The Role of Media in the Development of Regional Tourism 168
P.R. Venkata Mohan

Manifestation of Women in Entrepreneurial World through Home Science 169
Ms. Kavitha Suresh

Equivalency Programme of X Standard Students Under Continuing Education Programme in Wayanad District - An Evaluative Study 175
Dr. Manoj Kumar T.

Equivalency Programme and Social Change in Wayanad District 181
Dr. Manoj Kumar T.

A Research Study on Social/Emotional Development of Primary Children 185
Subha Varatharaj (Saptas)

Effect of Age on Patterns of Adjustment Among the Physically Challenged and Normal Children 185
T. Sugandha Rao, Prof. B. Govinda Reddy

Emotional Intelligence: An Element of Quintessential for the Prospective Teachers 201
Sugandha Rao Telkur, Sandeep Telkur

Constitutional Frame Work of Indian Democracy 205
Dr. B. Venkatesulu Reddy

Regional Public Libraries in Andhra Pradesh : A Study of users Perceptions In Nizamabad 211
Dr. L.V. Chandra Sekhara Rao

Emotional Intelligence in Relation to Social Status Among High School Teachers 216
P. Sudharsanam

Importance of Multimedia Package in Education 220
Bibitha A.B.

Effective Learning of Foreign Language in Language Laboratory 224
Sheena K.P.

Creation of Effective Learning Environment with ICT 229
Dr. B. Sabar

Women Entrepreneurs in Indian Economy 235
Dr. Jaysa Bajpai

A Study of Self Concept of Secondary School Students on the Basis of their Class Room Climate and Socio-Economic Status 248
Dr. Shehrazah Shamsuddeen P.V.

Education as Instrument of Social Change among Underprivileged: A Journey from Colonial to Post-Colonial India 248
Dr. Aden Paul Patadia
Emotional Intelligence in Relation to Social Status
Among High School Teachers

P. Buthanesh

ABSTRACT

The quality of the Nation depends upon the quality of education imparted to its citizens, which in turn depends upon the quality of teachers. Emotional behaviours influence the teaching ability of a teacher which in turn depends upon the degree of emotional intelligence possessed by him. Emotional intelligence has a massive impact upon personal and professional success. What makes a teacher successful and popular among the students is not only but his emotional intelligence. If properly used, emotions are essential tools for success in teaching field.

Keeping this in view a study was conducted on a sample of 80 teachers (30 each belongs to OC, BC and SC social status) working in Government schools in Tirupur town. Emotional Intelligence Scale developed by Nutan Kumar Thiruvelsen and Usha Ram (1999) was administered to the sample. Appropriate statistical techniques were applied to analyze the data. Results clearly indicate that there is significant difference among teachers belongs to three different social status i.e., OC, BC and SC teachers with regard to their Emotional Intelligence.

Keywords: Emotional Intelligence, Social status, Government school, Teachers.

INTRODUCTION

Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. Emotions if properly used are an essential tool for successful and fulfilling life. Emotion refers to a feeling, state or feel-tendency. It is similar to waves of the sea, no stop it may come again as like were one after another, totally unpredictable of its power and strength, some time it may take you along. Negative emotions would affect our normal life and emotional decisions would lack fairness of judgment and affect others.

The merging of emotion and intelligence under the caption of 'emotional intelligence' is a cognitive ability: it is defined as "ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions'.

Emotional intelligence was conceptualized as a basic intelligence where "the facts, meanings, truth, relationships etc., are those that exist in the realm of emotion. Thus, feelings are facts, the meanings are felt meanings: The truths are emotional truths; the relationships are inter personal relationships and the problems we solve are emotional problems, that is, problems in the way we feel". Emotional Intelligence (EI) consists of "abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulses and delay gratification; to regulate one's moods and keep desires from swamp[ing] the ability to think; to empathise and to hope". The main areas of Emotional Intelligence are: (a) knowing one's emotions, (b) managing emotions, (c) recognizing emotions in others, and (d) handling relationships.

The majority of the world's cultures hold conceptions of the person that can be more accurately described as "self in relation to others" or as human beings as occupants of social roles and therefore less boundary oriented. The 'self' is construed as 'interdependent', 'socio-centric' and 'allo-centric', "embedded" and "constitutive". The interdependent self appears to be related to a monistic philosophical tradition in which the person is regarded as one of the substances of the nature. In such societies, collective sentiments and interests of family and caste pre-dominate over individual's autonomy and liberty. The person is just a unit of the corporate system which determines neither competences, goals and destiny.

Accepted: Tamil Nadu, Department of Psychology, A.V. University, Tirupur.
The Indian society prefers social identity highly preferred self-fulfillment evaluation in the western agenda of self-actualization. Educators live in a time of rapid change and increased demands. Physical and psychological problems occur when constant stress reactions exhaust response capacities. Our body's stress responses are set off by stressors. Stress is related to both positive and negative change and stress is not the problem. Stress negatively impacts health and productivity when our responses to stressors are too intense and too long in duration. It is difficult for teachers to remain healthy and effective in demanding work environments unless they learn and apply positive stress management skills daily.

Teaching is a stressful profession. High-levels of negative stress and emotional reactivity lead to burnout and/or negative outcomes. Research findings suggest that unrealistic expectations between teacher training and reality of teaching, a lack of clear performance standards with constructive feedback, increasing physical demands and added responsibilities, inadequate pay and resources and physically and psychologically dangerous work environments lead to teacher dissatisfaction and attrition.

While teachers cannot control issues related to salary, teaching assignment, paperwork, class size, student behaviour, or support from administrators, they can learn and choose to develop skilled behaviours to deal with stressors. Emotional Intelligence skills are key to managing stress and the daily pressures of life and work.

Goid (2005) and Justics (2005) concluded that pre-service, new and novice teachers could benefit from emotional intelligence training. In a study conducted with first-year college students who were planning to become teachers, Elkins and Low (2004) identified a clear need to develop emotional intelligence skills. Veia (2003), Stoddumy (2003), Williams (2004) and Nelson and Low (2003, 2004, 2005) provided evidence that student achievement could be improved by learning and developing key emotional intelligence skills.

Emotionally healthy behaviour is reflected in characteristic ways of (1) thinking, (2) identifying, managing and expressing feelings and (3) choosing effective behaviours. 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.

OBJECTIVE

To assess the differences in Emotional Intelligence among teachers of various social status (i.e., Open Category/ Forward Caste, Backward Caste and Schedule Caste).

HYPOTHESIS

There would be significant difference in Emotional Intelligence among teachers of various social status (i.e., Open Category/ Forward Caste, Backward Caste and Schedule Caste).

METHODOLOGY

SAMPLE

The Sample for the present study consists of 90 teachers working in Government schools belongs to Open Category/Forward Caste (30), Backward Caste(30) and Scheduled Caste(30) in Tinupai area.
Table 3: Means, SDs and Y value for the scores of Open Category (OC) and Scheduled Caste (SC) teachers on Emotional Intelligence.

<table>
<thead>
<tr>
<th></th>
<th>Open Category (OC)</th>
<th>Scheduled Caste (SC)</th>
<th>Y-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>137.00</td>
<td>8.28</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>127.28</td>
<td>8.917</td>
<td>5.109**</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

The above table shows the means, SDs and Y value for the emotional intelligence scores of teachers belonging to Open Category and Scheduled Caste category. Y value of 5.109 which is significant at 0.01 level states that open category teachers (M=137.00) are better than scheduled Caste teachers (M=127.28) with regard to their emotional intelligence.

Table 4: Means, SDs and Y value for the scores of Backward Class (BC) and Scheduled Caste (SC) teachers on Emotional Intelligence.

<table>
<thead>
<tr>
<th></th>
<th>Backward Class (BC)</th>
<th>Scheduled Caste (SC)</th>
<th>Y-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>132.00</td>
<td>7.58</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>127.28</td>
<td>8.917</td>
<td>2.793**</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Table 4 shows the means, SDs and Y value for the emotional intelligence scores of teachers belonging to Backward Class and Scheduled Caste. Y value of 2.793 clearly states that backward class teachers (M=132.00) are better than scheduled Caste teachers (M=127.28) with regard to their emotional intelligence.

Hence, the postulated hypothesis which predicts significant impact of caste on the emotional intelligence of teachers is retained as warranted by the results. Among the teachers of three different castes, open category teachers are better in the emotional intelligence followed by Backward Class and Schedule Caste category teachers.

CONCLUSIONS

- There is significant difference in the emotional intelligence of teachers belonging to different social status.
- Open category/ Forward caste teachers are better in their emotional intelligence than Backward Class and Scheduled Caste teachers.
- Backward caste teachers are better than scheduled caste teachers in their Emotional Intelligence.

REFERENCES

TOOL

"Emotional Intelligence Scale developed by Nutan Kumar Thengpelen and Usha Ram(1999)" was administered to measure Emotional Intelligence of teachers.

PROCEDURE

The researcher visited the schools with prior permission from the Head of the Institution and collected the data from the teachers through administering the Emotional Intelligence Scale giving proper instructions. The collected data was analyzed with the statistical techniques such as ANOVA and Y tests.

RESULTS AND DISCUSSION

Table-1: Summary of Analysis of Variance for the scores of teachers of different social status on Emotional Intelligence

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F-Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>1468.750</td>
<td>734.375</td>
<td>12.272**</td>
</tr>
<tr>
<td>Within Groups</td>
<td>117</td>
<td>7135.000</td>
<td>60.983</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>119</td>
<td>8601.780</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Table-1 shows the summary of analysis of variance for the scores of teachers of different social status on emotional intelligence. F value of 12.272 which is significant at 0.01 level shows that social status has significant impact on the emotional intelligence of teachers.

The data was further subjected to Y-tests to find out the significant differences between different groups(social status) of teachers with regard to their emotional intelligence.

The results of present study is contradictory to the findings of Md.L.Jalaluddin and Viplova Pasal(2012), which states that there is no significant difference between Schedule Caste and Non-Schedule Caste teacher trainees on the variable of Emotional intelligence.

Table-2 : Means, SDs and Y-value for the scores of Open Category (OC) and Backward Class (BC) teachers on Emotional Intelligence.

<table>
<thead>
<tr>
<th></th>
<th>Open Category (OC)</th>
<th>Backward Class (BC)</th>
<th>Y-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Mean</td>
<td>SD</td>
<td>N</td>
</tr>
<tr>
<td>30</td>
<td>137.09</td>
<td>6.26</td>
<td>30</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Table-2 indicates that means, SDs and Y value for the emotional intelligence scores of teachers belong to Open Category and backward Category. Y value of 2.985 which is significant at 0.01 level indicates that there is significant difference between open category / Forward caste and backward category teachers with regard to their Emotional Intelligence. Open category/ Forward caste teachers are better than backward category teachers.
EDUCATION AT THE CROSSROADS

REVIEWED JOURNAL

AN INTERNATIONAL JOURNAL OF EDUCATION & HUMANITIES

APH PUBLISHING CORPORATION
CONTENTS

Articles

Effectiveness of Collaborative Learning Strategy on Achievement in Chemistry at Secondary School Level
Liz Kaselose
1

Dr. Seesedele Pany
7

Relationship: Education and Society
Dr. Maganbal S. Molla
13

Multicultural Society and Education
Gadheer Rohit D.
20

Study of Home Environment and Emotional Maturity as Correlates of Risk Taking Behaviour of Lower Secondary School Students
Ms. Amandeep Kaur
27

English Language Anxiety of Primary Student Teachers
K. Echirajah
33

A Study of Girls’ Non-Completion of Program at Secondary Level in Rajasthan
Dr. Abha Sharma
37

Self Help Groups in Anantapur District - A Special Reference to Women Empowerment
Dr. G.C. Narasimhulu, Dr. T. Mallikarjuna
45

Enhancing Standards in Schools by Mastery Learning
Thanga Shyila, S.D., Dr. B. William Dharma Raju
58

Role of NGOs in Rural Development - A Case Study of RISE Organization
T.M. Prasad
62

Personal Strain Among Government and Private School Teachers
Sudhakaray P.
73

Victory of the Congress Party in Andhra Pradesh - A Sociological Study of 2004 and 2009 - Assembly Elections
A. Shivasude Reddy, Prof. V. Reddeppa Haldu
77

A Study on Causes of Dropouts among Primary School Children in Narlaparam Division, Andhra Pradesh
P. William Benarji, Dr. R.S.S. Nehru
82

Scientific Creativity and Scientific Reasoning of Higher Secondary School Students
Elizabeth Joshua, Dr. Jayasree P.
90
Self Concept and Stress Tolerance of Higher Secondary School Students
Elizabeth Joshua
104

Professionalization of Teachers Through Quality Teacher Preparation
Dr. S. Sabu
110

Role of Emotional Maturity In Teaching Effectiveness
Nayyer Jabeen, Dr. Mohammed Parvez
116

The Relationship Between Big Five Personality Traits and Learning Skills
Jassy Jacob
122

Child Feeding Practices in Odisha: A Study Based on NFHS-3, 2005-06
Jogendra Majhi, Rabindra Ansary
138

Experiential Learning Approach for Environmental Education as the Best
Line of Counter Attack towards the Burning Environmental Issues.
Biju K., Dr. Manjula P. Rao
147

Non Formal Education: Experience of an NGO at Dindigul District, Tamil
Nadu
Dr. M. Jeyaseelan
152

Secondary Education: Expansion and Vocationalisation
Dr. Prabha Jaishtu, Dr. Pushpa Gautam
158

Clustering - A Comparative Study on Various Techniques of Clustering
Prof. A. Zakriauddin Ahmed
162

Promoting Scientific Creativity in Senior Secondary School Students
through Guided Discovery Approach
Mrs. Roni Thomas, Latha R.
168

Assessment of Indian Trends In Women Education
Dr. Mandeep Singh
172

Effect of Teaching AIDS in Teaching and Learning
Dr. Babur Singh Jamwal
176

Noise Pollution : its Sources and Effects
Dr. Babur Singh Jamwal
176

A Comparative Study of Vocational Interests of Speech Impaired and
Normal Adolescents
Dr. Ram Prakash Gupta, Ms. Krittika Katoch
181

Curriculum Planning and Timetable Structure in Secondary Schools: A
Reflection In the light of National Curriculum Framework 2005
Dr. Dibakar Sarangi
189

Regional Public Libraries in Andhra Pradesh : A Study of Users
Perceptions in Visakhapatnam
Dr. L.V. Chandra Sekhara Rao
196

Impact of locus of Control on Occupational Stress of Secondary School
Head Masters
B. Sridhar
200
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction of Smart Classrooms Using Tablets and Websites</td>
<td>207</td>
</tr>
<tr>
<td>Dr. K. Nacala rattas</td>
<td></td>
</tr>
<tr>
<td>Emotional Intelligence Among Government Residential School Teachers</td>
<td>214</td>
</tr>
<tr>
<td>P. Sudhamary</td>
<td></td>
</tr>
<tr>
<td>Comparative Study of Self-esteem and Adjustment of Children with and with out Learning Disability</td>
<td>218</td>
</tr>
<tr>
<td>Santita K.K. and Nilo Mary Francs P.</td>
<td></td>
</tr>
<tr>
<td>Role of Information and Communication Technology In Teaching Learning Process</td>
<td>227</td>
</tr>
<tr>
<td>P. Deepa</td>
<td></td>
</tr>
<tr>
<td>Women Status and Education for Human Rights</td>
<td>231</td>
</tr>
<tr>
<td>Prof. Madhur Sanjay Yadav</td>
<td></td>
</tr>
<tr>
<td>Study to Find out the Causes of Wastage among the Scheduled Tribe Students in the Secondary Schools if Mayurbhanj District of Odisha</td>
<td>236</td>
</tr>
<tr>
<td>Rabindra Kumar Mishra</td>
<td></td>
</tr>
<tr>
<td>Quality Assurance In Teacher Education</td>
<td>241</td>
</tr>
<tr>
<td>Alakanrana Srevesteva</td>
<td></td>
</tr>
<tr>
<td>Need for Empowerment of Women in India</td>
<td>247</td>
</tr>
<tr>
<td>M. Bredther</td>
<td></td>
</tr>
<tr>
<td>Teaching Learning Process In Critical Pedagogy Approach In Social Studies</td>
<td>253</td>
</tr>
<tr>
<td>Rajeeb R.V.</td>
<td></td>
</tr>
<tr>
<td>Effect of Embedded Strategies on Study Approaches in Awareness of Higher Secondary School Students in Economics of Kerala</td>
<td>258</td>
</tr>
<tr>
<td>Dr. Dineshan E., Ramnyra Rajan P.</td>
<td></td>
</tr>
<tr>
<td>Effect of Embedded Strategies on Metacognitive Awareness of Higher Secondary School Students in Economics of Kerala</td>
<td>261</td>
</tr>
<tr>
<td>Dr. Dineshan E., Ramnyra Rajan P.</td>
<td></td>
</tr>
<tr>
<td>Effectiveness of Co-operative Learning Strategies in the Development of Geography Learning Attitude</td>
<td>265</td>
</tr>
<tr>
<td>Mahamood Shifah K.M.</td>
<td></td>
</tr>
<tr>
<td>Managing Customer Relationship Management (CRM) Through E-Banking</td>
<td>266</td>
</tr>
<tr>
<td>Razzauddin Ahmed</td>
<td></td>
</tr>
<tr>
<td>Report on the Present Status of Adult Education and Literacy Programmes In Kerala</td>
<td>272</td>
</tr>
<tr>
<td>Surajnyra Mathai</td>
<td></td>
</tr>
<tr>
<td>Relationship Between Occupational Stress and Mental Health of High School Teachers</td>
<td>276</td>
</tr>
<tr>
<td>Ms. Jaya P.J.</td>
<td></td>
</tr>
<tr>
<td>Women Empowerment through Self Help Group in Tirupati, Chittoor District of Andhra Pradesh</td>
<td>279</td>
</tr>
<tr>
<td>C. Ramanathesa</td>
<td></td>
</tr>
</tbody>
</table>
Personal Strain Among Government and Private School Teachers

Sudhameyi P.*

ABSTRACT

A study was conducted on a sample of 80 male and female teachers (40 from Government schools and another 40 from Private schools). Occupational Stress Inventory developed by Samuel H. Ospover and Arnold R. Spokan (1987) was administered to the sample. Appropriate statistical techniques were applied to analyze the data. Results indicate that there is no significant difference between male and female teachers with regard to their Emotional Intelligence. Results also show that there is no significant difference in the Emotional Intelligence of teachers working in rural and urban areas.

Keywords: Personal strain, stress, Government school, Residential school.

INTRODUCTION

Stress is defined as an excess of demand made upon the adaptive capabilities of the mind and body and is seen in the form of a physical demand, a mental demand or both.

According to European Commission, Directorate General for Employment and Social Affairs, (2005) "The emotional cognitive, behavioural and physiological reaction to aversive and noxious aspects of work, work environments and work organizations. It is a state characterized by high levels of arousal and distress and often by feelings of not coping." According to Denise Allen, (2002): "Stress is a feeling we experience, when we lose confidence in our capability to cope with a situation.

Teaching has been identified as one of the most stressful professions today. The reasons for that are quite similar to other stressful occupations in the world. In a survey assessing the stress levels of various jobs by the Health and Safety Executive, teaching came out top. The report, The Scale of Occupational Stress: Further analysis of the impact of demographic factors and type of job, published in 2000, found that 41.5% of teachers reported themselves 'highly stressed', while 58.8% came into a 'low stress' category, while 56% of teachers felt the effects of stress all or most of the time. This is indeed an alarming state and visibly also the biggest reason for school teachers quitting at a very high percentage or seeking professional help to fight back stress. The figures from teacher's support line, USA, show different reasons that cause distress to teachers:

- stress, anxiety and depression - 27%
- conflict with managers or colleagues - 14%
- pressure of workload and excessive changes - 9%
- loss of confidence and performance anxiety - 9%
- relationship, marital and family problems - 5%

This shows that the highest percentage is job related stress that can wreck a professional teacher personally while discharging his duties.

In relation to the profession of teaching, where a teacher is viewed as dispensers of knowledge; teachers are increasingly perceived as facilitators or managers of knowledge. They work in a constant socially isolated environments surrounded by hostile views and sometimes threat of physical abuse, and at the same time under a constant fear and threat of accountability for each and every action of both own self and that of the pupil. This alone can be a sufficient cause for stress for an individual. But in the case of a teacher it is multiplied by other factors as well. According to a research the major causes of teacher strain are:

*NCBHT Doctoral Fellow, Department of Psychology, S.V. University, Tirupati.
• Excessive working hours
• Excessive workload
• Raising class sizes
• Changes in curriculum and courses
• Changes to assessment and testing requirements
• Poor management
• Family Burdens
• Relationships with colleagues, friends and other family members
• Pupil misbehaviour
• Risk of problems from pupils, parents and intruders
• Lack of support with bureaucracy, form filling and routine tasks
• Lack of job security due to redundancy and fixed term contracts
• Lack of control over the job

OBJECTIVE

To assess the personal strain among teachers working in Government and Private schools.

HYPOTHESIS

There would be significant difference between Government and Private school teachers on their personal strain.

METHODOLOGY

Sample

For the purpose of the study a sample of 80 High school teachers were selected of which 40 from Government schools and 40 from Private schools in Chittoor district.

Tool

To measure the Personal strain of teachers, Personal Strain Questionnaire (Occupational Stress Inventory) developed by Samuel H. Ospow and Arnold R. Spokane (1987) was administered to the sample. The questionnaire consists of four scales i.e., Vocational strain, Psychological strain, Interpersonal strain and Physical strain.

• Vocational Strain : Measures the extent to which the individual is having problems in work quality or output. Attitudes toward work are also measured.
• Psychological Strain : Measures the extent of psychological and / or emotional problems being experienced by the individual.
• Interpersonal Strain : Measures the extent of disruption in interpersonal relationships.
• Physical Strain : Measures complaint about physical illness or poor self-care habits.

PROCEDURE

The researcher collected the list of schools from the District Educational Officer and personally visited different schools in Chittoor district. With prior permission from the High school Head master, teachers were contacted during their leisure time. After establishing rapport with the teachers, questionnaires were administered with necessary instructions. Subjects were asked to answer the statements, by putting a ‘tick (√)’ mark against the number on a 5 point-scale for each statement, showing their responses depending upon the intensity of their feelings.
RESULTS AND DISCUSSION

Personal Strain of teachers is measured on four dimensions namely Vocational Strain, Psychological strain, Interpersonal strain and Physical strain.

Table-1 : Shows the Means, SDs and T-values for the scores of Vocational Strain (Component-I of Personal strain)

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>T-values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. School Teachers</td>
<td>18.62</td>
<td>5.31</td>
<td>2.92**</td>
</tr>
<tr>
<td>Private School Teachers</td>
<td>23.62</td>
<td>6.38</td>
<td></td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

The significant T value of 2.92 shows that teachers working in Private schools experience more vocational strain (x=23.62) due to problems with quality and quantity of academic work and the attitude of teachers towards teaching than the teachers working in Government schools (x=18.62).

As the expectations of the private management with regard to the quality and quantity of teaching are high, teachers experience more vocational strain in private schools compared to the teachers working in Government schools. Yang X, Wang L, Ge C, Hu B, Chi T (2011) reported that most of the teachers working in primary and middle schools in China experienced a high degree of occupational strain. Chronic disease, days of sick leave, recent experience of a stressful life event and divorced/separated/widowed status play prominent roles in occupational strain.

Table-2: Shows the Means, SDs and T-value for the scores of Psychological Strain (Component-II of Personal strain)

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>T-values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. School Teachers</td>
<td>21.07</td>
<td>7.68</td>
<td>2.71**</td>
</tr>
<tr>
<td>Private School Teachers</td>
<td>24.87</td>
<td>4.15</td>
<td></td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

The significant T value of 2.71 indicates that private school teachers experience more psychological strain (x=24.87) than the teachers working in Government schools (x=21.07).

Private school teachers experience more psychological and emotional problems due to pressures from school management, parents which in turn leads to unhappiness, irritability and anxiety than the teachers working in Government schools. Bette Prakke, Aris van Peet and Kees van der Wolf (2007), revealed that the teachers who experience stress from challenging parent behaviour, suffer mostly from negative feelings toward parents, frustration on working with parents, loss of satisfaction with teaching and to a lesser extent health problems.

Table-3: Shows the Means, SDs and T-values for the scores of Interpersonal Strain (Component-III of Personal strain)

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>T-values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. School Teachers</td>
<td>22.20</td>
<td>0.44</td>
<td>0.95@</td>
</tr>
<tr>
<td>Private School Teachers</td>
<td>22.05</td>
<td>0.27</td>
<td></td>
</tr>
</tbody>
</table>

@Not Significant
The insignificant $Y$ value of 0.76 indicates that there is no significant difference in interpersonal strain experienced by the teachers of both sectors. However, the mean score of private school teachers ($y=19.40$) compared to Government school teachers ($y=18.57$) shows slight difference in the interpersonal strain experienced in maintaining good relations with family members, spouses and friends/coworkers. Dependency and quarrels with colleagues and others leads to loneliness and withdrawal from others. Alhatter and Al-Hazir (2006), study reveals that there is no difference among measures of stress or strain between male and female teachers or between married and single teachers. However, locally hired teachers reported higher role insufficiency and interpersonal strain than expatriate teachers.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>$Y$-values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. School Teachers</td>
<td>18.57</td>
<td>6.19</td>
<td>0.76</td>
</tr>
<tr>
<td>Private School Teachers</td>
<td>19.40</td>
<td>3.11</td>
<td></td>
</tr>
</tbody>
</table>

Insufficient $Y$ value of 0.76 shows that there is no significant difference in the physical strain experienced by teachers working in both Government and private schools. However, the mean scores indicate that teachers working in private schools ($y=19.40$) experience more physical strain than the teachers working in Government schools ($y=18.57$). workload, number of hours staying in the school, assignments, tutorials to students definitely leads to physical strain which appear in the form of back pain, stomach ache, head ache, tremorsness etc., in private school teachers.

CONCLUSIONS

1. Private school teachers experience more vocational and psychological strain than teachers working in Government schools.
2. There is no significant difference between teachers working in Government and Private schools in interpersonal and physical strain.

REFERENCES

Emotional Intelligence Among Government Residential School Teachers

P. Suthanay*  

ABSTRACT

Emotional Intelligence was first referred to in academic literature in 1990 and defined as "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".

Emotional Intelligence Scale developed by Nutan Kumar Thingkuem and Usha Ram (1999), was administered to the sample of 80 (40 male and 40 female) teachers working in Government Residential schools. The collected data were analysed with appropriate statistical techniques. Results clearly indicate that female teachers have high emotional intelligence than male teachers and significant difference between teachers with below 10 years and above 10 years of experience working in Government residential schools.

Keywords: Emotional Intelligence, Government school, Residential school, Teachers.

INTRODUCTION

Education is the process which prepares the individual for a productive, progressive, cultured and civilized life. The teacher occupies a central position in the educational system. In the new millennium the teachers are challenged to educate students at an ever higher level of literacy to meet the demands of an internationally competitive global society.

Emotional Intelligence is one of the most widely discussed topics in educational work and organizational psychology. Meyer et. al. (2001) and Alotaibi (2006) contend that emotional intelligence is not a single trait or ability rather, a composite of distinct emotion reasoning abilities. Perceiving emotions consist of recognizing and interpreting the meaning of various emotional states, as well as their relations to other sensory experiences. Understanding emotions involve comprehension of how basic emotions are blended to form complex emotions. Regulating emotions encompasses the control of emotions in oneself and in others. An individual's emotional intelligence is an indicator of how he or she perceives, understands and regulates emotions. Sternberg (1997) has proposed a different conception of intelligence, which he calls successful intelligence. Successful intelligence involves three distinct types of mental abilities: analytic, creative and practical. Emotional intelligence was defined as: The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth. But later Bar-On defines emotional intelligence as being concerned with understanding oneself and others, relating to people, adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On developed one of the first measures of emotional intelligence which focuses on an array of emotional and social abilities, including the ability to be aware of, understand, express oneself and relate to others (Bar-On, 1997). In his model, Bar-On outlines 8 components of emotional intelligence: intrapersonal, interpersonal, adaptability, stress management, and general mood. Bar-On posits that emotional intelligence develops over time and that it can be improved through training, programming and therapy (Bar-On, 2002).

School education puts more emphasis on the learning of knowledge rather than on student's frame of mind. Yet students feel nervous, anxious, frustrated, depressed and abused when instructors ignore their emotions. If students cannot receive timely guidance from school authorities, teachers or their parents, or timely concern from their peers or siblings, then their unstable emotions may result in behavioural disorders. Furthermore, mental disorders can influence student's academic

*NCERT Doctoral Fellow, Department of Psychology, V.N.University, Tusquet (Anilam Pradesh)
achievements and life adaptation. Entry into the secondary school is a trajectory changing event that represents a convergence of physical, mental, social, familial and social developments. Clearly, there is reason to be concerned about the well-being of early adolescents. Educators often underestimate the importance of developing student's abilities to adapt and get along with people; however, student's learning abilities depend on their experience of their ability to adapt and cope with people (Chan et. al., 2005). Schutte et. al., (1998) showed that emotional intelligence is associated with affective outcomes such as greater optimism, less depression and less impulsivity. There is conflicting direct evidence that the concept of EI might be relevant for the teaching profession. Studies have demonstrated that people who report higher levels of emotional intelligence also report higher levels of attending to health and appearance and more positive interactions with friends and family (Brackett and Mayer, 2003). Abraham (2000) found that more emotionally intelligent employees had higher levels of job satisfaction and greater commitment to their organizations.

OBJECTIVES

1. To assess emotional intelligence of male and female teachers working in Government Residential schools.
2. To assess emotional intelligence of teachers with below 10 years and above 10 years of experience working in Government Residential schools.

HYPOTHESES

1. There exists significant difference between male and female teachers working in Government Residential schools with regard to their Emotional Intelligence.
2. There exists significant difference between below 10 years and above 10 years of experience teachers working in Government Residential schools with regard to their Emotional Intelligence.

METHODOLOGY

SAMPLE

For the purpose of the study, a sample of 80 High school teachers were selected of which 40 male and 40 female teachers from Government residential schools in chittoor district.

TOOL

To measure emotional intelligence, "Emotional Intelligence Scale" developed by Nutanbwar Thinguljam and Usha Ram (1999), which consists of 33 items with 5-point scale(Strongly Agree - 5; Agree - 4; Neutral - 3; Disagree - 2 ; Strongly Disagree - 1) was administered to men and women teachers working in Government Residential schools in chittoor district.

PROCEDURE

The researcher collected the list of schools from the District Educational Officer and personally visited different schools in Chittoor district. With prior permission from the High school Head master, teachers were contacted during their leisure time. After establishing rapport with the teachers, Emotional Intelligence Scale was administered with necessary instructions. Subjects were asked to answer the statements, by putting a 'tick (√)' mark against the number on a 5 point-scale for each statement, showing their responses depending upon the intensity of their feelings.
RESULTS AND DISCUSSION.

Table-1: Shows Means, SDs and 't' values for Emotional Intelligence scores of men and women teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>'t' value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>40</td>
<td>170.14</td>
<td>9.01</td>
<td>2.375*</td>
</tr>
<tr>
<td>Women</td>
<td>40</td>
<td>175.48</td>
<td>10.98</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 level

Table-1 clearly indicates that there is significant difference between male and female teachers with regard to their Emotional Intelligence. The significant 't' value shows that female teachers (X = 175.48) have high level of emotional intelligence than the male teachers (X = 170.14). Schutte et al., (1998) and Van Rooy, Alonzo and Visweerasing (2005) found that females have significantly higher reported emotional intelligence than do males. A similar result was obtained by Atkins and Stough (2005).

Table-2: Shows Means, SDs and 't' values for Emotional Intelligence scores of teachers with Below 10 years and Above 10 years experience

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>'t' value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 10 years</td>
<td>35</td>
<td>164.87</td>
<td>8.91</td>
<td></td>
</tr>
<tr>
<td>Above 10 years</td>
<td>45</td>
<td>170.55</td>
<td>10.14</td>
<td>2.666**</td>
</tr>
</tbody>
</table>

**(Significant at 0.01 level)

Table-2 shows that there is significant difference in the Emotional Intelligence of teachers with below 10 years of experience and above 10 years of experience working in Government Residential schools. The significant 't' value of 2.666 indicates that teachers with above 10 years of experience (X = 170.55) have high emotional intelligence than the below 10 years of experience teachers (X = 164.87) working in Government Residential schools.

Seval Fer (2004) study supported the above results which reveals that length of service has significant impact on emotional intelligence of the secondary school teachers.

CONCLUSIONS

1. Female teachers have high emotional intelligence than male teachers working in Government Residential schools.
2. Teachers with above 10 years of experience are high in their emotional intelligence than the teachers with below 10 years of experience working in Government Residential schools.

REFERENCES