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# Golden Research Thoughts

**GRT**

## EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR GENDER AND TYPE OF FAMILY



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### ABSTRACT

**E**motions have an important effect on our decisions and behaviors. Emotional intelligence refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be a learned and strengthened, while others claim it is an inborn characteristic. Until 1980s there was no talk of emotional intelligence. In 1989, Johan Mayer and Peter Salovey, the two American University professors, first defined the term emotional intelligence as “a person’s ability to understand one’s own emotions, the emotions of others and act appropriately based on their emotions.” In their influential articles “Emotional intelligence,” they defined emotional intelligence as “the subset of social intelligence

that involves the ability to monitor one’s own and others’ feeling and emotion, to discriminate among them and to use this information to guide one’s thinking and actions”.

**KEYWORDS:** Emotional Intelligence , decisions and behaviors , evaluate emotions.

### INTRODUCTION

Then in 1995, Daniel Goleman, a journalist and Harvard University professor, popularized the term emotional intelligence in his book ‘Emotional Intelligence: Why it matters more than IQ.’ Like general intelligence, emotional intelligence is the product of one’s heredity and its interaction with the environment .Generally, a person’s general intelligence measured as intelligence quotient (IQ) is considered as the best predictor of success in any walks of life academic, social, vocational, occupational. However, researches and experiments conducted in 90s onwards challenged the over dominance of IQ. In 1995 Daniel questioned the use of intelligence itself. He explained that the people with High IQ might not necessarily be successful but the true intelligence is the combination of both

Emotional Quotient and Intelligence Quotient. The emotional quotient is the relative measure of one's emotional intelligence whereas the intelligence quotient is the measure of one's general intelligence. Emotional intelligence helps an individual in all spheres of life through its various components like knowledge of emotions of one self, managing the emotions, recognizing the emotions of others. The mutual relationships are quite significant and essential in one's life and it can only be possible through his potential of emotional intelligence. Many problems in life are the results of misinterpretation of involved sentiments, feeling and the emotions. If efforts are made to train the emotions and developing emotional intelligence, these problems can be lessen. Each individual is born with a certain potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability. There are four inborn components that form the core of one's emotional intelligence. Building one's emotional intelligence has a lifelong impact.

From Salovey and Mayer's theoretical model, emotional intelligence (EI) is conceived as an authentic intelligence, based on the adaptive use of emotions such that the individual can solve problems and effectively adjust to his or her surroundings. Salovey and Mayer's skill model considers that EI is conceptualized through four skills" the skill of accurate perception ,appraisal and expression of emotions, the skills of taking on and /or generating feeling which facilitate thinking ;the skill of understanding emotions, thus promoting emotional and intellectual growth". One of the most important objectives for any person is to maintain the best possible relations with the people around him or her. Strong EI help us to be able to offer those around us adequate information about our psychological state. In order to manage the emotional state of others, it is first necessary to manage well one's own emotional states. Emotionally intelligent persons are not only skillful in perceiving, understanding and managing their own emotions, they also are able to extrapolate these skills to the emotions of others. In this sense, EI plays a basic role in establishing, maintain and having quality interpersonal relationships. Some studies have found empirical data that support the relationship between EI and adequate interpersonal relationship.

Goleman (2001) posits that individuals are born with a general EI that determines their potential for learning emotional competencies. These competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Emotional Intelligence by itself is probably not a strong predictor of job performance; instead, it provides a foundation for emotional competencies which are strong predictors of job performance as different jobs require different competencies.

Some professions may require a great deal of emotional intelligence while others may not (Spencer & Spencer,1993; Yate, 1997). There are professions that require interacting with people, working in teams or having informal relationships. For example, leaders may need a higher degree of EI because of the very nature of their job, which requires them to interact with a large number of people, and empathize and understand their needs and desires. Sales persons require an ability to judge clients' moods and the emotional skill to decide when to promote the product and when not to be. Such professions may be satisfying only when one has the requisite level of emotional intelligence. In contrast, jobs that can be executed individually, in structured or fixed ways, may not require a great deal of emotional intelligence. For instance, success in painting or professional tennis may require more self-discipline and motivation, and less EI (Singh, 2006).

## JUSTIFICATION OF THE STUDY

Teacher is the pivot of the educational system. He is the architect of nation's future. Teachers are the central actors in education, facilitators of learning, knowledge and in developing healthy

relationship between people and the societies in which they live. A teacher, being a member of the modern society, has to play diverse and dynamic roles to meet various expectations in different situations. Haskett (2003) found a significant link between specific EI competencies, and behaviors of effective teaching in higher education. A teacher needs awareness of his/her feelings, values and attitudes as a teacher, awareness of his/her behavior and how others see them (Palmer, 1998). Consistent and constructive feedback from students, colleagues and school authorities facilitates a teacher in better self-evaluation of his/her abilities. Those with good EI have no hesitation in taking feedback from others and then working upon it to continuously evolve their performances. Teachers with high EI competencies are optimistic, adaptable, collaborative, confident, authoritative, open, approachable and enthusiastic (Mortiboys, 2005). They have better communication skills, better abilities for conflict resolution (Ming, 2003) and problem solving, better impulse and self-control and higher self-esteem. With higher level of motivation they are more assertive and more responsible and cope better with stress (Salami, 2010). The present study aimed at studying the emotional intelligence of secondary school teachers in relation to their gender and type of family.

Basu (2010) studied that emotional intelligence and teacher effectiveness of secondary school teachers. The study found that the emotional intelligence of secondary school teachers varied significantly when gender was taken into consideration. The emotional intelligence of secondary school teachers was significantly positively correlated with their teaching effectiveness. Furthermore, teaching aptitude had a significant positive correlation with teacher effectiveness of teachers.

Kumar (2011) studied the emotional intelligence of prospective teachers in relation to their adjustment. There was found to have a negative correlation between emotional intelligence and adjustment. The study observed that there was a significant difference between emotional intelligence of male and female prospective teachers. The difference was in favor of female teachers.

### OPERATIONAL DEFINITIONS

- **Secondary School Teachers:** In the present study, the secondary school teachers refer to the teachers working in secondary schools.
- **Emotional Intelligence:** Emotional intelligence is the ability to strike a balance between emotion and reason, being aware of one's own emotions, show empathy and compassion for others and have a high self-esteem by understanding and managing the emotions of self and others.

### OBJECTIVES OF THE STUDY

- 1.To study the emotional intelligence of secondary school teachers.
- 2.To study the difference in emotional intelligence of male and female secondary school teachers.
- 3.To study the difference in emotional intelligence of secondary school teachers in relation to their type of family.

### HYPOTHESES OF THE STUDY

- 1.There exists no significant difference in emotional intelligence of male and female secondary school teachers.
- 2.There exists no significant difference in emotional intelligence of secondary school teachers from nuclear and joint families.

### RESEARCH METHODOLOGY

For the present study, the Descriptive Survey Method was undertaken. The sample of 100

secondary school teachers was drawn randomly from 10 secondary schools selected purposively for the present research from Nurpur Block of district Kangra (H.P). Teacher's Emotional Intelligence Inventory by Dr. Shubhra Mangal (2008) was used by the investigator for the purpose of data collection. Analysis and Interpretation of Data

**Hypothesis 1:** There exists no significant difference in emotional intelligence of male and female secondary teachers.

**Table 1: Significance of Difference between Mean Emotional Intelligence Scores of Male and Female Secondary School Teachers**

Gender	N	Mean	SD	t-value	Remark
Male	50	688.41	107.85	0.50	Not Significant
Female	50	678.08	98.34		

It is quite clear from Table-1 that the mean emotional intelligence score of male teachers is 688.41 and S.D. is 107.85. The mean emotional intelligence score of female teachers is 678.08 and S.D. is 98.34. The t-value is 0.50 which is less than the corresponding table value. Therefore, the hypothesis 'there exists no significant difference in emotional intelligence of male and female secondary teachers' stands accepted. This finding may be attributed to the explanation that like general intelligence, emotional intelligence also exists in every individual irrespective of their gender, culture, socio economic status etc. However, there may be some factors that influence individual's emotional intelligence which include heredity and interaction with the environment.

**Hypothesis 2:** There exists no significant difference in emotional intelligence of secondary school teachers from nuclear and joint families.

**Table 2: Significance of Difference between Mean Emotional Intelligence Scores of Secondary School Teachers from Nuclear and Joint Families**

Gender	N	Mean	SD	t-value	Remark
Male	64	692.84	92.8	3.07	Significant
Female	36	635.82	86.78		

It is quite clear from Table-2 that the mean emotional intelligence score of male teachers is 692.84 and S.D. is 92.8. The mean emotional intelligence score of female teachers is 635.82 and S.D. is 86.78. The t-value is 3.07 which is greater than the corresponding table value at 0.05 level of significance. Therefore, the hypothesis 'there exists no significant difference in emotional intelligence of male and female secondary teachers' stands accepted. It is inferred that the secondary school teachers from joint families have more emotional intelligence than that of from nuclear families. It may be due to the reason that in the joint families the teachers encounter with more such experiences where they need to understand others so that harmony may be maintained with each other.



## EDUCATIONAL IMPLICATIONS

The implication of the present study is that teachers who have high emotional intelligence are likely to be able to balance work with family demands in order to minimize work-family conflicts. Therefore, counseling and personnel psychologists need to mount intervention programmes designed to enhance the emotional intelligence and self-efficacy of teachers in their various organizations. The schools must provide attractive and conducive working environment that will motivate the teachers and enhance their commitment to their career and organizations.

The emotional abilities can be developed among teachers and may prepare them better for the complicated journey of being a teacher. Also, if teachers are given adequate training and exposed to enabling environment to develop high level of emotional intelligence role conflict would be reduced if not completely eliminated among them. Social and emotional learning should be the part of curricula of teacher education courses. Thus, strengthening emotional competencies of teachers is the need of the hour as it will not only improve teachers' own wellbeing but also will be of great help for desired emotional training of students. It is recommended to add and focus on emotional training for pre-service teachers and practicing teachers in order to improve teachers and students' wellbeing and performance in school.

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