

Impact of Emotional Intelligence of Secondary School Teachers on Teaching Styles

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Abstract:

Emotional Intelligence is the key part of everyone's personality. Ability of expression, working styles, social relations are directly associated with the emotional intelligence. The ability to feel emotions, use them, communicate with someone, recognize someone, remember something, describe someone, learn something, manage, think, understand and explain is called Emotional Intelligence. Emotional intelligence is the ability to recognize and manage one's own emotions and the emotions of others. Emotional intelligence can control our personal, professional and social life. Emotional Intelligence serves our five main purposes, namely – self-awareness, self-regulation, motivation, empathy and social skills. In the present study researcher has check the impact of emotional intelligence on teaching styles of the secondary school teachers of private and government schools. Present study is taken as the topic of Ph.D. research by the researcher

Keywords: Emotional Intelligence, Teaching Styles, Secondary Schools

Introduction

Secondary school teachers are the important part of the society because they are teaching to the adolescence group. In this group development of physical, social and psychological is going on. The way in which the teacher imparts knowledge to the learner is called teaching style. The term 'teaching style' is used in a very broad sense. On one hand, many systems and plans are included in it, on the other hand, many processes of teaching are also included. Sometimes people consider tips as styles; but it is a mistake to do so. Teacher of secondary level in private and government schools are need to take care about the student's gender, gender problems, participation in teaching learning, and involvement in academic and co-curricular activities are making impact on academic understanding. Teacher's knowledge about the emotional intelligence of the students it makes impact on academic and personality development of the students. It is highly importance to the all teachers to take care of our students with their emotions and feeling. In the present study researcher has check the impact of emotional intelligence of the secondary school teachers on their teaching styles in private and government schools

Title of the study

Impact of Emotional Intelligence of Secondary School Teachers on Teaching Styles

Functional Definitions:**Emotional Intelligence**

The ability of private and government secondary school teachers of Mandsaur and Nimach district to feel emotions, use them, communicate with students, recognize students feelings, remember students feelings and emotions, describe someone, learn something, manage, think, understand and explain is called Emotional Intelligence of the teachers.

Teaching Styles

Teaching Styles are the teaching techniques or those methods with the help of which a teacher starts and completes the work of teaching and learning in the class. According to the researcher what teaching techniques used by the secondary school teachers of Mandsaur and Nimach district are called as a teaching styles. Teachers teaching styles are based on many local areas and components.

Secondary School

As per the state government pattern teachers those are teaching from the 5th class are considered secondary school teachers. For the present study researcher has used secondary school teachers of the private and government schools of Mandsaur and Nimach District.

Theoretical Background of the Research

Present research study is having theoretical background of Daniel Goleman's theory of emotional intelligence. Conceptual knowledge of emotions to the secondary school teachers about the students, use of teachers words for the development of suitable students emotional development and understanding about the students view and ideas for the selection of teaching style are the key focus area for the present research study. Researcher has also taken the reference of emotional intelligence theory of Salovey and Mayer

Objectives of the Study

Present research work is based on following objectives of the study

1. To define the concept of Emotional Intelligence
2. To elaborate the concept of Teaching Styles
3. To check impact of emotional intelligence of the teacher on uses of teaching style

Tools of Data Collection

All the data required for this research work is collected by using standardized test. In present study researcher has use standardized test of emotional intelligence made by Dr.. S.K. Mangal and Dr.. Shubra Mangal. There are total 100 items are mentioned in the test. Researcher has collected data from the participant's secondary school teachers of Mandsaur and Nimach district

Tools of Data Analysis

All the collected data is analysed by using different statistical tools and techniques. In the present study researcher has used standard deviation and t test for the data analysis. Researcher has analysed the data and presented in table forms

Population and Sample

In the present study researcher has consider secondary school teachers of Mandsaur and Nimach District as a Population. Out of the total population total 140 teachers are consider as an sample for the present research work. 70 teachers of Mandsaur district and 70 teachers fom Nimach district are consider for the present study work. Out of 70 teachers 35 teachers are from government schools and 35 teachers are from private schools. The group of 140 teachers are purposively selected sample

Hypothesis

H0: Teaching styles of the secondary school teachers are independent from the emotional intelligence of the teacher

H1: Teaching styles of the secondary school teachers are dependent on the emotional intelligence of the secondary school teachers

Research Methodology

Present research study is an analytical and descriptive research. It is related to the analysis of emotional intelligence of secondary school teacher and it impact on teaching styles of the teachers. The present study researcher has used Survey Method for the research work. Data collected from the selected two districts. Standardized test are used for the collection of the data. Collected data is analysed by using t test

The present study was conducted on secondary school teachers of Mandsur and Nimach district on Emotional Intelligence of the teacher and teaching style. The researcher herself physically visited the selected government and private schools on different dates and time. She met School principals and explained the purpose of present research study. Researcher obtained written permission duly signed by the concerned authorities. The suitable dates to the school and teachers was finalized. Personal interactions and presentations were conducted. Researcher has approached to the teachers on decided date and collected data from the teachers. All teachers have provided promise about the confidentiality of results and remarks. It was made clear to them that the answer and results will be kept confidential and will be used for research purpose only. Before the administration of questionnaires the instructions given in the test were explained to the subject's verbally so that teacher can provide correct response

Scope of the Study

Conducted research work is highlighting very important parameter of the teaching and learning process. Secondary school teacher need to study about the student's psychology for the effective content understanding. Emotional intelligence of the secondary school teachers is highly required because it deals with adolescent age group students. Results of the present study is very important for the conceptual understanding to the secondary school teachers. Teachers should have effective knowledge of the teaching styles. Use of effective teaching styles are based on the positive approach of the teacher towards the teaching styles

Limitation and Delimitation

For the present research work researcher has consider participants only from the Mandsaur and Nimach district. Total 140 teachers are selected form the secondary section of private schools and government schools. Result of present research work is depends on responses provided by the sample

Concept of Emotional Intelligence

Emotional intelligence is the ability to recognize and manage one's own emotions and the emotions of others. Emotional intelligence can control our personal, professional and social life.

Emotional intelligence refers to the abilities to connect intelligence, empathy, and emotions to enhance understanding of interpersonal thinking. Emotional intelligence includes emotional awareness such as the ability to harness emotions, think, problem solve, and manage emotions, including regulating your own emotions and pleasing or calming other people. .

Benefits of Emotional Intelligence

Self-Awareness

Means having a complete understanding of your present moment and having a proper basis for such understanding. Self-awareness also means that you are aware of every single emotion going on in your mind at any particular time. People with high emotional intelligence know how to deal with jealousy and anger well and think carefully before doing anything.

Significance of Difference between Emotional Intelligence of the Secondary School Teachers and Teaching Styles

Self-regulation means identifying each positive and negative emotion and being able to realize why you are feeling it. Furthermore, it also means that you should know how to control your emotion.

Inspiration OR Motivation is a key leadership skill and a good leader knows how to motivate people in his team or family. Such people are well aware of their own feelings as well as those of the people around them

Empathy means understanding how and what a person or a group is feeling at the moment. People who are empathetic towards others take decisions considering the circumstances at hand and know who needs your sympathy. Emotional people have excellent skills in managing relationships at home, society and work. Moreover, they do not immediately form any opinion about a person.

Concept of Teaching Styles

Teaching style is the approach of the teacher used for content teaching. It is a process which helps for content understanding. Following are the major teaching styles are used by the teacher for delivery of the content

Lecture is a traditional teacher-centered approach of one-way communication from teacher to students. Also referred to as an authoritative style. Lecturing is ideal for large groups of students, like a college lecture course. Or for online, pre-recorded courses, when two-way interaction isn't realistic. While a pro of this type of teaching style is covering a lot of material quickly, a drawback is lower retention rates, as there is minimal active learning occurring.

Demonstrator is mostly teacher-centered but more open to student involvement. The teacher is still the formal authority presenting the material but might ask engaging questions to start a discussion. And they might go beyond lectures to include exercises, presentations, and other visuals. Because of this, it supports more learning styles though may not accommodate all the needs of various students.

Hybrid offers a balance between student-centered and teacher-centered approaches. In this blended style, the teacher provides structure and flexibility, adapting a lesson plan to activities that keep students engaged. While there is higher student engagement, learning may take place at a slower pace.

Facilitator is a student-centered approach, in which the teacher moves away from an authoritative role and instead facilitates discussions. Students are free to share their wisdom and use their problem-solving skills through inquiry-based learning. While ideal for real-world applications, this approach might not work as well for theory-based or information-specific classes.

Delegator is the most student-centric approach. Also referred to as a group style, the teacher observes students in peer-to-peer discussions and collaborations.

Data Analysis

Significance of Difference between Emotional Intelligence of Secondary School Teachers and Teaching Styles

Sr. No	Variable	N	Mean	S.D.	Teaching Style Mean	S.D.	't' Value
1	Emotional Intelligence	140	57.15	4.30	63.38	5.07	9.37

Table 1 reveals that the 't' value 9.37 for the mean score of emotional intelligence of secondary school teachers is significant at the level 0.01 and 0.05 as calculated value is greater than the table value. Hence it may be inferred on the basis of result that there is the positive correlation between emotional intelligence of the teachers and teaching styles used by the secondary school teachers

Conclusion:

Present research study provides in detail analysis of correlation ship between emotional intelligence of the secondary school teachers and teaching styles of the secondary school teachers. It indicates that teachers of secondary schools need to be trained for the emotional balance and real understanding about the students. Personal development of the teachers is highly depend on the understanding about the emotional balance and students

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