

Emotional Intelligence of Teachers Working in Higher Education Institutions in Haryana in Relation to Gender and Types of School

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Abstract

This study examines the emotional intelligence of teachers in higher education in Haryana, focusing on gender and types of schools. Objectives include assessing the impact of gender and school types on emotional intelligence and employee performance. Hypotheses propose significant influences of gender and types of schools on these variables. The stratified random sampling method selects 400 teachers in Gurgaon and Rohtak, Haryana, using an Emotional Intelligence Inventory. Findings reveal significant gender-based variations, with female teachers exhibiting higher emotional intelligence scores than males. However, no significant differences emerge among different types of institutions (Government, Private, Government-Aided). Educational implications emphasize tailored interventions for male teachers and a uniform approach across institutions. Suggestions include implementing targeted training programs and fostering positive emotional climates. Future research could explore nuanced factors affecting emotional intelligence in diverse institutional contexts.

Keywords: Emotional Intelligence, Gender, Types of Schools, Higher Education, Teacher Performance

Introduction

Teachers and teaching play a pivotal role in shaping the intellectual, emotional, and social development of individuals. The meaning of teaching encompasses the multifaceted process through which knowledge, skills, and values are transmitted from educators to learners. According to Dewey (1916), teaching involves not just the delivery of information but also the cultivation of critical thinking, problem-solving abilities, and the fostering of a deep understanding of subject matter. In essence, it is a dynamic interaction that extends beyond the mere transfer of facts, aiming to instill a lifelong love for learning. The significance of teachers and teaching cannot be overstated, as they serve as architects of the future, molding the minds that will navigate the complexities of an ever-evolving society.

The definition of teaching has evolved over time, reflecting changes in educational paradigms and pedagogical approaches. Bruner (1966) emphasized the importance of active learning, positing that effective teaching involves guiding students to discover and construct knowledge rather than passively receiving it. This learner-centric perspective underscores the role of teachers as facilitators who create an environment conducive to exploration and inquiry. Vygotsky (1978) contributed the sociocultural theory, contending that learning occurs within a social context and is deeply influenced by interactions with more knowledgeable others, particularly teachers. This perspective underscores the crucial role teachers play in scaffolding students' understanding and fostering cognitive development.

The role of teachers extends far beyond the transmission of academic content. They serve as mentors, role models, and even counselors, influencing not only what students know but also who they become. Bandura's social cognitive theory (1977) emphasizes the impact of observational learning, suggesting that individuals learn by observing others and modeling their behavior. Teachers, as prominent figures in students' lives, shape not only their intellectual abilities but also their values, attitudes, and social skills. This holistic approach to education underscores the profound responsibility teachers bear in contributing to the holistic development of their students.

The importance of teachers and teaching can be gauged by their impact on societal progress and individual empowerment. Research consistently demonstrates the correlation between effective teaching and positive student outcomes (Hattie, 2009). High-quality teaching has been linked to improved academic achievement, increased student engagement, and enhanced critical thinking skills. Additionally, teachers play a crucial role in narrowing educational

disparities and promoting inclusivity, as their pedagogical choices can either reinforce or mitigate social inequalities (Ladson-Billings, 1995). In a globalized world where knowledge is a key driver of economic and social advancement, the role of teachers in cultivating a well-educated and skilled workforce is indispensable (Darling-Hammond, 2017).

Furthermore, teachers contribute significantly to the cultivation of democratic values and civic responsibility. As Dewey (1916) argued, education is not only a preparation for life but an essential component of democratic living. Teachers foster a sense of civic duty by instilling values such as tolerance, respect for diversity, and a commitment to social justice. In this way, they contribute to the formation of informed and responsible citizens who actively participate in the democratic processes that shape society.

Thus, the meaning of teaching transcends the simple transmission of knowledge; it involves a complex, interactive process that shapes individuals intellectually, emotionally, and socially. Teachers, as central figures in this process, play a crucial role in guiding students towards a deeper understanding of the world and their place in it. The definition of teaching has evolved to emphasize learner-centric and sociocultural perspectives, highlighting the importance of active engagement and the role of teachers as facilitators and mentors. The significance of teachers and teaching is underscored by their impact on academic achievement, societal progress, and the cultivation of responsible citizens. As society continues to evolve, the role of teachers remains indispensable in preparing individuals for the challenges and opportunities of the future.

Emotional Intelligence

Teachers' emotional intelligence (EI) is a critical aspect of effective teaching and has gained significant attention in both Indian and international educational research. Emotional intelligence, as defined by Salovey and Mayer (1990), refers to the ability to perceive, understand, manage, and regulate one's own emotions, as well as the ability to recognize and respond empathetically to the emotions of others. In the context of teaching, this skill set becomes particularly relevant as it influences the quality of teacher-student interactions and overall classroom dynamics.

Studies conducted both in India and abroad underscore the importance of teachers' emotional intelligence in shaping positive learning environments. In the Indian context, a study by Akhtar (2017) found a positive correlation between teachers' emotional intelligence and their effectiveness in managing classroom behavior and student engagement. Similarly, a study conducted by Singh and Garg (2018) highlighted the impact of teachers' emotional intelligence on students' academic achievement, emphasizing the role of emotionally intelligent educators in fostering a conducive learning atmosphere.

Internationally, research by Brackett et al. (2011) and Jennings and Greenberg (2009) supports the idea that teachers with higher emotional intelligence are more adept at creating positive teacher-student relationships and managing classroom behavior. Brackett and Katulak (2006) stress the importance of emotional intelligence in the professional development of teachers, suggesting that training programs focusing on emotional intelligence skills can enhance teaching effectiveness. These studies collectively emphasize that teachers' emotional intelligence is not only beneficial for their personal well-being but also directly influences student outcomes and the overall quality of education.

The significance of teachers' emotional intelligence extends beyond the classroom to interactions with colleagues and parents. In an Indian context, research by Sharma and Jyoti (2021) highlights the role of emotional intelligence in promoting positive collaboration among teachers, contributing to a healthy school culture. Effective communication with parents is also facilitated by teachers with high emotional intelligence, as they can navigate sensitive issues and build trusting relationships (Singh & Garg, 2018).

Importantly, the impact of teachers' emotional intelligence on students goes beyond academic achievement. Research by Biswas-Diener (2009) emphasizes the role of emotional intelligence in promoting students' social and emotional well-being. Teachers who are emotionally intelligent create a supportive and inclusive atmosphere that enhances students' emotional regulation, social skills, and overall psychological resilience.

Thus, teachers' emotional intelligence is a multifaceted trait that significantly influences the educational landscape, encompassing teacher-student relationships, classroom management, and overall school culture. In both Indian and international contexts, studies consistently highlight the positive correlation between teachers' emotional intelligence and various facets of effective teaching. The ability to navigate and manage emotions not only contributes to teachers' personal well-being but also plays a pivotal role in creating an enriching and supportive learning environment for students.

Review of Literature

The exploration of emotional intelligence (EI) among teachers in higher education institutions in Haryana has gained prominence due to its potential implications on teaching effectiveness, student outcomes, and overall educational

environments. Studies both within India and internationally have delved into the dimensions of teachers' emotional intelligence, considering various factors such as gender and institutional types.

Internationally, research by Brackett and Rivers (2014) delves into the significance of emotional intelligence in educational settings, emphasizing its role in fostering positive teacher-student relationships and creating supportive learning environments. Furthermore, the study by Mayer, Caruso, and Salovey (2000) contributes to the understanding of the four-branch model of emotional intelligence, providing a comprehensive framework that includes the perception, use, understanding, and management of emotions. These foundational studies lay the groundwork for understanding the broader implications of emotional intelligence in educational contexts.

In the Indian context, studies exploring teachers' emotional intelligence have gained traction. A study by Bar-On and Parker (2000) acknowledges the cross-cultural applicability of emotional intelligence models and instruments. The relevance of such models in the Indian educational landscape is supported by the work of Singh and Sharma (2012), who explored the emotional intelligence of secondary school teachers in Haryana. This study found that higher emotional intelligence positively correlated with teaching effectiveness and suggested the need for similar investigations in the higher education sector.

The influence of gender on teachers' emotional intelligence has been a subject of interest in both Indian and international studies. In the context of India, a study by Das and Panda (2016) examined gender differences in emotional intelligence among teachers, revealing nuanced variations that underscore the importance of considering gender dynamics in such analyses. Similarly, Brackett et al. (2009) explored gender differences in emotional intelligence among educators, emphasizing the need for tailored interventions and professional development programs that account for these variations.

Concerning the types of higher education institutions, studies have highlighted potential differences in emotional intelligence based on institutional characteristics. A study by Sankaran and Joseph (2019) explored emotional intelligence among faculty members in engineering colleges in India, emphasizing its significance in the academic context. Additionally, a study by Brackett et al. (2012) considered the organizational climate of educational institutions, suggesting that a positive climate could enhance teachers' emotional intelligence.

However, despite the existing literature, a notable research gap exists regarding teachers' emotional intelligence in higher education institutions in Haryana, especially concerning gender differences and the influence of institutional types. The proposed study aims to bridge this gap by providing a comprehensive analysis of emotional intelligence among teachers in higher education institutions in Haryana, considering gender dynamics and institutional variations.

Thus, the review of literature underscores the global and Indian significance of exploring emotional intelligence among teachers, especially in higher education settings. Studies internationally and in India have shed light on the multifaceted nature of emotional intelligence, its role in educational contexts, and the influence of factors such as gender and institutional types. The proposed study in Haryana aims to contribute to this body of knowledge by addressing specific gaps in understanding emotional intelligence among higher education teachers in this region.

Statement of the problem

Emotional Intelligence of Teachers Working in Higher Education Institutions in Haryana in Relation to Gender and Types of School

Objectives of the Study

1. To examine the influence of gender on emotional intelligence and employee performance.
2. To examine the influence of types of school on emotional intelligence and employee performance.

Hypotheses

1. There is significant influence of gender on emotional intelligence and employee performance.
2. There is significant influence of types of school on emotional intelligence and employee performance.

Methodology

Population/Area of Sample The study focused on educators within the state of Haryana who were actively engaged in the higher education sector. This investigation was specifically conducted within the geographical confines of Haryana.

Sampling Frame The sampling frame, intrinsically linked to the population under scrutiny, encompassed a comprehensive list of individuals teachers within the higher education sector in Haryana. It constituted the foundational inventory from which the sample was meticulously extracted.

Appropriate Sampling Technique The study adopted a stratified random sampling approach to ensure an unbiased and

representative selection.

Sample Size The sample size was determined utilizing a formula pertinent to finite populations, thereby ensuring a statistically sound representation of the target group. 400 teachers working in Gurgaon and Rohtak in Haryana state were chosen.

Research Design The methodology employed in this study was both exploratory and descriptive in nature, allowing for a comprehensive understanding of the subject matter.

Tool Used

Emotional Intelligence Inventory developed by the investigator herself was used to collect the data.

Statistical Techniques Used

Keeping in view the nature of the study, mean, standard deviation, 't' test and ANOVA were used to analyze the data.

Data Analysis

This study aims to analyze the emotional intelligence of teachers working in higher education in Haryana in relation to gender and types of school. Mean, SD, 't' test and ANOVA were used given in table given below:

Table 1: Comparison of emotional intelligence scores between male and female teachers

Gender	N	Mean	Std. Deviation	Std. Error Mean	"t" value
Male teachers	200	92.47	19.791	1.399	2.896**
Female Teachers	200	98.34	20.697	1.463	

**Significant at 0.01 level

Table 1 presents a comparison of emotional intelligence scores between male and female teachers. The data comprises 200 samples for each gender group. Female teachers demonstrate a slightly higher mean emotional intelligence score (98.34) compared to male teachers (92.47). The standard deviation for female teachers (20.697) is marginally greater than that of male teachers (19.791). A t-test was conducted, revealing a statistically significant difference between the groups ($t = 2.896$, $p < 0.01$), indicating that the observed difference in emotional intelligence scores between male and female teachers is unlikely due to chance. This suggests that gender may have a discernible influence on emotional intelligence levels among teachers in this study, with females exhibiting slightly higher scores compared to their male counterparts.

Table 2: Descriptive Statistics of Emotional Intelligence in relation to their Types of institutions

Types of Institutions	N	Mean	Std. Deviation	Std. Error
Government institutions	197	94.95	21.348	1.521
Private institutions	177	95.80	20.777	1.562
Government-Aided Institutions	26	96.12	7.073	1.387

Table 2.1: ANOVA Summary

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	81.972	2	40.986	.098	.907
Within Groups	166550.225	397	419.522		
Total	166632.198	399			

2.2 Post Hoc Tests

Tukey HSD		
Types of Institutions	N	Subset for alpha = 0.05
		1
Government institutions	197	94.95
Private institutions	177	95.80
Government-Aided Institutions	26	96.12
Sig.		.947

Table 2 presents descriptive statistics of emotional intelligence across different types of institutions, showcasing means, standard deviations, and standard errors. The mean emotional intelligence scores for Government institutions, Private institutions, and Government-Aided Institutions are 94.95, 95.80, and 96.12, respectively. The ANOVA results in Table 2.1 indicate no significant differences between these institution types regarding emotional intelligence scores [$F(2, 397) = 0.098, p = 0.907$]. Further supported by the post hoc Tukey HSD test in Table 2.2, the p-value of 0.947 suggests no statistically significant differences in emotional intelligence scores between any pair of institution types at a significance level of 0.05. Therefore, based on this analysis, there's insufficient evidence to conclude that emotional intelligence significantly differs across these types of institutions.

Findings of the Study

The study revealed significant findings regarding the emotional intelligence of teachers in higher education institutions in Haryana. In terms of gender differences, female teachers exhibited a slightly higher mean emotional intelligence score compared to their male counterparts, with a statistically significant difference between the groups. This suggests a gender-related influence on emotional intelligence levels among teachers. However, when examining different types of institutions, no significant variations in emotional intelligence scores were observed among teachers in Government institutions, Private institutions, and Government-Aided Institutions. The lack of significant differences implies a uniformity in emotional intelligence levels across these institution types.

Educational Implications

These findings hold implications for educational practices and policies. Recognizing the gender-based variations in emotional intelligence can inform targeted interventions and professional development programs tailored to enhance emotional intelligence skills, especially for male teachers. Additionally, the uniform emotional intelligence scores across different types of institutions emphasize the need for holistic strategies in promoting emotional intelligence within higher education settings. Educators and policymakers can focus on fostering a supportive emotional climate that transcends institutional differences.

Suggestions

Based on the study, it is suggested that educational institutions implement training programs specifically designed to enhance emotional intelligence, with a focus on addressing gender-specific needs. Additionally, initiatives aimed at creating a positive emotional climate within institutions can contribute to the overall well-being and effectiveness of teachers. Future research could delve deeper into the specific factors influencing emotional intelligence within different institutional contexts, allowing for more targeted interventions and a nuanced understanding of the complexities associated with emotional intelligence in higher education.

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