are -0.30 and 0.29 respectively, so that former is significant at 0.001 levels while the later is significant at 0.01 levels. It means that emotional intelligence is negatively related to teaching motivation
Table 1. Means, standard deviations and t-ratio showing the difference in the emotional intelligence of male and female secondary school teachers.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SE₀</th>
<th>'t'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>75</td>
<td>19.32</td>
<td>10.64</td>
<td>0.47</td>
<td>0.56*</td>
</tr>
<tr>
<td>Female</td>
<td>75</td>
<td>17.46</td>
<td>5.51</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*not significant

Table 2. Means, standard deviations and t-ratio showing the difference in teaching motivation of male and female secondary school teachers.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SE₀</th>
<th>'t'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>75</td>
<td>155.98</td>
<td>15.82</td>
<td>2.50</td>
<td>1.46*</td>
</tr>
<tr>
<td>Female</td>
<td>75</td>
<td>161.03</td>
<td>18.31</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*not significant

Table 3. Means, standard deviations and t-ratio showing the difference in emotional intelligence among secondary school teachers belonging to arts and science streams.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SE₀</th>
<th>'t'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>95</td>
<td>18.83</td>
<td>9.64</td>
<td>0.59</td>
<td>0.78*</td>
</tr>
<tr>
<td>Science</td>
<td>55</td>
<td>17.69</td>
<td>5.56</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*not significant

Table 4. Means, standard deviations and t-ratio showing the difference in teaching motivation of secondary school teachers belonging to arts and science streams.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SE₀</th>
<th>'t'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>95</td>
<td>157.04</td>
<td>16.85</td>
<td>1.57</td>
<td>0.84*</td>
</tr>
<tr>
<td>Science</td>
<td>55</td>
<td>159.63</td>
<td>17.12</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*not significant

Table 5. Correlation between emotional intelligence and teaching motivation for various groups of secondary school teachers.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Co-efficient of correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male secondary school teachers</td>
<td>75</td>
<td>-0.51**</td>
</tr>
<tr>
<td>Female secondary school teachers</td>
<td>75</td>
<td>0.31*</td>
</tr>
<tr>
<td>Art stream teachers</td>
<td>95</td>
<td>-0.30**</td>
</tr>
<tr>
<td>Science stream teachers</td>
<td>55</td>
<td>0.29*</td>
</tr>
</tbody>
</table>

* / ** significant at .01 / .001 level

among the secondary school teachers of arts stream but it is positively related to teaching motivation among the secondary school teachers of the science stream.

To sum up, it can be inferred that emotional intelligence is negatively related to teaching motivation among the male secondary school teachers and secondary school teachers of arts stream while in the case of female secondary school teachers and science secondary school teachers, emotional intelligence is positively related to teaching motivation.

**FINDINGS**

1. There is no significant difference between male and female secondary school teachers in relation to emotional intelligence.
2. There is no significant difference between male and female secondary school teachers in relation to teaching motivation.
3. There is no significant difference between secondary
school teachers who belongs to art and science stream in relation to emotional intelligence.
4. There is no significant difference between secondary school teachers who belongs to art and science stream in relation to teaching motivation.
5. There exists a significant negative relationship between emotional intelligence and teaching motivation in the case of male secondary school teachers.
6. There exists a significant positive relationship between emotional intelligence and teaching motivation in the case of female secondary school teachers.
7. There exists a significant negative relationship between emotional intelligence and teaching motivation in the case of secondary school teachers belongs to art stream.
8. There exists a significant positive relationship between emotional intelligence and teaching motivation in the case of secondary school teachers belongs to science stream.

CONCLUSION

This investigation shows that emotional intelligence plays an important role in teaching motivation. Whole teaching profession is based on emotions. When a teacher feels emotional attachment to their duties, then he or she can perform it at its best. If teacher is emotionally strong or stable, then he or she can handle their classroom problems very well. However in some finding it revealed that there is a negative relationship between emotional intelligence and teaching motivation but it may be due to some other reasons.

REFERENCES


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