



Emotional Intelligence And Teaching Satisfaction Among The Women With Special Reference To Kolkata Metropolitan Area Schools

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Abstract

Femininity is a set of attributes, behaviors, and roles generally associated with girls and women. Femininity is socially constructed, but made up of both socially-defined and biologically-created factors. Women as teachers can raise gender awareness and the sensitivity of male teachers. They can help promote important behavioral patterns in students. Female empowerment in the education sector can create school environments that can make girls feel comfortable to learn and grow. So Emotions of Female Teacher play a vital role in ordering human experiences. Emotional Intelligence is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationship. Emotional Intelligence focuses on the softer skills of building and maintains human relationships. This aspect of life assumes a lot of importance since a person is not detached from the human element, be it work place, the home front or the social circle, human interactions are inevitable and our success depends to a large extent on what we make of these interactions and relationships. Emotional intelligence is a very important skill in leadership as a Female Teacher. It is said to have five main elements such as –Intra-personal, inter-personal, stress management, adaptability and general mood. Teaching Satisfaction is the combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my teaching. The study is intended to analyze Socio-Emotional Intelligence of Female Public and Private Secondary School Teachers of Kolkata Metropolitan Area and their Satisfaction towards their teaching. It also helps to identify and analyze the Dimensions of Emotional Intelligence and various factors which influence Emotional Intelligence and teaching Satisfaction.

Keywords: Emotional Intelligence, Teaching Satisfaction, Female Teachers, Dimensions, Femininity

Introduction

Emotional Intelligence is a type of social intelligence that enables to control one's own and others emotions, make a choice between them and the ability to use these emotions to set his life. Emotional Intelligence 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." (Salovey & Mayer, 1990). Emotional Intelligence is regarded as a set of behaviours, viewed as humans' ability to process emotions and deal effectively with them. It is about understanding how people behave with the presence of emotions and emotionally charged thoughts. It is a master of aptitude. A capacity that profoundly affect other abilities, either facilitating or interfering with them (Goleman D., 1996). Emotional Intelligence is an array of non-cognitive (emotional and social) capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. Emotional Intelligence reflects our ability to deal successfully with other people and with our feelings and reflects one's ability to deal with daily environmental challenges and helps for one's success in professional and personal life. (Bar-on R., 1996).

Emotions are involved in everything people do: every action, decision and judgment. Emotionally intelligent people recognize this and use their thinking to manage their emotions rather than being managed by them. In the course of last two decades, Emotional Intelligence (EI) concept has become a very important indicator of a person's knowledge, skills and abilities in workplace, school and personal life. The overall result of researches suggests that EI plays a significant role in the job performance, motivation, decision making, successful management and leadership. Thus applying EI methodology in higher education can have lots of benefits for students. It not only fulfills their desire but also makes them more efficient in their field. Everyone experiences and relates their feelings and emotions in day to day life. Emotions have valuable information about relationships, behavior and every aspect of the human life around us. The most recent research shows that emotions are constructive and do contribute to enhance performance and better decision making both at job and in private life.

Significance of the Study

An important factor in our ability to successfully connect is emotional intelligence. We need emotional intelligence to turn intention into action, in order to make informed decision about the thing that matter most to us, and to connect to others in productive and nurturing ways. The study on emotional intelligence and Teaching satisfaction is thus significant in the current scenario of school education sector as it is one of the fastest growing concepts in the country. The study helps to identify the various factors which affect the emotional intelligence and Teaching satisfaction among female school teachers.

The advantages emotional intelligence are improves relationships with human beings, improves communication with people, makes better empathy skills, acting with integrity, helps you to get respect from others, improve career prospects, managing change more confidently, enjoy the work wholeheartedly, feeling confident and positive in attitude, reduce stress levels, increase creativity, learn from mistakes etc. And another side, Femininity or girlishness or womanliness is a set of attributes, behaviors, and roles generally associated with girls and women. Traits traditionally cited as feminine include gentleness, empathy, humility, sensitivity and emotional control, though traits associated with femininity vary depending on location and context, and are influenced by a variety of social and cultural factors.

Objective of the study

The following are the objectives of the study

1. To study the level of emotional intelligence among Secondary Female School Teachers of KMA.
2. To identify and analyze the determinants of emotional intelligence among Secondary Female School Teachers of KMA.
3. To measure the overall level of teaching satisfaction of Secondary Female School Teachers of KMA.

Hypothesis of the study

The following are the hypotheses framed for the study

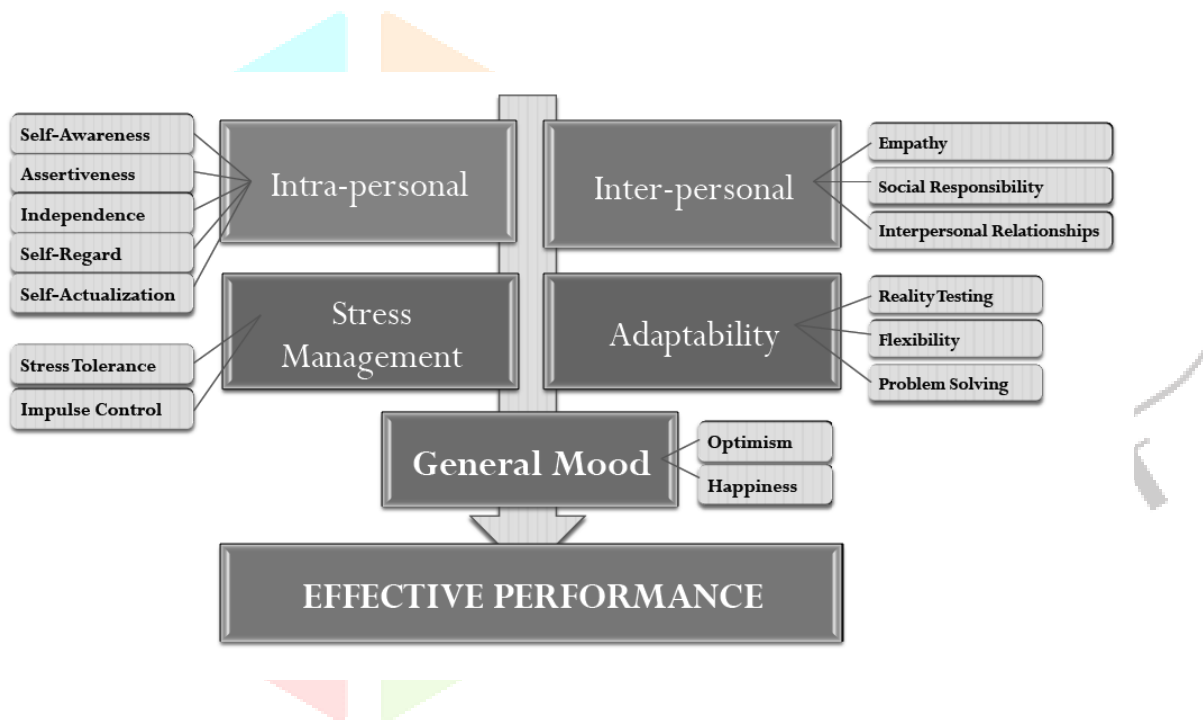
1. There is no association between type of secondary schools and the level of teaching satisfaction of female teachers.
2. There is no significant difference between the mean ranks of the opinion of Secondary Female School Teachers as regards factors influencing emotional intelligence with their students.
3. There is no significant difference between the mean ranks of the opinion of Secondary Female School Teachers as regards factors influencing Teaching satisfaction in their schools.
4. There is no significant difference between the mean scores of public and private secondary female school teachers with regards to emotional intelligence.
5. There is no significant difference between the mean scores of different subject female teachers of secondary schools with regards to emotional intelligence.
6. There is no significant difference between the mean scores of age of secondary female school teachers with regards to emotional intelligence.

Methodology

The population of the study constitutes the female teachers of public and private secondary schools in Kolkata Metropolitan Area. The sample size is fixed as 80, out of which 40 female teachers from public schools and 40 from private schools are selected. Purposive sampling method is used for selecting school teacher. Primary and secondary data are used for the current study. The primary data are collected from female school teacher of different secondary schools in Kolkata Metropolitan Area and secondary data are collected from books, journals, and internet. Questionnaire method is used for collecting primary data. The tools of analysis include Percentage, Ranking, Scaling, Chi-Square test, Friedman's test, Mann Whitney U test and Kruskal Wallies test. The concept 'Emotional Intelligence' is analyzed by using Emotional Quotient Inventory (EQ-i) of Bar-On. Total 66 statements are measured by using a five point scale with a textual response format ranging from "very seldom or not true of me" (1) to "very often true of me or true of me" (5). The attitude toward the teaching is analyzed by using 24 statements with five point scale (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree).

Result and Discussion

The director of the Institute of Applied Intelligences in Denmark and consultant for a variety of institutions and organizations in Israel, Reuven Bar-On (2006) developed the first measuring tool of emotional intelligence that was used as the term — “Emotional Quotient”. Bar-On found that individuals with higher than average E.Q.’s are in general more successful in meeting environmental demands and pressures and deficiency in emotional intelligence can mean a lack of success and the existence of emotional problems. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person’s general intelligence, which then offers an indication of one’s potential to succeed in life (Bar-On, 2002). According to the Bar-On model, emotional-social intelligence is “a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures”. In his model, Bar-On outlines five components of emotional intelligence: intrapersonal, interpersonal, adaptability, stress management and general mood. These components have sub-components, which are outlined below



From Darwin to the present, most descriptions, definitions and conceptualizations of emotional-social intelligence have included one or more of the following key components, all of which are included in the Bar-On conceptual model: (i) the ability to understand emotions as well as express our feelings and ourselves; (ii) the ability to understand others’ feelings and relate with people; (iii) the ability to manage and control our emotions; (iv) the ability to manage change and solve problems of an intrapersonal and interpersonal nature; (v) the ability to generate positive mood and be self-motivated. These meta-factors of the conceptual model of emotional-social intelligence are referred as follows in the Bar-On measures of this model. Each of these 5 meta-factors comprises a number of closely related competencies, skills and facilitators (15 in all), are listed and briefly defined below.

INTRAPERSONAL (self-awareness and self-expression):

- Self-Regard (being aware of, understanding and accepting ourselves).
- Emotional Self-Awareness (being aware of and understanding our emotions)
- Assertiveness (expressing our feelings and ourselves nondestructively)
- Independence (being self-reliant and free of emotional dependency on others)
- Self-Actualization (setting and achieving goals to actualize our potential)

INTERPERSONAL (*social awareness and interaction*):

- Empathy (*being aware of and understanding how others feel*)
- Social Responsibility (*identifying with and feeling part of our social groups*)
- Interpersonal Relationship (*establishing mutually satisfying relationships*)

STRESS MANAGEMENT (*emotional management and control*):

- Stress Tolerance (*effectively and constructively managing our emotions*)
- Impulse Control (*effectively and constructively controlling our emotions*)

ADAPTABILITY (*change management*):

- Reality Testing (*validating our feelings and thinking with external reality*)
- Flexibility (*coping with and adapting to change in our daily life*)
- Problem Solving (*generating effective solutions to problems of an intrapersonal and interpersonal nature*)

GENERAL MOOD (*self-motivation*):

- Optimism (*having a positive outlook and looking at the brighter side of life*)
- Happiness (*feeling content with ourselves, others and life in general*)

He defines emotional intelligence as, understand oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On's model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented (Bar-On, 2002). It focuses on (1) a group of emotional and social abilities, including the ability to be aware of, understand, and express oneself, and the ability to be aware of, understand, and relate to others, (2) the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature (Bar-On, 1997). Bar-On mentioned that emotional intelligence develops over time and that it can be improved through training, programming and therapy (Bar-On, 2002).

Determinants of Emotional Intelligence

Determinants	Mean	Std Dev	Mean Rank
Intra-personal Determinants			
Self Awareness	4.43	0.985	4
Assertiveness	4.17	1.531	6
Independence	4.12	1.325	7
Self Regard	4.91	1.402	1
Self Actualization	3.59	1.672	13
Inter-personal Determinants			
Empathy	4.05	1.313	8
Social Responsibility	4.61	0.844	2
Interpersonal Relationships	4.57	0.458	3
Stress Management Determinants			
Stress Tolerance	4.03	0.982	9
Impulse Control	4.34	0.679	5
Adaptability Determinants			
Reality Testing	3.92	1.342	10
Flexibility	3.72	1.267	12
Problem solving	3.78	1.284	11

From the opinion of female teachers of secondary schools about their emotional intelligence toward their school student, investigator found that the mean values of all determinants of emotional intelligence are very high. It indicates that they have very high level of emotional intelligence. There were five type of determinants i.e. intra-personal, inter-personal, stress management and adaptability which are depending on general mood of human being. If we see that comparatively most important determinant was Self regard (4.91) of them which is the intra-personal determinant of emotional intelligence and least important determinant was optimistic attitude (3.52) of them which is associated with general mood determinant of emotional intelligence. Female teacher of secondary schools, they have comparatively low self actualization. Adaptability and General Mood determinants were performing relatively poor in respect of emotional intelligence. But interpersonal and intrapersonal determinates created relatively significant impact on emotional intelligence of female teacher of secondary schools of Kolkata metropolitan area.

Hypothesis	Test	P Value	Result
There is no association between type of secondary schools and the level of teaching satisfaction of female teachers.	Chi-Square	0.033	H₀ Rejected at 5%
There is no significant difference between the mean ranks of the opinion of Secondary Female School Teachers as regards factors influencing emotional intelligence with their students.	Friedman's Test	0.007	H₀ Rejected at 1%
There is no significant difference between the mean ranks of the opinion of Secondary Female School Teachers as regards factors influencing Teaching satisfaction in their schools.	Friedman's Test	0.005	H₀ Rejected at 1%
There is no significant difference between the mean scores of public and private secondary female school teachers with regards to emotional intelligence.	Man Whitney U Test	0.216	H₀ Accepted at 5%
There is no significant difference between the mean scores of different subject female teachers of secondary schools with regards to emotional intelligence.	Kruskal Wallies Test	0.024	H₀ Rejected at 5%
There is no significant difference between the mean scores of age of secondary female school teachers with regards to emotional intelligence.	Kruskal Wallies Test	0.787	H₀ Accepted at 5%

Conclusion

Socio-Emotional Intelligence is considered as a key factor for female teacher in creating and maintaining effective teacher student relationship in the schools. The study revealed that urban female teachers of secondary schools in Kolkata metropolitan area have high level of socio-emotional intelligence and social skill is the most important component of emotional intelligence among teacher. The factors such as communication skills, assertiveness, Problem solving capacity, social interaction, optimism and empathy influence the emotional intelligence of female teachers. Female Teachers use their intelligence while facing critical situations. The analysis of overall satisfaction level revealed that 73% were satisfied with their Teaching, but if we compare, private schools female teachers were more satisfied with teaching compare to public schools. But Emotional intelligence was near about same.

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