

## EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL TEACHER'S WITH RESPECT TO GENDER

**Chintamalla Bharani Kumar**

*Ph.D Research Scholar, Department of Psychology, Osmania University  
Hyderabad, Telangana State - 500007*

**Paper Received On:** 21 APRIL 2023

**Peer Reviewed On:** 30 APRIL 2023

**Published On:** 01 MAY 2023

### Abstract

*Emotional intelligence works upon the philosophy that knowledge and skill may help someone get into the position, but it takes an emotional understanding of oneself and those around to emerge triumphant. Emotional intelligence influences the overall ability to cope with the environmental demands and uncertainties. When one understands the circuit of feelings, thoughts and reactions they can blossom into mature individuals. This helps in handling irrational fears, stressful situations, understanding strengths and overcoming weaknesses to cope up with challenges. Then the individuals can transcend self imposed limitations and actualize their potentials. They become adaptable, constructive, creative, productive and effective in their tasks. One cannot define emotional intelligence completely until one knows from where this concept originated and how it developed. The present study was conducted on 300 secondary school teachers from Medchal Malkajgiri district of Telangana State. The result reveals that there was a significant difference in emotional intelligence aspects with respect to gender among secondary school teacher's.*

**Key Words:** Secondary Schools, Gender, Emotional Intelligence.



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

### Introduction

Emotional intelligence: Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. According to Daniel Goleman, an American psychologist who helped to popularize emotional intelligence, there are five key elements to it: Self-awareness, Self-regulation, Motivation, Empathy, Social skills. The last four decades of the 20th century

witnessed a dramatic change in the nature of work. There was a massive introduction of new technology, particularly the use of computers, into the workplace. This was followed by a huge shift towards globalization, with many organizations undergoing mergers, acquisitions, strategic alliances and privatizations. This entrepreneurial period resulted in increased economic competitiveness in international markets for those countries that embraced it. In the 1990s, a major restructuring of work started to take place. Organizations in countries hit by recession were downsizing in an effort to survive. With the dawn of the 21st century, this trend for restructuring and downsizing continued in many organizations, together with an increase in sub-contracting and outsourcing, in order to compete successfully in the increasingly competitive global market. A steady rise in short-term contracts, as a result, possibly, of the deregulation of long-term contracts and the limited requirements on permanent employment in many countries was witnessed. Other changes included new patterns of working, such as self-regulated work and team work, an increased reliance on computerized technology and a move towards a more flexible workforce, both in number of employees and in their skills and functions. In response to these adjustments by industry, the conditions of work and employment also changed significantly. The demand for skilled or multi-skilled workers increased in tandem with the growth of information technology and leaner, flexible manufacturing processes that required workers to multi – task. Supervisory conditions too changed with the introduction of teamwork, evaporation of the middle management, and the trends towards flexible place of “at – home” work arrangements. Also, the number of hours worked-per- week continued to increase for all occupations adding to mounting pressures and challenges. In other words we can say that transformation at workplace has set in, both in terms of nature of work and employees. The present day organizations take for granted that their employees have enough intellectual abilities and technical know-how to do their jobs. They are alongside laying emphasis on personal qualities, such as initiative, empathy, adaptability, persuasiveness, openness to change and willingness to diversify.

### **Objectives**

1. To find the emotional intelligence among secondary school teacher’s in relation to their gender.

### **Hypothesis**

1. There will be no significant difference between the emotional intelligence among secondary school teachers in relation to their gender.

**Sample of the Study:** The sample consisted of 300 secondary school teacher's from Medchal Malkajgiri district of Telangana State. India.

### **Tool of the Study**

Emotional Intelligence Scale - Antara Dey and Nil Ratan Roy.

Five-fold Emotional Intelligence Scale for secondary school Teachers

This scale consists 28 items (2014).

### **Analysis and Interpretation**

**Hypothesis – 1:** There will be no significant difference between the emotional intelligence among secondary school teachers in relation to their gender.

**Table 1: Showing Emotional intelligence Gender wise**

	Gender	N	Mean	SD	t	Sig.	Df
<b>Emotional Intelligence</b>	Male	150	21.41	2.71			
	Female	150	22.53	2.11	3.012	.05*	1,298
	<b>Total</b>	<b>300</b>	<b>21.97</b>	<b>2.41</b>			

From the above table, the mean score obtained for male teachers was 21.41 and female teachers was 22.53. The obtained t value 3.012 with a DF of 1,298 was found to be statistically significant at 0.05 level of significance. It was clear from the above table that t Ratio for teachers with emotional intelligence came out to be 3.012, which was significant. Hence the hypothesis, which states that 'There will be no significant difference between the emotional intelligence among secondary school teachers in relation to their gender' is **rejected**. Majority of the secondary school teacher's had a difference in their opinions towards their emotional intelligence behavior with respect to gender.

### **Findings:**

1. Gender: There was significant difference between the emotional intelligence among secondary school teacher's in relation to their gender.

### **Conclusion:**

Emotional intelligence exists on a continuum and can be enhanced through positive relationships with supportive friends, congenial social opportunities, involvement in meaningful activities, and the effective management of stress and conflict. Schools can be key players in promoting the mental health, resilience, and overall healthy development of teacher's. The findings reveal that there was a significant difference in Emotional intelligence among secondary school teacher's with respect to their gender.

## References

- Amritha, M. and Kadhiravan, S. (2006) Influence of Personality on the Emotional Intelligence of Teachers. *Edutracks*, 5(12), 25-29.
- Anari, N.N. (2012) Teachers: Emotional Intelligence, Job Satisfaction and Organizational Commitment. *Journal of Work Place Learning*, 24(4), 256-269.
- Babu, M.S. (2007) Social Intelligence and Aggression among Senior Secondary School Students: A Comparative Sketch. Project Done as a Part and PGDHE of IGNOU, New Delhi.
- Bar-On, R. (1997) Bar-on Emotional Quotient Inventory: A Measure of Emotional Intelligence. Toronto: Multi-Health systems.
- Baumrind, D. "Development of Instrumental Competence through Socialization." In *Minnesota Symposium of Child Psychology*, Vol. 7, edited by A.D. Pick. Minneapolis: University of Minnesota Press, 1973.
- Berndt, T.J. "Relations between Social Cognition, Nonsocial Cognition, and Social Behaviors: The Case of Friendship." In *Social Cognitive Development*, edited by J.H. Flavell & L. Ross. New York: Cambridge University Press, 1981.
- Bhatnagar, A. and Mittal, A. (2010) Emotional Intelligence as a Function of Some Personal Variables. *Indian Journal of Psychometry and Education*, 41(2), 153-156.
- Bruner, J.S. "From Cognition to Language: A Psychological Perspective." In *The Social Context of Language*, edited by I. Markova. New York: Wiley & Sons, 1978.
- Clarke-Stewart, A. and Koch, J.B. *Children: Development through Adolescence*. New York: Wiley & Sons, 1983.
- Fox, S., and Spector, P.E. (2000) Relation of emotional intelligence, practical Intelligence, General Intelligence Affectivity with Interview Outcomes, it's Not All Just 'G'. *Journal of Organizational Behaviour*, 21(2), 203-220.
- Gardner, H. (1983) *Frames of Mind: The Theory of Multiple Intelligence*. New York: Basic.
- Goddard and R.D., Hoy, W.K., Woolfork, Hay, A. (2004) Collective Efficacy Beliefs: Theoretical Developments, Empirical Evidence, and Future Directions *Educational Research*, 33(3), 3-13. 1(3), 57-66.
- Goldberg, S. "Some Biological Aspects of Early Parent-Infant Stimulation." In *THE YOUNG CHILD: REVIEWS OF RESEARCH*, edited by S.G. Moore & C.R. Cooper. Washington: National Association for the Education of Young Children, 1982.

- Goleman, D. (1995) *Emotional Intelligence. Why it can Matter more than IQ.* New York: Bantam.
- Hallinan, M.T. "Recent Advances in Sociometry." In *The Development of Children's Friendships*, edited by S.R. Asher & J.M. Gottman. New York: Cambridge University Press, 1983.
- Hartup, W.W. "Peer Relations." In *Handbook of Child Psychology. Socialization, Personality, And Social Development*, edited by E.M. Hetherington. New York: Wiley & Sons, 1983.
- Lovejoy, M.S. (2008) Indiana School Superintendents and Relationship between Gender and Level of Social Intelligence. *DAI*, 69(3), 835-A.
- Mandell, B., and Pherwani, S. (2003) Relationship between Emotional Intelligence and Transformational Leadership Style: A Gender Comparison. *Journal of Business and Psychology*, 17(3), 387-404.
- Mavroveli, S., Petrides, K.V., Rieffe, C. And Bakker, F. (2007) Trait Emotional Intelligence, Psychological Well -Being and Peer-Rated Social Competence in Adolescence. *British Journal of Developmental Psychology*, 25(2), 263-275.
- Mishra, P.S. and Mohapatra, A.K.D. (2010) Relevance of Emotional Intelligence for Effective Job Performance: An Empirical Study. *VIKALPA- The Journal of Decision Makers*, 35(1), 53-61.
- Neelkandan, R. (2007) Emotional Competence of Primary School Teachers. *Edutracks*, 6(9), 31-33.
- Patil, B., and Kumar, A. (2006) Emotional Intelligence among Students Teachers in Relation to Sex, Faculty and Academic Achievement. *Edutracks*, 6(7), 38-39.
- Penrose, A., Perey, C. and Ball, I. (2007) Emotional Intelligence and Teacher Self Efficacy: The Contribution of Teacher Status and Length of Experience. *Issues in Educational Research*, 17(1), 1- 17.
- Petrides, K.V. and Furnham, A. (2000) Gender Differences in Measured and Self-Estimated Trait Emotional Intelligence. *Sex Roles*. 42(5 and 6), 449-461.
- Punia, B.K. (2005) Impact of Development Variable s on Emotional Intelligence and Leadership Behaviour of Corporate Executives. *Journal of Organizational Behaviour*, April, 4(2), 7-22.
- Ramsey, P.G. *Teaching and Learning in a Diverse World.* New York: Teacher's College Press, 1986.