



Construction and Standardization of Emotional Intelligence Inventory for Secondary and Higher Secondary school teachers

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Abstract:

Emotional Intelligence Inventory has been designed for Secondary and Higher Secondary School teachers of English Medium School for the measurement of their emotional intelligence in respect of four areas of emotional intelligence namely, Intra – personal awareness (Knowing about one’s emotions) Inter – personal awareness (Knowing about others emotions) , Intra- personal management (managing one’s own emotions) and Inter- personal management (managing others emotions) respectively. The objective of the study is to study the Emotional Intelligence of Rural and Urban School Teacher’s. The population and sample of the study is all English and Gujarati medium schools of Gujarat are taken as population and 1482 teachers were selected as sample. Tool in the present study is Emotional Intelligence inventory. Method used for research was Survey method. Data Analysis is done by determining Q1 and Q3 to find the level and t- test was applied to test the hypothesis. Findings were It has observed from the study, the rural teachers are more emotionally intelligent than urban teachers. Rural and urban teachers can equally managed and understand their own emotions. Urban teachers are more Intra personal aware than rural teachers. Rural teachers can easily managed and understand others emotions than urban teachers. Rural and Urban teachers both have equal skill of Intra- personal management. Levels of Emotional Intelligence are not sensitive to type of Institution.

1. Introduction

Emotional Intelligence Inventory has been designed for Secondary and Higher Secondary School teachers of English Medium School for the measurement of their emotional intelligence in respect of four areas of emotional intelligence namely, Intra – personal awareness (Knowing about one’s emotions) Inter – personal awareness (Knowing .about others emotions) , Intra- personal management (managing one’s own emotions) and Inter- personal management (managing others emotions) respectively.

2. Statement of the Problem

The statement of the problem for the present study is worded as under:

A Study of Emotional Intelligence Inventory for Secondary and Higher Secondary Teachers.

3. Objectives of the Study

To study the Emotional Intelligence of Rural and Urban School Teacher’s

4. Hypotheses of the Study

The common null hypotheses for the present study are:

Ho₁ There would be no significant difference between mean scores of Urban and Rural school Teacher’s.

Ho₂ There would be no significant difference between mean scores of Inter-personal awareness of Urban and Rural school Teacher's.

Ho₃ There would be no significant difference between mean scores of Intra-personal awareness of Urban and Rural school Teacher's.

Ho₄ There would be no significant difference between mean scores of Inter-personal Management of Urban and Rural school Teacher's.

Ho₅ There would be no significant difference between mean scores of Intra-personal Management of Urban and Rural school Teacher's

5. Population

In the present study, all the teachers teaching in Gujarati medium and English medium secondary and higher secondary schools of Gujarat were constituted as the population.

6. Sample

In this research, 1500 teachers were selected in sample by using stratified random sampling. But due to inconvenience only 1482 out of 1500 teachers were selected as a sample in this research. For this the Gujarat state was divided into four parts : North Gujarat(259), Central Gujarat (478), South Gujarat(281), Saurashtra (380) and Kutch (84).

7. Research Tool

Emotional Intelligence Inventory was constructed and used by the researcher to collect the data from the teachers. The test was constructed by following the steps like Collection of the items and construction of pre-primary form of the test, Expert review, Construction of the Primary form of the Emotional Intelligence Inventory. Pilot study and marking, Item analysis and Selection of the items and construction final form of the test. Final test consist 80 statements different components like Inter-personal awareness, intra – personal awareness, inter – personal management and intra – personal management.

8. Effect of Gender Inter- personal awareness, intra–personal awareness, inter – personal management and intra – personal management of the teachers

Area Wise M, S. D, SE_D & t- Values Emotional Intelligence of Rural and Urban School Teacher's.

Variable	M(Mean)	S.D.	N	SE _D	t- Value	Remarks
Rural	157.9436	14.23496	658	0.69243	2.947199	Significant at 0.05 level
Urban	155.9028	11.68771	824			

Area Wise M, S. D, SE_D & t- Values Interpersonal awareness of Rural and Urban School Teachers.

Variable	M(Mean)	S.D.	N	SE _D	t- Value	Remarks
Rural	39.14154	6.043624	658	0.312712	0.520472	Not Significant at 0.05 level
Urban	39.3043	5.903991	824			

Area Wise M, S. D, SE_D & t- Values Inter-personal management of Rural and Urban School Teacher.

Variable	M(Mean)	S.D.	N	SE _D	t- Value	Remarks
Rural	38.88507	7.64195	658	0.371844	4.810487	Significant at 0.01 level
Urban	37.09632	5.633912	824			

Area Wise M, S. D, SE_D & t- Values Intrapersonal awareness of Rural and Urban School Teachers

Variable	M(Mean)	S.D.	N	SE _D	t- Value	Remarks
Rural	38.46336	6.557671	658	0.401969	2.319405	Significant at 0.05 level
Urban	40.13111	5.915893	824			

Area Wise M, S. D, SE_D & t- Values Intra-personal management of Rural and Urban School Teachers.

Variable	M(Mean)	S.D.	N	SE _D	t- Value	Remarks
Rural	39.40615	5.939185	658	0.311197	1.462354	Not Significant at 0.05 level
Urban	38.95107	5.973157	824			

9. Major Findings

- It has observed from the study, the rural teachers are more emotionally intelligent than urban teachers.
- Rural and urban teachers can equally managed and understand their own emotions.
- Urban teachers are more Intra personal aware than rural teachers.
- Rural teachers can easily managed and understand others emotions than urban teachers.
- Rural and Urban teachers both have equal skill of Intra- personal management. Levels of Emotional Intelligence are not sensitive to type of Institution.

10. Educational Implications

- Emotionally intelligent teachers are the key for providing quality education. Positive Emotions of teacher would leave positive impact on students.
- An emotionally intelligent teacher will serve as an important role model for students, particularly as the extraordinary challenges of the classroom of the future become more evident. The inventory of this study helps teachers to evaluate their emotional intelligence and get aware about the level of their emotional intelligence.
- An emotionally intelligent teacher helps the students to improve their academic performance.

11. Conclusion

New researches play an important role for the development and progress of the nation. The present study concluded that emotional intelligence is very important for the school teachers.

A gentle attempt has been made to show the importance of emotional intelligence among school teachers and how the other factors effects in the development of emotional intelligence. The researcher has taken all possible care for this. In spite of that, there are possibilities of some defects because of the limited experience of the research which can be pardonable.

References

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