

## **Emotional Intelligence among Secondary School Teachers of Baramulla District (J&K)**

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### **ABSTRACT**

The present study is an attempt to study the emotional intelligence among secondary school teachers. The investigator has carefully adopted and administered the tools in order to arrive at certain logical and meaningful conclusions. In Kashmir division there are ten districts and all districts were involved in data collection. The investigator selected the one district *i.e.* Baramulla of Kashmir Division (J&K). the study found that that there is significant difference between male and female secondary school teachers on overall score of Emotional Intelligence. Female secondary school teachers have better overall score of Emotional Intelligence as compared to male secondary school teachers.

**Key Words :** Emotional intelligence, Male, Female, Secondary School, Teachers

### **INTRODUCTION**

The role of teachers becomes more important as they facilitate the psychological growth of the students too. There is a possibility that instructors can identify their own emotional state as well as the emotional state of their scholars, thus generating a deeper understanding of why they and their students tend to behave in a particular manner. On the other hand, lack of awareness about the emotional state of self or others can give rise to problematic interpretation of the behaviour as well as adoption of inappropriate approaches to handle them. Emotional intelligence is seen taking on a central position in generating the good performance among teachers in schools, colleges and universities (Jennings and Greenberg, 2009; Akomolafe, 2011; Banshibihari, 2004). In order to become effective teachers, they must consider their teaching competence beyond the intellectual competence, professional skills and academic qualification. The implications of level of emotional competence of the teachers can be manifested in the form of performance of students (Brackett and Katulak, 2006). Inability of a teacher to create a classroom

environment that supports the fast paced and quick learning among students can inhibit the performance of the pupil, while the teacher performance is explained through the quality of interaction which has been established with the students. Based on this background, the researchers have suggested inclusion of training for teachers that specifically aims at the development of their level of emotional competence (Hawkey, 2006).

The teachers who are dealing with the problem of stress not only carry a negative action to school, but also present a negative behavior within the classroom. Consequently their performance as an instructor declines, eventually resulting in poor performance of the students. Since being a part of the educational sector as an instructor entails high level of professional stress for the teachers, its impact on the classroom behaviour is also evident. Instructors who are exposed to high level of work related stress have been found to carry a greater risk of developing negative attitude about their jobs and its related responsibilities (Klassen, 2010; Bansi Bihari and Surwade, 2006).

Emotional Intelligence (EI) describes the ability, capacity, skill or, in the case of the trait Emotional

Intelligence model, a self-perceived ability, to identify, assess, and manage the emotions of one’s self, of others, and of groups. Different models have been proposed for the definition of Emotional Intelligence and disagreement exists as to how the term should be used. Despite these disagreements, which are often highly technical, the ability Emotional Intelligence and trait Emotional Intelligence models (but not the mixed models) enjoy support in the literature and have successful applications in different domains.

The root of the world emotion is motere, the Latin verb “to move”, plus the prefix “e” to connote ‘move away’, suggesting that a tendency to act is implicit in every emotion. Emotion refers to a feeling and its attendant thoughts, psychological and biological states, and range of impulses to act. The oxford English Dictionary defines emotion as “any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state?”

Emotional intelligence is a way of recognizing, understanding, and choosing how does one think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what to learn; it allows to set priorities; it determines the majority of daily actions. Because emotional intelligence is so closely tied to the ways people relate to themselves and others. Research suggests it is responsible for as much as 80% of the ‘success’ in peoples lives.

**Objectives of the study:**

1. To compare the Emotional Intelligence of male and female secondary school teachers.
2. To study the Emotional Intelligence of secondary school teachers.

**Hypotheses:**

The following hypotheses of the present study:

1. There is no significant difference between male and female secondary school teachers on emotional intelligence.

**METHODOLOGY**

**Sample:**

The sample for the study was comprised of 300 secondary school teacher working in government secondary schools to get selected in the sample. Out of 300 total sample, 150 were male secondary level teacher and 150 were female secondary level teacher was

selected through random sampling technique from different secondary school of district Baramulla (J&K). The breakup of the sample list is followed as under:

	Male	Female	Total
Government Sec. School Teachers	150	150	300

**Tools used:**

Following tools will be used in the proposed study:

**Emotional Intelligence Scale constructed by Dalip Singh, Modified and translated into Kannada:**

Emotional Intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. Various models and definitions have been proposed of which the ability and trait EI models are the most widely accepted in the scientific literature. Ability EI is usually measured using maximum performance tests and has stronger relationships with traditional intelligence, whereas trait EI is usually measured using self-report questionnaires and has stronger relationships with personality. Criticisms have centered on whether the construct is a real intelligence and whether it has incremental validity over IQ and the Big Five personality dimensions.

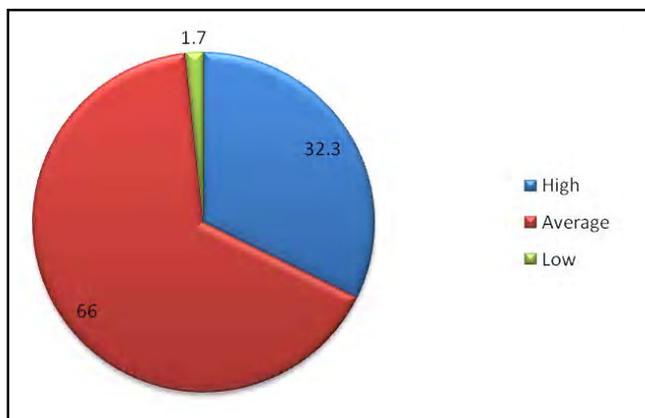
In the present study Emotional Intelligence inventory developed by Dalip Singh shall be used. This inventory has 4 options and 15 such questions (Austin *et al.*, 2004).

**RESULTS AND DISCUSSION**

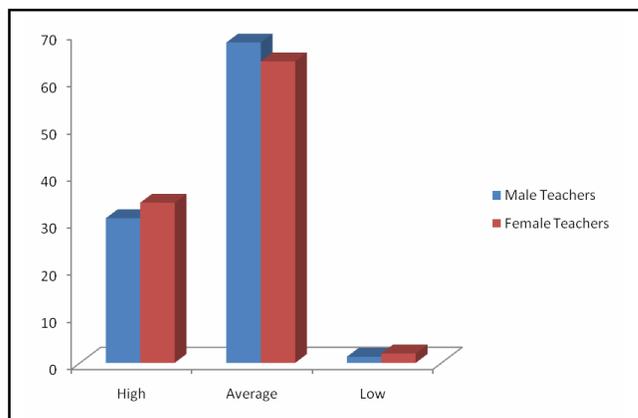
The perusal of the Table 1 and Fig. 1 show the overall levels of emotional intelligence among secondary school teachers. The results of the table indicates that 32.3% secondary school teachers have high emotional intelligence, 66.0% secondary school teachers have average emotional intelligence and only 1.7% secondary school teachers have low emotional intelligence.

	N	%age
High	97	32.3
Average	198	66.0
Low	5	1.7
Total	300	100.0

The perusal of the Table 2 shows the male and female secondary school teachers on their levels of



**Fig. 1 :** Showing the overall levels of Emotional Intelligence among Secondary School Teachers



**Fig. 2 :** Showing the levels of male and female Secondary School Teachers on Emotional Intelligence

emotional intelligence. The results of the table indicates that 30.7% male secondary school teachers have high emotional intelligence, 68.0% male secondary school teachers have average emotional intelligence and only 1.3% male secondary school teachers have low emotional intelligence. Further the results of the table indicates that 34.0% female secondary school teachers have high emotional intelligence, 64.0% female secondary school teachers have average emotional intelligence and only 2.0% female secondary school teachers have low emotional intelligence (Fig. 2).

	Male teachers		Female teachers	
	N	%age	N	%age
High	46	30.7	51	34.0
Average	102	68.0	96	64.0
Low	2	1.3	3	2.0
Total	150	100.0	150	100.0

The Table 3 shows the mean comparison between male and female secondary school teachers on sensitivity

dimension of Emotional Intelligence.

The Table 3 reveals that there is significant difference between male and female secondary school teachers on sensitivity dimension of Emotional Intelligence and Tabulation value (0.167), which is significant. The mean of male Teachers is (37.00) and female teachers is (37.20) shows female secondary school teachers have better sensitivity dimension of Emotional Intelligence as compared to male secondary school teachers.

The Table 4 shows the mean comparison between male and female secondary school teachers on Maturity dimension of Emotional Intelligence.

The Table 4 reveals that there is significant difference between male and female secondary school teachers on Maturity dimension of Emotional Intelligence and tabulation value is (2.414), which is significant at (0.05) level. The mean of male teachers is (76.60) and female teachers is (80.40) shows female secondary school teachers have better maturity dimension of Emotional Intelligence as compared to male secondary school teachers.

Gender	N	Mean	Std. deviation	t-value	Level of significance
Male	150	37.00	10.728	0.167	Insignificant
Female	150	37.20	9.941		

Gender	N	Mean	Std. deviation	t-value	Level of significance
Male	150	76.60	12.788	2.414	Significant at 0.05 level
Female	150	80.40	12.669		

**Table 5 : Showing the mean comparison between male and female secondary school teachers on Maturity Competency dimension of Emotional Intelligence**

Gender	N	Mean	Std. deviation	t-value	Level of significance
Male	150	125.80	14.529	1.119	Insignificant
Female	150	127.73	15.322		

**Table 6 : Showing the mean comparison between male and female secondary school teachers on overall score of Emotional Intelligence**

Gender	N	Mean	Std. deviation	t-value	Level of significance
Male	150	239.40	29.240	2.11	Significant at 0.05 level
Female	150	246.33	27.610		

The Table 5 shows the mean comparison between male and female secondary school teachers on Maturity competency dimension of Emotional Intelligence.

The Table 5 reveals that there is insignificant difference between male and female secondary school teachers on Intelligence and Tabulation value is (1.119), which is insignificant.. The mean of male teachers is (125.80) and female teachers is (127.73) shows female secondary school teachers have better Maturity competency dimension of Emotional Intelligence as compared to male secondary school teachers.

The Table 6 shows the mean comparison between male and female secondary school teachers on overall score of Emotional Intelligence.

The Table 6 reveals that there is significant difference between male and female secondary school teachers on overall score of Emotional Intelligence and Tabulation value is (2.11), which is significant at (0.05) level. The mean of male teachers is (239.40) and female teachers is (246.33) shows female secondary school teachers have better overall score of Emotional Intelligence as compared to male secondary school teachers.

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