

## **SOCIO-DEMOGRAPHIC VARIABLES AS INDICATOR OF EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS**

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### **Abstract**

*The study aimed at to find out the influence of some socio-demographic variables like gender, age and experience on the emotional intelligence of secondary school teachers. For the purpose of investigation, descriptive survey method was employed. A sample of 100 male and female secondary school teachers working in Rohtak district of Haryana state was selected by random sampling technique. Emotional Intelligence Scale by Hyde, Pether & Dhar (2007) was used for the collection of data for the present study. It was revealed from the analysis and interpretation of the present study that gender and experience have no influence on emotional intelligence of secondary school teachers but was significantly affected by the age factor.*

**Keywords:** *Emotional Intelligence*

### **INTRODUCTION**

Emotions are our most reliable indicators of how things are going in our life. We all have to deal with emotions in our lives. Emotions are varying feelings we experience. Social neuroscience explains that, when two people interact, their emotional centers impact each other, for better or for worse (Wolpert & Frith, 2004). Emotion is the subjective experience associated with personality, mood, temperament and disposition. The English word 'emotion' is derived from the French word 'émouvoir', but this is also based on the Latin word 'emovere', where e (variant of ex-) means 'out' and 'movere' means 'move'. Emotion is a feeling that is private and subjective. Emotion is a state of psychological arousal, an expression or display of distinctive somatic and autonomic responses. This emphasis suggests that emotional states can be defined by particular constellations of bodily responses. An emotion has been defined as "a complex feeling state with psychic, somatic and behavioural components that are related to affect mood" (Kalpan & Sadock, 1998). Emotion influences everyday behaviour and they can have a distorted effect on learning (Johnson, 1996: 185). Emotions if properly used are an essential tool for successful and fulfilling life. But if emotions are out of control, it can result in disaster. Emotional process is not an isolated phe-

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nomenon but component of general experience, constantly influencing and influenced by other processes going on at the same time.

To be effective, the cognitive processes must be in control of the emotions, so that they work for rather than against. So the intelligence one shows, when the person is emotional, is 'Emotional Intelligence'. Emotional Intelligence is ability to sense and use emotions to more effectively manage ourselves and influence positive outcomes in our relationships with others. It was Salovey and Mayer (1995) who originally used the term "emotional intelligence" in their published work. they defined it as: A form of intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. According to Bar-On (1997), Emotional Intelligence is an array of emotional and social abilities. It includes five components: intrapersonal, interpersonal, adaptability, stress management, and general mood. Goelman popularize the word Emotional Intelligence. According to him intelligent account for only 20% of the total success, and the rest goes for Emotional and Social intelligences. Goleman's (1998) model outlines four main constructs of EI: self-awareness, self-management, social awareness and relationship management. Within different constructs of EI, there are a set of emotional competencies like emotional self-awareness, accurate self-assessment, self-confidence, trustworthiness, conscientiousness, adaptability, achievement drive, initiative, empathy, service orientation, organizational awareness, developing others, influence, communication, conflict management, leadership, change catalyst, building bonds, teamwork and collaboration. *David Ryback* – *author of Putting Emotional Intelligence to Work* "Emotions are human beings" warning systems as to what is really going on around them. Emotional Intelligence is the set of abilities that we like to think of as being on the other side of the report card from the academic skills. Emotional Intelligence is associated with thought and how we perceive and understand things. Moreover, Emotional Intelligence is the ability to recognize, acknowledge, manage and handle your emotions in such a way that promotes personal growth. Emotional Intelligence is a collection of competencies that allows to:

- Identify our own emotions and those of others;
- Accurately express our emotions and help others express theirs;
- Understand our own emotions and those of others;

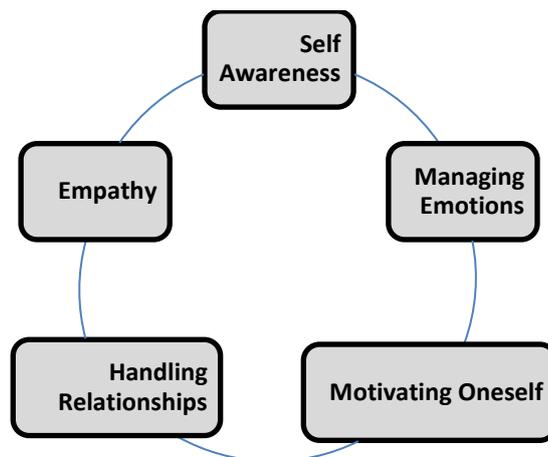
- Use our own emotions and the skills peculiar to Emotional Intelligence in various areas of our lives in order to better communicate, make good decisions, manage our priorities, motivate ourselves and others, maintain good interpersonal relations, etc..

Several research studies have highlighted the importance of emotional intelligence of teachers. A Study conducted by Singh (2003) found that teachers need to be high in their emotional intelligence to be successful. Sutton and Wheatly (2003) highlighted 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 process in the classroom and in particular for the socio-emotional development of the students.

#### **Domains of Emotional Intelligence:**

Mayer and Salovey (1993) which can be categorized into five domains:

1. **Self awareness** – Observing own and recognizing a feeling as it happens.
2. **Managing emotions** – Handling feelings so that they are appropriate; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger and sadness.



3. **Motivating oneself** – challenging emotions in the service of a goal; emotional self control; delaying gratification and stifling impulses.
4. **Empathy** – Sensitivity to others' feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.
5. **Handling relationships** – Managing emotions in others; social competence and social skills.

Research in brain-based learning suggests that emotional health is fundamental to effective learning.

## **SIGNIFICANCE OF THE STUDY**

A teacher needs awareness of his/her feelings, values and attitudes as a teacher, his/her behavior and how others see them (Palmer, 1998). Those with good EI have no hesitation in taking feedback from others and then working upon it to continuously evolve their performances. Jhaa, and Indoo (2012) found that emotionally intelligent teachers are more effective in classroom management techniques and are thus, fully equipped to deal with difficult situations. It has been found that emotional competence of teachers is necessary both in general for their own well-being and for effectiveness and quality in carrying out the teaching learning process in the classroom and in particular for the socio-emotional development of the students (Singh, 2003). Teaching carried out by emotionally matured teachers would be more stable than that of emotionally immature or unstable teachers. Teachers make who are emotionally mature are generally self-aware, can make personal decision and manage their feelings well. They can handle stress, empathize with others, can communicate well and can build trust in others. Managing relations develops a better understanding between teachers and students creating a positive environment in the class. It helps to intervene and solve problems before they become serious. A teacher must be able to handle their emotions more effectively and in a much balanced way. Very few studies has been conducted on emotional intelligence of the secondary and senior secondary school teachers. But emotional intelligence of the teachers is very relevant, because only an emotionally healthy teacher can properly guide the students. An inefficient doctor is the dangerous for the patient in this way if the teacher is not emotionally healthy then it is difficult to guide his/her students properly. Hence considering the importance that how teachers intelligently able to express and control their emotions in the rapidly changing era where there is a lot of workload and difficult to meet in and out classroom challenges, the researcher try to focus this area in the present study in relation to some demographic variables like gender, age and experience as indicators of emotional intelligence of secondary school teachers.

## **OBJECTIVES**

- O<sub>1</sub> To compare emotional intelligence of male and female secondary school teachers.
- O<sub>2</sub> To compare emotional intelligence of higher aged and lower aged secondary school teachers.

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O<sub>3</sub> To compare emotional intelligence of high experienced and low experienced secondary school teachers.

### **HYPOTHESES**

H<sub>1</sub> There exists no significant difference in the emotional intelligence of male and female secondary school teachers.

H<sub>2</sub> There exists no significant difference in the emotional intelligence of higher aged and lower aged secondary school teachers.

H<sub>3</sub> There exists no significant difference in the emotional intelligence of high experienced and low experienced secondary school teachers.

**DEPENDENT VARIABLE:** Emotional Intelligence

**INDEPENDENT VARIABLE:** Gender, Age and Experience

### **RESEARCH DESIGN**

The investigator employed descriptive survey method of research for the present study.

### **STATISTICAL TECHNIQUES USED:**

Means, S.Ds and t-test.

### **SAMPLING**

A sample of 100 secondary school teachers (47 male and 53 female) was selected from 16 secondary schools located district (Haryana State) from the list of schools procured from D.E.O, Rohtak. From each school, approximately seven teachers were selected making a total sample to 100. The researcher visited to the selected schools. Emotional Intelligence scale was administered on male and female teachers. The scores of teachers in the test was tabulated and analyzed by using appropriate statistical techniques.

### **TOOL USED**

**Emotional Intelligence Scale (EIS):** Standardized and cross validated by Hyde, Pethe & Dhar (2007). The scale has a total 34 items with response options of strongly agree, agree, neutral, disagree and strongly disagree. The scale is self administering. This test has 34 items/statements spread over ten factors that are: self-awareness (SA), Empathy (E), Self motivation (SM), Emotional-stability (ES), Managing Relations (MR), Integrity (I), Self-Development (SD), Value Orientation (VO), Commitment (C), Altruistic Behaviour (AB). The split half reliability coefficient was found to be 0.88. Beside face validity, as all items were related to the variable under focus, the scale has high content validity. In order to find

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out the validity, the coefficient of reliability (Garrett, 1981) was 0.93, which indicated high validity of the scale.

### ANALYSIS AND INTERPRETATION

The collected data were classified, tabulated and subjected to statistical analysis using Mean, S.Ds and correlation. The interpretation of the collected data is as follows:

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

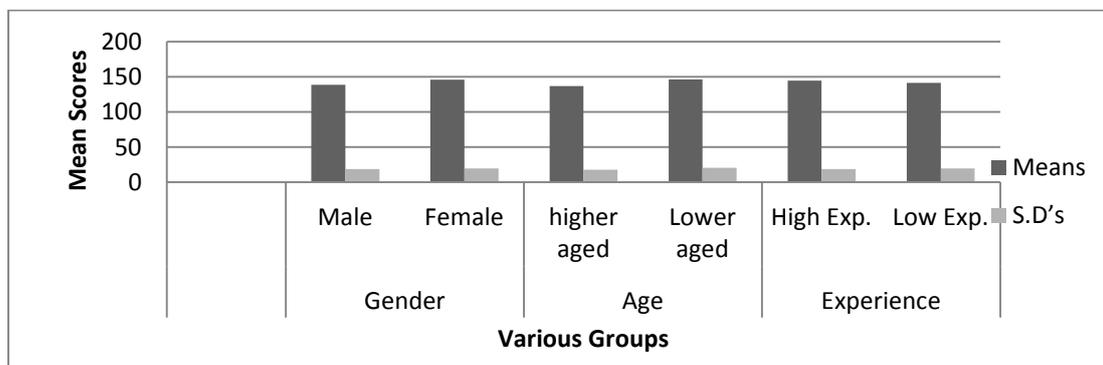
**Table 1. Means, S.Ds and t-ratios of different categories of Emotional Intelligence of Secondary School Teachers**

Variables	Groups of Teachers	N	Means	S.D's	df	t-values
Gender	Male	47	138.744	18.742	98	1.874
	Female	53	<b>145.92</b>	<b>19.418</b>		
Age	Higher Age	60	136.925	17.728	98	2.4324*
	Lower Age	40	146.3	20.504		
Experience	High Experienced	38	144.315	18.688	98	0.7128
	Low Experienced	62	141.467	<b>19.809</b>		

*\*Significant at 0.05 level*

Table 1 depicts that the mean score of male secondary school teachers is 138.744 and female secondary school teachers is 145.92. The t-value is 1.874 which is found to be statistically insignificant at 0.05 level of significance. It can be interpreted from the results that there is no significant difference in the emotional intelligence of secondary school teachers. Therefore, it can be concluded that both the male and female secondary teachers have similar emotional intelligence. Hence the hypothesis that, "There exists no significant difference in the emotional intelligence of male and female secondary school teachers" is accepted (Fig-1).

**Fig. Bar Diagram of various Graphs of Secondary School Teachers on Emotional Intelligence.**



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***Hypothesis 2:*** *There exists no significant difference in the emotional intelligence of higher aged and lower aged secondary school teachers.*

The table 1 depicts that the mean score of higher aged is 136.925 and of lower aged secondary school teachers is 146.3. The t-value is 2.432 which is found to be statistically significant at 0.05 level of significance. Therefore, it can be concluded that there is exists a significant difference between the emotional intelligence of secondary school teachers. It can be deduced that higher aged are less emotionally intelligent than the lower aged secondary school teachers. Hence the hypothesis that, “There exists no significant difference in the emotional intelligence of higher aged and lower aged secondary school teachers” is rejected.

***Hypothesis 3:*** *There exists no significant difference in the emotional intelligence of high experienced and low experienced secondary school teachers.*

The table 1 depicts that the mean score of high experienced secondary school teachers is 144.315 and of low experienced secondary school teachers is 141.457. The t-value is 3.21 which is found to be statistically insignificant at 0.05 level of significance. It can be interpreted from the analysis that there is no significant difference in the emotional intelligence of secondary school teachers. Therefore, it can be deduced that both high experienced and low experienced secondary school teachers are equally emotionally intelligent. Hence the hypothesis that, “There exists no significant difference in the emotional intelligence of high experienced and low experienced secondary school teachers,” is accepted. (Fig-1).

## **DISCUSSION OF THE RESULTS**

For an educational system to be more sound, the most important tool of that system i.e the teachers must possess healthy physical, mental, social and emotional state. Teachers must be in a balanced state of emotions. They must know how to deal and when to deal well with their emotions in a more cognitive way with their students and colleagues. Teachers’ emotional intelligence means that persons must have a self-awareness that enables to recognize feelings and manage peoples’ emotions. In order to study the emotional intelligence of secondary school teachers some socio-demographic variables were taken for the present study. It has been revealed from the results of the present study that gender has no influence on the emotional intelligence of secondary school teachers. Edannur (2010) found the similar results in her study. But the results are contrasting with the Lenka and Kant(2012). They found a significant difference between emotional intelligent of male and female

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secondary school teachers. In order to investigate the affect of age on emotional intelligence of secondary school teachers, it was also taken as one of the socio-demographic variable. It was found that emotional intelligence of secondary school teachers was affected by age factor. Low aged teachers were found to be better adapted with their emotions. Mayer, et al.(1999) also found that emotional intelligence is effected with age. Experience was taken as an indicator of emotional intelligence of secondary school teachers. Experience wise difference emotional intelligence was studied and found insignificant in support of the null hypothesis. The results depicts that emotional intelligence is not affected by experience factor. Both high experienced and low experienced secondary school teachers have been found similar emotionally intelligent. The results were supported with the findings of Mishra and Laskar,(2013)

### **FINDINGS AND CONCLUSIONS**

- There exists no significant difference in the emotional intelligence of male and female secondary school teachers. Both are equally emotionally intelligent.
- There is a significant difference in the emotional intelligence of higher aged and low aged secondary school teachers. Lower aged secondary school teachers are better emotionally intelligent in comparison to higher aged secondary school teachers.
- Emotional Intelligence is not affected by experience factor. Both high experience and low experienced secondary school teachers have been found similar emotionally intelligent.

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