

## A STUDY OF EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL TEACHERS IN RELATIONS TO THEIR STRESS AND LIFE SATISFACTION

**Shiv Kumar Bhardwaj**

Lecturer, DIET,  
Pauri Garhwal,  
Uttarakhand

**Ambika Bhatt**

Assist. Prof., B.Ed. Department,  
K.L.D.A.V. (P.G.) College,  
Roorkee (Uttarakhand)

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### ABSTRACT

In process of education teacher plays an important role, besides the students teacher is also a main stakeholder in education process. The education process is structured for a child and it is mainly child centred in modern psychological era, but it is teacher who exactly implements this child centred education process in the classrooms. So the quality of education is directly accountable by a teacher mainly. A teacher is a person who moulds the citizens of a nation in the classrooms. A teacher is supposed to be responsible for the all round development of a student during the education process, which means that development in cognitive, affective and psychomotor aspects. In the same manner a teacher is also composed of all these three important aspects/domains, and to work in one's own profession with full competency all the aspects/domains of a personality should be in balanced form. While working in an environment, a teacher gets affected by the environment and also impacts the environment (the socio-psychological environment, physical etc.). Keeping in mind, that a teacher is a key point in the process of education, who implements the education process in form of teaching-learning within the classroom and helps to achieve the educational aims in reality. It is also important to study the environment and its affections on a teacher, because it directly and indirectly impacts the teaching-learning work of a teacher. The present work is centred to study the affective domain of a teacher mainly, which is composed to study the emotional intelligence, stress and life satisfaction of the school teachers. In present study 400 (200 male and 200 female) secondary school teachers have been taken as sample. To study the emotional intelligence, stress and life satisfaction of the teachers; standardised data tools were used. Emotional intelligence of the teachers was studied by using "Emotional Intelligence Inventory (developed by S.K. Mangal)", "Teacher stress scale (developed by Dr. Karuna Shankar Mishra & Poonam)" was used to study the stress of teachers and life satisfaction of the teachers was studied with the help of "Life satisfaction scale (developed by Dr. Pramod Kumar & Dr. (Mrs.) Jayshree Dhyani)". All the data tools were administered on the sample to collect the required data and further the statistical techniques (mean; standard deviation; t-value and product moment correlation) were applied on the collected data to analyse the data and interpret the results. The results have shown that emotional intelligence is significantly related to the stress and life satisfaction of the secondary school teachers. It is concluded therefore that affective domain should be focused in teacher education programme/course instead of giving importance to only cognitive and psychomotor aspects for providing teacher training.

**Keywords :** Emotional Intelligence, Life Satisfaction, Stress.

## INTRODUCTION

Education attempts to develop the personality of an individual and then prepares him for membership in a society. Education is the modification of behaviour of an individual for a healthy social adjustment in a society. Education brings the changes in individual and individual brings the changes in the society. Education, not only manifestate the internal virtues of an individual but prepares him for the best adjustment in the society. Education develops one's innate powers so that one can face the challenges of life. While a teacher plays vital role in spreading education and building up a healthy society. He also plays important role in the cognitive, intellectual, emotional and social development of children. The teacher guide students to learn response for specific activity and to reinforce his natural satisfactions.

Teaching can not be reduced to technical competence or clinical standards. It involves significant emotional understanding and emotional labour as well. It is an emotional practice. Teacher must value the emotional bonds and understanding they establish with students and also must have value for the purpose of educating their students as emotional and social beings as well as intellectual ones. Teacher's emotional commitments and connections to students energize and articulate everything that teachers do.

Teachers stress may have an impact on teachers as individuals, on the schools in which they work and on the pupils they teach. It is also estimated to have an economic impact on the education system in term of lost teaching time and additional costs of replacement teachers, unfortunately.

Life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. Satisfaction is a Latin word that means "to make or do enough." Satisfaction with one's life implies contentment with or acceptance of one's life circumstances, or the fulfilment of one's wants and needs for one's life as a whole. In essence, life satisfaction is a subjective assessment of the quality of one's life. Because it is inherently an evaluation, judgment of life satisfaction has a large cognitive component.

## OBJECTIVES OF THE STUDY

The main objectives of the present study are as follows:

1. To study the Emotional Intelligence of the secondary school teachers on the basis of Locality.
2. To study the stress of the Secondary School teachers on the basis of locality.
3. To study the life satisfactions of secondary school teachers on the basis of locality.
4. To find out relationship between Emotional Intelligence and stress among secondary school teachers on the basis of locality.
5. To find out relationship between Emotional Intelligence and life satisfactions among secondary school teachers on the basis of locality.
6. To find out the relationship between stress and life satisfactions among secondary school teachers on the basis of locality.

## HYPOTHESES OF THE STUDY

The following null hypotheses have been formulated in correspondence with the objectives of study-

1. There exist no significant difference in EI between Rural and urban secondary school teachers.
2. There exist no significant difference in the stress between Rural and urban secondary school teachers.
3. There exist no significant difference in the life satisfaction between Rural and urban secondary school teachers.
4. There exist no significant correlation between EI and stress among Rural and urban secondary school teachers
5. There Exist no significant correlation between EI and life satisfactions among Rural and urban secondary school teachers.

6. There exist no significant correlation between stress and life satisfactions among Rural and urban secondary school teachers.

### DELIMITATIONS OF THE STUDY

Present study has been conducted in the Pauri Garhwal district of Uttarakhand.

### SAMPLE

Sample is the small representation of greater whole. It should be representative of its population. For the present study the researcher used the random sampling techniques. In this work the researcher selected a sample of 400 teachers of secondary school. Out of which 200 teachers were male and 200 were female.

### DATA COLLECTION TOOLS

The following tools have been used in the present study to collect the data-

1. Teacher stress scale developed by Dr. Karuna Shankar Mishra & Poonam.
2. Emotional Intelligence Inventory developed by S.K. Mangal.
3. Life satisfaction scale developed by Dr. Pramod Kumar & Dr. (Mrs.) Jayshree Dhyani.

### STATISTICS USED FOR THE STUDY

The following statistical method is used to analyzed and interpret the collected data-

1. Mean; standard deviation (SD) and t- test is used to find out the difference in the different sub-variables.
2. Product moment correlation is used to find out whether any significant relationship exists between the emotional intelligence, stress and life satisfactions.

### RESULTS AND INTERPRETATION

#### 1. Mean, S.D., and t-scores of the emotional intelligence of the secondary school teachers on the basis of locality

STRATA	N	M	SD	CR-value
Rural	200	72.05	10.87	3.267
Urban	200	68.75	9.73	Significant at 0.01 levels

The above table shows that there exists a significant difference among rural and urban secondary school teachers on emotional intelligence scores as the obtained value of C.R. for 398 d. f. is 3.267. This is greater than the required value (2.59) at 0.01 levels. The direction of difference favours the rural teachers. It indicates that rural teachers are highly emotional intelligent in comparison to urban teachers.

This is further statistically confirmed from the t-value. Hence the hypothesis formulated for emotional intelligence is rejected. So it is clear from the scores that rural teachers are more emotionally intelligent than the urban teachers. It may be due to more opportunity for social interaction and less hectic life.

#### 2. Mean, S.D. and t-values on the scores of the Life satisfactions of the Secondary school teachers on the basis of locality

Teachers' Locality	N	M	SD	CR-value
Rural Teacher	200	129.08	13.79	0.707
Urban Teachers	200	130.12	15.43	Not significant

Observation of the above table shows that there exists no significant difference among Rural

Secondary school teachers and Urban Secondary school teachers on the scores of Life satisfactions scale as the obtained value of CR for 398 d.f. is 0.707. Which is less than the required value 1.97 for significant at 0.05 level. Although the mean value of Urban Secondary school teachers are slightly more than rural Secondary school teacher on Life satisfaction scale. But it is not significant on CR value.

This is statistically confirmed from the t-value. Hence the hypothesis formulated for life satisfaction is accepted. So it is clear from the scores that rural and urban teachers from secondary school do not differ significantly in their life satisfaction scale.

### 3. Mean, S.D. and t-values on the scores of the Stress of secondary school teachers on the basis of locality

Teachers' Locality	N	M	SD	CR-value
Rural Teachers	200	112.33	26.47	0.803
Urban Teachers	200	110.07	29.75	Not significant

Observation of the above table shows that there exists no significant difference among Rural teachers and Urban Teachers on the scores of Stress as the obtained value of CR for 398 d.f. is 0.803. Which is less than the required value 1.97 for significant at 0.05 level. Although the mean value of rural teachers is higher than the urban Teachers. But the difference in mean value is not significant on CR value.

This is further statistically confirmed from the t-value. Hence the hypothesis formulated for stress is accepted. So it is clear from the scores that rural and urban teachers from secondary school do not differ significantly in their stress.

### 4. Showing co-relation between EI and Stress among rural secondary school teachers

	Emotional Intelligence value of "r"
Stress	0.004937

Observation of the above table shows that the obtained value of "r" between EI and stress is not significant at 0.05 levels. This indicates that stress is not significantly co-related with emotional intelligence among rural secondary school teachers.

### 5. Showing co-relation between EI & Stress among urban secondary school teachers

	Emotional Intelligence value of "r"
Stress	0.02576

Observation of the above table shows that the obtained value of "r" between EI and stress is not significant at 0.05 levels. This indicates that stress is not significantly co-related with emotional intelligence among urban secondary school teachers.

### 6. Showing co-relation between emotional intelligence and life satisfaction among rural secondary school teachers

	Emotional Intelligence value of "r"
Life Satisfaction	0.0662

Observation of the above table shows that the obtained value of "r" between EI and life satisfaction is not significant at 0.05 level for 398 d.f. as required value of "r" is 0.098. This indicates that emotional intelligence is not significantly co-related with life satisfaction among rural secondary school teachers.

**7. Showing co-relation between emotional intelligence and life satisfaction among urban secondary school teachers**

	Emotional Intelligence value of "r"
Life Satisfaction	0.0662

Observation of the above table shows that the obtained value of "r" between emotional intelligence and life satisfaction is not significant at 0.05 level for 398 d.f. as required value of "r" is 0.098. This indicates that emotional intelligence is not significantly co-related with life satisfactions among urban secondary school teachers.

**8. Showing co-relation between stress and life satisfaction among rural secondary school teachers**

	Life Satisfactions value of "r"
Stress	-0.3648

Observation of the above table shows that the obtained value of "r" between stress and life satisfactions is significant at 0.01 level for 398 d.f. as required value of "r" is 0.128. This indicates that stress is significantly co-related with life satisfactions among rural secondary school teachers.

**9. Showing co-relation between stress and life satisfaction among urban secondary school teachers**

	Life Satisfactions value of "r"
stress	-0.4589

Observation of the above table shows that the obtained value of "r" between stress and life satisfactions is significant at 0.01 level for 398 d. f. as required value of "r" is 0.128. It indicates that stress is significantly co-related with life satisfactions among urban secondary school teachers.

**FINDINGS**

1. There exists a significant difference in Emotional Intelligence between rural and urban secondary school teachers. The null hypothesis is rejected at 0.01 level of significance. The analyzed data indicate that there exists a significant difference between rural and urban secondary school teachers. The direction of the difference goes in the favor of rural teachers. It reveals that rural secondary school teachers have greater emotional intelligence than urban secondary school teachers.
2. There exists no significant difference in the stress between rural and urban secondary school teachers. The null hypothesis is accepted because the difference between two groups is not significant.
3. There exists no significant difference in the life satisfaction between rural and urban secondary school teachers. The null hypothesis is accepted because the difference between two groups is not significant.
4. There exists no significant co-relation between emotional intelligence and stress among rural secondary school teachers. The null hypothesis is accepted at 0.05 level of significance. The analyzed data indicates that there exist a positive but not significant co-relation between EI and stress. It means emotional intelligence is having no significant impact on stress among rural secondary school teachers.
5. There exists no significant co-relation between emotional intelligence and stress among urban secondary school teachers. the null hypothesis is accepted at 0.05 level of significance. The analyzed data indicates that there exist a positive but not significant co-relation between EI and stress. It means EI is having no significant impact on stress among urban secondary school teachers.



6. There exists no significant co-relation between EI and life satisfactions among rural secondary school teachers. The null hypothesis is accepted at 0.05 level of significance. The analyzed data indicates that there exists a positive but not significant co-relation between EI and life satisfactions. It means EI and life satisfactions is not significantly co-related among rural secondary school teachers.
7. There exists no significant co-relation between EI and life satisfactions among urban secondary school teachers. The null hypothesis is accepted at 0.05 level of significance. The analyzed data indicates that there exists a positive but not significant co-relation between EI and life satisfactions. It means EI and Life satisfactions are not significantly co-related among urban secondary school teachers.
8. There exists a significant co-relation between stress and life satisfactions among rural secondary school teachers. The null hypothesis is rejected at 0.01 level of significance. The analyzed data indicates that there exists a negative and significant co-relation between stress and life satisfactions. It means with the increase of stress, life satisfactions decreases among rural secondary school teachers.
9. There exists a significant co-relation between stress and life satisfaction among urban secondary school teachers. The null hypothesis is rejected at 0.01 level of significance. The analyzed data indicates that there exists a negative and significant co-relation between stress and life satisfactions. It means with the increase of stress, life satisfactions decreases among urban secondary school teachers.

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