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WELL-BEING AND EMOTIONAL INTELLIGENCE OF ELEMENTARY SCHOOL TEACHERS

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Abstract

The present research is intended to study the well-being and emotional intelligence of elementary school teachers. Elementary school teachers working in Guntur district constitute the population for the present study. A sample of 400 elementary school teachers was selected by using the cluster sampling technique. The study is confined to Guntur district of Andhra Pradesh in India. Two standardized tools, namely, *Well-Being Index (WBI)* developed by Prof. Vijayalaxmi Chouhan and Mrs. Varsha Sharma (2016) and *Teachers' Emotional Intelligence Scale* developed by Nahid Ashrag and Prof. Sajid Jamal (2015) were used to measure the well-being and emotional intelligence of elementary school teachers respectively. The findings of the present study were: Elementary school teachers hold above average level of well-being and emotional intelligence. Men and women elementary school teachers do not differ significantly in their level of well-being but they differ significantly in their emotional intelligence. Rural and urban elementary school teachers do not differ significantly with respect to the variables gender and locality.

Key points: Well-being, Emotional Intelligence, Elementary School teachers.

Introduction:

Well-being refers to a state of overall health, happiness and positive functioning in which a person experiences psychological satisfaction, positive social relations and emotional balance. It is not merely the absence of stress but the presence of positive emotions and the capacity to cope with the challenges of life.

Well-being originates from within the individual. Well-being cannot be implemented forcefully. Well-being is the internal voice of an individual which he shows through his actions and attitudes.

Well-being of Elementary School Teachers

Well-being of teacher is a multi-dimensional construct, encompassing emotional, social, psychological and professional aspects of life. The well-being of elementary school teachers is a crucial area of concern in educational field, as the teachers at this stage play a foundational role in the emotional, social and psychological development of young children. Elementary school teachers face many challenges in their schools such as maintaining classroom discipline, managing students' emotional needs, meeting curricular demands and other administrative tasks.

Emotional Intelligence of Elementary School Teachers:

Emotional intelligence has been defined as the ability to understand, manage and use one's own emotions and emotions of others. The concept of emotional intelligence gained prominence through the work of John Mayer and Peter Salovey (1990). It was later popularized in educational and organizational contexts by Daniel Goleman. Self-awareness, self-regulation, empathy, motivation and social skills are the important components of emotional intelligence. These competencies are seen as very important for personal and professional success more than general intelligence.



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Emotional intelligence is an important competency for classroom teacher as it affects how he recognizes and control emotions in the classroom situations and respond to student needs.

Need and Significance of the Study:

Elementary school teachers play an important role in shaping the emotional, social and intellectual foundations of children. Teaching at the elementary school level involves continuous emotional involvement and classroom management. These demands make classroom teacher vulnerable to emotional fatigue and reduced well-being. Hence there is a need to study well-being and emotional intelligence.

Emotional intelligence is recognized as an important personal resource that enables teachers understand, control and manage emotions in themselves and their students. It plays a key role in handling classroom problems and maintaining positive relations with colleagues and students.

The relationship between well-being and emotional intelligence is relevant for elementary school students due to the emotionally demanding nature of their work. However limited research studies have examined the relationship between well-being and emotional intelligence at the elementary school level, particularly in the Indian school context. Therefore, the present research seeks to study the relationship between well-being and emotional intelligence of elementary school students.

Research Gap:

Much of the existing research on Emotional intelligence and well-being combines different teaching levels with few studies focusing exclusively on elementary teachers. Many insights are extrapolated rather than directly observed in this cohort, leaving an evidence gap specific to this elementary school teachers.

Statement of the problem

The present study is entitled as “*Well-Being and Emotional Intelligence of Elementary School Teachers*”:

Scope of the Study

The present study is confined to examining the well-being and emotional intelligence of elementary school teachers working in **Guntur District of Andhra Pradesh in India**. The study is confined to the variables gender and locality. The size of the sample is restricted to 400.

Operational Definitions of Key Terms

Emotional Intelligence:

In the present study, the term ‘emotional intelligence’ refers to the ability of elementary school teachers to understand, manage and control his own emotions and emotions of others in the teaching-learning environment of his school.

It is operationally defined as the score obtained by the elementary school teacher on a standardized emotional intelligence scale, measuring the aspects such as

Well-Being:

In the present study, the term ‘*well-being*’ refers to overall emotional, social and psychological health of elementary school teachers which is reflected in their functioning at work



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It is defined operationally as the score obtained on a standardized well-being scale, measuring the aspects such as emotional well-being, social well-being and psychological well-being.

Elementary School Teachers:

In the present study, *elementary school teachers* are teachers rural and urban schools who teach students from 1st to 5th class.

It is defined operationally as the teachers working at the elementary level at selected schools and included in the sample of the present study.

Objectives of the Study

1. To study the well-being of elementary school teachers.
2. To find and compare the well-being of men and women elementary school teachers.
3. To find and compare the well-being of elementary school teachers working in rural and urban schools.
4. To assess the level of emotional intelligence of elementary school teachers.
5. To find and compare the emotional intelligence of men and women elementary school teachers.
6. To find and compare the emotional intelligence of elementary school teachers working in rural and urban elementary schools.

Hypotheses of the Study

The following null hypotheses were formulated for the present research:

Hypothesis 1: Elementary school teachers do not possess high level of well-being.

Hypothesis 1a: There is no significant difference in the well-being of men and women elementary school teachers.

Hypothesis 1b: There is no significant difference in the well-being of rural and urban elementary school teachers.

Hypothesis 2: Elementary school teachers do not possess high level of emotional intelligence.

Hypothesis 2a: There is no significant difference in the emotional intelligence of men and women elementary school teachers.

Hypothesis 2b: There is no significant difference in the emotional intelligence of rural and urban elementary school teachers.



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Research Methodology

Method of the Study

Descriptive survey method was used in the present study as it is the best method for the purpose.

Variables of the Study

The variables included in the present study are: Gender – Men and Women Elementary School Teachers and Locality – Rural and Urban Elementary School Teachers.

Population of the Study

Elementary school teachers working in Guntur district constitute the population for the present study.

Sample and Sampling

A sample of **400 elementary school teachers** was selected from the population by using cluster **sampling technique**.

Tools of the Study

For the present investigation, **two standardized tools** were adopted by the researcher to collect the required data.

1. Well-Being Index (WBI) Scale developed by **Prof. Vijayalaxmi Chouhan**, Head, Department of Psychology, UCSSH, MLSU, and **Mrs. Varsha Sharma (2016)**.

Reliability: The reliability of the scale was established through the test–retest method, yielding a coefficient of **0.71**, which is significant at the 0.01 level.

Validity: The scale possesses high face validity, as all items are directly related to the construct under study. In addition, its content validity was reported to be **0.86**, indicating strong validity.

2. Teachers' Emotional Intelligence Scale developed by **Nahid Ashraf and Prof. Sajid Jamal (2015)**. This instrument consists of **37 items** measured on a five-point Likert scale with response options ranging from *Always (5)*, *Often (4)*, *Sometimes (3)*, *Rarely (2)*, to *Never (1)*.

Reliability: The internal consistency of the scale was established using Cronbach's Alpha, which yielded a value of **0.86**, indicating high reliability.



Data Collection Procedure

The researcher personally met the elementary school teachers **after taking prior approval from the D.E.O** and concerned headmasters to administer the tools and to collect the data.

Statistical Techniques Used

For the analysis of data, the following statistical techniques were employed: Mean, Standard Deviation (SD), 't'-test, and 'r'-value.

Analysis of the Data:

Hypothesis 1: Elementary school teachers do not possess a high level of well-being.

Table 1: Well-Being of Elementary School Teachers – Whole Sample

Sample Size	Mean	Standard Deviation	Interpretation
400	178.76	18.16	Above Average Well-Being

As per the mean value shown in the Table-1 and as per the norms given in the manual of wellbeing scale, it is evident that the elementary school teachers hold above average wellbeing. As per the standard deviation value, it is observed that there is a wide dispersion of scores in the distribution of wellbeing.

The hypothesis that 'elementary school teachers do not possess high wellbeing' can be accepted as the sample possessed above average level of wellbeing.

Hypothesis 1a: There is no significant difference in the well-being of male and female elementary school teachers.

Table 2: Comparison of Well-Being of Elementary School Teachers - Gender

Gender	N	Mean	SD	Mean Difference	S.E.D	t-value	Significance
Men	200	174.19	18.01	3.58	2.79	1.79	NS at 0.05 level
Women	200	177.98	17.84				

The calculated t-value is not significant at the 0.05 level, indicating that there is no significant difference in the well-being of men and women elementary school teachers. Thus, the null hypothesis is accepted.



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Hypothesis 1b: There is no significant difference in the well-being of rural and urban elementary school teachers.

Table 3: Comparison of Well-Being of Elementary School Teachers - Locality

Locality	N	Mean	SD	Mean Difference	S.E.D	t-value	Significance
Rural	200	177.38	17.61	1.30	1.77	0.73	NS at 0.05 level
Urban	200	176.08	17.84				

The calculated t-value is not significant at 0.05 level, indicating that there is no significant difference in the well-being of rural and urban elementary school teachers. Thus, the null hypothesis is accepted.

Hypothesis 2: Elementary school teachers do not possess a high level of emotional intelligence.

Table 4: Emotional Intelligence of Elementary School Teachers – Whole Sample

Sample Size	Mean	Standard Deviation	Interpretation
400	135.81	10.38	Above Average Emotional Intelligence

As per the mean value shown in the Table-4 and norms of the emotional intelligence scale, it is evident that the elementary school teachers hold above average emotional intelligence. As per the standard deviation value, it is observed that there is a wide dispersion of scores in the distribution of Emotional Intelligence.

The hypothesis that ‘elementary school teachers do not possess high Emotional Intelligence can be rejected as the sample possessed above average level of emotional intelligence.

Hypothesis 2a: There is no significant difference in the emotional intelligence of men and women elementary school teachers.

Table 5: Comparison of Emotional Intelligence of Elementary School Teachers -Gender

Gender	N	Mean	SD	Mean Difference	S.E.D	t-value	Significance
Men	200	133.19	10.28	2.55	1.02	2.49*	Significant at 0.01
Women	200	135.74	10.23				

As per the t-value in the above table, it is evident that there is a significant difference in the emotional intelligence of men and women elementary school teachers at the 0.05 level. Women teachers are significantly



superior to their men counter parts with respect to emotional intelligence. Thus, the null hypothesis is therefore rejected.

Hypothesis 2b: There is no significant difference in the emotional intelligence of rural and urban elementary school teachers.

Table 6: Comparison of Emotional Intelligence of Elementary School Teachers-Locality

Locality	N	Mean	SD	Mean Difference	S.E.D	t-value	Significance
Rural	200	134.62	10.21	0.96	1.01	0.950	NS
Urban	200	135.58	10.24				

The t-value is not significant at 0.05 level, indicating that there is no significant difference in the emotional intelligence of rural and urban elementary school teachers. Hence, the null hypothesis is accepted.

Findings of the Study

1. Elementary school teachers possessed above average level of well-being.
2. Men and Women elementary school teachers do not differ significantly in their level of well-being.
3. There is no significant difference in the wellbeing of rural and urban elementary school teachers.
4. Elementary school teachers hold above-average level of emotional intelligence.
5. There is a significant difference in the emotional intelligence of men and women elementary school teachers. Women teachers are significantly superior to their men counterparts with respect to emotional intelligence.
6. Men and women teachers do not differ significantly in their emotional intelligence.

Educational Implications of the Study

- Teachers, as nation builders, must maintain sound well-being in order to effectively nurture the next generation. A teacher free from undue stress, pain, and strain is better able to impart meaningful education to children. Therefore, reforms and supportive measures within the educational system are essential to safeguard teachers' well-being.
- The study revealed that elementary school teachers, on average, possess an average level of well-being. This highlights the need to further strengthen and promote practices, programs, and policies that enhance the well-being of teachers at the elementary level in particular, and among teachers in general.
- The findings of the study may serve as a guide for teachers to explore different strategies to improve not only their own well-being but also that of their students. A teacher who experiences well-being is better positioned to guide learners in the right direction and to create a supportive classroom environment.
- The study also emphasizes the importance of developing self-awareness among teachers. By becoming more self-aware, teachers can enhance their professional efficiency and effectiveness, ultimately contributing to both personal growth and improved educational outcomes.



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