



## Role of emotional intelligence and gender in teaching-learning

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### Abstract

The study examined the role of emotional intelligence and gender in Teaching -Learning Process. The sample was comprised of 160 male teachers and 160 female teachers selected from various schools of Raipur city. Respondents were administered emotional intelligence scale and self-report teacher's effectiveness scale. Apart from it, teaching effectiveness scores were also obtained through students' and principal's evaluation. The analysis revealed significant difference in favor of emotionally high intelligent teachers, as it was hypothesized.

**Keywords:** emotional intelligence, gender and teacher's effectiveness

### Introduction

Education is illumination. It plays extremely significant role in lives of individuals by empowering them with various abilities, skills, competencies, and thus paving way for enhancement in quality of life. Because of all such changes which are occurred in the educational sector, the workplace has become a high stressed environment. To cope with such type of problems, teachers and principals need to possess some competencies such as emotional intelligence. Emotional Intelligence is a type of intelligence that has been heavily studied recently in social sciences, psychology, and business sector, but not in educational arena.

Emotional intelligence has its roots in social intelligence (Young, 1996) [19]. Mayer & Salovey (1993) [13] define emotional intelligence as the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and use this information to guide one's thinking and action that promote emotional and intellectual growth. In other words, it is a set of skills that enables us to make our way in a complex world- the personal, social, and survival aspects of overall intelligence, the elusive common sense and sensitivity that are essential to effective daily functioning.

Bar-On (1997) [2] characterized emotional intelligence as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures". Higgs & Dullwicz (1999) [10] defined emotional intelligence as "a concept that involves achieving one's goals through the ability to manage one's own feelings and emotions, to be sensitive and influence other key people, and to balance one's motives and drives with conscientious and ethical behavior."

Cherniss (2001) [6] defined emotional intelligence as "the ability to perceive, express, and manage one's own emotion and those of others. He argued community psychologists to look to emotional intelligence for guidance on building a healthier society." Hein (2003) [11] defined emotional intelligence as "being able to know how to separate healthy feelings from unhealthy one's and how to turn negative feelings into positive ones." Bradbery & Greaves (2005) [3] defined emotional intelligence as "how people manage

behavior, navigate social competencies and make personal decisions that achieve positive results."

Teachers play the central role in cultivating character by inculcating self-discipline and empathy. The teachers who will be imparting these skills in schools also need to practice them. For putting this to practice, at the first place, teachers need to be trained to be emotionally intelligent. For this, teacher educators should be aware of the importance of emotional intelligence in education. In fact, most educators know about the importance of imparting emotional intelligence training to the students. But little effort is made to implement this. Singh (2003) [17] found that different professionals need different levels of emotional intelligence for success. The result says that teachers need to be highly emotionally intelligent to be successful.

Weare & Grey (2003) have stated that it is not possible to teach a competency which one has not acquired, just as it is not possible to have quality teaching in the absence of the teacher's own well-being. Hwang (2006) also found that only those faculty members who had superior EI competencies like comfort, empathy, leadership, and self-esteem, tended to perform better in overall teaching effectiveness.

In a study done by Barger (2009) [5], it was concluded that teachers with higher emotional intelligence were mentally, socially, and physically healthier. Darwin *et al.* (2010) [7] showed a pattern based on emotional intelligence study and understood the role emotional intelligence plays in teaching and learning processes. There are evidence that emotional intelligence is an important predictor for social personal performances.

Sarkhosh & Rezaee (2012) revealed that there was a strong positive relationship between EI and self-efficacy beliefs. Furthermore, it was found that among the fifteen components of EI, three subscales of Flexibility, Optimism and Interpersonal Relationship were positive predictors of efficacy beliefs.

Success of students depends upon teacher's guidance and teaching. An emotionally intelligent teacher will be a better guide. The greatest asset of education system will then be its emotionally intelligent teachers. Society needs emotionally intelligent teachers to activate educational process. Goleman

(2008) [9] observed that teachers with higher emotional intelligence had more positive view while facing with different pressures in school and they found ways to cope with them. They were more satisfied from their jobs and they acquired positive experiences.

Teachers of education have understood the importance of feeling in full growth of students and their duties and claimed that scientific growth of students and growth of social-emotional qualification are necessary and vital (Elias *et al.*, 1997). As a multidimensional construct, emotional intelligence (Petrides & Furnham, 2000; and Saklofsk *et al.*, 2003) [14, 15] correlates to a range of variables and outcomes related to life quality. These correlations relate to both interpersonal aspects of emotional intelligence such as better quality of social interaction and intrapersonal aspects of emotional intelligence such as empathy, management of relationship and mood adaptation (Besharat *et al.*, 2008) [4].

**Problem and Hypothesis**

In the present research authors intended to study role of emotional intelligence and Gender in Teaching Learning Process.

It was hypothesized that teachers who were high on emotional intelligence would show better teaching effectiveness than those who were emotionally low intelligent. Also, Female Teachers would Exhibits higher Effectiveness in Teaching Learning Process.

**Methodology**

**Sample**

The present study was carried out with 80 male schoolteachers and 80 Female school Teachers from population of a larger middle/high school teachers of Raipur city.

**Tools**

Following psychological tests were used for assessing two different dimensions under consideration in the proposed research.

1. **Measurement of Emotional Intelligence:** Emotional Intelligence Scale (Ajawani *et al.*, 2002) [1] was used to assess emotional intelligence level of teachers.
2. **Measurement of Teacher’s Efficacy:** Teacher’s Efficacy Test (Ajawani, 2010) was used to determine teachers’ effectiveness, which involved self- appraisal, principal’s evaluation, and students’ evaluation.

**Procedure**

Initially an emotional intelligence scale was administered on 320 male and female incidentally selected teachers of middle/high schools of Raipur city. These teachers were selected randomly, and their teaching effectiveness was ascertained through self-appraisal, students’ evaluation and principal’s evaluation. Composite scores were obtained and considered for further computations.

**Data Analysis**

**Table 1:** Average “Difference Teaching Effectiveness Scores” of The Four Sub-Groups Formed On Joint Basis Of Emotional Intelligence And Gender

Gender	Emotional Intelligence			
	Low		High	
Male	n =	80	n =	80
	M <sub>1</sub> =	5.97	M <sub>2</sub> =	7.74
Female	n =	80	n =	80
	M <sub>3</sub> =	6.74	M <sub>4</sub> =	8.52

**Result and Discussion**

It can be said that female teachers showed genuinely better teaching effectiveness than male teachers. As has already been emphasized earlier that teaching effectiveness, in the present research, had been determined based on three evaluations – teacher’s self-evaluation, principal’s evaluation, and students’ evaluation. Thus, it seems that female teachers had not only assessed themselves better but also had been evaluated more positively by the principal and by the students.

This scenario emphasized all round betterness of female teachers in regard to their teaching effectiveness, that is, they are good at teaching in the classroom and in their relationship with the students. Their classroom management techniques are also better. The female teachers can maintain good relationship at management level also and thus sharing a lot in nurturing good teaching-learning environment.

Female teachers’ higher emotional nurturing quality permits them to be open, tolerant, flexible with students and in teaching-learning environment. They are also better adjusted at school due to which they get room for better teaching-learning environment and thus show better teaching effectiveness.

Apart from it, because of good adjustment, their problem-solving ability also increases, and they are also able to manage their mood more effectively. Their interpersonal ability with students, co-teachers and management are most of the time better than male teachers who due to their aggressive and dominating attitude usually are not able to establish good relationship in their work environment. All these qualities of female teachers lead them to be better regarding their teaching effectiveness in comparison to male teachers.

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