

A STUDY OF EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS IN RELATION TO TEACHER-PUPIL RELATIONSHIP AND THEIR MENTAL HEALTH

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Historically speaking the term emotional intelligence was introduced in 1990 by two American University Professors Dr. John Mayer and Peter Salovey in their attempt to develop in people's ability in the four areas of emotions. However the credit of popularizing the concept of emotional intelligence goes to another American Psychologist Daniel Goleman (1995). Let us now consider the views and definitions of the term emotional intelligence given by eminent psychologists and researchers in the field of emotional intelligence to know the meaning of emotional intelligence clearly- The most acceptable and scientific explanation of the term emotional intelligence is given by Mayer and Peter Salovey (1995) **"Emotional Intelligence may be defined as the capacity to reason with emotion in four areas to perceive emotions, to integrate it in thought, to understand it and to manage it"**. Emotional Intelligence links strongly with concept of love and spirituality: bringing compassion and humanity to work and also to „Multiple intelligence“ theory which illustrates and measures the range of capabilities people possess, and the fact that everybody has a value. 5 Emotional Intelligence is closely related to the concept of social intelligence and is unrelated to traditional abstract intelligence, as is evident from the following quote: *If IQ tells you what you can do, EQ tells you what you will do (Dr. Michael Rock* **"Emotional Intelligence may be defined as the capacity to reason with emotion in four areas to perceive emotions, to integrate it in thought, to understand it and to manage it"**.

TEACHER PUPIL RELATIONSHIP

"A Gardener's gift to the future is the garden he has cultured; a writer leaves to posterity his books; a painter, his picture. A teacher lives on in the pupils in their thoughts and actions. This is his life's work, his small share of impartiality." (A Russian School Teacher)

The strength and success of any educational institution depends primarily on the professional competence and selfless devotion of its practitioners; teachers who know and love them

subjects, teachers who know and love their pupils. In the educational scenario of the day we find a handful of very good teachers, a vast number of average teachers and a few poor teachers.

Mental health is the term used to describe how well the individual is adjusted to the demands and opportunities of life. The ideal of mental health is complex and comprehensive, mental health may be better understood by its comparison with physical health. A person is said to be physically fit when his body is functioning well and he is free from pain and troubles. Similarly a person is in good mental health when his mind or personality is functioning effectively and he is free from emotional disturbances. In general, he enjoys life and is happy. Mental health stands for a balance that is dynamic. A mentally healthy person is one who is at harmony with his own self and consequently with those around him. The conscious and unconscious aspects of his mind are in tune with each other. In spite of his problems and difficulties he is in consonance with the rhythm of life. He has a wholesome balanced personality, by and large free from schisms and inconsistencies, emotional and nervous tensions, discards and conflicts.

“Mental health means the ability to make adequate adjustments to the environment on the plane of reality.” – Ladell

OBJECTIVES OF THE STUDY

1. To compare teacher-Pupil relationship of Secondary school teachers belonging to high and low emotional intelligence groups.

1.1 To compare emotionally high and low intelligent Secondary school female teachers in terms of their teacher-Pupil relationship.

1.2 To compare emotionally high and low intelligent Secondary school male teacher in terms of their teacher Pupil relationship.

2. To compare mental health of Secondary school teachers belonging to emotionally high and low intelligence group.

2.1 To compare mental health of Secondary school female teachers belonging to emotionally high and low intelligence group.

2.2 To compare mental health of Secondary school male teachers, belonging to emotionally high and low intelligence group.

HYPOTHESIS

1.1 Emotionally high and low intelligent Secondary school female teachers do not differ significantly in terms of their teacher-Pupil relationship.

1.2 Emotionally high and low intelligent Secondary school male teachers do not differ significantly in terms of their teacher-Pupil relationship.

2.1 Secondary school female teachers belonging to emotionally high and low intelligence group do not differ significantly in terms of their mental health.

2.2 Secondary school male teachers belonging to emotionally high and low intelligence group do not differ significantly in terms of their mental health.

Tool used

To measure teacher Pupil Relationship: Teacher-Pupil relationship scale by Mrs. Anita Chaudhary was used, Teachers' Emotional Intelligence Inventory (Developed by Dr. (Mrs.) Shubhra Mangal & Dr. S.K. Mangal). Mental health check-list constructed by Pramod Kumar (D. Phil.) was used.

ANALYSIS AND INTERPRETATION OF DATA

Table-1 showing Classification of Secondary School Female Teachers in terms of high, average and low emotional intelligence. (N = 30)

S.No.	Name of the Group	No. of Teacher belonging to the group	Percentage
1	High E.I. Group	8	26.67
2	Average E.I. Group	18	60.00
3	Low E.I. Group	4	13.33

Table 1 depicts that out of 30 Secondary school female teachers, 8 were found in high E.I. group, which reveals that only 26.67% female teachers are of high E.I. Out of 30 Secondary school female teachers, 18 were found belonging to average E.I. group and 4 were found belonging to Low E.I. group, revealing that 60% female teachers belong to average E.I. group, while 13.33% teachers belongs to low E.I. group.

Table 1.1 showing Classification of Secondary School Male Teachers in terms of high, average and low emotional intelligence.(N= 30)

S.No.	Name of the Group	No. of Teacher belonging to the group	Percentage
1	High E.I. Group	7	23.33
2	Average E.I. Group	18	60.00
3	Low E.I. Group	5	16.67

Table 1.1 depicts that out of 30 Secondary school male teachers, 7 were found in high E.I. group, which reveals that only 23.33%, male teachers are of high E.I. out of 30 Secondary school male teachers, 18 were found belonging to average E.I. group and 5 were found belonging to low E.I. group revealing that 60% male teachers belong to average E.I. group, while 16.67% male teachers belongs to low E.I. group.

Table 2 showing Comparison of MH score of Secondary School Female teachers belonging to high and low E.I. Group.

S.No.	Name of the Group	N	Mean TPR	σ	D	σD	t	Significance level
1.	Teachers with High E.I.	8	12.375	2.28	8.875	1.395	6.36	Significant
2.	Teachers with Low E.I.	4	21.25					

Table 2 indicates that t-value was found to be 6.36. It is significant at 0.01 level of confidence. Thus, null hypothesis is rejected. So it may be said that emotionally high and low intelligence Secondary school female teachers differ significantly in terms of MH.

2.1 -Secondary School Male teachers belonging to emotionally high and low intelligence groups do not differ significantly in terms of their mental health.

Table2.1 showing Comparison of MH score of Secondary School Male teacher belonging to high and low E.I Group.

S.No.	Name of the Group	N	Mean TPR	σ	D	σD	t	Significance level
1.	Teachers with High E.I.	7	13.57	3.42	7.03	1.98	3.55	Significant
2.	Teachers with Low E.I.	5	20.6					

Table 2.1 indicates that t-value was found to be 3.55. It is significant at 0.01 level of confidence. Thus, null hypothesis is rejected. So it may be said that emotionally high and low intelligence Secondary school male teachers differ significantly in terms of MH.

FINDINGS AND IMPLICATIONS OF THE STUDY

- 1-Emotionally high intelligence Secondary level female teachers are superior than emotionally low intelligence Secondary level female teachers in terms of their teacher-Pupil relationship.
2. Emotionally high intelligence Secondary level male teachers are superior than emotionally low intelligence Secondary level male teachers in terms of their teacher Pupil relationship
- 3-Secondary level female teachers belonging to emotionally high intelligence group are superior than Secondary level female teachers belonging to emotionally low intelligence group in terms of their mental health.
- 4-Secondary level male teachers belonging to emotionally high intelligence group are superior than Secondary level male teachers belonging to emotionally low intelligence group in terms of their mental health.

EDUCATIONAL IMPLICATIONS OF THE STUDY

Educational implication means, implication of research result in improving the education. The study in hand was undertaken with basic objective to study the Relationship of Emotional Intelligence of Secondary Teachers to their Mental Health and Teacher-Pupil relationship. Findings of the present study will be beneficial to principals, policy makers, psychologists and research scholars of the discipline-education.

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