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Teachers work conduct in connection to primary school teacher's emotional intelligence

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Abstract

The purpose of the study was to determine whether there was a causal link between primary school teachers' job conduct and emotional intelligence. Simple random selection was used to choose the sample for this study from among the elementary school teachers in Haryana's Fatehabad district. According to the study's findings, there is a favorable relationship between primary school teachers' work practices and their emotional intelligence.

The survey also discovered that there was no discernible difference in primary school teachers' work behavior between male and female; rural and urban.

Keywords: Teachers work conduct, primary school teacher's, emotional intelligence

Introduction

A noble career, teaching. The heart of the matter and the foundation of the entire educational process are the teachers. The caliber of the teachers who support an educational system greatly influences its viability. They are professionals in igniting pupils' excitement and serving as an inspiration to them. Without a question, teachers are the true designers of nations and creators of people. Work habits of primary school teachers. The term "teachers' work behavior" refers to everything a teacher does and does in the classroom to facilitate learning.

All of the possibilities and duties of a teacher within an educational system are related by these actions. Ryan (1960) ^[4] defined a teacher's work behavior as their actions while carrying out the duties that are expected of them, particularly those actions that are related to providing direction or guiding for other people's learning.

The manner in which instructors conduct themselves at work, which has four main components including teaching abilities, work initiative, interpersonal relationships, and work habits.

Emotional Intelligence of Primary School Teachers

The ability to keep track of one's own and other people's emotions, to distinguish between them, and to utilize that knowledge to inform one's thoughts and behavior is referred to as emotional intelligence. The personal qualities that define a rich and well-rounded personality serve as the foundation for emotional intelligence. The emotional intelligence of primary school teachers is reflected in his or her work habits, interpersonal relationships, inter-personal initiative, and teaching abilities. A primary school teacher who possesses emotional intelligence will probably emphasize responsible behavior on the part of his kids by acting as a role model and by properly formalizing classroom activities.

Therefore, the job conduct of teachers played a part in emotional intelligence. Various research have produced varying conclusions regarding elementary school teachers' professional conduct and emotional intelligence. Tyagi (2004) ^[7] found that emotional intelligence is low and unrelated to gender or age, and Singaravel (2007) ^[5] found that no statistically significant difference was found in emotional intelligence between men and women. Khan (2001) ^[1] found that there was no significant difference in the overall work motivation of male and female teachers. The association between primary school teachers' job conduct and emotional intelligence was examined in the current study.

Hypotheses

1. The emotional intelligence of elementary school teachers does not significantly correlate with their work conduct.

2. There are no appreciable differences in the work behaviors of male and female primary school teachers.
3. There are no appreciable differences in the work behaviors of primary school teachers in rural and urban areas.

Tools

The following standardized tools were employed to gather data relevant to the study's subject.

1. P. Sharma's Teachers' Work Behavior Scale (2001).
2. Mangal Emotional Intelligence Inventory was published in 2004 [2].

Methods

In the current study, the researcher employed the survey approach.

Sample

The researcher collected data using a basic random sampling technique. 140 instructors were chosen at random from primary schools in the district of Fatehabad (Haryana).

Statistical Techniques

For data analysis, the researcher employed Product Moment Correlation and the t-test.

Results and Discussion

The association between teachers' work conduct and emotional intelligence of primary school teachers was 0.69, according to the findings. This result indicated a positive moderate association between primary school teachers' job behavior and emotional intelligence. Given the findings, the hypothesis that there is no substantial association between primary school teachers' work conduct and emotional intelligence is rejected. The correlation between primary school teachers' work behavior and emotional intelligence suggests that emotional intelligence has a favorable effect on primary school teachers' work conduct.

Sudersan and Sasikumar (2002) [6] claim that emotional intelligence enables us to think more creatively and use emotions to solve problems. The use of emotional intelligence in the workplace allows primary school teachers to manage their work environments in three crucial ways. To begin, see grievances as constructive criticism. Second, it contributes to the creation of an environment that values diversity.

Third, it allows for the formation of effective networks in which differences are recognized and people are driven to work. Male and female primary school teachers had a t-ratio of 1.98. The difference in work behavior between male and female primary school teachers was not significant at the 0.05 level. Given the findings, the hypothesis that there is no substantial difference in work behavior between male and female primary school teachers is accepted. There was no substantial difference in work behavior between male and female primary school teachers, according to a comparison of male and female primary school instructors.

The role of an individual's gender also affects several professions, however the function of male and female categories in teachers' work behavior was not different based on gender. The study found that effective management of primary school teachers' work behavior was related to people's abilities rather than gender. According to the findings, the t-ratio between rural and urban primary school teachers was 2.56. The difference in work behavior between

rural and urban primary school teachers was not significant at the 0.05 level. Given the findings, the hypothesis that there is no substantial variation in work behavior between rural and urban primary school teachers is accepted.

There was no substantial difference in work behavior between rural and urban primary school teachers, according to a comparison of rural and urban primary school teachers.

The geographical location of primary school instructors varied. Some were from rural areas, while others were from urban areas. Locality can influence an individual in some circumstances, but in the current study, locality (rural versus urban) had no effect on primary school teachers' work behavior.

Conclusion

The current study's findings led to the conclusion that emotional intelligence influences instructors' activities in educational settings. As a result, emotional intelligence of primary school teachers is prioritized in educational settings for the development of quality instructors.

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