
A STUDY OF ACADEMIC INVOLVEMENT IN RELATION TO THEIR EMOTIONAL INTELLIGENCE OF PRIVATE PRIMARY SCHOOL TEACHERS

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Abstract: The present research paper purpose was to examine the relationship between Academic Involvement and Emotional Intelligence of private primary school teachers of Belagavi District. Karnataka. The random sampling technique was used to collect 200 samples from area of study. Survey and analytical (Descriptive) methods of research was found to be appropriate. This study is envisioned to find out the levels of Emotional Intelligence of teachers and if there is any significant difference between the selected pairs of sub samples. Academic Involvement and Emotional Intelligence scale constructed and validated by investigator was used to collect the data. This study reveals that the majority of Teacher Academic Involvement will act as boosters for the Emotional Intelligence. There exists significant difference between sub samples related to gender, locality, and marital status. A stepwise Pearson's correlation technique was used to find factors contributing Academic Involvement and Emotional Intelligence of private primary school teacher.

Keywords:Academic Involvement, Emotional Intelligence , private primary school teachers, study contribute.

Introduction:The teacher in the emerging Indian society has a pivotal role in the social reconstruction, the transmission of wisdom, knowledge and experience from one generation to another. Children are the potential wealth of nation. They are always exposed to the influence of the teacher. A teacher is not only a custodian of national values but also an architect par excellence of new values. Secondary Education commission (1952-1953) has rightly stated. "We are however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community".

Professionals in the modern society like Doctors, Engineers, Cobbler, Barber, sweeper, Washer man, etc. serve mankind by their own profession. Though their profession is useful for the society, it is limited to physical side of human life. But the highest good consists in all round development of an individual's physical, social, intellectual, moral, spiritual and aesthetic aspects. It is the teaching profession, which helps an individual for his growth fully in his body, mind and spirit. That is way teaching has been accepted as the noblest profession with a mission.

A good teacher should have involvement in all academic activities so that he can take sincere steps to motivate the children towards learning. Therefore the investigator undertakes a study on teachers “administrators and students to take steps to improve or increase their academic involvement, which leads to national development.

It is important to the teachers develop their potentials and interest in teaching which brings them more reputation in the society. Teachers can play a vital role in bringing up their students by providing guidance to them through proper curricular and co-curricular experiences. The present in the educational system necessitates the involvement of teacher through multifarious academic activities. It is hoped that the research findings will help teachers to improve their characteristics especially their academic involvement with a view of promoting the quality of teaching.

Professional Ethics of teachers:

A teacher plays significant and main role in classroom teaching learning situations. All the activities of teaching are controlled by the teacher. He dominates the classroom climate. It is assumed that teacher has the mastery of subject and possesses mature personality while students have less mature personality. It further assumes that the teachers have the capacity to care out the order and the students obey the teacher.

Curricular activities: teachers plant seeds of knowledge that grow forever. It is generally agreed that the goodness of any educational system, to a great extent is depends on the quality of teachers. An institution may have excellent material resources like equipment’s, building, library and infrastructural facilities along with a curriculum appropriately adopted to suit the community needs, but if the teachers are misfit or indifferent to their responsibilities the whole programme is likely to be ineffective and useless. A better teacher can manifest a change in the student if he is an effective teacher. He imparts the entire educational curricula allotted to him in the best possible academic performance, high moral and good interpersonal relationship with all the staff, active involvement in the decision making process and an optional development of all-round personality of students.

Co-curricular Activities: the co-curricular activities in the new system of education have quite an important place. It is felt that participation in co-curricular activities help in the growth of a well-balanced and well-adjusted personality. It creates a group feeling of oneness and brotherhood, broadens the outlook that develop catholicity of spirit and to tolerance, which are necessary for good citizenship. To ensure the all-round development of students, a teacher has also to organize such co-curricular activities as games, sports, quiz, debates, excursion, tours, field trips etc. these activities includes include common observance, sports, plays, art shows, excursions and picnics.

Professional growth: teachers should receive realistic that truly prepares them for what they will face in classroom. If teachers were prepared as professionals for the specific task of teaching, fewer numbers especially among beginners would become dropouts. If teachers were better able to understand children with backgrounds and cultures different from their own, they would be more capable of facing and coping with the pressures of contemporary urban and educational realities, and manage and manipulate them into a more meaningful relevant experience. This facet too, could be part of a teacher's education.

There can be no professional growth if our teachers live in a world of their own, concentrating on textbooks, discipline, curriculum and examinations. Our teachers should find time to read, think and discuss matters connected with their profession.

Relationship with Students: A teacher is concerned not only with the intellectual development of his students but also with their moral, emotional, civic, and aesthetic and even career development. The teacher is expected to show love and concern towards his students. Empathy is another great virtue that the teacher should possess. With this quality the teacher can understand his students both emotionally as well as intellectually. The teacher is also expected to promote spiritual and moral well-being of the pupils. Values like honesty, truthfulness, loyalty, punctuality, cleanliness are imbibed among the pupils through the observation of the teacher's behavior.

Academic involvement: Teaching being a profession, assumes that every teacher needs to stand committed to it. Teachers involvement cannot be taken for granted in the present day context. Teachers are entrusted by the community to shoulder the crucial responsibility of shaping the present generation for the future through the process of teaching and learning. The major implication of this should be to make learning a joyful experience. Teachers should make all possibilities into realities by applying respect to the work, being focused on the responsibilities and by having a balanced approach they can actively participate in all academic activities. Teachers must work with involvement to bring up a generation of young minds, and as result of their dedication and determination, they would be truly instrumental in bringing out from the temple of learning. Teachers should work hard to make their students as intellectually vibrant, emotionally stable, socially responsible, physically fit and more than everything really as good human being. A teacher should be in love with his profession. He should be conscious of his noble role of the creator who is to design the lives and careers of young people.

Emotional intelligence: The theory of emotional intelligence offers a new psychological framework for primary prevention in psychiatry that integrates recent discoveries in cognitive science, neurological science, and child development. The competencies of emotional intelligence are crucial for the self-management of emotion and for the skillful handling of relationships. These abilities are learned throughout life, with primary learning occurring during childhood. Such learning shapes the underlying neurological circuitry, which continues to mature

into adolescence. Emotional intelligence can be enhanced through the systematic offering of beneficial learning experiences as children grow, and deficits can be repaired through remedial learning and coaching.

Those who fail to master the competencies of emotional intelligence face a spectrum of heightened psychiatric risks, such as mood and anxiety disorders, eating disorders, and substance abuse. Because these skills of emotional intelligence are teachable, offering children and adolescents opportunities to strengthen these competencies can act an inoculation against a spectrum of social and psychiatric risks.

Objectives of the study:

The present study is designed with the following objectives in view:

1. To study the relationship between Academic Involvement components and Emotional Intelligence of private (Aided and Unaided) Primary School Teachers.
2. To study the relationship between Academic Involvement components and Emotional Intelligence of private (Aided and Unaided) Primary School Teachers with reference to demographic variable-Gender (Male and Female).
3. To study the relationship between Academic Involvement components and Emotional Intelligence of private (Aided and Unaided) Primary School Teachers with reference to demographic variable-locality (urban and rural).
4. To study the relationship between Academic Involvement components and Emotional Intelligence of private (Aided and Unaided) Primary School Teachers with reference to demographic variable-marital status (Married and Un-married).

Research Hypotheses:

Keeping in view the above objectives, the following research hypotheses are framed:

1. There is a significant relationship between Academic Involvement components and Emotional Intelligence of Private (Aided and Unaided) Primary School Teachers.
2. There is a significant relationship between Academic Involvement components and Emotional Intelligence of private (Aided and Unaided) Primary School Teachers with reference to demographic variable- Gender (Male).
3. There is a significant relationship between Academic Involvement components and Emotional Intelligence of private (Aided and Unaided) primary school teachers with reference to demographic variable-gender (Female)
4. There is a significant relationship between Academic Involvement components and Emotional Intelligence of private (Aided and Unaided) primary school teachers with reference to demographic variable-locality (Urban)

5. There is a significant relationship between Academic Involvement components and Emotional Intelligence of private (Aided and Unaided) primary school teachers with reference to demographic variable-locality (Rural)
6. There is a significant relationship between Academic Involvement components and Emotional Intelligence of private (Aided and Unaided) primary school teachers with reference to demographic variable-Marital status (Married)
7. There is a significant relationship between Academic Involvement components and Emotional Intelligence of private (Aided and Unaided) primary school teachers with reference to demographic variable-Marital status (Un-married)

Method of Research:For the present study survey and analytical (descriptive) methods of research was found to be appropriate. The purpose was to study the relationship between academic involvement and emotional intelligence of private primary school teachers.

The sample: Primary school teachers were considered as the sample in order to study the relationship between Academic Involvement and Emotional Intelligence of private primary school teachers. Two hundred (200) private primary school teachers of Belgaum district constituted the sample for the present study, through random sampling technique.

Tools used:For the purpose of the present study, the researcher was used two tools. They are:

1. Academic Involvement Scale developed and validated by the investigator.
2. Emotional Intelligence Scale developed and validated by the investigator.

Statistical Techniques:

In pursuance of the objectives of the study and the research hypotheses, ‘pearson’s Correlation Technique’ was used to find out the relationship between Academic Involvement and Emotional Intelligence of private primary school teachers

Analysis and Interpretation:

Hypothesis: There is a significant relationship between Academic Involvement components and Emotional Intelligence of private (Aided and Unaided) primary school teachers with reference to demographic variable-gender (male and Female)

Application of correlation of Coefficients:

Table: 1. Correlations of Academic Involvement with Emotional Intelligence of Private Primary School Teachers

Variable	Correlation	Coefficients -	Academic	Involvement
	r-value	t-value	p-value	Significance
Emotional intelligence	0.4365	6.8264	<0.01	Yes

The obtained 't' value 6.8264 is greater than the tabled 't' value 2.76 for two-tailed test and at 0.01 level, the hypothesis is accepted. It thus implies that the obtained correlation is significant. *This reveals that there is significant relationship between Academic Involvement and Emotional Intelligence of Private Primary School Teachers.*

Major findings

From the above analysis, it is revealed that Academic Involvement is having positive and significant relationship with the Emotional Intelligence of Private Primary School Teacher. Academic Involvement will act as boosters for the Emotional Intelligence of Private Primary School Teachers.

Table-2: correlations of Academic Involvement with Emotional Intelligence of Private Primary School Male Teachers

Variable	Correlation	Coefficients -	Academic	Involvement
	r-value	t-value	p-value	Significance
Emotional Intelligence	0.3575	3.7895	<0.01	Yes

The obtained 't' value 3.7895 is greater than the tabled 't' value 2.76 for two-tailed test and at 0.01 level, the hypothesis is accepted. It thus implies that the obtained correlation is significant. *This reveals that there is significant relationship between Academic Involvement and Emotional Intelligence of Private Primary School Male Teachers.*

Major Findings

From the above analysis, it is revealed that Academic Involvement is having positive and significant relationship with the Emotional Intelligence of Private Primary School Male Teachers. Academic Involvement will act as boosters for the Emotional Intelligence of Private Primary School male Teachers.

Table-3 correlations of Academic Involvement with Emotional Intelligence of Private Primary School Female Teachers

Variable	Correlation	Coefficients-	Academic	Involvement
	r-value	t-value	p-value	Significance
Emotional Intelligence	0.5789	7.0277	<0.01	Yes

The obtained' t value 7.0277 is greater than the tabled't' value 2.76 for two tailed test and at 0.01 level, the hypothesis is accepted. It thus implies that the obtained correlation is significant. *This reveals that there is significant relationship between Academic Involvement and Emotional Intelligence of Private Primary School Female Teachers.*

Major Findings:

From the above analysis, it is revealed that Academic Involvement is having positive and significant relationship with the Emotional Intelligence of Private Primary School Male Teachers. Academic Involvement will act as boosters for the Emotional Intelligence of Private Primary School Female Teachers.

Table-4 correlations of Academic Involvement with Emotional Intelligence of Private Primary School UrbanTeachers

Variable	Correlation	Coefficients-	Academic	Involvement
	r-value	t-value	p-value	Significance
Emotional Intelligence	0.3930	4.2312	<0.01	Yes

The obtained' t value 4.2312 is greater than the tabled't' value 2.76 for two tailed test and at 0.01 level, the hypothesis is accepted. It thus implies that the obtained correlation is significant. *This reveals that there is significant relationship between Academic Involvement and Emotional Intelligence of Private Primary School Urban Teachers.*

Major Findings:

From the above analysis, it is revealed that Academic Involvement is having positive and significant relationship with the Emotional Intelligence of Private Primary School Urban Teachers. Academic Involvement will act as boosters for the Emotional Intelligence of Private Primary School Urban Teachers.

Table-5 correlations of Academic Involvement with Emotional Intelligence of Private Primary School Rural Teachers

Variable	Correlation	Coefficients-	Academic	Involvement
	r-value	t-value	p-value	Significance
Emotional Intelligence	0.5128	5.9125	<0.01	Yes

The obtained 't' value 5.9125 is greater than the tabled 't' value 2.76 for two tailed test and at 0.01 level, the hypothesis is accepted. It thus implies that the obtained correlation is significant. *This reveals that there is significant relationship between Academic Involvement and Emotional Intelligence of Private Primary School Rural Teachers.*

Major Findings:

From the above analysis, it is revealed that Academic Involvement is having positive and significant relationship with the Emotional Intelligence of Private Primary School Rural Teachers. Academic Involvement will act as boosters for the Emotional Intelligence of Private Primary School Rural Teachers.

Table-6 correlations of Academic Involvement with Emotional Intelligence of Private Primary School Married Teachers

Variable	Correlation	Coefficients-	Academic	Involvement
	r-value	t-value	p-value	Significance
Emotional Intelligence	0.6443	7.7223	<0.01	Yes

The obtained 't' value 7.7223 is greater than the tabled 't' value 2.76 for two tailed test and at 0.01 level, the hypothesis is accepted. It thus implies that the obtained correlation is significant. *This reveals that there is significant relationship between Academic Involvement and Emotional Intelligence of Private Primary School Married Teachers.*

Major Findings:

From the above analysis, it is revealed that Academic Involvement is having positive and significant relationship with the Emotional Intelligence of Private Primary School

Married Teachers. Academic Involvement will act as boosters for the Emotional Intelligence of Private Primary School Married Teachers.

Table-7 correlations of Academic Involvement with Emotional Intelligence of Private Primary School Un-Married Teachers

Variable	Correlation	Coefficients-	Academic	Involvement
	r-value	t-value	p-value	Significance
Emotional Intelligence	0.2914	2.7924	<0.01	Yes

The obtained ‘t’ value 2.7924 is greater than the tabled ‘t’ value 2.76 for two tailed test and at 0.01 level, the hypothesis is accepted. It thus implies that the obtained correlation is significant. *This reveals that there is significant relationship between Academic Involvement and Emotional Intelligence of Private Primary School Un-Married Teachers.*

Major Findings:

From the above analysis, it is revealed that Academic Involvement is having positive and significant relationship with the Emotional Intelligence of Private Primary School Un-Married Teachers. Academic Involvement will act as boosters for the Emotional Intelligence of Private Primary School Un-Married Teachers.

Educational Implications:

Teachers must know the professional ethics of their profession. Hence, they love their profession and work with involvement; teachers must engage themselves in research work so that they improve their quality in teaching; teachers must be in touch with recent developments of their subjects so that they can flourish in their profession; teachers should be paid reasonable and attractive salary so that they may render their service whole heartedly; teachers should be provided with better facilities in their schools. It will indirectly promote their service in an enthusiastic manner; special in-service training programmes should be arranged for teachers to update their knowledge in order to equip themselves better; teachers should be provided with the opportunities to improve the method of teaching by use of modern educational technology; parent teacher association should function actively in all schools so that a critical evaluation is carried out to deepen academic involvement of teachers; teachers must have a meeting once in a month so that they understand the things to be done, activities to be undertaken and even the various

problems related to the profession; seminars on personality development and basic human values have to be arranged for the teachers so that they attend to individual differences of the students for a better future; teachers should have time and patience to listen to their students, understand their difficulties and maintain a healthy relationship with them; teachers should respond and appreciate the creative ideas, talents and abilities of the students so they can be called as teachers with involvement; teachers should help their students and support them at time of adjustment problems, emotional pains, feeling of loneliness and stress; teachers should utilize the resources of the community for the development of the institution; teachers should pay attention to the current events occurring in the society so that they may create awareness about the social problem; teachers should render service to the community by participating in various activities that can improve the community; the members of the community should be invited to attend the school programmes to improve the relationship with the community; teachers must be encouraged by the management to go for higher degree, attend seminars and refresher courses to enrich their knowledge.

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