

“A Study of Emotional Intelligence of Secondary School Teachers With Respect To Their Gender”

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ABSTRACT

The main Objective of the present study are to find out the Emotional Intelligence Level of Teachers with respect to their Gender. To Sample consists of 100 Teachers from different schools in district of Ghaziabad. Today it is widely believed, among the general public and academics alike, That the female gender is linked with better knowledge of emotions. Is this notion correct or yet another stereotype?

To address this question, the relationship between gender and Emotional intelligence (EI), as assessed using the “TEACHER’S EMOTIONAL INTELLIGENCE INVENTORY” (tEQi), is considered. The result reveals that there exists a significant difference in Emotional intelligence of private secondary school Teachers with respect to their gender.

Keywords: Emotional intelligence, Sample, Gender, stereotype, secondary school teachers

I. INTRODUCTION

“The Education Commission (1966) states that “The future of India is now being shaped in the classrooms”.

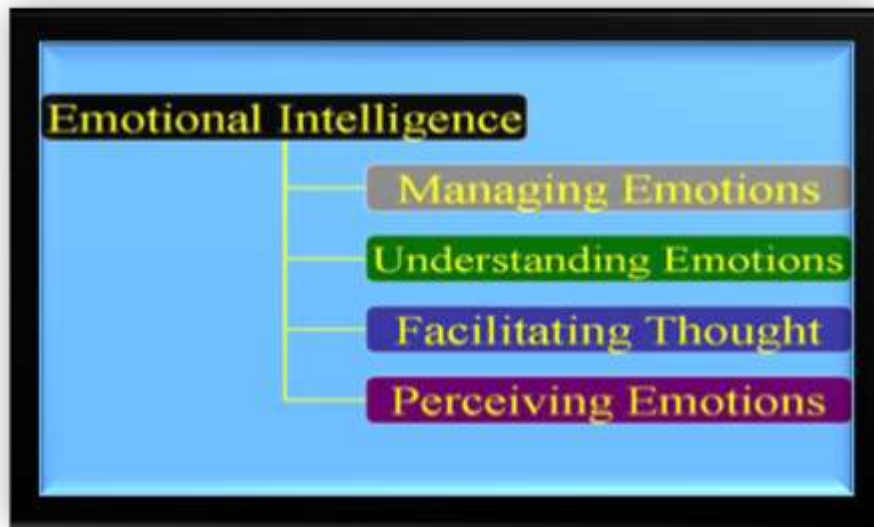
The teacher paves the way for the student. It is one of his tasks that he should constantly strive for the proper growth and development of the students and take special care that every student has special abilities in himself, a teacher should to create such an environment in which the growth and development of the student can take place well according to social norms. Educational psychology teaches a teacher to deal with the psychological elements according to the need of society, the communication skill of teacher should be fully developed so that he can fully sow the emotional intelligence in the student. Therefore, at the different levels of development, the teacher should adopt different approaches and perform the teaching work so that the teaching work is effective

and the intelligence, interest, achievement and emotional intelligence of the students can be developed well.

WHY TEACHER NEED OF EMOTIONAL INTELLIGENCE??

Whether your title is professor, instructor, lecturer, Teacher or other, your responsibility to educate them and prepare them for future life. Your students look to you for the wisdom then with our responsibility also increase, Therefore, a teacher should prepare the students for future life in such a way that the personality of the student has all the qualities of social skills, emotional intelligence, creativity, reasoning and Thinking.

The teacher should choose the teaching method keeping in mind the individual differences of the students so that the communication between them is effective. Emotional intelligence is such an ability by which a person is able to adjust himself according to the social norms while living in the society in his future life. Emotional intelligence is very important for a teacher because this ability also affects the level of performance of the teacher's teaching job. Emotional intelligence is such an ability that teaches a teacher and student to adjust according to the society. With this ability, the teacher motivates the student and motivates him to move forward. Through this, the teacher provides the knowledge of social skills to the student so that the student can use those social skills to adjust his feelings and lead his life happily. **Emotional Intelligence :-**Emotional intelligence refers to how to make the emotions aware and manipulate them and regulate them. When the emotions are regulated, the ability to understand the future develops and also helps in understanding the sensations generated by the emotions. The teacher should imbibe emotional intelligence as a quality within his personality.



FOUR FACTORS OF EMOTIONAL INTELLIGENCE

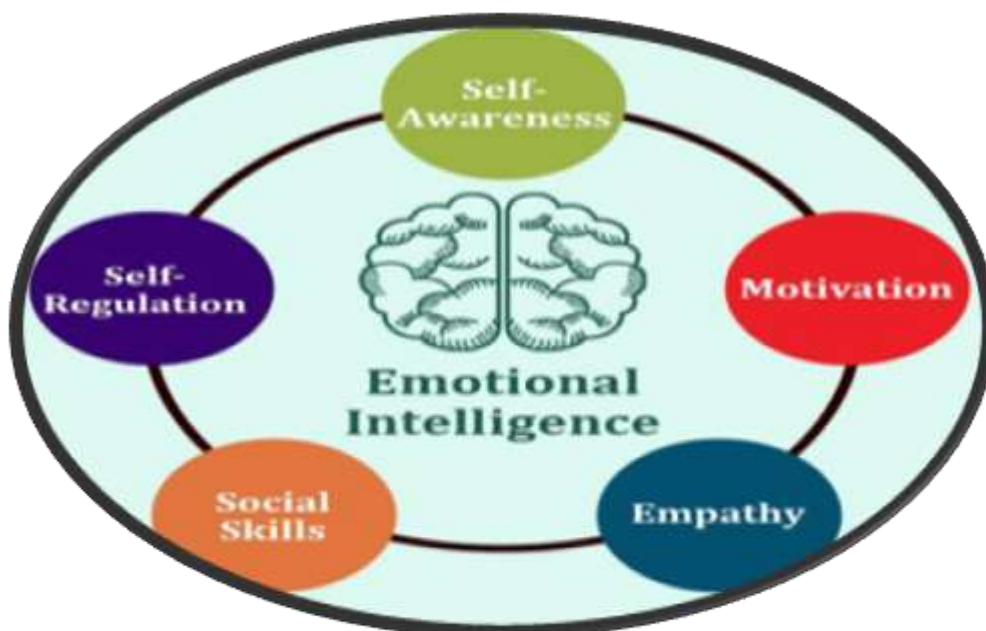
1. **Awareness of Self & Others** - awareness of self and other is a capacity in which one's own potential, special abilities are known and knowledge of how to present them effectively. In this, it is told to be aware of the qualities of oneself and others.

2. **Professional Orientation** –Unless a teacher or person organizes his professional life and achieves excellent achievement in his work, he cannot achieve his professional goal. To achieve the

business goal, one should make his/her performance effective.

3. **Intrapersonal Management** – Emotional intelligence is an ability by which a person has increased self-control and self-development.

4. **Interpersonal Management** – the person himself becomes regular and able to adjust. In this, the person develops the quality of problem solving, thinking and reasoning so that the person can adjust his relationships personally.



STEREOTYPE

The stereotyped person experiences difficulty in adjusting to the new environment quickly whereas the person with emotional intelligence adjusts easily to the new environment. Stereotypes are sometimes inaccurate, and resistant for new information, but sometimes can be accurate. Stereotyped person is mostly rigid in behaviour.

GENDER

In The present study defined gender operationally term as teachers with male and female teachers.

SAMPLE

A sample is that which is a small part of a larger group and represents its larger group. He tells that I have all the qualities of whom he is representing. Samples are used to analyze a variable or attribute. For any test or experiment, a sample is taken from the population, which has all the characteristics of the population.

SECONDARY SCHOOL TEACHERS

The teachers who are teaching the secondary school classes 9th & 10th grades in Ghaziabad district urban area.

STUDIES

1. **Amritha and Kadhivan(2006)** found in their research that qualification, age and gender affect emotional intelligence.
2. **(Grossman & Wood, 1993)**, There are differing views on emotional intelligence in the literature for men and women, a review of which shows that the female gender is more associated with emotional intelligence. Female gender is more emotional.
3. **(Nolen-Hoeksema & Jackson, 2001)**, If both genders are compared emotionally, then we find that female gender has more ability to understand expressions. They thought that the area in the brain involved in understanding emotional aspects and regulating emotions is more extensive in men than in women.
4. **(Potter Cohen 2002, 2003)**, They believe that the prevailing belief is that the female gender The feelings are more, so she is more emotional and understands the feelings very well.
5. **(Grewal & Salovey, 2005)**, Emotional intelligence is an art of understanding different

dimensions of life, which makes our life society efficient, develops social skills in it.

6. **(Fernández-Berrocal, Cabello, Castillo, & Extremera, 2012)**, According to him, the ability to understand emotions and the quality of knowing well grows only through emotional intelligence.
7. **(Joseph & Newman, 2010; Patel, 2017)**, He found in his research that if emotional intelligence and its components are measured, then we will find that social qualities are different in everyone. Everyone is emotionally detached from each other.
8. **Mayer and Salovey (1997)**, presented a four-dimensional model of emotional intelligence in their research, in which they explained that emotional intelligence can be defined as the ability to perceive, understand and understand emotions appropriately. It regulates our thoughts, helps in understanding the feelings. It develops emotional knowledge and the ability to understand emotions.

OBJECTIVES

- To study the Emotional Intelligence of Male teachers of secondary schools.
- To study the Emotional Intelligence of Female teachers of secondary schools.
- To study the Emotional Intelligence of secondary school teachers with respect to their Gender.

VARIABLES OF THE STUDY

Independent Variable - Emotional Intelligence

Dependent Variable - Gender (Male & Female Teachers)

METHODOLOGY

On the basis of research studies the investigator reached to the conclusion that only the Descriptive survey research method is the suitable for the undertaken study.

In the study Sample comprises only secondary school teachers. Secondary schools were taken through lottery technique. Therefore, Randomly, 6 schools were selected from the list of secondary schools in Ghaziabad district.

TABLE-1

No.	Name of the Private secondary schools	Male teachers	Female teachers
1	Rose valley public school	10	8
2	unique modern public school block r	12	6
3	St. john's public school, by pass	8	9
4	Holy heart public school, 1 block	9	12
5	daffodils public school. Block m	6	5
6	Grand plaza memorial school, block k	5	10
	Total	50	50

SAMPLE SELECTION DETAILS ARE AS FOLLOW

TABLE NO. 1 is show that the name of the secondary schools, from which the sample was taken.

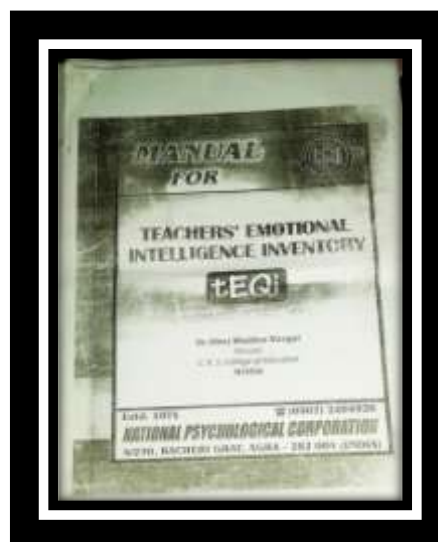
Rose Valley public school teachers , Unique modern public school teachers, St. john's public school teachers, Holy heart public school teachers,

Daffodils public school teachers, Grand plaza public school teachers.

RESEARCH INSTRUMENT

“TEACHER’S EMOTIONAL INTELLIGENCE INVENTORY”

CREATED BY DR. (MRS. SHUBHRA MANGAL)



II. DATA ANALYSIS

Difference among the different variable – Emotional intelligence & Gender, T-test statistic was used. T-test was used to find out the difference

between the mean scores of Emotional intelligence of female teachers and male teachers of secondary school.

III. RESULT AND DISCUSSION

TABLE-2

DIMENSIONS	MEAN FEMALE	MEAN MALE	S.D MALE	S.D. FEMALE	T-TEST
AWARENESS OF SELF AND OTHERS	16.0	15.69	2.76	3.57	0.83 NS
PROFESSIONAL ORIENTATION	16.58	15.54	3.26	3.97	2.49
INTRAPERSONAL MANAGEMENT OR SELF REGULATION	17.39	17.30	3.52	3.72	0.21 NS
INTERPERSONAL MANAGEMENT	18.0	17.1	2.27	3.23	2.83

Above this table we find that differences the mean scores of male and female teachers on different dimensions of emotional intelligence. The component of **AWARENESS OF SELF AND OTHERS** assessed the ability to identify and recognize a variety of emotions in oneself, i.e. knowing about one's own emotions. It implies being aware of one's own self and others with whom the teacher is interacting. It is evident from the table that the female teacher scored higher with the mean score 16.0, S.D = 2.76 Than the boys with the mean score 15.69, S.D. = 3.57 (t=0.83 NS).on this component with the difference being not significant reveal that both male teacher and female teacher identify and recognize the emotions.

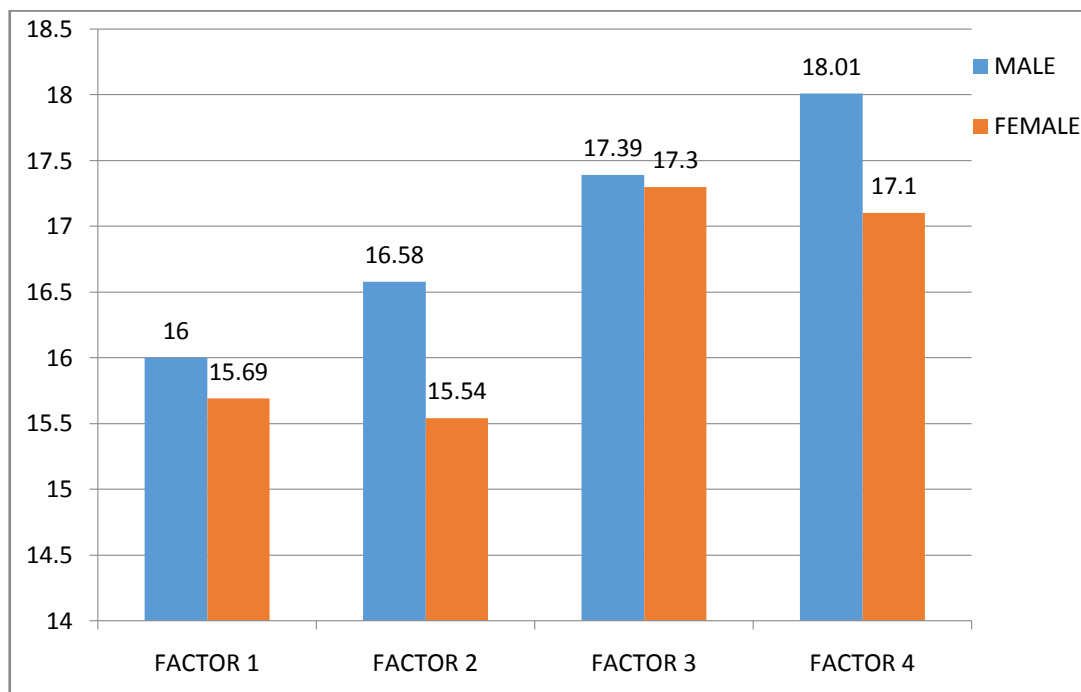
The component of **PROFESSIONAL ORIENTATION** Unless a teacher or person organizes his professional life and achieves excellent achievement in his work, he cannot achieve his professional goal. To achieve the business goal, one should make his/her performance effective. EQ competencies like optimism towards the profession, service orientation and an innate desire to achieve are the key stone to achieve professional orientation. Table no. 1 clearly reveals that the female teachers scored higher with mean score of 16.58, S.D. =3.26 Than the male teachers with the mean score of 15.54, S.D. =3.97 (t=2.49,p<0.05). on this component the female teachers have performed much than the boys.

The component of **INTRA-PERSONAL MANAGEMENT** assessed It is evident from the table that the female teacher scored higher with the mean score 17.39, S.D = 3.08 Than the boys with the mean score 17.3, S.D. = 3.72(t=0.21 NS). The difference is not found significant which means the both the female teacher and male teacher manage their emotions in the same manner.

The component of **INTER PERSONAL MANAGEMENT** assesses the job of a teacher requires immense skill of managing others where competencies like teamwork compatibility, problem solving and initiating a change are very essential. the person himself becomes regular and able to adjust. In this, the person develops the quality of problem solving, thinking and reasoning so that the person can adjust his relationships personally.

The result in table also reveals that female teachers scored higher with the mean score 18.01, S.D. =2.27, than the male teachers scored with the mean 17.1, S.D. =3.23 (t= 2.83**, p<0.01). The difference between the scores is found significant meaning female teachers are better manager of others emotions than the male teachers. Thus it is evident that the female teachers have scored higher than the male teachers. In other words, in this study female teachers seemed significantly high emotional intelligence.

TABLE-3
MEAN SCORES OF DIMENSIONS OF EMOTIONAL INTELLIGENCE (FEMALE AND MALE TEACHERS)



IV. CONCLUSION

- ❖ Emotional intelligence of teachers is not equally distributed.
- ❖ Gender wise exist significant differences in emotional intelligence.
- ❖ Qualification wise does not found any significant difference in emotional intelligence.
- ❖ Designation wise found exist significant difference in emotional intelligence

RECOMMENDATION AND FURTHER IMPLICATION OF STUDY

Researches have been carried out on different aspects of emotional intelligence but no researches done on teaching and comparative study of emotional intelligence of secondary school teachers with respect to their gender. Studies conducted on emotional intelligence leave a gap which needs to be filled in. Hence, researches made on effort to reveal the impact of emotional intelligence on gender of secondary school teachers.

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