

Characteristics of the Highly Emotionally Intelligent Senior Secondary School Teachers in Relation to Their Satisfaction with Life and Selected Socio Educational Variables

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Abstract – School Teachers who mainly deal with the tender mind of the adolescent children, are of paramount significance for the success of the educational endeavors. They play the key role in the grooming of child's overall development. The emotions emerging during the course of teaching learning process and their management is the wonderful ability that designs the total outcome of the entire educational system. Emotional Intelligence is the ability which allows one to think more creatively and to use emotions to solve problems. This research paper has been prepared by the investigator to identify the characteristics of highly emotionally intelligent senior secondary school teachers in relation to the satisfaction with life and selected socio-educational variables on the basis of the analysis of the relevant data collected by administering appropriate tools on a sample of 271 Senior Secondary School teachers of Govt. aided and Unaided private (Public) Senior Secondary Schools of administrative District Central and District East under the Directorate of Education, GNCT Delhi.

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INTRODUCTION

A teacher is a dynamic force of a school. A school without a teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. **Swami Vivekanand** rightly said : 'The true teacher is he who can immediately come down to the level of the student, transfer his soul to the student's soul and see through and understand through his mind. Such a teacher can really teach and none else.' **Dr. S. Radhakrishnan** said: 'The teacher's place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning.'

As the teacher is the pivot of the formal educational system. He plays a vital role in the building of life of tender students through awakening enlightenment and transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. It may be assumed that the affective domain related qualities like 'Emotional Intelligence' and 'Satisfaction With Life' of teachers, particularly Senior School Teachers who mainly deal with the tender minds of the adolescent children, are of paramount

significance for the success of the educational endeavors. Emotional Intelligence related abilities are of prime importance for handling inter personal as well as intra personal relationships efficiently. Proper handling of human relationship is of utmost importance for the teachers in order to properly motivate, guide and help their students. It has been evident from the latest scenario of rapidly developing management sector also that dedication, commitment, persistence and balanced mental state etc. are now being considered to be of vital importance for the success of any task, especially when it happens to deal with 'Humans' directly.

Though verily a professional, the teacher's personality, in being humane to the learners, is the core foundation of National Curriculum Framework for Teacher Education-2009, emphasizing: 'Towards preparing Professional and Humane Teacher'. Therefore, at this juncture it is supposed to be more valuable if an empirical investigation is carried out to study the 'Emotional Intelligence' of Senior school Teachers in relation to their Saisfaction with life and Selected Socio-Educational Variables. The investigator has attempted to empirically study the, 'Emotional Intelligence' of Senior School Teachers in relation

to Selected Socio-Educational Variables in a scientific and systematic manner to understand these variables comprehensively and in the proper context.

This research paper has-been prepared by the investigator on the basis of the analysis of the relevant data collected by administering appropriate tools on a sample of 271 Senior Secondary School teachers of Govt. aided and Unaided private (Public) Senior Secondary Schools of administrative District Central and District East under the Directorate of Education, GNCT Delhi. The Data were collected from May 2016 to December 2016 and analyzed subsequently.

The investigator identified Highly Emotionally Intelligent Senior Secondary School Teachers on the basis of the scores obtained by them in the 'Emotional Intelligence Scale' developed and constructed by Joshi, J.K. and Tewary, Mala (1996). A list of Emotional Intelligence Scale score \geq q3 (75th percentile and above) i.e. EI \geq 77 of total sample Highly Emotionally Intelligent Senior Secondary School Teachers (N=69) were arranged in descending order with regard to all the relevant information concerned with them. In order to describe the characteristics of Highly Emotionally Intelligent Senior Secondary School Teachers, following variables have been used by the researcher:-

1. Satisfaction with Life
2. Sex
3. Occupational Status of Spouse
4. Academic Stream

The following three tools were employed to group the sample Senior Secondary School Teachers and get the relevant data:-

1. Personal Data Schedule developed by the researcher,
2. Emotional Intelligence Scale developed and constructed by Joshi, J.K. and Tewary, Mala (1996)
3. Satisfaction With Life Scale (SWL) developed by **Ed Diener et al** (1985).

OBJECTIVES OF THE STUDY:

1. To identify Highly Emotionally Intelligent Senior Secondary School Teachers.
2. To identify the characteristics of Highly Emotionally Intelligent Senior Secondary School Teachers in Relation to their Satisfaction with Life.

3. To identify the characteristics of Highly Emotionally Intelligent Senior Secondary School Teachers in Relation to their Selected Socio Educational Variables.

DATA ANALYSIS AND RESULTS:

In order to attain the objectives of the study, the total sample Highly Emotionally Intelligent Senior Secondary School Teachers (N=69), identified on the basis of their Emotional Intelligence Scale Scores \geq q3 (75th percentile and above) i.e. EI \geq 77 were arranged in descending order with regard to all the relevant information concerned with them, that is, Satisfaction with Life, Sex, Occupational Status of Spouse and Academic Stream have been presented in Table 1.

Table 1

Characteristics of Highly Emotionally Intelligent Senior Secondary School Teachers in terms of Satisfaction with Life, Sex, Occupational Status of Spouse and Academic Stream (N= 69)

S. No.	Variables	Group	Code	N	Percentage
1	Satisfaction with Life	Highly Satisfied	1	24	34.78
		Lowly Satisfied	2	12	17.39
2	Sex	Female	1	42	60.87
		Male	2	27	39.13
3	Occupational Status of Spouse	Employed	1	60	86.86
		Unemployed	2	09	13.14
4	Academic Stream	Science	1	27	39.13
		Non Science	2	42	60.87

Table 1 reveals the following with regard to the Highly Emotionally Intelligent Senior Secondary School Teachers in terms of their Sex, Occupational Status of Spouse and Academic Stream described below:-

1. 34.78% of Highly Emotionally Intelligent Senior Secondary School Teachers were highly satisfied with life
2. 17.39% of Highly Emotionally Intelligent Senior Secondary School Teachers were lowly satisfied with life
3. 60.87% of Highly Emotionally Intelligent Senior Secondary School Teachers were females.

4. 39.13% of Highly Emotionally Intelligent Senior Secondary School Teachers were males.
5. 86.86% of Highly Emotionally Intelligent Senior Secondary School Teachers had employed spouse.
6. 13.14% of Highly Emotionally Intelligent Senior Secondary School Teachers had unemployed spouse.
7. 39.13% of Highly Emotionally Intelligent Senior Secondary School were from Science stream.
8. 60.87% of Highly Emotionally Intelligent Senior Secondary School were from Non Science stream.

CONCLUSIONS:

On the basis of above observations the characteristics of Highly Emotionally Intelligent Senior Secondary School Teachers in terms of their Satisfaction with Life, Happiness, Sex, Occupational Status of Spouse, Educational Status of Spouse and Academic Stream have been described below:-

1. Highly Emotionally Intelligent Senior Secondary School Teachers tend to be highly satisfied with life. This implies that there is a positive relation between emotional intelligence and satisfaction with life.
2. More number of the Highly Emotionally Intelligent Senior Secondary School Teachers tend to be females. This implies that women on average, are more aware of their emotions, show more empathy, and are more adept interpersonally.
3. More number of the Highly Emotionally Intelligent Senior Secondary School Teachers had employed spouses. It implies that employment of spouse seems to be an important variable in life. This finding of the study shows a rising tendency of working couples in the society in every profession
3. More number of Highly Emotionally Intelligent Senior Secondary School Teachers were from Non Science stream as compared to Science stream.

SIGNIFICANCE OF THE STUDY

These conclusions are of immense significance for all those individuals and organizations who are interested in the welfare of the Senior Secondary School Teachers. These conclusions are of vital

importance for teachers, parents, educationists, educational planners and social workers who are actively engaged in the welfare of the senior secondary schools & other institutes of education.

The significance of the study has been mentioned below:

1. Emotional Intelligence and Satisfaction With Life are significantly and positively related with each other. This finding can be used by the government education policy makers at various levels of schools and institutions to get more effective results.
2. Women on average, are more aware of their emotions, show more empathy, and are more adept interpersonally. Hence female teachers can handle the emotions more efficiently during the course of teaching learning process.
3. Employment of spouse seems to be an important variable in life. This finding of the study shows a rising tendency of working couples in the society in every profession which seems to be a welcome change.
4. Education planners may more efficiently plan to shoulder more participation of Non science stream teachers in emotion related tasks in the schools.

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