



A Study of Teacher's Work Behaviour in relation to Emotional Intelligence of Special Education Teachers

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Abstract- The strength of education system largely depends upon the quality of teachers who sustain it. The present study is aimed to analyse the relationship between Teachers work behaviour and Emotional intelligence of special school teachers. The investigator found the Positive moderate and Significant correlation between Teachers work behaviour and Emotional intelligence of special school teachers. This correlation shows that increase of Emotional intelligence has positive effect on teachers work behaviour of special school teachers.

Sample- The investigator took 40 special school teachers from Meerut District.

Key words -Teachers Work Behaviour, Emotional Intelligence, Special School Teachers.

I. INTRODUCTION -

The teaching is a noble profession. The teachers are the heart of the matter and core of all educational process. The strength of education system largely depends upon the quality of teachers who sustain it. Teachers are that individual who makes a student from their skills it is therefore, imperative that those individuals, who give the knowledge of basis of education, should be able to impart character among the students. They are the experts of arouse enthusiasm and be a source of inspiration for the students. No doubt teacher is the real architect of nation and the maker of the humanity.

Teacher's work behaviour is an important element. Teacher's activities are very complex and difficult to analyse. It has been rightly said that

teaching can be best understood not a single activity but as a whole family of activities. Some people are on the opinion that teaching is creative and therefore, immeasurable. But still the supervisor should observe the teacher in action. More and more efforts are being made to define the elements of teaching.

If we find some relationship between emotional intelligence in teachers work behaviour then we provide proper education to those groups of persons. Therefore, the researcher selects the topic in order to study the emotional intelligence in relation to work behaviour of special school teachers.

II. STATEMENT OF THE PROBLEM – A Study of Teacher's work Behaviour in relation to Emotional Intelligence of Special Education Teachers

Operational Definitions- Teachers work behaviour – Teachers work behaviour refers as the special school teacher's ability to words teaching skills, work initiative, interpersonal relationship and work habit.

Emotional intelligence – emotional intelligence refers as person's ability to intra-personal awareness (knowing about own emotions), Inter – personal awareness (others emotions), intra - personal management (managing about on emotions) and inter – personal management (others emotions) respectively.

Special School Teachers – Special school teachers are those individuals who are teaching in special schools affiliated by RCI.



Objectives of the study –

1. To study the significance relationship between um teacher’s work behaviour and emotional intelligence of special school teachers.
2. To study the significance relationship between teaching skills and emotional intelligence of special school teachers.
3. To study the significance relationship between work initiative and emotional intelligence of special school teachers.
4. To study the significance relationship between inter-personal relationship and emotional intelligence of special school teachers.
5. To study the significance relationship between work habits and emotional intelligence of special school teachers.
6. To study the significance difference in mean emotional intelligence of male and female special schoolteachers.

Hypotheses of the study –

1. There exists no significance relationship between teacher’s work behaviour and emotional intelligence of special school teachers.
2. There exists no significance relationship between teaching skills and emotional intelligence of special school teachers.

3. There exists no significance relationship between work initiative and emotional intelligence of special school teachers.
4. There exists no significance relationship between Inter – personal and emotional intelligence of special school teachers.
5. There exists no significance relationship between work habits and emotional intelligence of special school teachers.
6. There exists no significance relationship between the mean work behaviour of male and female of special school teachers.

Sample -

The present study is based on simple random sampling, special schools of Meerut district are selected.

Distribution of the sample –

Special school teachers (N=40)

Male special school teachers (N-20)

Female special school teachers (N-20)

Tools used –

1. Mangal Emotional Intelligence Inventory (2004) by SK Mangal and S Mangal.
2. Teacher’s work behaviour scale (2001) by P. Sharma.

Analyses and interpretation of data

Table 1

Coefficient of Correlation between teachers work behaviour and emotional intelligence of special school teachers Variables

Variable	N	df N-2	Coefficient of correlation	Nature of correlation & level of significance
1. Teacher’s work behaviour	40	38	00.65	Positive moderate correlation and significant correlation
2. Emotional intelligence				

Table value at 0 .05 level = 0.174, at 0.01 level = 0.228

Table No-1 reveals that the correlation of special school teachers between teacher’s work behaviour and emotional intelligence was 0.65. This result represents as positive moderate correlation and significant correlation between teacher’s work behaviour and emotional intelligence of special school teachers because calculated value of coefficient of correlation 0.65 is more than table value 0.228 (at .01 level).

In the light of the above results, the hypothesis that there exists no significant relationship between teacher’s work behaviour and emotional intelligence of special school teachers stand rejected. Correlation of teacher’s work behaviour and emotional intelligence of special school teachers indicates that increase of emotional intelligence has positive effect on teacher’s work behaviour of special school teachers.



Table 2
Coefficient Of Correlation between teaching skills and emotional intelligence of special school teachers' variables

Variable	N	df N-2	Coefficient of correlation	Nature of correlation & level of significance
1. Teacher's teaching skills	40	38	00.56	Positive moderate correlation and significant correlation
2. Emotional intelligence				

Table value at 0 .05 level = 0.174, at 0.01 level = 0.228

Table-2 reveals that the correlation of special school teachers between teacher's teaching skills and emotional intelligence was 0.56. This result represents a positive moderate correlation and significant correlation between teaching skills and emotional intelligence of special school teachers, because calculated value of coefficient of correlation 0.56 is more than the table value 0.228.

In the light of the above results, the hypothesis that there exists no significant relationship between teaching skills and emotional intelligence of special school teachers stand rejected. Correlation of teaching skills and emotional intelligence of a special school teachers indicates that increase of emotional intelligence has positive effect on teacher's teaching skills of special school teachers.

Table 3
Coefficient of Correlation between work initiative and emotional intelligence of special school teachers Variables

Variable	N	df N-2	Coefficient of correlation	Nature of correlation & level of significance
1. Teacher's work initiative	40	38	00.69	Positive moderate correlation and significant correlation
2. Emotional intelligence				

Table value at 0 .05 level = 0.174, at 0.01 level = 0.228

Table 3 reveals that the correlation of special school teachers between work initiative and emotional intelligence was 0.69. This result represents as positive moderate correlation and significant correlation between teachers work initiative and emotional intelligence of special school teachers, because calculated value of coefficient of

correlation 0.69 is more than the table value 0.228 at 0.01 level.

In the light of the above results, the hypothesis that there exists no significant relationship between work initiative and emotional intelligence of special school teachers stand rejected. Correlation of work initiative and emotional intelligence of special school teachers indicates that increase of emotional intelligence has positive effect on teacher's work initiative of special school teachers.

Table 4
Coefficient of Correlation between inter-personal relationship and emotional intelligence of special teacher's variables

Variable	N	df N-2	Coefficient of correlation	Nature of correlation & level of significance
1. Teacher's work inter-personal	40	38	00.54	Positive moderate correlation and significant correlation



2. Emotional intelligence				
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Table value at 0.05 level = 0.174, at 0.01 level = 0.228

Table No 4 reveals that the correlation of special school teachers between teacher's inter-personal relationship and emotional intelligence was 0.54. This result represents as positive moderate correlation and significant correlation between teacher's inter-personal relationship and emotional intelligence of special school teachers, because calculated value of coefficient of correlation 0.54 is more than table value 0.228 at 0.01 level of significance.

In the light of the above results, the hypothesis that there exists no significant relationship between inter-personal relationship and emotional intelligence of special school teachers stand rejected. Correlation of inter-personal relationship and emotional intelligence of special school teachers indicates that increase of emotional intelligence has positive effect on inter-personal relationship of special school teachers.

Table 5
Co-efficient of Correlation between Work Habits and Emotional Intelligence of Special School Teachers
Variables –

Variable	N	df N-2	Coefficient of correlation	Nature of correlation & level of significance
1. Teacher's work habits	40	38	00.45	Positive moderate correlation and significant correlation
2. Emotional intelligence				

Table value at 0.05 level = 0.174, at 0.01 level = 0.228

Table No 5 reveals that the correlation of special school teachers between work habits and emotional intelligence was 0.45. This result represents as positive moderate correlation between teacher's work habits and emotional intelligence of special school teachers because calculated value of

coefficient of correlation 0.45 is more than table value 0.22 at 0.01 level.

In the light of the above results, the hypothesis that there exists no significant relationship between work habits and emotional intelligence of special school teachers stands rejected. Correlation of work habits and emotional intelligence of special school teachers indicates that increase of emotional intelligence has positive effect on work habits of special school teachers.

Table 6
Significant difference between Male and Female Special School Teachers in their work behaviour
Variable

Variable	Group	N	t-ratio	Level of significance
Teacher's work Behaviour	Male	20	1.63	Not significant at 0.05 level
	Female	20		

Table value at 0.05 level=1.96, at 0.01 level=2.68

Table No 6 reveals that the t-ratio between male and female special school teachers was 1.63. The mean difference of work behaviour between male and female special school teachers was not significant at

0.05 level because calculated value of t test 1.63 is less than table value 1.96 at 0.05 level.

In the light of the above results, the hypothesis that there exists no significant difference in mean of



work behaviour of male and female special school teachers stands accepted. Comparison of male and female special school teachers indicates that there was no significant difference between male and female special school teachers on their work.

Educational Implication – The aim of education is to humanise the humanity and to make life progressive, cultured and civilised. It is through education that man develops his thinking and reasoning, problem-solving and creativity, intelligence and aptitude, positive sentiment and skills, good values and attitudes etc. Teacher holds a key position in the whole of infrastructure of education. In the studies by psychologist, it has been clearly confirmed that the personality of the teachers is a powerful factor in the learning habits and personality development of the students. Emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings and thus ensures that an individual be able to attain dizzy heights in his personal as well as professional life.

The present study points out that the personality of special school teachers was given priority of the teaching learning process. His behaviour likes a role model in front of students. So, the special school teacher's behaviour must be objective with the environment. The study shows all those who were selected for teaching profession, were different within their behaviour pattern of dealing with the environment.

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