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A CORRELATION STUDY BETWEEN EMOTIONAL INTELLIGENCE AND WOMEN EMPOWERMENT IN MYSORE TALUK

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Abstract

EI has gained in importance over the past few years for its contribution in several fields like working environment, leadership and relationships among individuals. Emotional Intelligence (EI) is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. A main reason IQ no longer predicts success once we are on the job is that everyone we are competing with is about as smart as we. That's when emotional intelligence adds great value. The empowerment of women is one of the central issues in the process of development of countries all over the world. The empowerment of women is an active multi-dimensional process which enables women to realize their full identity and powers in all spheres of life. For others, empowerment represents the ability of women to handle responsibilities, to envision a better future and to work to overcome the obstacles that confront them. Teachers have been and will be playing predominant role in the educational process, everywhere in the world. If the women teachers have better consciousness of their work, rights, understanding the situations emotionally & intellectually, they can deal any problem with ease which would keep them free from tensions, conflicts & frustrations, that means if they are empowered & become emotionally intelligent they can make their students strong pillars of the Nation. In the present study the results shows that among Secondary School Female Teachers in Mysore Taluk significant relationship was found in the Emotional Intelligence and Women Empowerment (.308). There is a significant relationship found among the variables Emotional Intelligence & Women Empowerment (.126) among rural secondary school female teachers in Mysore Taluk. There is a significant relationship was found between Emotional Intelligence & Women Empowerment (.232) among urban secondary school female teachers in Mysore Taluk. In Mysore Taluk is a significant relationship was found among aided Secondary School Female Teachers in the following variables Emotional Intelligence and Women Empowerment (.344). In Mysore Taluk is a significant relationship was found among Unaided Secondary School Female Teachers in the following variables Emotional Intelligence and Women Empowerment (.468). In Mysore Taluk is a significant relationship was found among Government Secondary School Female Teachers in the following variables Emotional Intelligence and Women Empowerment (.202).

Emotional Intelligence (EI) is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily actions. EI has gained in importance over the past few years for its contribution in several fields like working environment, leadership and relationships among individuals.

Moreover, the fact that in our fast paced highly technological world, children are spending too much time behind computer screens and smartphones, chatting with friends and even strangers on social networks such as Facebook, Twitter etc, creating an even greater need, now more than ever, to develop EI, from an early age. This is also valid for society at large. Our traditional education system has always focused on academic results, leading to elitism, and expecting our children to be among the best which is synonymous with success, power and money. But is this enough? Or are there other factors that need to be taken into consideration for a holistic development and evolution of our children?

A main reason IQ no longer predicts success once we are on the job is that everyone we are competing with is about as smart as we. That's when emotional intelligence adds great value. The workplace competencies that independent studies have identified as distinguishing outstanding performers and leaders from the average are largely based on emotional intelligence – and as you go higher up the organizational ladder, they have greater and greater value. So we can say that any country that recognizes the value of emotional intelligence for its people and its workers. Teach life skills in school, beginning in early childhood and continuing to university. Therefore Emotional Intelligence of teachers is also very important in present society.

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The empowerment of women is one of the central issues in the process of development of countries all over the world. Tamil Nadu has a glorious tradition of recognizing the importance of empowering women over several centuries now. The contribution of writers and social reformers has been well documented. The Government of India has made Empowerment of Women as one of the principal objectives of the Ninth Five Year Plan (1997-2002) and also declared 2001 as the year of '*Women's Empowerment*'. These issues of gender equality are discussed in World Conferences, National and International Conferences, etc. Our Constitution has conferred and guaranteed equality before law, universal adult franchise and equal opportunities for men and women as fundamental rights. Then also disparities and inequalities are increasing day to day in all aspects of life.

The empowerment of women is an active multi-dimensional process which enables women to realize their full identity and powers in all spheres of life. For others, empowerment represents the ability of women to handle responsibilities, to envision a better future and to work to overcome the obstacles that confront them. According to Scribner, et al. (2000), only by the empowerment of women that favour teachers, can the future generation emulate and learn from their mentors. So it has become a basic necessity to get the women teachers empowered economically, socially and politically.

Pandit Nehru once said that "In order to awaken the people, it is women who have to be awakened. Once they are on the move, the household moves, the village moves, the country moves."

Teachers have been and will be playing predominant role in the educational process, everywhere in the world. Without teacher no educational process can be conceived. However, there has been radical change in the conceptualizations of roles of teachers from time to time. With change in the nature of education and environment in which they work teacher should have emotional stability. If the women teachers have better consciousness of their work, rights, understanding the situations emotionally & intellectually, they can deal any problem with ease which would keep them free from tensions, conflicts & frustrations, that means if they are empowered & become emotionally intelligent they can make their students strong pillars of the Nation.

METHODOLOGY

Locale of the Study: The present study has been conducted at Mysore taluk which consists of both rural & urban areas. Female teachers have been randomly chosen from rural & urban schools of Mysore taluk.

Design of the Study: It is a descriptive study employing survey method to collect the data from female teachers of secondary school in Mysore taluk only.

Procedure of the Study: The present study has been conducted in five stages as follows:

- Identifying the problem & Review of Related Literature,
- Construction & selection of the tool,
- Administration of the tool & data collection,
- Scoring & data entry,
- Analysis and data interpretation.

OBJECTIVES

1. To study the relationship between the Emotional Intelligence and Women Empowerment among secondary school female teachers of Mysore taluk
2. To study the relationship between the Emotional Intelligence and Women Empowerment among Rural and urban secondary school female teachers
3. To study the relationship between the Emotional Intelligence and Women Empowerment among secondary school female teachers of Mysore Taluk working in different types of management. (a- Aided, b- Unaided, & c-Government)

HYPOTHESES

1. There is no significant relationship in the Emotional Intelligence and Women Empowerment among secondary school female teachers of Mysore Taluk.
2. There is no significant relationship between the Emotional Intelligence and Women Empowerment of rural and urban secondary school female teachers.
3. There is no significant relationship in the Emotional Intelligence and Women



Empowerment among secondary school female teachers of Mysore taluk working in different types of management. (a-Aided, b- Unaided, & c-Government)

Main variable:

- Emotional intelligence of secondary school female teachers.
- Women Empowerment of secondary school female teachers.

Moderator variables:

- a. Locality of secondary schools: urban and rural.
- b. Type of management: Government, Aided, Un-aided.

OPERATIONAL DEFINITIONS

Emotional Intelligence: Emotional intelligence (EI) means, understanding one's own feelings and regulation of emotions and Emotional intelligence relates to the ability of individuals to make use of their emotions by directing them towards constructive activities and personal performance which includes self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment & altruistic behavior.

Women Empowerment: Women empowerment is an active, multidimensional process which enables women to realize their full identity and power in all spheres of life. The indicators of women empowerment are as follows:

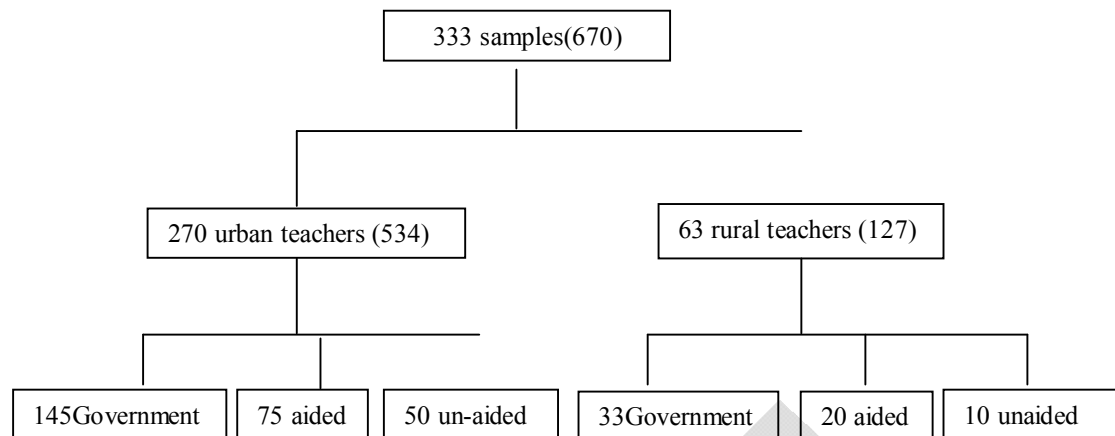
1. Decision making:
2. Awareness about Home responsibilities:
3. Awareness about School / Institution responsibilities:
4. Awareness about social status:
5. Awareness about self:
6. Awareness about legal provisions:
7. Awareness about economic Independence:

In the present study, levels of indicators of women empowerment of teachers have been determined by the researcher made tool.

Population and Sample of the Study:

All the women teachers of Mysore taluk constituted the population of the present study. Stratified Random sampling method has been followed to select the sample for the study.

The following chart indicates the population and sample.



Tool used:

Emotional Intelligence Scale developed by Anukool Hyde, Sanjyot Pethe & Upinder Dhar (1971). This scale consists of 34 items which covers the 10 areas like self-awareness, Empathy, Self-motivation, Emotional stability, Managing relations, Integrity, Self-Development, Value orientation, Commitment & Altruistic behavior.

Reliability: The split-half reliability coefficient was found to be 0.88.

Validity: In order to find out the validity from the coefficient of reliability (Garrett, 1981) the reliability index was calculated, which indicated high validity on account of being 0.9

Women Empowerment Assessment Tool: Tool to assess the level of indicators of Women empowerment among women teachers, developed by the researcher. It is based on the indicators of women empowerment.

Reliability: The Cronbach Alpha reliability coefficient was found to be 0.69.

Validity: In order to find out the validity from the coefficient of reliability (Garrett, 1981) the reliability index was calculated, which indicated high validity on account of being 0.68.

Statistical Techniques Used:

For the analysis of the data the following statistical techniques has been employed.

Pearson's Product Moment Correlation

Correlations measure how variables or rank orders are related. Pearson's correlation coefficient is a measure of linear association. In the present study Pearson correlation coefficient has been done to find correlation coefficient between Emotional Intelligence & women Empowerment of urban & rural secondary school female teachers and among different management types separately.

OBJECTIVES OF THE STUDY

To study the relationship between the Emotional Intelligence and Women Empowerment among secondary school female teachers of Mysore taluk

HYPOTHESIS OF THE STUDY

There is no significant relationship in the Emotional Intelligence and Women Empowerment among secondary school female teachers of Mysore Taluk.



Table 1. The correlation between Emotional Intelligence & Women Empowerment among Secondary School Female Teachers in Mysore Taluk

Variables	Pearson Correlation	Sig. (2-tailed)	N
Emotional intelligence & Women Empowerment	.308**	.000	333

As per the Table 1, there is a significant relationship found among Secondary School Female Teachers in Mysore Taluk in the Emotional Intelligence and Women Empowerment (.308) at 0.01 levels. Hence, null hypothesis –1 is rejected. That means there is association found between Emotional Intelligence and Women Empowerment among Secondary School Female Teachers in Mysore Taluk. It might be because female teachers in Mysore taluk are possessing required level of emotional stability to face the conflicts of society, institution and family, and they are aware of rights and duties of women which make them empowered in the areas of decision making, financial management, to carry out their responsibilities effectively.

Objective 2(a): To study the relationship between the Emotional Intelligence and Women Empowerment among Rural secondary school female teachers

Hypothesis 2(a): There is no significant relationship between the Emotional Intelligence and Women Empowerment of rural secondary school female teachers.

Table 2 (a). The correlation between Emotional Intelligence & Women Empowerment among Rural Secondary School Female Teachers

Variables	Pearson Correlation	Sig. (2-tailed)	N
Emotional Intelligence & Women Empowerment	.126*	.003	63

Table 2 (a) shows that there is a relationship found among rural Secondary School Female Teachers in the variables Emotional Intelligence & Women Empowerment (.126) at 0.05 levels, So the null hypothesis 2-a is rejected. Therefore it can be observed that there is a relationship between Emotional Intelligence & Women Empowerment among Rural secondary school female teachers. It might be due to Stable Emotional Intelligence among Rural secondary school female teachers. In rural places if women are educated they are able to manage not only their families but also they ensure social service to improve the village which in turn it enhances their Emotional Intelligence & empowerment.

Objective 2(b): To study the relationship between the Emotional Intelligence and Women Empowerment among urban secondary school female teachers

Hypothesis 2(b): There is no significant relationship between the Emotional Intelligence and Women Empowerment of urban secondary school female teachers.

Table 2(b). The correlation between Emotional Intelligence & Women Empowerment of Urban Secondary School Female Teachers.

Variables	Pearson	Sig	N
Emotional Intelligence & Women Empowerment	.232**	.000	270

According to Table: 2 b there is a significant relationship found among urban Secondary School Female Teachers in Emotional Intelligence & Women Empowerment (.232) which is significant at the 0.01 level (2-tailed). Hence, the null hypothesis 2 b is rejected. The positive relationship is found between



Emotional Intelligence & Women Empowerment among urban secondary school female teachers.

Objective 3(a): To study the relationship between the Emotional Intelligence and Women Empowerment among secondary school female teachers of Mysore Taluk working in different types of management. (a- Aided, b – Unaided, c – Government)

Hypothesis 3(a): There is no significant relationship in the Emotional Intelligence and Women Empowerment among secondary school female teachers of Mysore taluk working in Aided schools.

Table 3(a). The correlation between Emotional Intelligence & Women Empowerment among Aided Secondary School Female Teachers in Mysore Taluk.

	Pearson	Sig.	
Emotional intelligence & Women Empowerment	.344**	.001	95

According to the Table 3(a), there is a significant relationship found among aided Secondary School Female Teachers in Mysore Taluk in the Emotional Intelligence and Women Empowerment (.344) at 0.01 levels. Hence, null hypothesis 3(a) is rejected. That means there is association found between Emotional Intelligence and Women Empowerment among Aided Secondary School Female Teachers in Mysore Taluk. It might be because the environment of aided schools provides conducive atmosphere for the female teachers to work with the secured feelings which stabilizes their emotional behavior flashing light on the awareness about the status of women in the profession and also at home which makes them empowered to withstand the everyday problems at institution, home & society. Thus emotional intelligence and empowerment level ultimately provides them better life.

Objective 3(b): To study the relationship between the Emotional Intelligence and Women Empowerment among secondary school female teachers of Mysore Taluk working in different types of management. (a- Aided, b – Unaided, c – Government)

Hypothesis 3(b): There is no significant relationship in the following variables among secondary school female teachers of Mysore taluk working in Unaided schools.

Table 3(b). The correlation between Emotional Intelligence & Women Empowerment among Unaided Secondary School Female Teachers in Mysore Taluk

Variables	Pearson Correlation	Sig. (2-tailed)	N
Emotional intelligence & Women Empowerment	.468**	.000	60

From the Table – 3 b, it can be observed that, there is a significant relationship found among Unaided Secondary School Female Teachers in Mysore Taluk in the Emotional Intelligence and Women Empowerment (.468) at 0.01 levels. Hence, null hypothesis –3(b) is rejected. That means there is a significant association found between Emotional Intelligence and Women Empowerment among unaided Secondary School Female Teachers in Mysore Taluk. It might be due to the recognized status for women and provides challenging tasks in the aided schools they feel empowered and their conflicts about their strengths and weakness will be reduced stabilizing their emotional intelligence.

Objective 3(c): To study the relationship between Emotional Intelligence and Women Empowerment among secondary school female teachers of Mysore Taluk working in different types of management. (a- Aided, b – Unaided, c – Government)

Hypothesis 3(c): There is no significant relationship in the Emotional Intelligence and Women Empowerment among secondary school female teachers of Mysore taluk working in Government schools.

Table 3(c). The correlation between Emotional Intelligence & Women Empowerment among Government Secondary School Female Teachers in Mysore Taluk.

Variables	Pearson Correlation	Sig. (2-tailed)	N
Emotional Intelligence & Women Empowerment	.202**	.007	178

As per the Table 3(c), there is a significant relationship found among Government Secondary School Female Teachers in Mysore Taluk in the Emotional Intelligence and Women Empowerment (.202) at 0.01 levels. Hence, null hypothesis 3(c) is rejected, That means there is a significant association found between Emotional Intelligence and Women Empowerment among Government Secondary School Female Teachers in Mysore Taluk.

- 1) Among Secondary School Female Teachers in Mysore Taluk significant relationship was found in the Emotional Intelligence and Women Empowerment (.308).
- 2) There is a significant relationship found among the variables Emotional Intelligence & Women Empowerment (.126) among rural secondary school female teachers in Mysore Taluk.
- 3) There is a significant relationship was found between Emotional Intelligence & Women Empowerment (.232) among urban secondary school female teachers in Mysore Taluk.
- 4) In Mysore Taluk is a significant relationship was found among aided Secondary School Female Teachers in the following variables Emotional Intelligence and Women Empowerment (.344).
- 5) In Mysore Taluk is a significant relationship was found among Unaided Secondary School Female Teachers in the following variables Emotional Intelligence and Women Empowerment (.468).
- 6) In Mysore Taluk is a significant relationship was found among Government Secondary School Female Teachers in the following variables Emotional Intelligence and Women Empowerment (.202).

CONCLUSION

There is significant relation in the variables emotional intelligence & women empowerment among secondary school female teachers, It might be because female teachers in Mysore taluk are possessing required level of emotional stability to face the conflicts of society, institution and family, but they are not aware of rights and duties of female teachers, which make them less empowered in the areas of decision making, financial management, to carry out their responsibilities effectively etc. These in turn reduce their emotional intelligence creating mental health problems. So, educational authorities should conduct seminars and workshops to provide opportunities to make them strong determined about their decision making, financial management etc which can enhance their emotional intelligence and to become aware of Empowerment. It's not enough to simply fill the brains of children with facts, figures and theories. Unlike our traditional educational system, EI helps children to face the tests of life and NOT a life of tests! There must also be an element of social and emotional learning in their growth process, be it at school, with their teachers and friends and at home with their close relatives. By applying EI our children learn how to control their emotions, how to positively resolve conflicts and take responsible decisions which is adimension of women empowerment so there is a positive relationship between these two variables.



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