



Journal Homepage: -[www.journalijar.com](http://www.journalijar.com)

## INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/14576  
DOI URL: <http://dx.doi.org/10.21474/IJAR01/14576>



### RESEARCH ARTICLE

#### GENDER BASED ANALYSIS OF TEACHER EDUCATOR'S EMOTIONAL INTELLIGENCE IN RELATION TO THEIR TEACHING EXPERIENCE

Suman Rani<sup>1,2</sup> and Reena Jain<sup>1</sup>

1. School of Education, Jaipur National University, Jaipur-302017.
2. Guru Nanak Girls College, Yamuna Nagar, Haryana, India.

#### Manuscript Info

##### Manuscript History

Received: 20 February 2022  
Final Accepted: 24 March 2022  
Published: April 2022

##### Keywords:-

Emotional Intelligence, Teacher Educators, Gender

#### Abstract

In the new millennium, teachers are challenged to educate students to fulfill the demands of an internationally competitive global society. This responsibility increases many times when we talk about teacher educators, which occupy a central position in the educational system. Emotional status is a controlling factor in their teaching ability. Looking at the significance of emotional intelligence (EI) in the present scenario, the investigator is keen to study the influence of gender and teaching experience on the EI of teacher educators in Northern India, especially Haryana. This study has been conducted to assess the EI of teacher educators in relation to their gender and experience. The emotional intelligence scale by Anukool Hyde, Sanjot Pethe, and Upinder Dhar (2002) have used for analysis. Data obtained by stratified randomization was analyzed statistically using descriptive and test of significance analysis by One Way ANOVA. Results revealed no significant difference between the overall Emotional Intelligence of male and female teacher educators. However, each gender dominated in separated emotional intelligence factors where female teacher educators mainly dominated in factors like managing relations, empathy, altruistic behavior, and integrity as compared to males. On the other hand, male teacher educators dominated mainly in self-awareness, self-motivation, emotional stability, integrity, self-development, and value orientation. Thus, overall EI is not gender-dependent, while different emotional intelligence factors vary between male and female teacher educators depending on personality traits and living conditions. On the other hand, results have shown the positive impact of teaching experience on the total EI of teacher educators, where EI factors like empathy, self-motivation, managing relations, and integrity are enhanced with experience and thereby contribute to the enhancement of overall EI in both male and female teacher educators. Present study results will help embellish the subject matter of gender-based differences in Emotional Intelligence about their experience. The outcome of this study would be beneficial for a further incremental increase of teacher educators' EI by focusing on specific factors if teacher educators' program should be prepared by considering all these

**Corresponding Author:- Dr. Reena Jain**

Address:- Associate Professor, School of Education Jaipur National University Jaipur-302017

effectors accordingly that would enlighten not only teacher education but also improve the impact of the Indian education system.

*Copy Right, IJAR, 2022,. All rights reserved.*

---

### **Introduction:-**

Education is the process that prepares the individual for a productive, progressive, cultured, and civilized life. Teaching is a profession where a teacher has to show different emotions concerning circumstances. They were trained to tackle the awkward situation of the class with emotions. So, they are not only required to focus on students' cognitive development but also need to be competent to handle students continuing physical, emotional, social, and spiritual growth. School education emphasizes the learning of knowledge rather than students' frame of mind. Yet students feel nervous, anxious, frustrated, depressed, and abased when instructors ignore their emotions. Suppose students cannot receive timely guidance from school authorities, teachers, or their parents or timely concern from their peers or siblings, then their unstable emotions may result in behavioral disorders. To understand a person's emotional status of a person, Salovey and Mayer (1990) proposed the term emotional intelligence (EI). There are many possible definitions of EI. Furthermore, mental disorders can influence students' academic achievements and life adaptation. Educators often underestimate the importance of developing students' abilities to adapt and get along with people; however, students' learning abilities depend on their experience (Solberg et al., 2022). There is conflicting direct evidence that the concept of EI might be relevant to the teaching profession. Although the notion that the traits associated with high EI are necessary for teachers to possess has a certain amount of prima facie validity. According to Goleman (1998), EI concerns the ability of a person to maintain self-control, enthusiasm, persistence, and self-encouragement, as presented in five major dimensions: knowing your emotions, managing your own emotions, motivating yourself, recognizing and understanding other people's emotions, and managing relationships. Later Bar-On, (2002) defined EI as a kind of multiple-level ability that crosses over self emotions and social composition. According to Mayer, Caruso, & Salovey (1999), EI represents the ability to perceive, distinguish and manage feelings/emotions of oneself or others as a guide to enhance thinking and actions. Studies demonstrated that emotionally intelligent people had closer attention to health, physical appearance, and interactions with friends and family. Schutte et al. (1998) showed that EI is associated with affective outcomes such as greater optimism, less depression, and less impulsivity. Abraham (2000) found that more emotionally intelligent employees had higher job satisfaction and greater commitment to their organizations. Similarly, Gardner and Stough (2002) found significant positive relationships between transformational leadership and EI. Customer service personnel with higher EI rated as more effective by their managers than those with lower levels of EI (Brackett & Mayer, 2003). Schutte et al. (1998) showed that EI is associated with affective outcomes such as greater optimism, less depression, and less impulsivity. Studies have demonstrated that people who report higher levels EI also report higher levels of attending to health and appearance and more positive interactions with friends and family (Brackett & Mayer, 2003). So, it is the demand of time to recruit psychologically intelligent teachers who can handle and prepare students emotionally and physically for their future. Singhand Jha (2017) reported the direct relationship of Emotional Intelligence with the effectiveness of teacher educators by effectively dealing with their emotions and emotional information in colleges that would assist teachers in managing their teaching effectiveness. These results further signify the need for intervention programs to increase the emotional intelligence level of teacher educators. India has made serious efforts to place more women teachers in primary schools, but still, there is a large variation across states. Kerala, Punjab, and Haryana have the highest percentage of women teachers among the bigger states of India. So, we performed our research on teacher educators from Haryana. Competing evidence exists surrounding whether or not males and females differ significantly in general emotional intelligence levels. However, some studies have found that women are more likely to score higher on emotional intelligence measures than men, both in professional and personal settings (Mayer et al., 2001; Mandell & Pherwani, 2003). Brackett & Mayer (2003) found that females scored higher than males on EI. Singh and Kumar (2016) found a significant positive relationship between EI and job satisfaction. While no gender-based significant difference was observed among teachers regarding job satisfaction. Though there can be many factors responsible for job satisfaction, the role of EI cannot be neglected. In addition, teachers often underestimate the importance of developing other abilities of students, like adapting and getting along with people; however, the ability of teachers to understand students depends on their experience (Chen, Lin, & Tu, 2006). More research is required to determine whether or not gender differences do exist in EI. So we planned to study male and female teacher educators' EI. For the same reason, we decided to work on the psychological status of teacher educators, which can be measured through EI with through evaluation of self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior (Hyde, Pethe, & Dhar, 2002).

## **Material And Methods:-**

### **Research design**

Data has collected by a survey method that utilized an expositfacto research type, where questionnaires were used to collect data from the respondent.

## **Participants And Data Collection:-**

A stratified randomization technique of sampling has been employed to collect data. In the study's first phase, two districts, Kurukshetra and Yamunanagar from north Haryana have been selected. In the second phase, 80 male and 80 female teachers from set, which resulted in a sample of 160 teacher educators. These teachers were between the ages of 25 and 50 with 2–20 years of teaching experience (Table 1). The EI scale was distributed among the participants simultaneously. Participants have given time (15–20 min) to answer these questionnaires and accompanying instructions.

## **Measurement Scales:-**

For collecting the data, the EI scale by Hyde, Pethe, and Dhar (2002) was used. EI test scale has 34 items spread over ten factors. The scale is meant for knowing the difference between individuals. There are ten factors in the scale, i.e., self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior. The reliability coefficient of the scale was found to be 0.88, with a wide coverage of the factors affecting EI. The reliability coefficient of the scale was found to be 0.88, with a validity of 0.93. EI scores were categorized into high level ( $\geq 85$ ), moderate (52-84), and Low level ( $\leq 51$ ) (Hyde, Pethe, and Dhar, 2002).

## **Scoring Procedure:-**

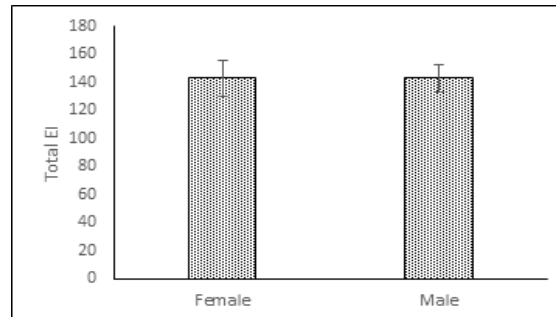
The EI instrument was administered to the male and female teacher educators involved in this study by the researcher. The purpose of the study was explained to them before distributing the instrument. The scoring was done on a five-point scale; strongly agree, agree, uncertain, disagree, and strongly disagree with the values 5, 4, 3, 2, and 1, respectively, for all the items.

## **Statistical Methods:-**

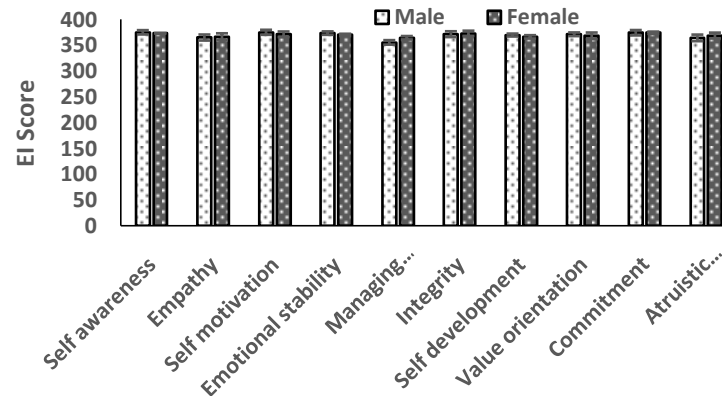
The obtained data were analyzed using descriptive statistical techniques such as mean and standard deviation. Pearson product-moment correlation was worked out to find the relationship between EI and the teaching experience of teacher educators. One-way ANOVA was employed to test the significance of the difference between mean EI scores of teachers in relation to gender and experience.

## **Results And Discussion:-**

Teaching jobs involve a heavy workload and control over unruly students, resulting in a feeling of frustration, while Emotionally intelligent teachers can place themselves in a positive state of mind. They can help the students to improved motivation, increase performance, make effective use of time and resources, and teamwork (Ashforth & Humphrey, 1995). As teachers are the ideal model for students where students learn many skills from their teacher's behavior and Intelligence, which further fostered the idea of emotional intelligence infusion into the teacher preparation programs to support creative teacher education. Thus, teacher educators have to be trained with enhanced Emotional Intelligence so that they can manage not only their own emotions but also deal successfully with students. The purpose of this study was to examine the extent to which the overall EI of female teacher educators differed from the male in relation to their teaching experience.



**Figure 1:-** Overall emotional Intelligence of male vs female teacher educators.



**Figure2:-** Factor wise emotional intelligence of male vs female teacher educators.

#### **EI Of Teacher Educators In Relation To Gender:-**

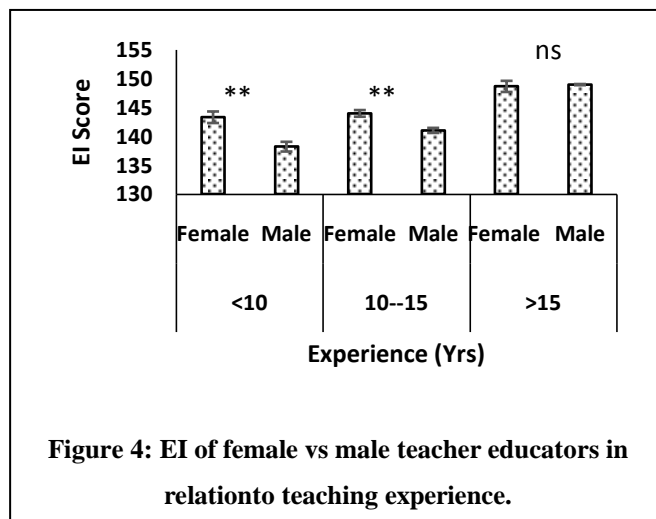
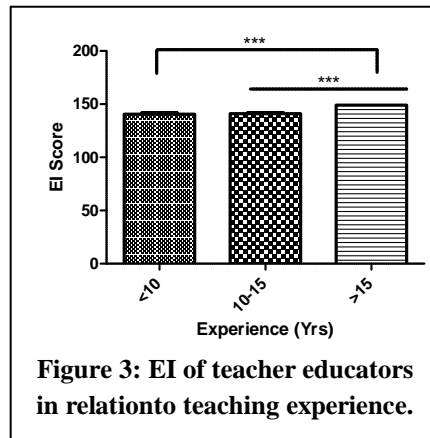
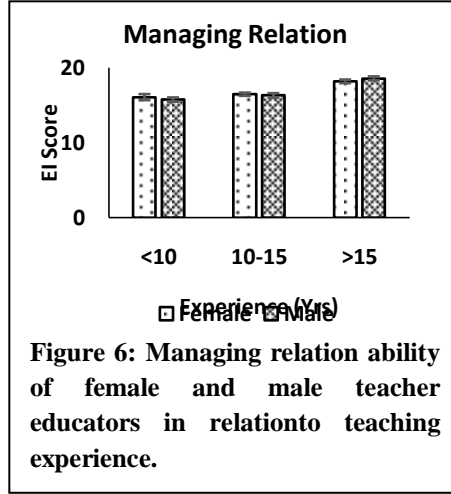
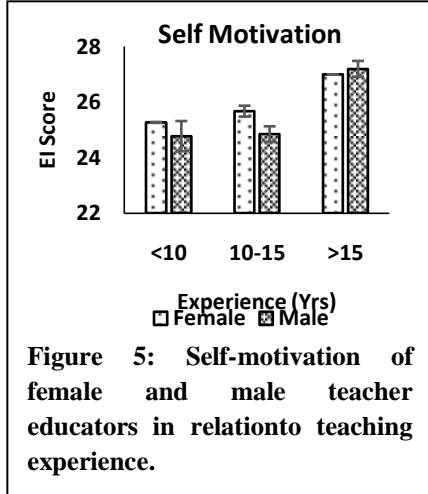
The teacher educator's EI levels are observed to be in the higher category (as per the manual instructions). Results have shown no significant difference between the average EI of male and female teacher educators (Figure 1). From these results, it may be inferred that the levels of teacher educator's EI have not differed with gender. It may be due to equal opportunities to develop the skills required to be emotionally intelligent in the studied area. Studies by Chohan, (2020), Meshkat&Nejati (2017), and Rao and Komala (2017) have also found no significant difference in EI levels in males and females. However, Patel (2017), Naghavi and Redzuan (2011), Kafetsios (2004), Perry et al. (2004), Day & Carroll, 2004, Ciarrochi et al. (2000) reported higher EI in females vs. males, on the other hand, some studies have reported higher EI in males than female (Ahmad, Bangash, & Khan, 2009). Interestingly, the sample populations in these studies are fairly typical of many of the studies undertaken in emotional intelligence research, i.e., university students, more women in the sample than men, and the majority being in their early twenties. As a result, it is not known whether the results would generalize to other populations. Many researchers and authors recommend that further studies explore the relationship between gender and emotional Intelligence (Barchard&Hakstian, 2004; Perry et al., 2004; Schaie, 2001; Rooy et al., 2005).

The arithmetic mean the value of EI factors like empathy, managing relations, integrity, and altruistic behaviour shows that female teacher educators performed slightly better than the male teacher educators (Figure 2). On the other hand, male teacher educators performed slightly better in EI factors like self awareness, self-motivation, emotional stability, self-development, and value orientation, as compared to female teacher educators (Figure 2), but the difference is not significant.

#### **Teacher Educators' Experience And EI In Relation To Gender:-**

Can experience improve the EI of a person is really a matter of debate in recent years in relation to professions and gender? So we have tried to uncover the influence of experience on the EI of teacher educators, even in relation to gender. We have observed a striking increase in the total EI of teacher educators with experience, where the EI of teacher educators significantly increases with their experience. In our studied candidates, teacher educators with more than 15 years of experience have shown the highest EI, followed by teacher educators with 10-15 years and <10 years experience (Figure 3). We categorized the teacher educators between <10, 10-15, and >15 years of teaching experience and then compared their EI scores using One way ANOVA analysis. Results have been

performed to analyze the test of significance between experience and EI. One-way ANOVA results have shown a significant difference ( $P < 0.0001$ ) between the EI scores of  $>15$  vs.  $<10$  years of experience, while there is no significant difference between  $<10$  vs. 10-15 years of experience in teacher educators. To find out the relationship between teaching experience and EI, we have also performed a correlational analysis between these groups.



Correlational analysis results have shown a strong positive relation between years of experience and EI scores with two-tailed ( $p < 0.005$ ).

After that, we analyzed the experienced-based EI in relation to gender, where results were statistically analyzed using t-test analysis. T-test analysis results have shown significantly higher EI of <10 years ( $p < 0.005$ ) and 10-15 years for female teacher educators ( $p < 0.005$ ) as compared to male teacher educators with the same years of experience (Figure 4). However, no significant difference has been observed between male and female teacher educators with more than 15 years of experience.

Thereafter we have dug out the responsible factors affected by the experience. Among studied EI factors, empathy, self-motivation, managing relations, and integrity are observed to be improved with experience in male and female teacher educators. We have compared the significance of difference using one-way ANOVA and the relationship between experience and these factors using correlational analysis. One way ANOVA results revealed a significant difference exists between <10, 10-15 vs. >15 years of experience and self-motivation of females ( $p < 0.005$ ) teacher educators, while no significant difference was observed between <10 vs. 10-15 years of experience in both genders (Figure 5). Mahfuzah et al., (2016) also observed the effect of teaching experience on self-motivation where they have reported no significant effect of experience on teacher's motivation. These findings indicated that teaching experience does not affect a lecturer's motivation to use online tools. Equally important, the application of appropriate teaching and learning tools makes teaching and learning more effective in the classroom. Similarly, managing relation ability also showed a significant increase with experience in both female ( $p < 0.05$ ) and male ( $p < 0.05$ ) teacher educators (Figure 6). On the same line, integrity has also significantly increased with experience in both females ( $p < 0.05$ ) and male ( $p < 0.05$ ) teacher educators in relation to experience where >15 groups showed significantly increased integrity as compared to <10, 10-15 yrs experienced groups (Figure 7). On the other hand, empathy has also shown a significant difference ( $p < 0.05$ ) between <10, 10-15 vs. >15 years of experience only in male teacher educators, while no significant difference was observed between <10 vs. 10-15 years of experience (Figure 8). However, no significant difference was observed between empathy and years of experience in female teacher educators. Recently, Huang et al., 2020 observed the effect of teaching experience on the empathy of preschool teachers and found a relatively complex relationship between empathy and teaching experience. In psychiatrists, subjects with more years of experience had lower empathic concern scores (Santamaría-García et al., 2017); in preservice preschool teachers, years of study are also found to correlate with various dimensions of empathy (Huang et al., 2018).

### **Conclusion:-**

The present study revealed that EI is not gender-dependent, but both male and female impact strongly on different EI factors. The results indicated that no gender differences in overall E.I. exist, admitting that males and females have different strengths and weaknesses in various emotional intelligence areas. As experience enhances the EI of both male and female teacher educators, therefore, supports the idea to utilize the expertise of experienced teacher educators for the advancement of teacher educators' development plans with more applicability to improve the overall education system.

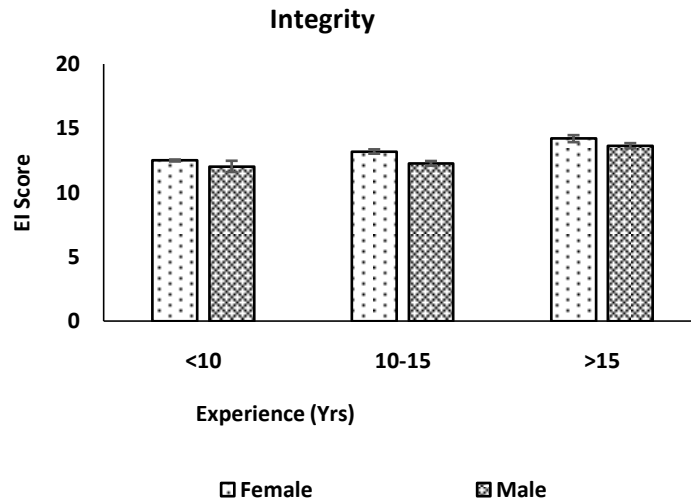


Figure 7:- Integrity of female vs male teacher educators in relationto teaching experience.

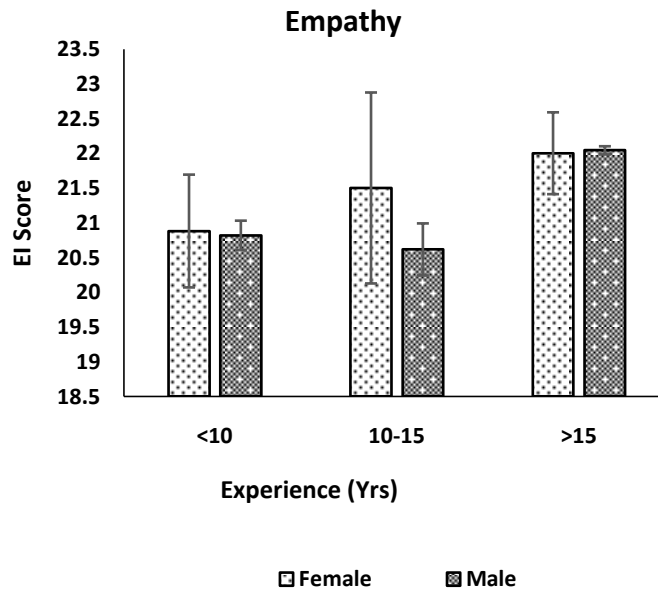


Figure 8:- Empathy of female and male teacher educators in relationto teaching experience

**References:-**

1. Salovey, P., Mayer, J. D. (1993). Emotional Intelligence. *Imagination, Cognition and Personality*, 1990;9(3):185-211.
2. Solberg S., Nyborg G., Mjelve LH, Edwards A., Arnesen A. (2022). Teachers’ experiences of school-based support in their work with shy students. *Teaching and Teacher Education* 111, 103628.
3. Goleman, D. (1998). *Working With Emotional Intelligence*. New York, NY: BantamHuman Relations, 48(2), 97-125.
4. Bar-On, R. (2002). *Bar-On Emotional Quotient Inventory (EQ-I): Technical Manual*. Toronto, Canada: Multi-Health Systems. Books.
5. Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional Intelligence meets standards for traditional Intelligence. *Intelligence*, 27, 267-298.
6. Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. H. & Dornheim, L. (1998). Development and validation of a measure of emotional Intelligence. *Personality and Individual Difference*, 25, 167-177.

7. Abraham, R. (2000). The role of job control as a moderator of emotional dissonance and emotional intelligence-outcome relationships. *Journal of Psychology*, 134 (2), 169-185.
8. Gardner, L. & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership and Organization Development Journal*, 23(2), 68-78.
9. Brackett, M. A. & Mayer, J. D. (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personality and Social Psychology Bulletin*, 29(9), 1147-1158.
10. Singh and Jha (2012). Teacher Effectiveness in Relation to Emotional Intelligence Among Medical and Engineering Faculty Members. *Europe's Journal of Psychology*, 8(4), 667-685
11. Mandell, B., & Pherwani, S. (2003). Relationship between emotional intelligence and transformational leadership style: A gender comparison. *Journal of Business and Psychology*, 17(3), 387-404.
12. Mayer, J. D., Salovey, P., Caruso, D. R. & Sitarenios, G. (2001). Emotional Intelligence as a standard intelligence. *Emotion*, 1, 232-242.
13. Singh, B., Kumarrun (2016). Effect of Emotional Intelligence and Gender on Job Satisfaction of Primary School Teachers. *European Journal of Educational Research*, 5, 1-9.
14. Chen F.S., Lin Y.M. & Tu C.A. (2006). A study of the emotional intelligence and life adjustment of senior high school students. *World Transactions on Engineering and Technology Education* 5 (3), 473-476.
15. Hyde, A., Pethe, S., & Dhar, U. (2002). *Emotional intelligence scale (EIS)*. Lucknow: Vedant Publications.
16. Ashforth, B. E., & Humphrey, R. H. (1995). Emotion in the workplace: a reappraisal. *Human Relations*, 48(2), 97-125.
17. Chohan, S. H. (2020). Emotional Intelligence In Adolescents: A Gender Based Comparison. *Journal of Pakistan Psychiatric Society*, 17(1).
18. Meshkat M., Nejati R. (2017) Does Emotional Intelligence Depend on Gender? A Study on Undergraduate English Majors of Three Iranian Universities. *SAGE Open* 2017: 1-8.
19. Rao S & Komala M (2017). Emotional Intelligence and Gender Differences: A Study among the Youth in Bangalore City, India. *International Journal of Indian Psychology*, Vol. 4, (4),
20. Patel, S. K. (2017). Emotional Intelligence of college level students in relation to their gender. *The International Journal of Indian Psychology*, 4, 2349-3429.
21. Naghavi, F., & Redzuan, M. (2011). The relationship between gender and emotional Intelligence. *World Applied Sciences Journal*, 15(4), 555-561.
22. Kafetsios, K. (2004). Attachment and emotional intelligence abilities across the life course. *Personality and Individual Differences*, 37, 129-145.
23. Perry C., Ball I., Stacey E. (2004). Emotional intelligence and teaching situations: Development of a new measure. *Issues in Educational Research* 14 (1) 29-43.
24. Ciarrochi J.V., Chan, Caputi P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences* 28, 539-561
25. Ahmad, S., Bangash, H and Khan, S. A. (2009). Emotional Intelligence and Gender Differences, *Sarhad Journal of Agriculture*, 25 (1), 127-130.
26. Barchard KA, Hakstian AR. The Nature and Measurement of Emotional Intelligence Abilities: Basic Dimensions and Their Relationships with Other Cognitive Ability and Personality Variables. *Educational and Psychological Measurement*. 2004;64(3):437-462.
27. Chapman, B. P., & Hayslip, B., Jr. (2006). Emotional Intelligence in young and middle adulthood: Cross-sectional analysis of latent structure and means. *Psychology and Aging*, 21(2), 411-418.
28. Rooy D.L.V., Alonso A., Viswesvaran C. (2005). Group differences in emotional intelligence scores: Theoretical and practical implications. *Personality and Individual Differences* 38(3):689-700
29. Mohamad, S. N. M., Mohd Salleh, M. A., Salam, S., & Bakar, N. (2018). Motivation And Teaching Experience: Does Teaching Experience Affect Lecturers's Motivation In Teaching Online? *Sains Humanika*, 9(1.1).
30. Huang H., Liu Y. and Su Y. (2020). What Is the Relationship Between Empathy and Mental Health in Preschool Teachers: The Role of Teaching Experience. *Front. Psychol.*, 11 1-15.
31. Santamaría-García, H., Baez, S., García, A.M. et al. Empathy for others' suffering and its mediators in mental health professionals. *Sci Rep* 7, 6391 (2017).
32. Huang, H., Liu, Y., and Chen, Y. (2018). Preservice preschool teachers' responses to bullying scenarios: the roles of years of study and empathy. *Front. Psychol.* 9:175.