

A STUDY OF EFFECT OF EMOTIONAL INTELLIGENCE ON HAPPINESS OF TEACHERS OF SECONDARY SCHOOLS IN RELATION TO THEIR GENDER

Shahida Parveen

(Senior Research Fellow)

&

Dr. Pratibha Sagar

(Assistant Professor)

Department of Education

Mahatma Jyotiba Phule Rohilkhand University, Bareilly.

Abstract

The present study is conducted to find out the effect of emotional intelligence & gender on happiness of secondary school teachers. For the purpose of present study, the investigator used two questionnaires for collecting data of 200 secondary school teachers in Bareilly District. Happiness Scale made by Pranjal Buragohen and Emotional Intelligence Scale made by Anukool Hyde & Sanjyot Pathe. Data was analyzed through TWO WAY ANOVA. It revealed that there is no significant influence of emotional intelligence and gender on happiness secondary school teachers. But there is significant influence of interaction of gender and emotional intelligence on happiness of secondary school teachers.

Keyword: Emotional Intelligence, Happiness, Gender, Secondary School Teachers.

Introduction:

Happiness is not only important to our personal lives but also to our global community. Happiness helps to transform people more compassionate, more creative, more energetic, and more successful in life. True happiness comes from within and deep inside, which does not depend on any circumstances. Happier people are more attractive and happiness brings undying quest of life (Yang, 2007). Happiness, which has been emphasized as one of the major features of positive psychology, is recognized as an emotion (Najemy, 2001). It includes the emotional and cognitive aspects. According to Agbaria et al.(2012) & Huang, et al. (2012), happiness is an emotional- cognitive construct, therefore it is possible that emotional intelligence is one of the factors that create happiness. Mayer et al.(2004) & Abdollahi, et al.(2015) defined emotional intelligence as a kind of social intelligence, which includes the ability to monitor one's and others emotions, manipulating the information for managing one's thoughts and actions, regulating emotion in self and others and utilizing suitable emotions to activity and effectively solve daily difficulties and obstacles. According to Zeidner, et al. (2010) individuals with greater emotional intelligence reported better emotion regulation and low levels of stress and experienced higher levels of happiness. Griess (2010) concluded that happiness was positively associated with optimism and hopefulness among students. According to the World Health Organization (WHO) around 350 million people suffer from depression throughout the world. Seligman et al. (2004)

explained that while happiness increased in adolescents, the symptoms of depression decreased. Murphy (2006) & Tannous (2010) many study reported that individuals who are high in emotional intelligence are more likely to report happiness, as well as occupational satisfaction, life satisfaction, mental and physical health.

Significance of the study:

Emotional Intelligence is a chief factor to control human behaviour. There are many research studies which found that emotional intelligence and happiness are deeply associated with each other. Research concluded that individual has good Emotional Intelligence will be happy in his/her life. Emotional Intelligence affect directly and indirectly the various dimensions of human life.

In the present study we are trying to know the relation of emotional intelligence and happiness among the secondary school male & female teachers of UP boards. Teacher and its teaching are very much necessary for the shaping future of country. So in this context we will know that how their Emotional Intelligence affects the Happiness. The results of this study will be helpful for teacher school administrations and government.

Statement of the problem:

To study the effect of emotional intelligence on happiness of male and female secondary school teachers.

Objective of the study:

1. To study the effect of emotional intelligence on happiness of secondary school teachers.
2. To find out the effect of gender on happiness of secondary school teachers.
3. To find out the effect of interaction between emotional intelligence & gender on happiness of secondary school teachers.

Hypothesis-

H1- There is no significant influence of emotional intelligence on happiness of secondary school teachers.

H2- There is no significant influence of gender on happiness of secondary school teachers.

H3- There is no significant influence of interaction of emotional intelligence & gender on happiness of secondary school teachers.

Delimitation of the study-

The study was delimited to 200 secondary school teachers, working in UP board (Male & Female) secondary schools located in Bareilly district of Uttar Pradesh state only.

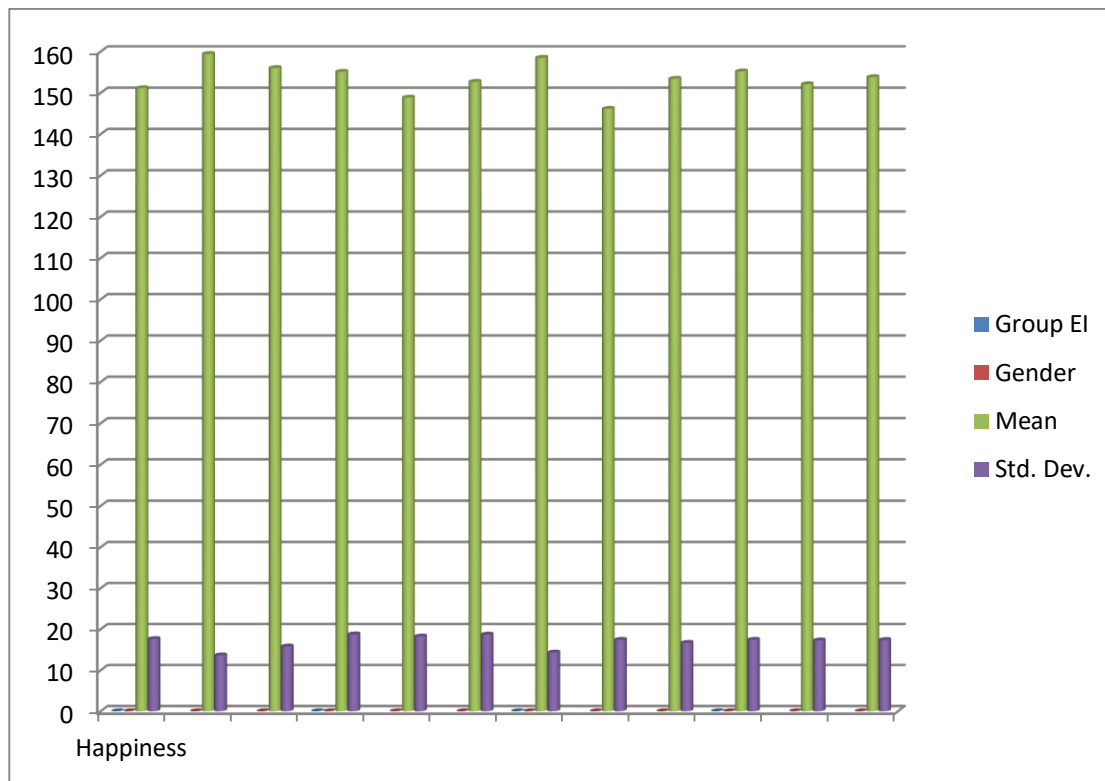
Methodology-

The investigator randomly selected 200 teachers from 12 secondary schools located at Bareilly District in Uttar Pradesh state. The sample comprised of 94 self finance UP Board school teachers and (39 female +55 male) and 106 Govt.+Aided UP Board school teachers (51 female+ 55 male).Survey method was used for data collection. Emotional Intelligence Scale by Anukool Hyde & Sanjyot Pethe and Happiness Questionnaire by Pranjali Buragohain, Assistant Professor, Dept. of Education, Dibrugarh University was used for collecting data from sample teachers of secondary schools of Bareilly District in Uttar Pradesh state. Emotional Intelligence Scale consists of 34 items in 10 dimensions and Happiness Questionnaire consists of 40 items in 5 dimensions. The data were analyzed using statistical techniques such as mean, standard deviation and F- test.

Analysis and Interpretation of Data:

Table-1.1 Descriptive Statistics

	Group EI	Gender	Mean	Std. Dev.	N
Happiness	Low	Male	151.13	17.61	23
		Female	159.42	13.64	33
		Total	156.02	15.79	56
	Moderate	Male	155.11	18.74	57
		Female	148.86	18.23	36
		Total	152.69	18.70	93
	High	Male	158.50	14.30	30
		Female	146.14	17.42	21
		Total	153.41	16.67	51
	Total	Male	155.20	17.43	110
		Female	152.10	17.27	90
		Total	153.81	17.38	200

Figure- 1.1 Mean and standard deviation of happiness**Table-1.2 Summary of ANOVA for Emotional Intelligence**

Source	Sum of Sqr.	Df	Mean Square	F Value
EI	395.173	2	197.586	.684
Gender	531.075	1	531.075	1.838
EI* Gender	3018.317	2	1509.159	5.222*
Error	56068.418	194	289.012	
Total	60145.395	199		

1. There is no significant influence of emotional intelligence on happiness of secondary school teachers.

From above table-1.2, it is revealed that F- value (.684) is found to be not significant at .05 significance level for df (2, 194) for main effect of happiness. So assertion made by null hypothesis (H1) that 'There is no significant influence of level of emotional intelligence on happiness of secondary school teachers' is accepted.

2. There is no significant influence of gender on happiness of secondary school teachers.

F-value (1.838) for main effect of gender on happiness is found to be non significant at .05 level for df (1, 194). It denotes that gender does not affect their happiness significantly. So,

null hypothesis (H2) that ‘There is no significant influence of gender on happiness of secondary school teachers’ is accepted.

F- value for the main effect between level of emotional intelligence and gender is not significant, it indicate that the difference between the mean of male and female teachers in the high, moderate and low emotional intelligence do not differ significantly from one another. With a not significant main effect between emotional intelligence and gender.

3. There is no significant influence of emotional intelligence & gender and their interaction on happiness of secondary school teachers.

Table-1.3 **Pair wise Comparisons**

Dependent variable: Happiness

Group EI	Gender	Gender	Mean Difference
Low	Male	Female	8.29
Moderate	Male	Female	6.24
High	Male	Female	12.36*

The mean difference is significant at the .05level.

From above table- 1.3, it is revealed that F- value (5.222) is found to be significant at .05 significance level for df (2, 194). Further in the light of above mentioned results we fail to reject null hypothesis ‘There is no significant influence of interaction of gender and emotional intelligence on happiness of secondary school teachers.’

F- value for the interaction between level of emotional intelligence and gender is significant, it indicate that the difference between the mean of male and female teachers in the moderate and low emotional intelligence group do not differ significantly but the mean of male and female teachers in the high emotional intelligence group differ significantly.

Above analysis indicate that high emotional intelligent males and females both are happy but males are more happy than the females because female bear the responsibility of their professional life as well as family. In the group of moderate emotional intelligent teachers, the mean difference is not significant because they work according self pace and both may be at equal level with happiness. In the group of low emotional intelligent mean is not found significant. So males and females both are not happy due to there low emotional intelligence level.

Figure: 1.2

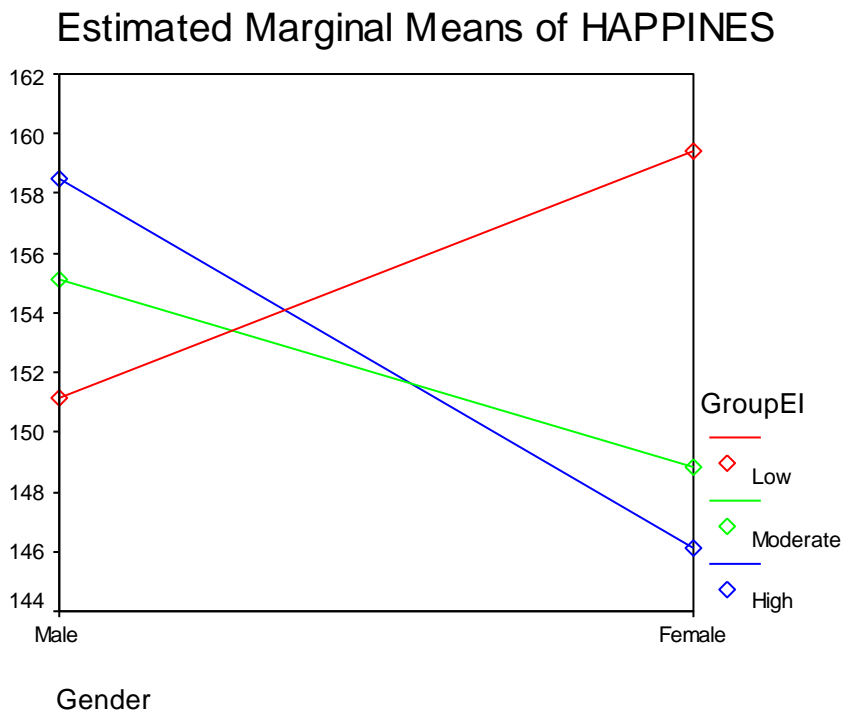


Figure: 1.3

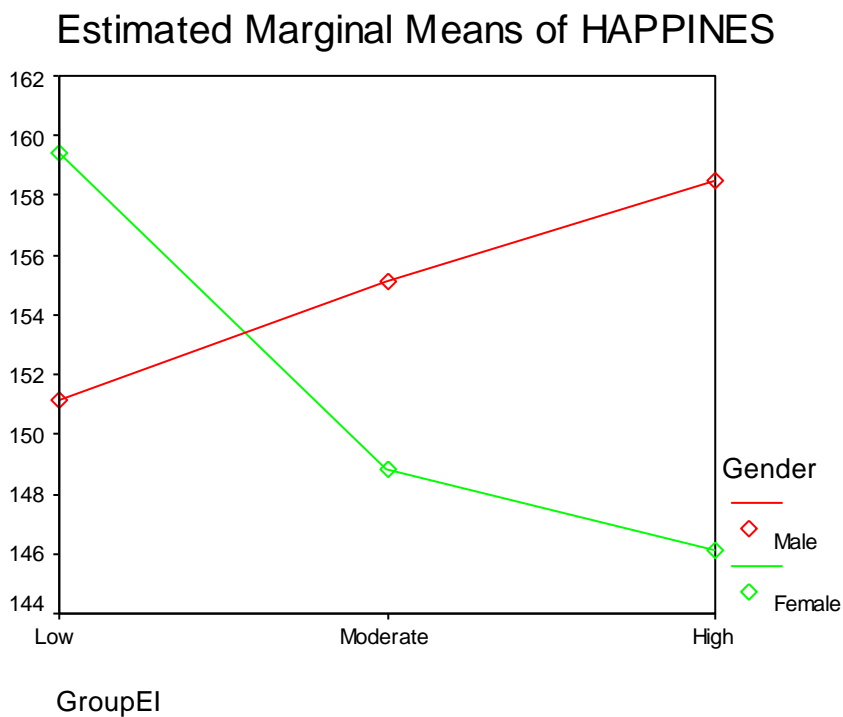


Figure: 1.4

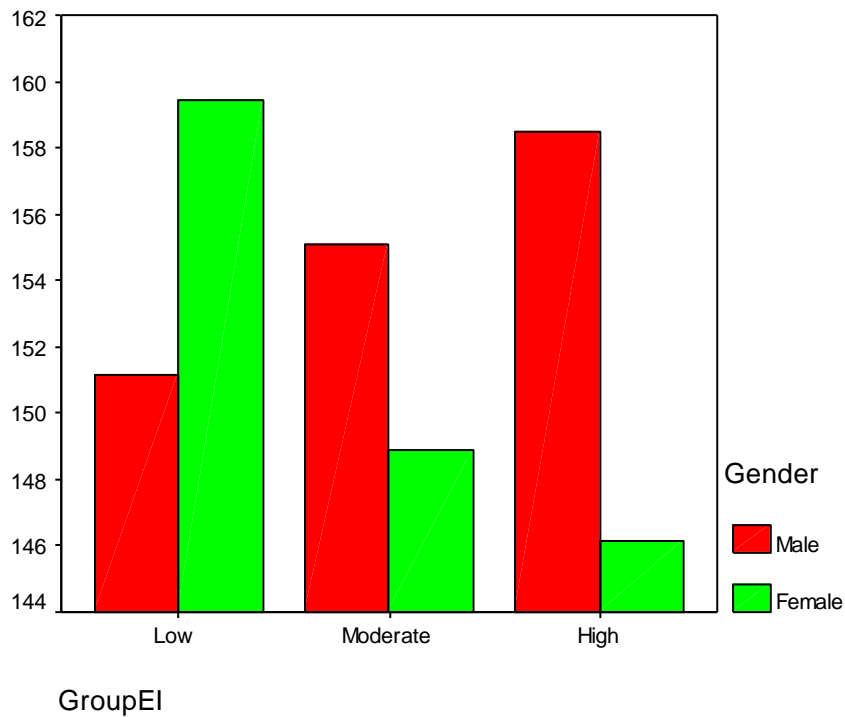
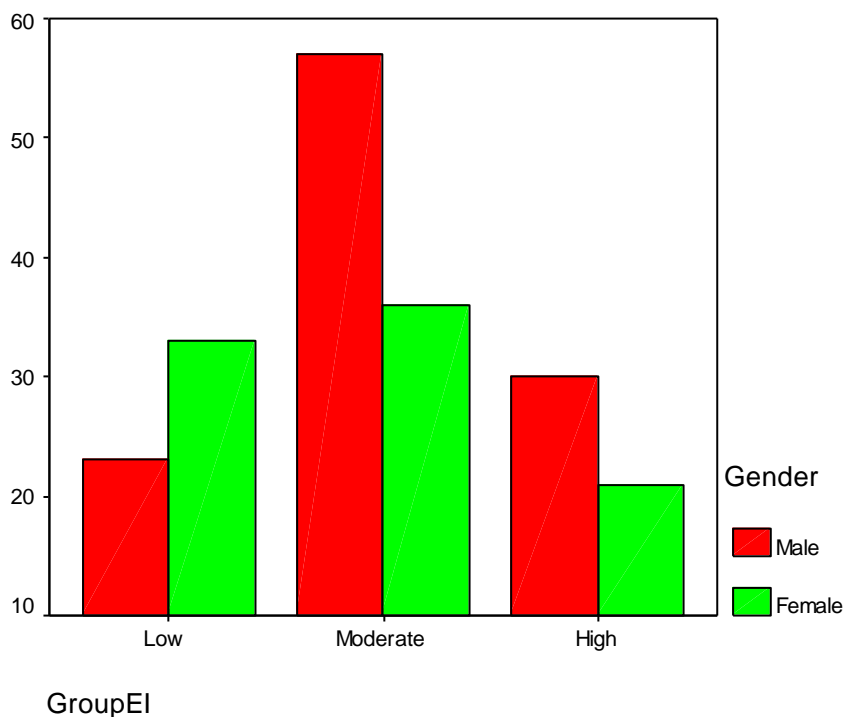


Figure: 1.5



Conclusion

The results of the study evolved that high, moderate and low emotional intelligence affects happiness. On the basis of data analysis and results of the study it may be concluded that high emotional intelligent group of secondary school teachers, both are happy due to their high emotional intelligence but males were found happier than females. In moderate emotional intelligent group no mean significant difference was found so both males and females may

be happy or unhappy. In low emotional intelligent group of secondary school teachers no mean significant was observed due to their low emotional intelligence, so they were unhappy.

References-

- Abdollahi, A., Yaacob, S., Talib, M. & Ismail, Z. (2015). *Social Anxiety and Cigarette Smoking in Adolescents: The Mediating Role of Emotional Intelligence*. New York City: Springer.pp. 1-9.
- Agbaria, Q., Ronen, T. & Hamama, L. (2012). *The link between developmental components (age and gender), need to belong and resource of self- control and feelings of happiness and frequency of symptoms among Arab adolescents in Isreal*. *Child Youth Serv Rev*. Vol- 34(10). Pp. 2018-27.
- Diener, E., Oishi, s.& Lucas, RE. (2009). *Subjective well- being: The Science of Happiness and Life Satisfaction*. VSA: Oxford University Press. pp. 187.
- Griess, S. (2010). *Perceived Parenting Style and its Relationship to Hopefulness, Happiness and Optimism in a College student Sample*. University of Northern Colorado.
- Huang, H. & Humphreys, B. (2012). *Sports participation and happiness: Evidence from US microdata*. *Journal of Econ Psychology*. Vol- 33(4), pp. 776-93.
- Hills, P. & Argyly, M. (2001). *Happiness, introversion- extraversion and happy introverts*. *Pers Individ Differ*. Vol- 30(4) pp. 595-608.
- Murphy, K.(2006). *The relationship between emotional intelligence and satisfaction with life after controlling for self- esteem, depression and locus of control among community college students*. South Florida: University.
- Mayer, J., Salovey, P. & Caruso, D.(2004). *Emotional Intelligence: Theory, Findings and Implications*. *Psychol Inquiry*. Vol- 15(3), pp. 197-215.
- Najemy, RE. (2001). *The psychology of happiness*. Worcester, MA: Holistic Harmony Publishers.
- Ronen, T., Abuelaish, I., Rosenbaum, M., Agbaria, Q. & Hamama, L.(2013). *Predictors of aggression among Palestinians in Israel and Gaza: Happiness, need to belong and self-control*. *Child Youth Serv Rev*. Vol- 35(1), pp. 47-55.
- Seligman, M., Parks, A. & Steen, T. (2004). *A balanced psychology and a full life*. Philadelphia, USA: University of Pennsylvania.
- Tannous, A. (2010). *The relationship between depression and emotional intelligence among a sample of Jordanian children*. *Proc- Social Behaviour Science*. Vol- 5, pp. 1017-22.
- World Health Organization. *Depression*. Geneva: World Health Organization; 2015. Available from: <http://www.who.int/topics/depression/en/>.
- Zeidner, M. & Olnick- Shenesh, D. (2010). *Emotional Intelligence and Subjective well- being revisited*. *Pers Individ Differences*. Vol- 48(4), pp. 431-450.