

A Study On Primary School Teachers' Emotional Intelligence Concerning Their Teaching Aptitude In Visakhapatnam District

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Abstract

The present study attempts to compare the emotional intelligence of Primary School teachers in relation to their teaching aptitude. For this purpose, the investigator adopted random sampling technique to select 100 Primary school teachers in Visakhapatnam district. Questionnaire was constructed for the teachers to find out the opinions on Emotional Intelligence of Primary School Teachers in Relation to their Teaching Aptitude was used for data collection. The data were analyzed using various statistical methods like mean, SD, correlation, 't' test and F-test were the statistical techniques used. The score obtained by different groups are compared across the variables like Gender, Age, General Qualification, Professional Qualification, Teaching Experience and locality. The study revealed that all the primary teachers have below average emotional intelligence and average teaching aptitude in Visakhapatnam District. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

Key Words: aptitude, education, emotional intelligence, relation, teacher, vocational training.

Introduction:

A teacher is a person who provides education for pupils and students. The role of the teacher is often formal and ongoing, carried out at a school or other place of formal education. In many countries a person who wishes to become a teacher must obtain specified professional qualifications. These professional qualifications may include the study of pedagogy, the science

of teaching. Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum. A teacher's role may vary among cultures. Teachers may provide instruction in literacy and numeracy, vocational training, the arts, religion, civics, community roles or life skills. Teacher education influence to the policy and procedures designed to equip prospective teachers or teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom and school. It is known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. Each person learns, however, from his own efforts and experiences. Teacher may inspire a student to learn and guide him in experiences from which he may learn knowledge, attitude and values, but the teacher cannot learn anything on behalf of student. Today, teaching has developed into an important and necessary profession. Every country now understands the importance of teacher for the development of its future generation. From the ancient period human relationship and teaching were interrelated. During those days the teachers used to special method of teaching which was based on love and affection. The population was small, students were also in small numbers therefore, the teacher was able to give full attention and help to the students individually. But now the situation is different. Technological development has developed the hedonistic philosophy of teaching. On one hand technological development has influenced the science and industries and on the other hand, these discoveries and inventions have also influenced education. This is why a revolution is taking place in the sphere of education. The concept of teaching is changing and due to these changing concepts now education has not remained the right of a limited few but now it has become the right of everyone. New technological developments have discovered these concepts of teaching and learning.

Teaching Aptitude

Teachers play the most important role in teaching learning process, because while he is teaching he is shaping generations. The progress of a country, depends on educational system and the education system will be able to discharge its set function only when accomplished by right kind of teaching staff. The teacher is a very important person in the field of education. Upon his shoulders organization of education is based. His

scholarship, conduct and behaviors have a permanent effect on the students, because the student usually imitates his teacher. For young children he is the ideal. It is necessary for the teacher to be intelligent, polite and expert in his subject. Teaching is one of the most complicated jobs today. It demands broad knowledge of subject matter, curriculum, and standards; enthusiasm, a caring attitude, and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young people. For achieving all of the Educational goals or for the accomplishment of teaching learning process in the area Regular children school and special children school Teaching aptitude, Teachers job Satisfaction and Emotional Intelligence are very essential things for a teacher. Unless a teacher has teaching aptitude he won't get satisfaction in teaching because with less teaching aptitude teacher might not perform well in the working conditions and that will lead to many more problems such as burnout, stress, carelessness, dissatisfaction etc. Teacher teaching in a school requires high Teaching aptitude because teaching to the children aged between 6 to 18 requires lots of emotional stability and patience. Therefore a teacher with high teaching aptitude and job satisfaction must have high emotional intelligence. Aptitude is defined "As a condition symptomatic in a teachers readiness to acquire proficiency, his potential ability and another is his readiness to development an interest in exercising his ability." -BINGHAM "Teaching aptitude is a specific ability, potentiality, interest, satisfaction and fitness in teaching profession." A good teacher must possess significant aspect of teaching. A person will be considered possessing high teaching aptitude if he possesses good mental ability, positive attitude towards children, adaptability, professional information, interest in profession. Teaching aptitude may be considered as a special ability or specific capacity besides the general intellectual ability which helps an individual to acquire a required degree of proficiency or achievement in a teaching field. Here in this study the researcher wanted to study the perceptions of school teachers' emotional intelligence in relation to teaching competency and teacher aptitudes.

Emotional Intelligence

Emotional intelligence is the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand

emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. Emotional intelligence refers to an ability to recognize the meanings of emotion, their relationships, to reason and problem-solving on the basis of emotions involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. Salovey and Mayer (1990) defined emotional intelligence as a form of 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. It is the ability to perceive emotions, integrate emotions, to facilitate thoughts, understand emotions, and to regulate emotions to promote personal growth. Thus, Emotional Intelligence can be described as having four branches: the ability to accurately perceive and express emotion, assimilate emotion into thought, understand emotion, and regulate emotions in the self and others. Bar-On (1997), defined emotional intelligence as being concerned with understanding oneself and others, relating to students, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands.

Need and significance of the study:

Education plays a very important role in the development of a child's personality. Teacher is the central figure in the educational process which helps in making an individual a better human being. In present times, the plight and role of teacher has changed to a great extent. These changes put an adverse effect on the teaching aptitude of the teachers which in turn affects the holistic development of the students. To overcome these problems, we need such teachers who are capable to balance and control their emotions. This has given rise to the concept of emotional intelligence. Emotional intelligence is that ability which identifies, assesses and controls the emotions of oneself and of others. Goleman, D. (1995) defined emotional intelligence as the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships. The emotional intelligence comprises of four mental processes i.e. perceiving and identifying emotions, integrating emotions into thought patterns, understanding one's own and others' emotions and managing emotions (Salovey, P. and Mayer, J., 1990). Emotional intelligence implies a sense of psychological

well-being and an ability to skillfully, creatively and confidently adapt in an uncertain, unstructured and changing social-cultural environment (Goleman, 2001; Saarni, 1990; Wolmarans, 2002 and Worline et al., 2002). Research conducted in the domain of emotional intelligence clearly indicates that this aspect of personality plays a vital role in the manifestation of human behavior. Emotional intelligence significantly and positively affected the self-efficacy to work attitudes of secondary school teachers (Samuel O Salami, 2007). The result of Lokanadha Reddy and Vijaya Anuradha (2013) reinforced the need to enhance and inculcate emotional intelligence among higher secondary teachers to reduce their occupational stress and further to improve their job performance. The teachers who had superior emotional intelligence skills tended to achieve higher teaching effectiveness. (Hwang, 2006). Job competence was positively influenced by the emotional intelligence of the teachers (Penrose et al., 2007). In addition, the improvement in emotional intelligence increased the motivation and effectiveness of the employees working in educational institutions (Krishnamurthy and Varalakshmi, 2011). Some dimensions of emotional intelligence such as self-awareness, interpersonal relations and problem solving were the significant predictors of teachers' self-efficacy (Moafian and Ghanizadeh, 2009). Significant positive relationship was also observed between emotional intelligence and job satisfaction of teachers (Mousavi, H.S.; Yarmohammadi, S.; Nosrat, B.A. and Tarasi, Z. 2012; Darling-Hammond, L., 2001). It is true that schools are the nurseries of the nation and teachers are the architect of the future. Therefore, the teacher must be emotionally intelligent enough to have higher teaching aptitude. It is now supposed that teachers, especially senior secondary teachers should acquire a balanced emotional intelligence to diminish the anxieties, frustrations and aggression. It will eliminate their problems and will enhance their effectiveness, competencies, attitude, aptitude and satisfaction. In order to make a thorough probe into the rising problems and perplexing situations of senior secondary teachers, it is intended to make efforts to study the emotional intelligence of teachers in relation to their teaching aptitude. Hence, the investigator taken up this study on **"Emotional Intelligence of Primary School Teachers in Relation to their Teaching Aptitude in Visakhapatnam district"**

Objectives of the study:

1. To study the relationship between Emotional Intelligence and Teaching Aptitude of Primary School teachers in Visakhapatnam District.
2. To study the significant difference among the perceptions of teachers based on their demographic variables i.e., Gender, Age, General Qualification, Professional Qualification, Teaching Experience and locality towards Emotional Intelligence of Primary School Teachers in Visakhapatnam district.
3. To study the significant difference among the perceptions of teachers based on their demographic variables i.e., Gender, Age, General Qualification, Professional Qualification, Teaching Experience and locality towards Teaching Aptitude of Primary School Teachers in Visakhapatnam district.

Hypotheses of the present study

1. There is no significant relationship between Emotional Intelligence and Teaching Aptitude of Primary School teachers in Visakhapatnam District.
2. There is no significant difference among the perceptions of teachers based on their demographic variables i.e., Gender, Age, General Qualification, Professional Qualification, Teaching Experience and locality towards Emotional Intelligence of Primary School Teachers in **Visakhapatnam district**.
There is no significant difference among the perceptions of teachers based on their demographic variables i.e., Gender, Age, General Qualification, Professional Qualification, Teaching Experience and locality towards Teaching Aptitude of Primary School Teachers in Visakhapatnam district.

Review of Related Literature:

Anoj Ra (2016) studied on "A Study of Emotional Intelligence in relation to Teaching Aptitude among the Senior Secondary Teachers of Dehradun District". The objectives of the study are (1). To compare the emotional intelligence of rural and urban senior secondary teachers in relation to their teaching aptitude. (2). To compare the emotional intelligence of rural senior secondary male and female teachers in relation to their teaching aptitude. (3). To compare the emotional intelligence of urban senior secondary male and female teachers in relation to their teaching

aptitude. (4). To compare the emotional intelligence of senior secondary male and female teachers in relation to their teaching aptitude. The findings of the study are 1) All the senior secondary teachers have been found to have below average emotional intelligence. Rural and urban female teachers have been found to have higher emotional intelligence as compared to their male counterparts. A highly significant difference has been found in the emotional intelligence of rural and urban senior secondary teachers having different levels of teaching aptitude.

Narayanamoorthi and Merlinsasikala (2017) studied on “Emotional Intelligence Among High School Teachers In Dindigul District”. The size of the sample for the study consisted of 300 teachers selected from high schools in Dindigul District. The overall finding of this study was when compared with male, female teachers lack in only one specific Emotional Intelligence area that is they always think about their home **et al.**, (problems in their work place.

Michael Galanakis 2021) studied on “Emotional Intelligence in Primary School Teachers: The Effect of Gender, Age and Tenure”. The researcher conducted a study on a sample of 109 teachers. For the collection of data the researcher used self-reference questionnaires based on the emotional intelligence questionnaire Gala Emo Test, which was validated. The results showed that EI is unaffected by age, sex and years of teaching experience. These particular results lead us to a multifactorial justification of EI and to the conclusion that other factors should be investigated. All in all, the researcher consider it important to create educational intervention programs with the aim of developing teachers’ emotional intelligence.

Mudasir Abdullah (2022) studied on “Study of Teaching Aptitude of Trained and Un- trained Secondary School Teachers- A Comparative Study”. The purpose of this study is to investigate teaching aptitude of trained and un-trained secondary school teachers. The sample for the present study consisted of 400 teachers including 200 trained secondary school teachers and 200 un- trained secondary school teachers by using stratified random sampling technique in different secondary schools of Kashmir valley. The results of the study reveal that trained secondary school teachers possess better teaching aptitude than un-trained secondary school teachers.

Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data. The questionnaire consisted of 16 statements for Teaching Aptitude and 20 statements for Emotional Intelligence of teachers as perceived by the Teachers.

Reliability and Validity:

For the purpose of the present study the split-half method was adopted. The split-half reliability co-efficient for the Teaching Aptitude of Teachers was 0.78 and the Emotional Intelligence of teachers was 0.86 as perceived by teachers and for the validity of the scale it is based on the content and construct validity.

Administration of Tool:

The tool was administered among primary school teachers, necessary instructions were given in filling the tool. All the respondents followed the instructions and filled the tool by reading the all the items carefully.

Data Collection:

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through questionnaire was used for analytical purposes.

Statistical Techniques Used:

The statistical techniques used mainly for analytical purposes were means, standard deviations correlation, 't'-test and 'F'-test (ANOVA) have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

Table 1: Correlation between emotional Intelligence and Teaching aptitude of Primary School Teachers in Visakhapatnam district.

N	'r' – value	p-value
100	0.36**	0.00

Table 1. Revealed that, there is significant correlation established between Teacher Emotional Intelligence and Teaching Aptitude. The 'r'-value was found to be 0.36 and the

p-values was 0.00 which is significant at 0.01 level. Hence, the null hypothesis is rejected.

Table 2: Overall perceptions of teachers towards Teaching Aptitude of primary school teachers in Visakhapatnam district.

Area	N	Min. Score	Max. Score	Mean	Mean Percent	Std. Dev.
Teaching Aptitude	100	16	80	51.30	64.13	11.80

Table 2 shows that the teachers expressed averages perceptions towards Teacher Aptitude of teachers in Visakhapatnam district. The mean and percentages are 51.30 and 64.13% on their total score.

Table 3: Significant difference among the perceptions of teachers based on their demographic variables towards Teaching Aptitude of Primary school teachers in Visakhapatnam district.

Variable	Category	Mean	SD	t/F-value	p-value
Gender	Male	53.53	11.60	1.01 ^{NS}	0.36
	Female	52.55	10.05		
Age	Below 35 Years	57.71	10.77	8.60**	0.00
	36 to 50m Years	52.85	12.21		
	Above 50 Years	57.22	11.01		
General Qualification	Inter	49.60	12.57	7.52**	0.00
	B.A.,	51.03	11.11		
	B.Sc.	52.37	11.06		
	M.A.	54.15	10.79		
	M.Sc.	58.49	11.89		
	M.Com.	48.67	12.16		
	D.Ed.	48.85	15.29		

Professional Qualification	B.Ed.	54.00	12.78	4.82**	0.00
	M.Ed.	51.32	11.29		
Professional Experience	Below 10 Years	55.31	13.98	5.10**	0.00
	10-20 Years	51.48	11.39		
	Above 20 Years	54.88	10.28		
Locality	Rural	53.55	12.96	0.38 ^{NS}	0.86
	Urban	52.86	11.68		

N=100

Table 3 it was observed that, there is no significant difference between the perceptions of teachers based on their gender and locality and they perceived similar opinion towards Teacher Professional Competency.

There is a significant difference among the perceptions of teachers according to their demographic variables i.e., age, general and professional qualification and professional experience towards Teacher Professional Competency. According to their age group, above 50 years age group teachers perceived high than that of the rest. According to their General qualification, M.A. qualified teachers perceived high and according to their professional qualification, B.Ed., qualified teachers perceived high than that of the rest. According to their Professional experience, below 10 years experienced teachers perceived high towards Teacher Professional Competency than that of the rest.

Table 4: Overall perceptions of teachers towards Emotional Intelligence

Area	N	Min. Score	Max. Score	Mean	Mean Percent	Std. Dev.
Emotional Intelligence	100	20	100	52.86	52.86	10.24

Table 4 shows that the, teachers expressed below average perceptions towards Teacher Emotional Intelligence. The mean and percentages are 52.86 and 52.86% on their total score.

Table 5: Significant difference among the perceptions of teachers based on their demographic variables towards Emotional Intelligence

Variable	Category	Mean	SD	t/F-value	p-value
Gender	Male	52.94	11.76	3.20**	0.00
	Female	56.57	10.57		
Age	Below 35 Years	52.78	12.12	3.21 ^{NS}	0.08
	36 to 50m Years	54.24	9.33		
	Above 50 Years	51.27	10.22		
General Qualification	Inter	52.60	12.11	6.70**	0.00
	B.A.,	51.20	11.39		
	B.Sc.	55.33	12.99		
	M.A.	53.88	10.43		
	M.Sc.	55.06	11.89		
	M.Com.	48.93	12.73		
Professional Qualification	D.Ed.	51.77	11.12	10.25**	0.00
	B.Ed.	54.07	12.44		
	M.Ed.	53.82	11.75		
Professional Experience	Below 10 Years	51.04	11.29	1.90 ^{NS}	0.20
	10-20 Years	52.56	12.90		
	Above 20 Years	52.59	11.01		
Locality	Rural	53.66	10.70	2.99**	0.00
	Urban	50.36	12.29		

Table 5 it was observed that, there is no significant difference between the perceptions of teachers based on their age and professional experience and they perceived similar opinion towards Emotional Intelligence.

There is a significant difference among the perceptions of teachers according to their demographic variables i.e., gender, general and professional qualification, and locality towards Emotional Intelligence. According to their gender, female category teachers perceived high than that of the rest. According to their General qualification, B.Sc. qualified teachers perceived high and according to their professional qualification, B.Ed., qualified teachers perceived high than that of the rest. According to their and also according to their locality, rural area teachers perceived high towards Emotional Intelligence than that of the rest.

Findings and Conclusion of the study:

1. There is significant correlation established between Teacher Emotional Intelligence and Teaching Aptitude. The 'r'-value was found to be 0.36 and the p-values was 0.00 which is significant at 0.01 level. Hence, the null hypothesis is rejected.

2. Teachers expressed averages perceptions towards Teacher Aptitude of teachers in Visakhapatnam district. The mean and percentages are 51.30 and 64.13% on their total score.
3. Table 3 it was observed that, there is no significant difference between the perceptions of teachers based on their gender and locality and they perceived similar opinion towards Teacher Professional Competency.
4. There is a significant difference among the perceptions of teachers according to their demographic variables i.e., age, general and professional qualification and professional experience towards Teacher Professional Competency. According to their age group, above 50 years age group teachers perceived high than that of the rest. According to their General qualification, M.A. qualified teachers perceived high and according to their professional qualification, B.Ed., qualified teachers perceived high than that of the rest. According to their Professional experience, below 10 years experienced teachers perceived high towards Teacher Professional Competency than that of the rest.
5. Teachers expressed below average perceptions towards Teacher Emotional Intelligence. The mean and percentages are 52.86 and 52.86% on their total score.
6. Table 5 it was observed that, there is no significant difference between the perceptions of teachers based on their age and professional experience and they perceived similar opinion towards Emotional Intelligence.
7. There is a significant difference among the perceptions of teachers according to their demographic variables i.e., gender, general and professional qualification, and locality towards Emotional Intelligence. According to their gender, female category teachers perceived high than that of the rest. According to their General qualification, B.Sc. qualified teachers perceived high and according to their professional qualification, B.Ed., qualified teachers perceived high than that of the rest. According to their and also according to their locality, rural area teachers perceived high towards Emotional Intelligence than that of the rest.

Conclusion:

Teacher holds a key position in the whole of infrastructure of education. Teaching is a novel profession. Understanding the teaching profession require teaching aptitude of teacher. Teaching aptitude is based on such skill of teacher, which

require in the teaching profession. Emotional intelligence is such ability processes by teacher in the teaching profession. The study reveals that there is a positive correlation between teaching aptitude and emotional intelligence in primary school teachers. In the educational field emotional intelligence has a positive effect in development in teaching aptitude of teachers. So, emotional intelligence has given priority in the educational field. Teaching profession require different activities in the educational field of teacher. They better understanding the teaching profession on the basis of own emotional intelligence. The study shows that teaching profession has positive correlation with the emotional intelligence of primary school teacher. So, emotional intelligence is given emphasis for better development of the teaching profession of primary school teacher

SUGGESTIONS FOR FURTHER RESEARCH

1. Teaching Aptitude depends upon many other factors like socio-economic status, intelligence, creativity etc. So, the same study may be undertaken in relation to more factors.
2. This study was limited to Visakhapatnam district of Andhra Pradesh State with only a sample of 100 teachers. It may be extended to a large sample from other areas too.
3. The similar studies can be conducted on the secondary and college level teachers.
4. The same study can be analysed by different statistical techniques for verifying the results.
5. Teaching aptitude is also related to other factors like intelligence, creativity, study habit etc. So it may be studied in relation to these factors.

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