



**A Study of Secondary School Teacher's Emotional
Intelligence in relation to their Teaching Style, Mental
Health & Institutional Environment**

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Introduction

School is a temple of education. A teacher imparting education has to be dynamic, patient as well as kind hearted. A teacher should treat his student as a deity and impart education. A teacher should be committed to the mental make-up that today's student will be citizen for tomorrow and that he must assimilate with diverse elements of the society. He should mould the students by keeping it in mind that they are future pillars of the nation. It is the duty of a teacher to coordinate the activities to make our nation strong and progressive.

Just as one individual differs from another, teachers too differ from one another. Some are introvert, some are extrovert; some are emotional by nature, while some are sensitive enough to give priority to actual experiences; on the other hand some listen to their intuitions. It is possible that their differing personalities may influence their style of teaching. Whether a teacher lays stress on the premeditated action or acts spontaneously influences his teaching style.

An educational institute is an important centre for fostering the emotional development of teachers. Environment in the educational institute ought to be conducive to the emotional development of a teacher. If environment available in an institute is positive it exerts good influence over the teachers and it helps in better development of the educational institute.

It is seen that today's education has made a student literate but not necessarily cultured. To correct this anomaly it is necessary that a teacher provides attention to a student's emotional development through school education.

NEED OF THE STUDY

Researcher reviewed research topics and It came to notice that, study of emotional intelligence and environmental variables, emotional intelligence and creativity, study of emotional intelligence and socialization of students at high school, study of effect of emotional intelligence on occupational ability, the emotional intelligence of student teachers at primary level, a study of linguistic creativity and

emotional intelligence these variable are already been studied against emotional intelligence variable. Teaching style and the concepts in the science, the correlation between the teaching style, learning results and teaching effectiveness, the teaching styles as understood by the study faculties' and students, these topics were already researched. Study of institutional environment of various schools, the comparative study of institutional environment and private higher secondary schools were already competitively studied. Cultural adoption and mental health, the mental health role of the preschool teachers, the mental health of college and university professors engaged in teachers' education were already studied.

But research on the topic of the emotional intelligence of the teachers and the teaching styles, mental health and institutional Environment has been lacking and that this topic needs to be studied. Hence, the researcher selected this topic for her research. After taking a retrospective look at the past research, she found a direction for carrying out her research on the said topic.

STATEMENT OF THE PROBLEM

“A Study of Secondary School Teacher's Emotional Intelligence in relation to their Teaching Style, Mental Health & Institutional Environment.”

AIMS OF THE RESEARCH

To study the Secondary School Teachers Emotional Intelligence in relation to their Teaching Style, Mental Health and Institutional Environment

OBJECTIVE OF THE STUDY

1) To compare the emotional intelligence of the teachers at secondary level as per the following classification:-

- | | |
|--|----------------------------------|
| a) Male and Female Teachers | b) Rural and Urban Teachers |
| c) Teachers in the Aided and Un-aided schools. | d) As per educational experience |

2) To compare the teaching styles of the teachers at secondary level as per the following classification:-

- | | |
|--|----------------------------------|
| a) Male and Female Teachers | b) Rural and Urban Teachers |
| c) Teachers in the Aided and Un-aided schools. | d) As per educational experience |

3) To compare the Mental Health of the teachers at secondary level as per the following classification:-

- | | |
|--|----------------------------------|
| a) Male and Female Teachers | b) Rural and Urban Teachers |
| c) Teachers in the Aided and Un-aided schools. | d) As per educational experience |

4) To compare the Institutional Environment of the teachers at secondary level as per the following classification:-

- a) Male and Female Teachers b) Rural and Urban Teachers
c) Teachers in the Aided and Un-aided schools. d) As per educational experience e

5) To study the relation between the emotional intelligence and teaching style of the teachers at secondary level as per the following classification:-

- a) Male and Female Teachers b) Rural and Urban Teachers
c) Teachers in the Aided and Un-aided schools. d) As per educational experience
e) All Teachers

6) To study the relation between the emotional intelligence and Mental Health of the teachers at secondary level as per the following classification:-

- a) Male and Female Teachers b) Rural and Urban Teachers
c) Teachers in the Aided and Un-aided schools. d) As per educational experience
e) All Teachers

7) To study the relation between the emotional intelligence and the Institutional Environment of the teachers at secondary level as per the following classification:-

- a) Male and Female Teachers b) Rural and Urban Teachers
c) Teachers in the Aided and Un-aided schools. D) As per educational experience
e) All Teachers

8) To compare the male and female teachers in relation to their emotional intelligence, teaching style, mental health and the institutional environment.

9) To compare the teachers in aided and unaided schools in relation to their emotional intelligence, teaching style, mental health and the institutional environment.

10) To compare the teachers in rural and urban schools in relation to their emotional intelligence, teaching style, mental health and the institutional environment.

11) To compare the teachers in secondary schools as per their educational experience in relation to their emotional intelligence, teaching style, mental health and the institutional environment.

12) To ascertain the multiple relationships amongst the emotional intelligence, teaching style, mental health and the institutional environment of the teachers in secondary schools.

- 8) There is no significant difference between male and female teachers at Secondary Level in relation to their emotional intelligence, teaching style, mental health and the institutional environment.
- 9) There is no significant difference between rural and urban teachers at Secondary Level in relation their emotional intelligence, teaching style, mental health and the institutional environment.
- 10) There is no significant difference between teachers in the aided and unaided Schools at Secondary Level in relation to their emotional intelligence, teaching style, mental health and the institutional environment.
- 11) There is no significant difference in the teachers at the Secondary Level in the matter of their educational experience in relation to their emotional intelligence, teaching style, mental health and the institutional environment.
- 12) There is no significant difference in multiple correlation of secondary school teachers' emotional intelligence, teaching style, mental health and the institutional environment.

SCOPE AND LIMITATION OF THE STUDY

In the present research the researcher has taken into consideration Mumbai Suburban District as far as urban areas are considered. On the other hand in rural areas she has considered only Uran Taluka from Raigad District. The research includes only secondary schools and not included pre-primary and primary schools in the research. The research included only Marathi medium secondary schools.

REVIEW OF RELATED LITERATURE

Rathi Nirpal and Rastogi have carried out research on 'A study of impact of emotional intelligence on occupational ability'. In this research a correlation analysis revealed that there exists a positive correlation between emotional intelligence and the ability. A person with higher emotional intelligence is more effective than a person commanding lower emotional intelligence. **Wells, D, Torrie, J & Prindle (2000)** of Canada conducted a study titled 'Exploring emotional intelligence correlates in selected population of college students'. Study results showed some small positive correlations between shop grades in the second year of the program and total score on the test. **Pande (1981)** studied teaching style and the concepts in the science. This research revealed that a teaching style influences acquisition concepts. Eloquent and conventional styles were found to be inferior to the teaching styles based upon self experience & democracy. **Anand S.P. (1989)** carried out research on the topic, Mental Health of high school student, the finding indicated that the mental health of adolescents, their academic achievements and the educational & occupational of parents were positively related. **Banerjee**

(1985), Swatantrata Devi (1985) studied the Institutional environment found in various schools. The research revealed that most of these schools had a closed atmosphere, while a few schools had open atmosphere. After taking a retrospective look at the past research, researcher found a direction for carrying out research on the said topic.

METHODOLOGY OF THE RESRARCH

In the present research the researcher has employed Description Method. Furthermore, in the present research Correlation, Causal Comparative and Description Methods have been used to study the inter relationship among the emotional intelligence, teaching style, mental health and institutional environment of the Secondary School teachers.

SAMPLING

For selection of sample a three tier sample technique is used. In the present research the researcher has inducted about 496 teachers of Marathi medium secondary schools from Mumbai Suburban District and Uran Taluka.

TOOLS OF THE RESEARCH

In this research following tools were employed for Collection of the necessary data Emotional Intelligence Rating Scale, Mental health Measurement, Teaching Style Rating Scale, Institutional Environment Rating Scale

Data Analysis

Table 1. Shows Emotional intelligence of the teachers at the Secondary Level

Emotional intelligence	Male	Female	Rural	Urban	Aided School Teachers	UnAided School Teachers	Less than 10 years of educational experience	More than 10 years of educational experience
Samples	287	209	239	257	450	46	203	293
Mean	210.23	211.21	211.04	210.27	210.17	215.26	210	210.8
Standard Deviation	15.35	14.29	14.83	14.99	14.93	14.04	15.01	14.86
Degree Of Freedom	494		494		494		494	
Level	0.05	1.96	1.96	1.96	1.96	1.96	1.96	1.96
	0.01	2.59	2.59	2.59	2.59	2.59	2.59	2.59
t-value	0.7308		0.5748		2.3280		0.286	
Level of Significance	Not Significant		Not Significant		0.05		Not Significant	

As per the above table, 't' value for aided & unaided school teachers is '2.3280' which is higher than 1.96; therefore there is a significant difference at 0.05 level in Emotional intelligence of Aided and Unaided school teachers. Unaided school teachers have greater emotional intelligence compared to aided school teachers.

Table 2. Shows Teaching style of the teachers at the Secondary Level

Teaching Style	Male	Female	Rural	Urban	Aided School Teachers	UnAided School Teachers	Less than 10 years of educational experience	More than 10 years of educational experience
Samples	287	209	239	257	450	46	203	293
Mean	210.13	210.47	209.50	210.99	209.47	218.09	212.76	208.55
Standard Deviation	20.31	18.22	19.50	19.40	19.85	12.56	17.57	20.49
Degree Of Freedom	494		494		494		494	
Level	0.05	1.96	1.96		1.96		1.96	
	0.01	2.59	2.59		2.59		2.59	
t-value	0.1955		0.8524		4.1545		2.4497	
Level of Significance	Not Significant		Not Significant		0.01		0.05	

Aided and Unaided school teachers 't' test values 4.1545 are greater than 2.58. Therefore this hypothesis is rejected on 0.01 levels. It has been observed that less than 10 years of educational experienced teachers has better teaching style than more than 10 years educational experienced teachers. Aided and unaided school teachers teaching style has significant difference at 0.01 levels. As compared to aided school teachers unaided school teachers has better teaching style.

Table 3. Shows Mental Health of the teachers at the Secondary Level

Mental Health	Male	Female	Rural	Urban	Aided School Teachers	UnAided School Teachers	Less than 10 years of educational experience	More than 10 years of educational experience
Samples	287	209	239	257	450	46	203	293
Mean	17.69	17.84	17.6	17.89	17.74	17.85	18.23	17.42
Standard Deviation	4.14	4.03	3.64	4.48	4.02	4.85	4.01	4.13
Degree Of Freedom	494		494		494		494	
Level	0.05	1.96	1.96		1.96		1.96	
	0.01	2.59	2.59		2.59		2.59	
t-value	0.4046		0.7936		0.1487		2.185	
Level of Significance	Not Significant		Not Significant		Not Significant		0.05	

As per the above table, teachers with educational experience less than 10 years and more than 10 years 't' test value 2.185 is greater than 1.96, therefore educational experience less than 10 years and more than 10 years teachers mental health have significant difference at 0.05 level. It has been observed that less than 10 years of educational experienced teachers has better mental health than more than 10 years educational experienced teachers.

**Table 4
Institutional Environment of the teachers at the Secondary Level**

Institutional environment	Male	Female	Rural	Urban	Aided School Teachers	Unaided School Teachers	Less than 10 years of educational experience	More than 10 years of educational experience
Samples	287	209	239	257	450	46	203	293
Mean	155.32	157.69	155.90	156.71	150.77	161.72	157.67	155.38
Standard Deviation	25.61	22.94	22.17	26.56	24.67	22.53	23.05	25.49
Degree Of Freedom	494		494		494		494	
Level	0.05	1.96	1.96		1.96		1.96	
	0.01	2.59	2.59		2.59		2.59	
t-value	1.0814		0.3697		1.6906		1.0415	
Level of Significance	Not Significant		Not Significant		Not Significant		Not Significant	

As per the above table, There is no significant difference in the Institutional Environment of the teachers at the Secondary Level.

**Table 5
Emotional intelligence and teaching styles of the teachers at the Secondary Level**

Emotional Intelligence and Teaching Style	Male	Female	Rural	Urban	Aided School Teachers	UnAided School Teachers	Less than 10 years of educational experience	More than 10 years of educational experience	Total Teachers	
Samples	287	209	239	257	450	46	203	293	496	
Degree Of Freedom	285	207	237	255	448	44	201	291	494	
Tabular 'r' Values	0.05	0.113	0.139	0.139	0.113	0.098	0.312	0.139	0.113	0.088
	0.01	0.149	0.182	0.182	0.149	0.129	0.402	0.182	0.149	0.115
Coefficient 'r'	0.1493	0.1667	0.3164	0.0101	0.1335	0.3187	0.2397	0.1103	0.1561	
Level of Significance	0.01	0.05	0.01	Not Significant	0.01	0.05	0.01	Not Significant	0.01	

As per the above table, secondary school male teachers, rural teachers, aided school teachers, less than 10 years of educational experienced teachers and all teachers emotional intelligence and teaching style correlation coefficient 'r' value is greater than tabular 'r' value at 0.01 levels, therefore this hypothesis is rejected at 0.01 levels. Secondary school male & female teachers, rural teachers, aided school teachers, unaided school teachers, less than 10 years of educational experienced teachers and all teachers have correlation in emotional intelligence and teaching style this correlation is of positive type.

Table 6
Emotional intelligence and Mental Health of the teachers at the Secondary Level

Emotional Intelligence and Mental Health	Male	Female	Rural	Urban	Aided School Teachers	UnAided School Teachers	Less than 10 years of educational experience	More than 10 years of educational experience	Total Teachers	
Samples	287	209	239	257	450	46	203	293	496	
Degree Of Freedom	285	207	237	255	448	44	201	291	494	
Tabular 'r' Values	0.05	0.113	0.139	0.139	0.113	0.098	0.312	0.139	0.113	0.088
	0.01	0.149	0.182	0.182	0.149	0.129	0.402	0.182	0.149	0.115
Coefficient 'r'	-0.3342	-0.3115	-0.2803	-0.3587	-0.3256	-0.3448	-0.2870	-0.3502	-0.3242	
Level of Significance	0.01	0.01	0.01	0.01	0.01	0.05	0.01	0.01	0.01	

As per the above table, male teachers, female teachers, rural teachers, urban teachers, aided school teachers, less than 10 years experienced teachers, more than 10 experienced teachers and all teacher mental health and emotional intelligence correlation coefficient 'r' value is greater than tabular 'r' value at 0.01 levels, hence this hypothesis is rejected at 0.01 levels.

Table 7
Emotional intelligence and Institutional Environment of the teachers at the Secondary Level

Emotional Intelligence and Institutional Environment	Male	Female	Rural	Urban	Aided School Teachers	UnAided School Teachers	Less than 10 years of educational experience	More than 10 years of educational experience	Total Teachers	
Samples	287	209	239	257	450	46	203	293	496	
Degree Of Freedom	285	207	237	255	448	44	201	291	494	
Tabular 'r' Values	0.05	0.113	0.139	0.139	0.113	0.098	0.312	0.139	0.113	0.088
	0.01	0.149	0.182	0.182	0.149	0.129	0.402	0.182	0.149	0.115
Coefficient 'r'	0.1548	0.0397	0.0839	0.1367	0.1134	0.0263	0.1369	0.0988	0.1127	
Level of Significance	0.01	Not Significant	Not Significant	0.05	0.05	Not Significant	Not Significant	Not Significant	0.05	

As per the above table, urban teachers, aided school teachers, all teachers having emotional intelligence and institutional environment correlation coefficient 'r' value is greater than tabular 'r' value at 0.05 levels, hence this hypothesis is rejected at 0.05 levels. There is a positive correlation between the emotional intelligence and institutional environment of Secondary school male teachers, urban teachers, aided school teachers, and all teacher.

Table 8
Male and female teachers at Secondary Level in relation to their emotional intelligence, teaching style, mental health and the institutional environment.

Variables	Group	Samples	r	Z	Level		z-ratio	Level of Significance
					0.05	0.01		
Emotional Intelligence and Teaching Style	Male	287	0.1493	0.1504	1.96	2.59	0.1952	Not Significant
	Female	209	0.1667	0.1683				
Emotional Intelligence and Mental Health	Male	287	-0.3342	-0.3475	1.96	2.59	0.2759	Not Significant
	Female	209	-0.3115	-0.3222				
Emotional Intelligence and Institutional Environment	Male	287	0.1548	0.1561	1.96	2.59	1.2694	Not Significant
	Female	209	0.0397	0.0397				

As per the above table, we can state that, there is no significant difference in Male and female teachers at Secondary Level in relation to their emotional intelligence, teaching style, mental health and the institutional environment this hypothesis is accepted.

Table 9
Rural and urban teachers at Secondary Level in relation their emotional intelligence, teaching style, mental health and the institutional environment.

Variables	Group	Samples	r	Z	Level		z-ratio	Level of Significance
					0.05	0.01		
Emotional Intelligence and Teaching Style	Rural	239	0.3164	0.3276	1.96	2.59	3.5278	0.01
	Urban	257	0.0101	0.0101				
Emotional Intelligence and Mental Health	Rural	239	-0.2803	-0.288	1.96	2.59	0.9711	Not Significant
	Urban	257	-0.3587	-0.3754				
Emotional Intelligence and Institutional Environment	Rural	239	0.0839	0.0841	1.96	2.59	0.5944	Not Significant
	Urban	257	0.1367	0.1376				

As per the above table, secondary school rural teachers and urban teachers emotional intelligence and teaching style has correlation coefficient 'z' critical value 3.5278 is greater than 2.59, therefore 'z' is significant at 0.01 level. From this it can be stated that, there is no significant difference in correlation of rural and urban teachers' emotional intelligence and teaching style this hypothesis is rejected. There is a significant difference in correlation at 0.01 levels between Secondary school rural and urban teachers' emotional intelligence and teaching style.

Table 10

Teachers in the aided and unaided Schools at Secondary Level in relation to their emotional intelligence, teaching style, mental health and the institutional environment.

Variables	Group	Samples	r	Z	Level		z-ratio	Level of Significance
					0.05	0.01		
Emotional Intelligence and Teaching Style	Aided School Teachers	450	0.1355	0.1363	1.96	2.59	1.2142	Not Significant
	UnAided School Teachers	46	0.3187	0.3302				
Emotional Intelligence and Mental Health	Aided School Teachers	450	-0.3256	-0.3379	1.96	2.59	0.1353	Not Significant
	UnAided School Teachers	46	-0.3448	-0.3595				
Emotional Intelligence and Institutional Environment	Aided School Teachers	450	0.1134	0.1139	1.96	2.59	0.5485	Not Significant
	UnAided School Teachers	46	0.0263	0.0263				

As per the above table, secondary school aided school teachers and unaided school teachers emotional intelligence, teaching style, Mental Health and institutional environment have correlation 'z' critical value less than 1.96, hence 'z' in not significant on 0.05 levels. There is no significant difference in correlation of the aided and unaided school teachers' emotional intelligence and teaching style, mental health and institutional environment.

Table 11

Teachers at the Secondary Level in the matter of their educational experience in relation to their emotional intelligence, teaching style, mental health and the institutional environment

Variables	Group	Samples	r	Z	Level	z-ratio	Level of Significance	
Emotional Intelligence and Teaching style	Less than 10 years of educational experience	203	0.2397	0.2445	1.96	2.59	1.457	Not Significant
	More than 10 years of educational experience	293	0.1103	0.1108				
Emotional Intelligence and Mental Health	Less than 10 years of educational experience	203	-0.2870	-0.2953	1.96	2.59	0.7677	Not Significant
	More than 10 years of educational experience	293	-0.3502	-0.3657				
Emotional Intelligence and Institutional Environment	Less than 10 years of educational experience	203	0.1369	0.1378	1.96	2.59	0.422	Not Significant
	More than 10 years of educational experience	293	0.0988	0.0991				

As per the above table, as per the educational experience of secondary school teachers the emotional intelligence , teaching style, mental health and institutional environment have correlation 'z' critical value is less than 1.96, therefore 'z' value is not significant at 0.05 levels, hence hypothesis is accepted.

Hypothesis 12

There is no significant difference in multiple correlations of secondary school teachers' emotional intelligence and teaching style, mental health and institutional environment.

For testing this hypothesis Multiple Correlation 'R' has been used

It is observed that multiple correlation among emotional intelligence and teaching style, mental health, institutional environment orientation is 0.3757. It means that variance of emotional intelligence is 14.11% related to teaching style, mental health and institutional environment. Emotional intelligence and teaching styles 3.14% variance is due to mental health and institutional environment. Emotional intelligence and mental health 11.28% variance is due to teaching style and institutional environment. Emotional intelligence and institutional environments 0.17 % variance is due to teaching style and mental health. Secondary school teacher's emotional intelligence has multiple correlations with teaching style, mental health and institutional environment.

FINDINGS OF THE RESEARCH

1) There is significant difference in the emotional intelligence of the Aided and unaided school teachers. Unaided school teachers have greater emotional intelligence compared to aided school teachers..

2) As compared to aided school teachers unaided school teachers has better teaching style. Teachers from aided and unaided schools show a difference in their teaching methodology.

3) There is significant difference in the mental health of less than 10 years and more than 10 years of educational experienced teachers. It has been observed that less than 10 years of educational experienced teachers has better mental health more than 10 years educational experienced teachers.

4) There is no significant difference in the Institutional Environment of male and female, rural and urban, aided and unaided school, less than 10 years and more than 10 years educational experience teachers at the Secondary Level .

5) There is a significant correlation among emotional intelligence and teaching style of Secondary school male teachers, female teachers, rural teachers, aided school teachers, unaided school teachers, less than 10 years of educational experienced teachers and all teachers. This correlation is of positive type.

6) There is a significant correlation in mental health and emotional intelligence Secondary school male teachers , female teachers, rural teachers, urban teachers, aided school teachers, unaided school teachers, less than 10 years of educational experienced teachers and more than 10 years educational experienced teachers.

7) There is a positive correlation between the emotional intelligence and institutional environment of Secondary school male teachers, urban teachers, aided school teachers, and all teachers. This inter-relationship is anticipatory and positive nature.

8) There is no significant correlation in male and female teachers at Secondary Level in relation to their emotional intelligence, teaching style, mental health and the institutional environment.

9) There is a significant difference in correlation at 0.01 levels between Secondary school rural and urban teachers' emotional intelligence and teaching style.

10) There is no significant difference in correlation of the aided and unaided school teachers' emotional intelligence and teaching style, mental health and institutional environment

11) There is no significant correlation as per educational experience of Secondary school teachers, in relation to their emotional intelligence, teaching style, mental health and institutional environment.

12) Secondary school teacher's emotional intelligence has multiple correlations with teaching style, mental health and institutional environmen

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