

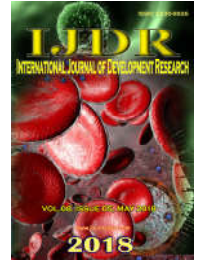


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A STUDY OF ROLE COMMITMENT OF TEACHERS WITH REFERENCE TO HIGH AND LOW EMOTIONAL INTELLIGENCE

***Dr. Sapna Sharma**

Faculty of Education, Banasthali Vidyapith, Banasthali-304022, Distt., Tonk, Rajasthan, India

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ABSTRACT

Teachers are called future makers of nation. They are committed to various roles. For doing various roles teachers must have emotional intelligence. In this study role commitment is studied with reference to their high and low emotional intelligence. Emotional intelligence inventory by Subhra Mangal and TRCS by Dr. Meena Budhisagar and Madhulika Verma is used. Percentage analysis and 't' test is used for data analysis. In present study it is found that there is difference in level of emotional intelligence of both male and female teachers. There is a significant difference in role commitment of male teachers with reference to high and low emotional intelligence and same was found in female teachers.

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INTRODUCTION

Teachers are called future makers of India. They are committed different role for betterment of student, society and nation. Teachers will be more committed towards their role if they have emotional intelligence. Hammid Raja (2007) studied the effect of emotional intelligence on teacher's teaching aptitude. Joshi, Suresh (2008) studied emotional intelligence and stress of teacher Agrawal Shaweta (2016) studied emotional intelligence of teachers with reference to subject. Kulshresth, Divya (2006) studied emotional intelligence and professional achievement of teachers. Teachers are committed to various role. They are committed to society for their development, educational awareness, to break superstitions, promote education. They are committed to learner for their all round development. Teachers are committed to their profession by updating their knowledge. They are committed to parents to aware them their child's progress. They are also committed to school and nation. Sethi Bhavna (2014) studied role commitment of Govt. and Pvt. College Teachers. On the basis of above researches some questions arise is there any

difference in emotional intelligence level of male and female teachers? Does emotional intelligence influences role commitment of teachers? To find out answers of these questions following research problem is formulated.

Research Problem Statement

A study of role commitment of teachers with reference to high and low emotional intelligence.

Objectives of the Study

- To study emotional intelligence level of male teachers at Senior Secondary level.
- To study emotional intelligence level of female teachers at Senior Secondary level.
- To study role commitment of male and female teachers with reference to High emotional intelligence.
- To study role commitment of male and female teachers with reference to low emotional intelligence.
- To study the role commitment of male teachers with reference to high and low emotional intelligence.
- To study the role commitment of female teachers with reference to high and low emotional intelligence.

***Corresponding author: Dr. Sapna Sharma,**

Faculty of Education, Banasthali Vidyapith, Banasthali-304022, Distt.
Tonk, Rajasthan, India.

Hypothesis of the Study

- There is difference in level of emotional intelligence of male teachers at Senior Secondary level
- There is difference in level of emotional intelligence of female teachers at Senior Secondary level
- There is no significant difference in role commitment of male and female teachers with reference to high emotional intelligence.
- There is no significant difference in role commitment of male and female teachers with reference to low emotional intelligence.
- There is no significant difference in role commitment of male teachers with reference to high and low emotional intelligence.
- There is no significant difference in role commitment of female teachers with reference to high and low emotional intelligence.

Operational Definitions of Terms: Role commitment: Role commitment means commitment by teachers towards patterns of behaviors expected from them towards educational components. In present study role commitment means commitment by teachers towards student, school, parent's, society, nation and profession.

Emotional intelligence: The capacity to monitor both their own and other's emotions and to use this information to guide their own thinking and actions. In present study emotional intelligence means.

Senior Secondary level: In this Senior Secondary level mean class XI and XII.

Variable of study: In this study, independent variable is emotional intelligence and role commitment is dependent variable.

Tool: In present study following tools are used

- Teacher's emotional intelligence inventory by Shubhra Mangal.
- Teacher's Role Commitment Scale by Dr. Meena Budhisagar Rathod and Madhulika Verma.

Source of data: Teacher of government and Private schools are sources of data. Source of data is primary sources.

Population: Teachers of government and private school who are teaching at Senior Secondary level and at least 3 years of teaching experience are considered as population.

Sample: 108 male and 114 female teachers of government and private school who are teaching at Senior Secondary level are selected through stratified sampling technique.

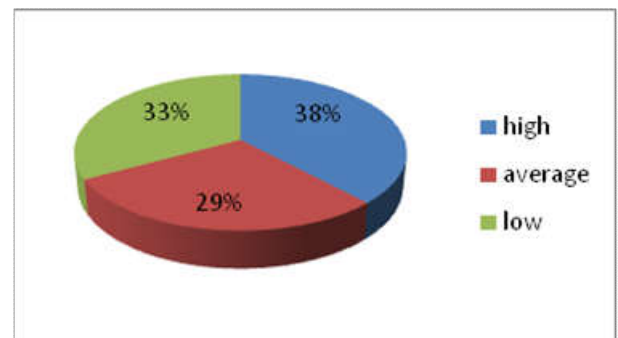
Nature of data: Nature of data is quantitative.

Analysis: In this study analysis is done according to hypothesis.

Hypothesis-1: There is no difference in level of emotional intelligence of male teachers at Senior Secondary level.

Table 1. Emotional intelligence of male teachers

Teachers	High		Average		Low	
	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%
Male Teacher	41	38%	31	29%	36	33%

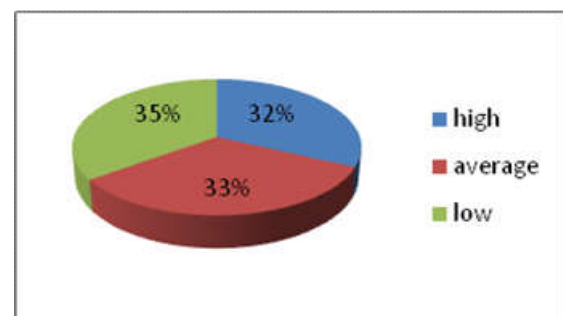


Graph 1.

Hypothesis-2: There is no difference in level of emotional intelligence of female teachers at Senior Secondary level.

Table 2. Emotional intelligence of female teachers

Teachers	High		Average		Low	
	No. of Teacher	%	No. of Teacher	%	No. of Teacher	%
Female Teacher	36	32%	38	33%	40	35%



Graph 2.

Hypothesis-3: There is no significant difference in role commitment of male and female teachers with reference to high emotional intelligence.

Table 3. Role commitment with reference to high emotional intelligence

Teachers	N	M	σ	df	't'
Male Teacher	41	51.30	4.56	75	.558
Female Teacher	36	51.86	3.39		

(For df 75, 't' value at .05 level is 1.99) Therefore hypothesis (3) is not rejected.

Hypothesis-4: There is no significant difference in role commitment of male and female teachers with reference to low emotional intelligence.

Table 4. Role commitment with reference to low emotional intelligence

Teachers	N	M	σ	df	't'
Male Teacher	36	18.07	2.75	74	.446
Female Teacher	40	18.42	2.34		

(For df 74, 't' value at .05 level is 1.99) Therefore hypothesis (4) is not rejected.

Hypothesis-5: There is no significant difference in role commitment of male teachers with reference to high and low emotional intelligence.

Table 5. Role commitment with reference to high and low emotional intelligence

Teachers	N	M	σ	df	't'
High Emotional Intelligence Male Teacher	41	50.27	4.47	75	2.009
Low Emotional Intelligence male Teacher	36	51.28	3.93		

(for df 75, 't' value at .05 level is 1.99) Therefore hypothesis (5) is not rejected.

Hypothesis-6: There is no significant difference in role commitment of female teachers with reference to high and low emotional intelligence.

Table 6. Role commitment of female teachers with reference to high and low emotional intelligence

Teachers	N	M	σ	df	't'
High Emotional Intelligence Female Teacher	36	48.23	4.14	74	2.1
Low Emotional Intelligence Female Teacher	40	46.95	3.85		

(for df 74, 't' value at .05 level is 1.99) Therefore hypothesis (6) is not rejected.

FINDINGS

- There is difference in level of emotional intelligence of male teachers. 38% male teachers have high emotional intelligence and 33% male teachers have low emotional intelligence.
- There is different in level of emotional intelligence of female teachers. 36% female teachers have high emotional intelligence and 35% female teachers have low emotional intelligence.
- There is no significant difference in role commitment of male and female teachers with reference to high emotional intelligence.
- There is no significant difference in role commitment of male and female teachers with reference to low emotional intelligence.
- There is significant difference in role commitment of male teachers with reference to high and low emotional intelligence.

- There is significant difference in role commitment of female teachers with reference to high and low emotional intelligence.
- Educational Implications:
- This study will help to teachers to recognize their different role and doing these perfectly.
- Teachers will exhibit their ideal behaviour in front of students and will behave ethically.
- Both male and female have same role commitment whatever they high or low emotional intelligence.
- In this study it is found if male or female teachers have different. They have significant difference in their role commitment. So teachers should share their emotions with their head, staff & others. If they are high in emotional intelligence they may communicate to other and be more committed to their role.

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