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A STUDY ON EMOTIONAL INTELLIGENCE AMONG TEACHERS IN PRIVATE SCHOOLS OF DINDIGUL DISTRICT

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ABSTRACT

Education is the ability to meet life's situation, it is a character building process, enhancing one's personality and making him/her rational, capable, responsive and intelligent. These days' schools face a tremendous pressure to have their students score proficient on state test. The needs of students, staff and parents in schools today vary from those of the same group even a few years ago. In addition, schools face problems related to drugs, gang policy and personal issues. Because of all such changes which are occurred in the educational sector, the workplace had become a high stressed environment. In order to cope with such type of problems, teachers and principals need to possess competencies like Emotional Intelligence. The present study is based on the assumptions, that application of emotional intelligence can increase teachers' effectiveness and reduce occupational stress among teachers. It also emphasizes the importance of Emotional Intelligence in personal, academic and career success. Descriptive research design was adopted and convenient sampling method was chosen for the study. The study identified the phenomena related to Emotional Intelligence among private school teachers in Dindigul District, and demographic factors influencing on Emotional Intelligence were also considered for the study.

KEYWORDS

education, tremendous pressure, high stressed environment, emotional intelligence.

INTRODUCTION

Education is illumination. It plays extremely significant role in the lives of individuals/students by empowering them with various abilities, skills, competencies, and thus paving way for enhancing the quality of life.

Therefore, teaching is an essential part in the life of the students for learning Social, Cultural, Personal development etc., and the teachers are the person who transmits and implants values, nurtures creativity, talent and Interests among them.

Teachers cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents. Effective teachers do not solely depend on only Intelligent Quotient but also highly depends on the Emotional Intelligence, in order to understand the student psychologically which gives a long term positive effect in the life of the student.

In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance. In fact, emotional intelligence is a type of social intelligence that includes to control own and others emotions; make a choice between them and the ability of using these emotions to set his/her life.

Emotional Intelligence plays a vital role in social sciences; it has direct impact on the teacher's behavior working in an organization and it is important for the success of their profession. Teachers are considered as the main pillar in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society.

Emotional Intelligence refers to an ability to recognize the meanings of emotions and their relationships to reason and problem solving on the basis of them. The concept of this is popularized after publication of Daniel Goleman's book on Emotional Intelligence: *"why it can Matter than I.Q?"* he introduced the importance of emotional quotient in workplace, noting that intelligence quotient is a less powerful predictor of outstanding leadership than emotional quotient.

Everyone has emotional intelligence. For most of us, it's an underdeveloped area and an untapped resource. Peter Salovey said, "Yes we can control emotions. The trick is doing it in the right way at the right time."

This concept has a long history; around 350 BC, Aristotle wrote, "Anyone can become angry -- that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way that is not easy."

The benefits of emotional intelligence have become more widely recognized and investigated; several implementation strategies have been designed. These include assessments, training programs, and educational curricula that assist educators to build emotional intelligence. Current research in education, psychology, and related fields is accumulating to show the benefits of Social Emotional Learning (SEL) programs for children as young as preschoolers. Public awareness is catching up to the research. Recently a *New York Times* editorial reviewed key research findings and concluded, "...social and emotional learning programs significantly improve students' academic performance."

Additional research also shows emotional intelligence is strongly linked to staying in school, avoiding risk behaviors, and improving health, happiness, and life success. Innovative schools and educational organizations have begun integrating emotional intelligence into their educational programs. It is becoming increasingly clear that these skills are one of the foundations for high-performing students and classrooms.

Therefore, this skill is really required to make the teachers performance very effective; this skill can make the teachers not only able to deal with their students but with their colleagues as well. Therefore, a study is conducted on the emotional intelligence among teachers in the private schools in Dindigul district.

THE MAYER AND SALOVEY MODEL OF EMOTIONAL INTELLIGENCE

The Mayer and Salovey (1997) model of emotional intelligence defines four discrete mental abilities (also referred to as 'branches') that comprise emotional intelligence:

(i) Perception of emotion, (ii) use of emotion to facilitate thought, (iii) understanding of emotion, and (iv) Management of emotion. These four inter-related abilities are arranged hierarchically such that more basic psychological processes (i.e., perceiving emotions) are at the base or foundation of the model and more advanced psychological processes (i.e., conscious, reflective regulation of emotion) are at the top. Empirical demonstrations of whether the higher-level abilities are dependent, to some extent, upon the lower-level abilities, have yet to be conducted. Here, we provide a brief description of the four abilities, which are described more fully elsewhere (Mayer & Salovey, 1997; Mayer et al., 2008a,b).