



# Construction and Standardization of Emotional Intelligence Inventory for Secondary and Higher Secondary school teachers

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## Abstract:

*Emotional Intelligence Inventory has been designed for Secondary and Higher Secondary School teachers of English Medium School for the measurement of their emotional intelligence in respect of four areas of emotional intelligence namely, Intra – personal awareness ( Knowing about one’s emotions) Inter – personal awareness ( Knowing about others emotions) , Intra- personal management ( managing one’s own emotions ) and Inter- personal management ( managing others emotions ) respectively. The objective of the study is to study the Emotional Intelligence of male and female school teachers. The population and sample of the study is all English and Guajarati medium schools of Gujarat are taken as population and 1482 teachers were selected as sample. Tool in the present study is Emotional Intelligence inventory. Method used for research was Survey method. Data Analysis is done by determining Q1 and Q3 to find the level and t- test was applied to test the hypothesis. Findings were most of the teachers possess average level of emotional intelligence and female teachers are more emotionally intelligent than male teachers. Male and female teachers are equally inter-personal aware teachers. Male and female teachers are equally intra-personal aware teachers. Male and female teachers are equally inter-personal managed teachers. Female teachers are more intra-personal managed than female teachers.*

## 1. Introduction

Emotional Intelligence Inventory has been designed for Secondary and Higher Secondary School teachers of English Medium School for the measurement of their emotional intelligence in respect of four areas of emotional intelligence namely, Intra – personal awareness ( Knowing about one’s emotions ) Inter – personal awareness ( Knowing about others emotions) , Intra- personal management ( managing one’s own emotions ) and Inter- personal management ( managing others emotions ) respectively.

## 2. Statement of the Problem

The statement of the problem for the present study is worded as under:

**A Study of Emotional Intelligence Inventory for Secondary and Higher Secondary Teachers.**

## 3. Objectives of the Study

To study the Emotional Intelligence of male and female School Teacher’s.

## 4. Hypotheses of the Study

The common null hypotheses for the present study are:

H<sub>01</sub> There would be no significant difference between mean scores of male and female school Teacher’s.

H<sub>02</sub> There would be no significant difference between mean scores of Inter-personal awareness of male and female school Teacher’s.

Ho<sub>3</sub> There would be no significant difference between mean scores of Intra-personal awareness of male and female school Teacher's.

Ho<sub>4</sub> There would be no significant difference between mean scores of Inter-personal Management of male and female school Teacher's.

Ho<sub>5</sub> There would be no significant difference between mean scores of Intra-personal Management of male and female school Teacher's.

## 5. Population

In the present study, all the teachers teaching in Gujarati medium and English medium secondary and higher secondary schools of Gujarat were constituted as the population.

## 6. Sample

In this research, 1500 teachers were selected in sample by using stratified random sampling. But due to inconvenience only 1482 out of 1500 teachers were selected as a sample in this research. For this the Gujarat state was divided into four parts : North Gujarat(259), Central Gujarat (478), South Gujarat(281), Saurashtra (380) and Kutch (84) .

## 7. Research Tool

Emotional Intelligence Inventory was constructed and used by the researcher to collect the data from the teachers. The test was constructed by following the steps like Collection of the items and construction of pre-primary form of the test,. Expert review, Construction of the Primary form of the Emotional Intelligence Inventory. Pilot study and marking. Item analysis and Selection of the items and construction final form of the test. Final test consist 80 statements different components like Inter-personal awareness, intrapersonal awareness, interpersonal management and intrapersonal management.

## 8. Effect of Gender Inter-personal awareness, intra-personal awareness, inter-personal management and intra-personal management of the teachers:

Gender Wise M, S. D, SE<sub>D</sub> & t- Values of Male and Female Emotional Intelligence of school teachers

Variable	M(Mean)	S.D.	N	SE <sub>D</sub>	t- Value	Remarks
Male	155.85	11.23225	627	0.448573	3.352826	Significant at 0.01 level
Female	157.362	13.98234	855			

Gender Wise M, S. D, SE<sub>D</sub> & t- Values of male and female inter- personal awareness of School Teachers

Variable	M(Mean)	S.D.	N	SE <sub>D</sub>	t- Value	Remarks
Male	41.320	6.025554	627	0.31731	1.535805	Not Significant at 0.05 Level
Female	39.80233	5.920785	855			

Gender Wise M, S. D, SE<sub>D</sub> & t- Values of male and female inter- personal management of School Teachers.

Variable	M(Mean)	S.D.	N	SE <sub>D</sub>	t- Value	Remarks
Male	41.320	6.025554	627	0.31731	1.535805	Not Significant at 0.05 Level
Female	39.80233	5.920785	855			

Gender Wise M, S. D, SE<sub>D</sub> & t- Values of male and female intra- personal awareness of School Teachers.

Variable	M(Mean)	S.D.	N	SE <sub>D</sub>	t- Value	Remarks
Male	40.06386	5.918292	627	0.304618	1.492434	Not Significant at 0.05 level
Female	39.60924	5.768105	855			

Gender Wise M, S. D, SE<sub>D</sub> & t- Values of male and female intra- personal management of School Teachers.

Variable	M(Mean)	S.D.	N	SE <sub>D</sub>	t- Value	Remarks
Male	36.18497	7.77957	627	0.401237	5.678426	Significant at 0.01 level
Female	38.46336	6.557671	855			

### 9. Major Findings

- Most of the teachers possess Average level of Emotional Intelligence.
- Female teachers are more emotionally intelligent than male teachers.
- Male and female teachers are equally inter-personal aware teachers.
- Male and female teachers are equally intra-personal aware teachers.
- Male and female teachers are equally inter-personal managed teachers.
- Female teachers are more intra-personal managed than female teachers.

### 10. Educational Implications

- Emotionally intelligent teachers are the key for providing quality education. Positive Emotions of teacher would leave positive impact on students.
- An emotionally intelligent teacher will serve as an important role model for students, particularly as the extraordinary challenges of the classroom of the future become more evident. The inventory of this study helps teachers to evaluate their emotional intelligence and get aware about the level of their emotional intelligence.
- An emotionally intelligent teacher helps the students to improve their academic performance.

### 11. Conclusion

New researches play an important role for the development and progress of the nation. The present study concluded that emotional intelligence is very important for the school teachers.

A gentle attempt has been made to show the importance of emotional intelligence among school teachers and how the other factors effects in the development of emotional intelligence. The researcher has taken all possible care for this. In spite of that, there are possibilities of some defects because of the limited experience of the research which can be pardonable.

### References

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