

## A study of Gender Influence on Emotional Intelligence of Secondary School Teachers

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### Abstract:

*The concept of Emotional Intelligence is the ability to understand one's own emotions and the emotions of the people around. The concept of emotional intelligence focuses on the fact that person should have self-awareness that enables to recognize feelings of self & others, and manage your emotions. Teachers as nation builders have a key role to play in shaping the future of the students. An emotionally intelligent teacher can generate and utilize his/her energy in various possible ways and by knowing and managing his emotions and others he can bring about a reform in the school system of India. In this paper an attempt is made to study the Emotional intelligence of Secondary school teachers and gender influence on their EI. The sample consisted of 50 Secondary School teachers from four secondary schools of Delhi. The data was collected using Teacher's Emotional Intelligence Inventory (2008) by Dr. Shubhra Mangal. For analyzing the data mean, SD and t-test was used. It was found that there is gender*

*influence on Emotional Intelligence of secondary school teachers i.e., females have significantly higher total Emotional Intelligence as compared to males.*

**Key words:** Teachers' Emotional Intelligence, Gender Influence.

## **Introduction**

### **Emotional Intelligence**

"Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth." - Mayer & Salovey, 1997

### **Emotional Intelligence of Teachers**

The teacher's level of EQ is by far the single most important variable in creating a classroom where EI can be developed healthily. Classrooms are emotional places, filled at different times with enjoyment, excitement, anger, hurt and boredom. The teacher's skill in working with emotional information and in regulating their own and their pupils' emotion impacts upon what and how pupils learn. Building on the concept of emotional intelligence, it examines the skills used by teachers in perceiving and regulating emotions, generating particular emotional states to facilitate particular types of thinking, and understanding the processes of emotional change in their classroom.

And the single most important variable in the teacher's EQ is how they handle their own emotions, especially their negative emotions. An effective, successful teacher is largely one who can handle his or her negative feelings in an authentic, real and healthy way.

According to Dr. Shubhra Mangal there are following main factors of teachers' Emotional Intelligence.

1. **Awareness of self and others:** It implies being aware of one's oneself and others with whom the teacher is interacting.
2. **Professional Orientation:** It governs the EQ of a teacher is his/her orientation towards the profession.
3. **Intrapersonal Management:** A teacher who can assert himself/herself in public independently by exhibiting positive EQ traits of self-confidence and self-control.
4. **Interpersonal Management:** It involves skill of a teacher to manage others where competencies like teamwork, problem solving, building bonds and initiating a change are required.

### **Justification of the Study**

Teachers play very important role in cultivating positive social and behavioral change in the students. By using emotional intelligence in their classrooms, they can present a model behavior in front of students so that the students can be motivated to follow the same model resulting into inculcation of better life skills. **Sutton and Wheatly (2003)** have stated that emotional competence of teachers is necessary, both in general for their own well-being and for effectiveness and quality in carrying out teaching— learning processes in the classroom, and in particular for the socio-emotional development of students. **Hwang (2006)** found that the teachers who had superior competencies, comfort, empathy, leadership and self-esteem, tended to perform better in overall teaching effectiveness. So we can say that an emotionally intelligent teacher can be the most powerful force in harnessing the emotional intelligent behavior of the students, by teaching them how to know & manage their emotions and emotions of others. **Varalakshmi (2011)** conducted a study to know the emotional intelligence of employees working in educational

institution. The result revealed that the improvement in emotional intelligence would increase the motivation and effectiveness of the employee. A similar study was conducted to identify the level of emotional intelligence among the teachers. **Nosrat and Tarasi (2012)** studied the relationship between emotional intelligence and its five components and job satisfaction of physical education teachers and found that there is a significant positive relationship between emotional intelligence and job satisfaction, between the components of social skills, empathy and motivation and job satisfaction. **Mondal, Paul and Bandyopadhyay (2012)** analyzed the nature and extent of emotional intelligence among secondary level schools teachers of Burdwan district in west Bengal (India). The results revealed that few demographic factors positively impacted on the level of teacher's emotional intelligence while some were not significant. **Toor (2013)** conducted a study of social and emotional intelligence of secondary school teachers of Punjab and concluded that male and female secondary school teachers differ significantly in their emotional intelligence. There is no such study reported from Delhi region in which gender influence on Emotional Intelligence of Secondary school teachers have been assessed. So, this study was taken up to find out gender influence on Emotional Intelligence of Secondary school teachers in Delhi.

### **Objectives of the Study:**

1. To study the Emotional Intelligence of male secondary school teachers.
2. To study the Emotional Intelligence of female secondary school teachers.
3. To access the influence of gender on four factors of Emotional Intelligence of male and female secondary school teachers.

4. To access the influence of gender on total Emotional Intelligence of male and female secondary school teachers.

### **Hypotheses:**

**H<sub>0</sub> 1:** There is no significant difference between Female and Males on Awareness of Self and others.

**H<sub>0</sub> 2:** There is no significant difference between Female and Males on Professional Orientation.

**H<sub>0</sub> 3:** There is no significant difference between Female and Males on Intra-personal Management.

**H<sub>0</sub> 4:** There is no significant difference between Female and Males on Inter-personal Management.

**H<sub>0</sub> 5:** There is no significant difference between Female and Males on Overall Emotional Intelligence.

### **Methodology:**

For this study, researcher used the survey method for the collection of data. The data is collected from school teachers.

### **Sample:**

For the present study the sample comprised of secondary school teachers of Delhi. Convenient sampling method is adopted for this research. 50 teachers (25 Female and 25 Male) from four schools of Delhi were taken as sample.

### **Tools Used:**

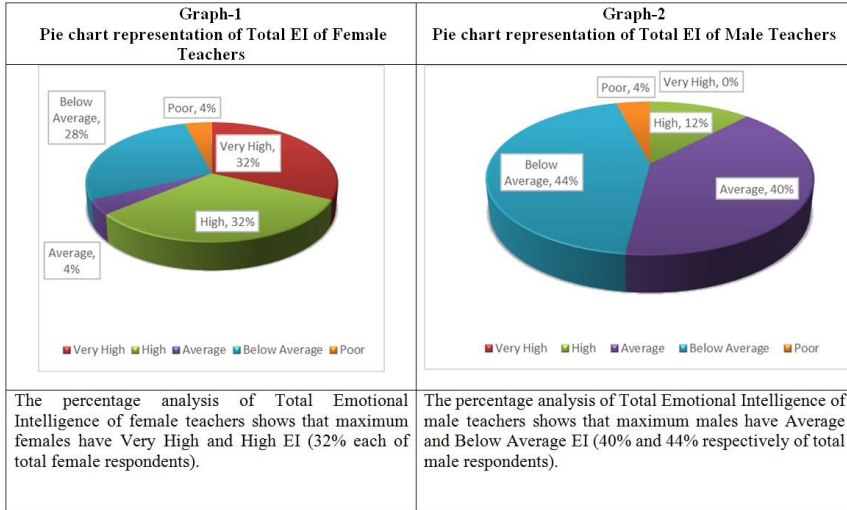
Teacher's Emotional Intelligence Inventory (2008) by Dr. Shubhra Mangal was used for data collection.

### **Statistical Technique Used:**

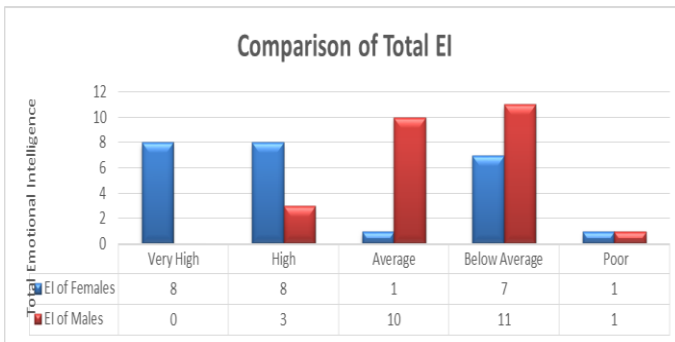
For analyzing the data percentage, mean, SD and t-test was used.

## Analysis and Interpretation:

### Percentage Analysis of Total Emotional Intelligence of Male and Female Teachers:



### Graph-3: Comparison of Female and Male Teachers with respect to their Total EI



**Table-1: Mean and Standard Deviation (SD) according to different factors of Emotional Intelligence**

| Factors of Emotional Intelligence of Teachers |              |              |              |              | t-value     | Remarks            |
|---|--------------|--------------|--------------|--------------|-------------|--------------------|
|   | Female(N=25) |              | Male (N=25)  |              |             |                    |
|   | Mean         | SD           | Mean         | SD           |             |                    |
| F-I (Awareness of self and                    | <b>327.5</b> | <b>36.99</b> | <b>305.4</b> | <b>33.28</b> | <b>2.23</b> | <b>Significant</b> |

|                                  |        |       |        |       |      |                 |
|----------------------------------|--------|-------|--------|-------|------|-----------------|
| others )                         | 6      |       |        |       |      |                 |
| F-II (Professional Orientation)  | 179.16 | 22.67 | 168.88 | 20.06 | 1.7  | Not significant |
| F-III (Intrapersonal Management) | 104.2  | 22.56 | 101.84 | 20.21 | 0.39 | Not significant |
| F-IV (Interpersonal Management)  | 152.6  | 26.57 | 225.56 | 38.10 | 2.91 | Significant     |

\*For df 48, table value of t at 0.05 level= 2.01

**H<sub>0</sub> 1: There is no significant difference between Female and Males on Awareness of Self and others.**

In case of **F-I (Awareness of self and others)**, for df 48, table value of t at 0.05 level is 2.01 which is lesser than the calculated value, i.e. 2.23. So, it is significant at this level. So we can say that male and females differ significantly with respect of their awareness of self and others. Hence the Null Hypothesis-1 stands rejected. Females have secured higher mean score (327.56) as compared to Males mean score (305.4). So, we can conclude that females have significantly higher awareness of self and others.

**H<sub>0</sub> 2: There is no significant difference between Female and Males on Professional Orientation.**

In case of **F-II (Professional Orientation)**, for df 48, table value of t at 0.05 level is 2.01, which is greater than the calculated value, i.e. **0.39**. So, it is not significant at this level. So we can say that male and females do not differ significantly with respect to their Professional Orientation. Hence the Null Hypothesis-2 is accepted. Females have secured higher mean score (**179.16**) as compared to Males mean score (**168.88**) but it is statistically not significant. So, we can conclude that females and males have similar professional orientation.

**H<sub>0</sub> 3: There is no significant difference between Female and Males on Intra-personal Management.**

In case of **F-III (Intrapersonal Management)**, for df 48, table value of t at 0.05 level is 2.01, which is greater than the

calculated value, i.e. **1.7**. So, it is not significant at this level. So we can say that male and females do not differ significantly with respect to their Intrapersonal Management. Hence the Null Hypothesis-3 is accepted. Females have secured higher mean score (**104.2**) as compared to Males mean score (**101.84**) but it is statistically not significant. So, we can conclude that females and males have similar Intrapersonal Management.

**H<sub>0</sub> 4: There is no significant difference between Female and Males on Inter-personal Management.**

In case of **F-IV (Interpersonal Management)**, for df 48, table value of t at 0.05 level is 2.01 which is lesser than the calculated value, i.e. **2.91**. So, it is significant at this level. So we can say that male and females differ significantly with respect to their Interpersonal Management. Hence the Null Hypothesis-4 stands rejected. Females have secured lower mean score (**152.6**) as compared to Males mean score (**225.56**). So, we can conclude that males have significantly higher Interpersonal Management as compared to females.

**Table-2: Mean and Standard Deviation (SD) according to Total Emotional Intelligence**

|  | Female (N=25) |              | Male (N=25)   |              | t-value     | Remarks<br>At(0.05 level) |
|--|---------------|--------------|---------------|--------------|-------------|---------------------------|
| Total Emotional Intelligence of Teachers | Mean          | SD           | Mean          | SD           |             |                           |
|  | <b>865.44</b> | <b>80.84</b> | <b>802.24</b> | <b>69.32</b> | <b>2.87</b> | <b>Significant</b>        |

**H<sub>0</sub> 5: There is no significant difference between Female and Males on Total Emotional Intelligence.**

In case of Total Emotional Intelligence, for df 48, table value of t at 0.05 level is 2.01 which is lesser than the calculated value, i.e. **2.87**. So, it is significant at this level. So we can say that male and females differ significantly with respect to their total emotional intelligence, i.e. Gender do have a considerable influence on Emotional Intelligence of Teachers. Hence the Null



Hypothesis-5 stands rejected. Females have secured higher mean score (**865.44**) as compared to Males mean score (**802.24**). So, we can conclude that females have significantly higher total Emotional Intelligence as compared to males.

### **Conclusions:**

The results clearly show that females have significantly higher awareness of self and others, females and males have similar Professional Orientation and Intrapersonal Management; males have significantly higher Interpersonal Management as compared to females. We also find that females have significantly higher Total Emotional Intelligence as compared to males, which is supported by the study **Toor (2013)** conducted on secondary school teachers of Punjab.

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