

Gender and Emotional intelligence: A study of Secondary School Teachers in Khyber Pakhtunkhwa, Pakistan

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Abstract

In the globalized context, the organizations have become much more competitive and efficient due to dynamic demands of society and industry. This has led to a more challenging and proficient role of the employees in their enterprises. Meeting such demands in the society, organizations need to have employees with knowledge, skills, values and emotional intelligence to play their assigned roles effectively. Among these emotional intelligence is a key factor that plays its role in the performance and overall productivity of organizations. Education is the most important enterprise and teachers are the key stakeholders in it. Therefore, the study aimed to explore the Emotional Intelligence (EI) of Secondary School Teachers (SSTs), evaluate gender wise differences in EI of teachers and develop strategies for EI coaching of teachers. The population of the study was all the SSTs of Khyber Pakhtunkhwa, Pakistan. A sample of 420 SSTs was selected through cluster random sampling for the study. The data were collected through Self Report Measure of Emotional Intelligence (SRMEI) and demographic questionnaire. Tool was pilot tested and their reliability was established. The alpha coefficient of reliability for SRMEI was 0.91. The study revealed that more than 50% Secondary School Teachers were emotionally intelligent, gender wise there was no significant difference between teachers EI and recommended that school teachers' performance may be enhanced by improving teachers emotional intelligence thorough emotional training/coaching.

Key words: Emotional Intelligence, Secondary School Teachers, Khyber Pakhtunkhwa, Pakistan

INTRODUCTION

Teaching is a much more challenging profession as compared to other professions, because teachers are involved in a number of activities and a variety of operating conditions. Therefore, teachers are more exposed to stress (De Nobile, & McCormick, 2005; Klassen, Robert; Chiu & Ming, 2010). According to Comber and Nixon (2009) teachers are involved in multiple responsibilities as compared to other organizations. Teachers are expected to complete syllabus, communicate with parents, administrators, organize field trips and develop their own teaching skills. In addition to the above mentioned areas teachers are also involved in handling various documents and many assignments given by the government and high officials of the department.

Teachers may sometimes face problematic students and non cooperative parents, therefore teachers require communication, conflict management and problem solving skills. If teachers lack social, intellectual and emotional skills, they may suffer from psychological issues (Chang, 2009). According to Hein (2000) most of the teachers believe that lesson plans and learning is the most important task of the schools. They do not pay attention to the feelings and emotions of the taught. This usual attitude of the

teachers causes unrest and disruption in the learners. Therefore, teachers must consistently address the emotions of the students in schools.

Emotional intelligence is one of the most debatable topics among philosopher and social scientists and the extent to which emotions effects human behavior. Emotions are mood or feelings of an individual about something or someone. Mayer, Robert, and Barsade, 2008; Salovey, 1990) stated that feelings are generally more intense and prevail for shorter duration as compared to moods According to Smith and Lazarus (1990) emotions are controlled response that coordinate physiological, experimental, mental and other experiences of feelings and moods such as surprise, irritation and happiness. It means that emotions depend upon internal and external environmental changes. Locke (2005) stated that emotions are the psychological ingredient of an individual. It means that emotions reflect one's beliefs about people, situation and objects based on their values and subconscious approval. On the other hand emotions are the learned responses of an individual about others (Kaplan, 2007). A number of researchers such as Mayer et al., (2008) Cherniss, Grimm, and Liguated (2010) Zedner, Matthews and Roberts, (2004) argued that emotional intelligence has recently received increased interest in research and theoretical areas.

It is argued that EI is an important potential for success in practical life. It plays a vital role in career development and leadership. IQ contributes only 20 % in career achievements while the remaining 80% success depends upon the emotional intelligence of an individual (Pool, 1997).

Emotional Intelligence is not a gender oriented potential. It is a general perception that women are emotionally unstable as compared to men. However it is not the truth. They are emotionally intelligent in different ways. Various studies in the field of psychology shows that women are emotionally stable in certain area like empathy, adaptability and interpersonal skills. On the other hand men are more optimistic, self-confident, conscious and can manage stress easily. Generally there are more similarities than differences in the emotional intelligence of male and female. Certain studies reported women are more emotionally intelligent than men (King, 1999; Sutarso, 1999; Wing and Love, 2001; Singh (2002).

Cultural norms highly influence the emotional development of both the gender. The socialization of male and female depend upon the social norms and values of the society (Duckelt and Raffalli, 1989; Sandhu and Mehrotra ;1999). Personality characteristics also contribute to higher emotional intelligence among females. According to Tapia (1999) and Dunn (2002) girls are higher than boys in certain emotional skills like empathy, social responsibilities and interpersonal relationships. Furthermore, they found that girls are more emotionally intelligent in their relationship with parents, friends and other family members.

Nature of work and working environment also affect the emotional intelligence. It means that if female are exposed to stressful tasks will show low score on EI scale. A research study was conducted on integrative model of Petrides and Furnham's (2001). The study examined relationships between EI and work based constructs. Gender related aspects were adopted in order to find the relationship between existing gender differences in work related variables as well as in perception of EI (Furnham, 1994; Petrides, Furnham and Martin, 2004). The outcome shows that guys scored high than females on Emotional Quotient Inventory. High scores on this scale shows the more significant level of Emotional Intelligence, so the above discoveries unmistakably proposes that guys are genuinely astute than females.

According to Chu (2002) male are emotionally more intelligent than female. The study argued the EI at a time deals with social skills, management of emotions and expression of emotions. Therefore, performing well in all the three skills becomes difficult for an individual. Thus it affects the overall EI. Murray, Holmes, and Griffin (1996) observed that it is not necessary that a person having high level of accuracy may also have satisfactory relationship. Certain relationships needed some positive illusions and some-time EI reduce theses illusions.

According to Kaneez (2006) there are significant emotional differences between male and female on some facets of EI like Impulse control, independence, assertiveness and tolerance. The findings revealed that males show more assertiveness, self recognition about himself and more independence and management according to the situations than the females. The reason may be the dominancy of male members in the society. In this study data was collected from 160 respondents of both the gender. The study found that there is a significant difference between EI of men and women.

According to (Harrod & Scheer, 2005) due to biological difference emotional intelligence also differs among men and women. The study argued that women are a bit more intense as compare to men and exhibit both positive and negative emotions. Because women are taught to be polite and social while men are taught to be strong, consistent and stable from the very early age. Petrides and Furnham (2006) reported that the reason of gender differences in EI is due their differences in responsibilities. Mandell & Pherwani, (2003) also found significant differences in EI between male and female. Shahzad and Bagum (2012) also found the results on trait emotional intelligence. In this study males scored higher mean as compared to females. Hopkins and Bilimoria (2008) found that there is no significant difference between men and women social competencies and EI. The data was collected from top executive of a financial organization. However another study found that EI varies with age, locality and parents education level. the study was conducted on youths between 16-19 years. Girls scored higher than boys (Harrod and Scheer, 2005)

Chan (2004) found that there is no significant with respect to teachers EI in relation to gender and age differences. However significant difference was found in Teachers EI and years of teaching experience. Italian researcher Fabio & Palazzeschi (2008) found that female teachers scored higher on intrapersonal skill scale while male teachers performed well on interpersonal skills scale. It shows the differences in male and female emotional intelligence competencies.

EI coaching is a new concept and centre on the expansion of EI skills. Wolfe (2007) stated that coaching is comprises of coordinated sessions as a methods for self-improvement and self-investigation. Now a days it is becoming a widely used method for development and enhancement of EI skills in individuals and organizations. According to Hughes and Terrell (2009), although most of the training programmes for teachers are group based but scholars and experts recommends coordinated (one on one) methods for EI coaching (Day et al., 2007). Researchers also argued that coaching is useful, because it helps teachers to familiarize and adjust with environment. Brackett et al. (2009) suggested that EI training as a powerful device to investigate individual enthusiastic capabilities and to create EI aptitudes in teachers.

Bullough (2009) also recommends one-on-one instructional courses in school setting for coaching of beginner educators by increasingly experienced instructors. School administration use various strategies in this regard, such as peer collaboration or outside coaches (Robertson, 2004). Training with the help of outside experts not only supports their teaching skill but also develop their EI competencies (Brackett et al., 2009). Brown (2007) noted positive relations ship between teachers training programmes and students' academic achievements, students' attitude, personal efficiency and the ability to develop coaching skills in others.

The above links suggests the importance of EI coaching for teachers; however feasibility and time constraint is a major issue when outside trainers are engaged. It is further suggested that it should be inside the schools premise and should be linked with other programmes such as seminar and other training.

Statement of the problem

The study aimed to explore the status of emotional intelligence of secondary school teachers, examine gender differences regarding emotional intelligence and develop effective strategies for developing emotional intelligence among secondary school teachers.

Objectives of the study

1. To determine the emotional intelligence of Secondary School Teachers.
2. To evaluate gender wise difference of EI among Secondary School teachers.
3. To formulate strategies for developing EI skills among Secondary School teachers.

Hypothesis of the study

H₀ 1. There is no significant difference between male and female secondary school teachers' emotional intelligence

Population and Sample

The population for the study was all the 28186 teachers of Secondary Schools in Khyber Pakhtunkhwa (KP). According to the Educational Management Information System (EMIS) Annual Statistical Report (2019), among them 19665 are males and 8521 females. The researchers selected a sample of 420 participants through cluster random sampling for the study. According to Best and Kahn (2006) cluster random sampling technique is the most appropriate method for the selection of sample for geographically scattered data.

Research Instrument

Self- Report Measure of Emotional Intelligence (SRMEI) along with self constructed demographic questionnaire was used for the collection of data from Secondary School Teachers. Self-Report Measure of Emotional Intelligence is a recently constructed by Rizwana Alam Khan and Anila Kamal of National Institute of Psychology Quaid-i-Azam University Islamabad for the determination of emotional intelligence. It is specifically constructed by keeping in mind the socio-economic and cultural environment of Pakistan. According to Vraniak et al., (1998) socio-cultural environment of the society greatly impact the emotional intelligence of an individual. The researchers validated the tools through expert opinions and established their reliability with pilot testing. The Alpha reliability for SRMEI was 0.917.

The data were analyzed for different procedures such as percentage and measures of central tendency. In the second step of the data analysis, Pearson’s correlations was used to conclude correlation between male and female school teachers.

RESULTS

Demographic information of secondary school teachers (Frequencies and percentages)

Table. 1 Frequencies and percentages of teachers Gender wise

Gender	Frequencies	Percentages (%)
Male	194	50.1
Female	193	49.9
Total	387	100.0

Table. 1, Represents the teachers frequency and percentages gender wise. There were 50.1% male and 49.9% female Secondary School teachers.

Table 02 Designation of Respondents

Designation	Frequency	Percentages (%)
SST (G)	104	26.9
SST (Science-1)	97	25.1
SST (Science-2)	33	8.5
CT	112	28.9
TT/AT	41	10.6
Total	387	100.0

The above data shows the teachers’ frequency and its percentages Designation wise. According to the data collected 28% of teacher were CT, 26.9% SST(G) teachers, 25.1% were SST(Science-1), 10.6% were TT Teachers and only 8.5% of them were SST (Science-2).

Self-Report Measure of Emotional Intelligence (SRMEI)

Table 03 Levels of EI

E.I	Frequencies	Percentages (%)
Low E.I	2	.5
Moderate E.I	157	40.6
High E.I	228	58.9

The table given above presents that almost 59% of SST are emotionally stable, 40.6% teachers falls in the moderate zone while only 2 teachers out 387 have low level of EI according to SRMEI.

Table 04 Levels of Emotional Intelligence gender wise (Male and female)

Emotional Intelligence Level	Gender		Total
	Male	Female	
High	110	118	228
Moderate	82	75	157
Low	2	0	2
Total	194	193	387

The above table indicating "Emotional Intelligence of Secondary" (Overall) of SSTs gender wise. Out of 387 teachers, 228 (110 male and 118 female) have high level emotional intelligence, 157 teachers (82 male, 75 female) have moderate EI while only two teachers have low level of emotional intelligence. Therefore it can be concluded more than 50% of the teachers have high EI.

Table 05 Gender wise, Mean, Range, SD and Variance N=387

EI Gender	M	Range Max Min.	SD	Variance
Male	227.78	279 144	28.475	810.826
Female	230.03	278 160	25.908	671.228

The Mean, Rang, Standard Deviation and Variance of emotional intelligence score gender wise is presented in table 05. The score (mean) of male school teachers on SRMEI scale is 227.78, maximum score is 279, minimum score is 144 with SD 28.475 and variance 810.826. The score of female teachers on SRMEI scale is 230.03, maximum score is 278, minimum score is 160 with SD 25.908 and variance 671.228. The score of male teachers is slightly less as compared to female school teachers. However the difference is not significant. Therefore it can be concluded that there is no major variation between the mean scores of school teachers gender wise.

H₀ . There is no significant difference between male and female secondary school teachers' emotional intelligence

Table: 06 E.I gender wise (mean, SD, F, T, Df)

Gender	N	Mean	Std. Deviation	F	T	Df	Sig/P-value
Emotional Intelligence Male	194	3.8369	.47370	2.571	.110	385	.110
Female	193	3.7931	.43271		-.949	381.5	

Data was collected from 194, 193 male and female SSTs respectively. T. Test (Independent sample) was applied to determine the mean variation b/w school teachers' E.I gender wise. The mean and SD of male teachers were 3.83, .473 and female teacher were 3.79, .432. The mean of male teacher is more than female teachers. The F is 2.53 with P is .110, the p-value is grater then 0.05. It shows no mean distinction between SSTs E.I gender wise. Therefore, the null hypothesis is accepted.

Discussion and Findings

The result shows that almost 59% of secondary school teachers have high EQ while 40.6% teachers fall in the moderate zone. However the proportion of teachers having low EI is negligible. The gender wise results show that the mean score of male school teachers on SRMEI scale is 227.78 with SD 28.475 while the mean score of female school teachers is 230.03 with SD 25.908. The results regarding gender revealed that teachers' EI is not gender dependent. Same results were reported by Pant and Prakash (2004), results showed no substantial gender differences on the various EI dimensions. Similarly Tyagi (2004), Mathur, Malhotra and Dube (2005) Saranya and Velayudhan (2008) also

reported that EI is gender independent. Gender wise data shows that 110 male and 118 female out of 228 have high level emotional intelligence. The above data suggests that there is no difference between urban and rural teachers EI. The hypothesis states that there is no significant difference between male and female secondary school teachers' emotional intelligence. Myint & Aung, 2016 carried out a study in Myanmar also reported that there is no difference among male and female EI

Conclusion

The primary aim of the research was, “To search the emotional intelligence of SSTs, evaluate gender wise differences in EI of teachers and suggest recommendations for emotional coaching of teachers.” The objective was achieved by determining Emotional intelligence of school teachers by SRMEI. The score of both males and females teachers was almost the same. The survey found out that about 60% teachers are emotionally high and the rest are moderately stable emotionally. The research study also explored that there is no difference between male and female SSTs emotional intelligence. Therefore it can be concluded that EI is not a gender dependent construct.

Recommendations

The present study recommends that teacher training curricula should include critical aspects of human development such as guidance in emotional and societal skill. The findings of the study also recommend the due role and participation of state, policy implementers, state establishment and society to facilitate teacher training institutes that they incorporate EI developmental program for pre-service and in-service teachers training. EQ test should be made compulsory for the induction and promotion of teachers at all level.

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