



International Journal of Home Science

ISSN: 2395-7476
IJHS 2017; 3(3): 293-296
© 2017 IJHS
www.homesciencejournal.com
Received: 19-07-2017
Accepted: 20-08-2017

Savitha L
Research Scholar, Department of
Human Development, Smt.
VHD Central Institute of Home
Science, Sheshadri Road,
Bengaluru, Karnataka, India

Dr. AHM Vijayalaxmi
Associate Professor, Department
of Human Development, Smt.
VHD Central Institute of Home
Science, Sheshadri Road,
Bengaluru, Karnataka, India

Influence of intervention program to foster emotional intelligence among teachers

Savitha L and Dr. AHM Vijayalaxmi

Abstract

Education is the most effective instrument to meet the challenges of a nation and teachers are the pillars of the education system. While imparting education emotions of teachers play a vital role. Some research indicates that the non cognisant effort of teachers in utilising emotional intelligence in the classroom may lead to serious diminishment in the significance not only of the knowledge of the subject but also learning and teaching techniques applied by the teachers.

The present study was aimed at providing an emotional intelligence intervention program to randomly selected secondary school teachers in Bangalore city. Experimental research design was used in the present study. BarOn's emotional quotient inventory (1999) was administered to both the experimental (N=45) and control group (N=45) before and after the intervention program. The statistical analysis and results of the study revealed that there was a strongly significant differences in the pre and post test scores among the experimental group respondents and significant differences between experimental and control group in the overall emotional quotient, intrapersonal, adaptability and stress management dimensions of the respondents with experimental group respondents scoring highest scores. The study concluded that, intervention programme was very effective in enhancing the emotional intelligence of the experimental group respondents.

Keywords: Emotional intelligence, teachers, intrapersonal, interpersonal, adaptability, stress management

Introduction

The teaching profession is essentially based on knowledge, teaching strategies, care, ethics and general conduct." (Lecturer- Education, DUCE). Teachers are capable of living and moulding the students such that their power is paramount as they determine the fate of the society.

Teaching is a profession that requires continuous professional development of teachers, because the knowledge gained in the training process is not sufficient enough to solve various complex and unpredictable situations within modern society and modern pedagogical work (Brookfield, 2005, Goodson 2003, Persson, 2006) [2, 5, 10]. It is believed that the professional development of teachers today demands not only intelligent behavior, which in educative context means sensible, efficient and flexible manner in the various teaching situations but also exercising good interpersonal interaction, mutual adaptation and socio emotional intelligence with pupils. Research studies shows that teachers who develop their emotional awareness and interpersonal skills are better able to manage their classrooms and promote student success. Hence it is very essential for the teachers to be emotionally intelligent.

Hargreaves says, Good teaching is charged with positive emotions. It is not just a matter of knowing one's subject, being efficient, having the correct competences, or learning all the right techniques. Good teachers are not just well-oiled machines. They are emotions, passionate beings who connect with their students and fill their work and their classes with pleasure, creativity, challenge and joy (as cited in Gu & Day, 2007).

Salovey *et al* (2002) states that emotional intelligence is neither the opposite of intelligence nor the triumph of heart over head and defined (1990) emotional intelligence as, "The subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

Teachers with high EI competencies are optimistic, adaptable, collaborative, confident, authoritative, open, approachable and enthusiastic (Mortiboys, 2005) [9]. They have better communication skills, better abilities for conflict resolution (Ming, 2003) and problem solving,

Correspondence

Savitha L
Research Scholar, Department of
Human Development, Smt.
VHD Central Institute of Home
Science, Sheshadri Road,
Bengaluru, Karnataka, India

better impulse and self-control and higher self-esteem. With higher level of motivation they are more assertive and more responsible and cope better with stress (Salami, 2010).

Goleman (2001) [3] posits that individuals are born with a general EI that determines their potential for learning emotional competencies. These competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance.

The development of emotional intelligence is an intentional, active, and engaging process. Becoming an emotionally intelligent teacher is a journey and process, not an arrival state or end result. Emotionally intelligent teachers are active in their orientation to students, work, and life. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong, negative emotions. An emotionally intelligent teacher learns and applies emotional intelligence skills to improve. But teachers are not trained in these aspects. Therefore the present study has made an attempt to provide an intervention program to foster emotional intelligence among the teachers.

Methodology

a. Aim of the study

To study the Influence of intervention program to foster emotional intelligence among the teachers.

b. Objectives

- To assess emotional intelligence of the teachers.
- To design and develop appropriate modules for fostering emotional intelligence competencies among teachers
- Administration of the developed modules for the selected teachers
- To assess the influence of EI intervention program on EI level of the respondents

c. Hypotheses

1. The intervention program will not have any influence on the emotional intelligence of teachers.
2. The intervention program will not have any influence on the Intrapersonal EQ of teachers.
3. The intervention program will not have any influence on the Interpersonal EQ of teachers.
4. The intervention program will not have any influence on the Adaptability EQ of teachers.
5. The intervention program will not have any influence on the Stress management EQ of teachers.
6. The intervention program will not have any influence on the General mood EQ of teachers.

d. Participants

The research design used for the study was experimental design. There were two groups that participated in the research, viz. Control group and experimental group. Experimental group consisted to 45 secondary school/ high school teachers from 2 schools located in southern part of Bangalore city. The control group consisted of 45 secondary school/ high school teachers from 2 schools located in northern part of Bangalore city to avoid any spill over effect of the intervention program on control group participants.

e. Instrument

BarOn's (1999), Emotional Quotient Inventory was identified as the suitable instrument to assess emotional intelligence of the participants. Intervention modules were prepared based on BarOn's socio emotional model for 15 EI skills.

f. Procedure

The participants of control group and intervention group were administered the EQ-i simultaneously. After the administration of EQ-i, EI intervention modules were introduced to the experimental group in a phased manner for a period of six months. After the completion of EI intervention program, the participants were reassessed to see the influence of EI intervention. Whereas the control group participants who were not exposed to any such intervention program were reassessed after six months to see if there is any change in the EI scores. The obtained scores were tabulated and analysed using student t test and correlation coefficient.

Results and discussion

Table 1: Basic data of the respondents

Socio demographic variable	Experimental group		Control group	
	No	%	No	%
Age				
20-29	8	17.8	4	8.9
30-39	19	42.2	13	28.9
40-49	16	35.6	17	37.8
50+	2	4.4	11	24.4
Gender				
Female	40	88.9	39	87.7
Male	5	11.1	6	13.3
Qualification				
Bachelor degree	28	62.2	25	55.6
Master degree	12	26.7	20	44.4
Professional course (BE, MBA)	5	11.1	-	
Working Experience				
Less than 5years	16	35.6	9	20
5-10 years	16	35.6	11	24.4
11-20years	9	20	17	37.8
20+ years	4	8.8	8	17.8
Marital status				
Married	42	93.3	42	93.3
Unmarried	3	6.7	3	6.7
Type of school				
Govt.				
Aided				
Unaided	45	100	45	100
Type of curriculum				
State syllabus	45	100	45	100
CBSE			-	

Table 1 provides the demographic details of the respondents considered for the study. From the table it can be inferred that.

Age

Majority (42.2%) of the respondents from the experimental group were in the age group of 30-39 years, followed by 40-49 years (35.6%). Whereas majority (37.8%) of the respondents from the control group were in the age group of 40-49 years followed by 30-39 years (28.9%). Both in experimental and control group majority (88.9% and 87.8% respectively) of the respondents were female. This could be due the cultural beliefs of men 'naturally' wanting to go into technical careers in science and technology, and carer roles being viewed as a "natural female" trait (Drudy *et al*, 2005). This has led to a social construction of the primary teacher being synonymous with constructs of 'female' and 'mother' (Smith, 2004) [11].

Education and Experience

The above table reveals that majority of both the experimental group and control group (62.2% and 55.6% respectively) respondents were qualified at the bachelor degree level and 71.2% of the respondents in the experimental group had less than 10 years of experience but majority (37.8%) of the respondents in the control group had 20-25 years of experience.

Marital status

Majority (93.3%) of the respondents both in the experimental and control group were married.

Type of curriculum taught

With respect to type of school and curriculum all of the respondents in the experimental as well as control group were teaching State syllabus in unaided schools.

Table 2: Assessment of overall EQ.

Total EQ and composite scales	Experimental group	Control group	P value	Effect size
Total EQ scores				
Pre Test	86.57±10.81	89.93±13.05	0.1869	0.28041
Post test 1	97.61±10.38	89.79±13.14	0.0024**	0.660434
P value	<0.001**	0.058	-	

Table 2 indicates the effectiveness of the intervention programme on the overall emotional intelligence of the respondents.

The data presented above depicts the comparative scores of overall emotional intelligence among experimental and control group in pre and post assessment stage. It is observed that both the groups did not differ significantly in their scores at the pre test level while at the post test level a strongly significant difference was noted between the experimental and control group scores indicating that the intervention

program has influenced the overall EI of the respondents in the experimental group.

Kaplan (2003) [7] evaluation also revealed that, the participants' Emotional Intelligence appeared weak in pre-program and improved significantly in post-training.

Validation of Hypothesis

The hypothesis (1) stating that the intervention program will not have any influence on the emotional intelligence of teachers has been rejected.

Table 3: Pre and post assessment of Intrapersonal EQ.

Intra personal EQ	Experimental group	Control group	P value	Effect size
Pre Test	90.96±10.63	92.00±10.53	0.6422	0.098298
Post test 1	100.32±8.42	92.02±10.50	0.0001**	0.872124
P value	<0.001**	0.192	-	

The above Table reveals a strongly significant difference in intrapersonal EQ among experimental and control group respondents in post test scores whereas no significant difference was observed in the pre test scores indicating that the intervention program on intrapersonal skills was very effective. Within

Validation of Hypothesis

The hypothesis (2) stating that the intervention program will not have any influence on the Intrapersonal EQ of teachers has been rejected.

Table 4: Assessment of Interpersonal EQ.

Interpersonal EQ	Experimental group	Control group	P value	Effect size
Pre Test	85.06±13.47	91.63±14.05	0.0260*	0.477365
Post test 1	95.32±11.63	91.61±13.99	0.1748	0.288397
P value	<0.001**	0.592	-	

Table 4 depicts the analysis of Interpersonal EQ. A 'Moderately significant' difference was noted among experimental and control group respondents in the pre test scores and no significant difference was observed in the post test scores among experimental and control group respondents. However a strongly significantly difference (<0.001**) was observed between the pre test and post test

score within the experimental group.

Validation of Hypothesis

The hypothesis (3) stating that the intervention program will not have any influence on the Interpersonal EQ of teachers has been rejected.

Table 5: Influence of intervention program on Adaptability EQ

Adaptability	Experimental group	Control group	P value	Effect size
Pre Test	88.33±13.71	91.27±17.87	0.3836	0.184599
Post test 1	98.44±11.35	91.34±17.76	0.0263*	0.476392
P value	<0.001**	0.137	-	

Table 5 signifies the effectiveness of intervention program on Adaptability dimension of emotional intelligence of the respondents. The above data shows that there is moderately

significant difference among the experimental and control group respondents scores in post test and No significant difference was indicated in the pre test score. This confirms

that the intervention program was effective. Within the experimental group a strongly significant differences was observed between the pre and post test scores.

Table 6: Influence of intervention program on Stress management EQ.

Stress Management EQ	Experimental group	Control group	P value	Effect size
Pre Test	90.68±14.06	89.19±14.55	0.6225	0.104144
Post test 1	99.27±12.22	89.22±14.52	0.0006**	0.748918
P value	<0.001**	0.236		

The Table 6 results reveals that there is a strongly significant difference with moderate effect in the post test scores among the experimental and control group in stress management EQ. There was no significant difference noted in the pre test scores among the experimental and control group. Within experimental group a strongly significant difference was

Validation of Hypothesis
The hypothesis (4) stating that the intervention program will not have any influence on the Adaptability EQ of teachers has been rejected.

observed.

Validation of Hypothesis

The hypothesis (5) stating that the intervention program will not have any influence on the Stress management EQ of teachers has been rejected.

Table 7: Influence of intervention program on General mood EQ.

General Mood EQ	Experimental group	Control group	P value	Effect size
Pre Test	88.57±12.25	91.78±14.94	0.2681	0.234969
Post test 1	96.02±10.76	91.74±14.90	0.1218	0.329334
P value	<0.001**	0.163	-	

The results of Table 7 presented above shows that there is no significant difference in the pre test and post test scores among the experimental and control group respondents in the general mood EQ. Whereas there is a strongly significant difference within the experimental group between the pre test and post test scores of the respondents which indicates that the intervention program was effective.

Validation of Hypothesis

The hypothesis (6) stating that the intervention program will not have any influence on the General mood of teachers has been rejected.

Conclusion

The present study was aimed to foster emotional intelligence among the teachers. Hence emotional intelligence intervention modules were developed and presented the modules to the selected secondary school teachers. The study has revealed that the intervention program was effective in improving in all dimensions of emotional intelligence and total emotional intelligence of the teachers.

References

1. BarOn R, BarOn's. Emotional Quotient inventory, Technical manual, MHS, Toronto, 1997.
2. Brookfield S. Power of critical theory for adult learning and teaching. Berkshire, McGraw-Hill Education, Great Britain, 2005.
3. Cherniss Carry, Daniel goleman. The Emotionally Intelligent Workplace: How to Select For, Measure, and improve emotional intelligence in individuals groups and organisations, Jossey Bass- A wiley company, San Francisco, 2001.
4. Goad D. Emotional intelligence and teacher retention, Unpublished raw data presented at the 2005 Institute on Emotional Intelligence, Texas A&M University Kingsville, Kingsville, TX, 2005.
5. Goodson I. Professional knowledge, professional lives: studies in education and change, Open University Press, Philadelphia, 2003.
6. Justice M. Emotional intelligence in teacher education

and practice, Unpublished raw data presented at the 2005 Institute on Emotional Intelligence, Texas A&M University-Kingsville, Kingsville, TX, 2005.

7. Kaplan, Fran Beth. Educating the emotions: Emotional intelligence training for early childhood teachers and caregivers. Dissertation Abstracts, International Section A: Humanities and Social Sciences. 2003; 63(10-A):3521.
8. Mayer JD, Salovey, Caruso. Emotional Intelligence: Theory, Findings and Implications, Psychological Inquiry. 2004; 15(3):197-215.
9. Mortiboys A. Teaching with Emotional Intelligence, Routledge, London, 2005.
10. Persson M. A vision of European teaching and learning: perspectives on the new role of the teacher. Learning Teacher Network, Karlstad, 2006.
11. Smith J. Male primary teachers: Disadvantaged or advantaged? Paper presented to the Australian Association for Research in Education Conference, Melbourne, 2004.