

A Comparative Study of Emotional Intelligence between Male and Female Training College Employees

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Abstract

The aim of the current investigation was to compare emotional intelligence among male and female training college employees working in different colleges of Satara District of Maharashtra. For this purpose 40 employees (n=20 male and n=20 female) of Satara district of Maharashtra were selected randomly to assess the emotional intelligence. A standard questionnaire was used to see the status of emotional intelligence among selected subjects. The result indicates that male employees having *high level* of EI 14.40%, *average* 81.36% and *low* 4.24% of EI. The other side female showed there *high level* of EI 25.00%, *average* 70.63% and *lower level* of EI was 4.37% respectively, the results of chi-square also indicates that the male and female employees of physical education, have *high level* of **emotional intelligence** ($X^2 = 18.49$, $p < 0.01$). Similar result was evident in case of male and female employees having *average level* of **emotional intelligence** ($X^2 = 15.53$, $p < 0.01$). However, in case of *low level* of **emotional intelligence** no significance difference was evident for both male and female employees of physical education ($X^2 = 1.20$, $p > 0.05$). Appearance of such result indicates that the female employees of physical education had better emotional intelligence than the male employees.

Key words: comparison, employees, emotional intelligence etc.

Introduction

Emotional intelligence is essential in every sphere of human life; its impact is known in every field of education, especially when it's a profession. As a teaching profession, the teacher has a powerful and abiding influence in the formation of the character of every future citizen. He acts as a pivot for the transmission of intellectual and technical skills and cultural traditions from one generation to the other. Thus they are responsible for nation's wellbeing.

Saiyidin [1950] made the role of teacher quite illustrative when he said that the teacher had to patiently cut, out a crude and unshaped stone into a thing of beauty. His role, today, more than ever, has become exceedingly crucial in the national attempt to bring about several positive changes in the society, national progress and national integration. It is increasingly realized by all those concerned with education of children that the standard of education in schools and colleges has considerably fallen. In any scheme of improvement of the teaching and standards in schools and colleges it is the teacher who has a key role to play. Unless and until he is fully competent person, greatly interested and involved in his work and does his job satisfactorily, all other efforts that are taken to effect any improvement in the field of teaching are bound to fail.

Furthermore, the teachers of higher education played the most significant role in the development of the quality of life of human being and the betterment of the society. The success of any educational system and its effectiveness depends largely on the quality, commitment and the job satisfaction of the teachers. Job satisfaction is a set of favourable or unfavourable feeling and emotion with which employees views their work. Job satisfaction typically refers to attitudes of a particular employees, but assessments of individual employees satisfaction can be averaged over all members of organisation.

According to Aristotle, "to exhibit emotion is very easy but doing it at the right time, at the right place, with the right person and to the right degree is difficult". The management of emotion has given rise to the most talked about term, Emotional intelligence.

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Emotional intelligence enables one to learn, to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work. Emotional intelligence motivates employees to pursue their unique potential and activates their innermost potential values and aspirations. Cooper and Sawaf 1997 define Emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotion as a source of human energy, information connection and influence. Teachers are the crucial models for kids in this domain. And that the teachers teach it by theirs being, by how they handle it when two kids having fight, by how they notice that one kid is being left out makes sure that he is included, by how they tune into the social dynamics that between kids looms so large in kids live so much in the elementary school, so many kids are troubled by the other kids won't play with me, my favourite emotional intelligence e friends likes this other kid."And soon as teachers can do very -very much by showing that, yes this is important and that we can think about it in a lot of way that we can expand our emotional -social repertoire of understanding and reaction and that children can learn this from them just by observing them.

Many teachers are familiar with the term "multiple intelligences," but the idea that children's emotional intelligence should be nurtured and developed is not as well known. And teachers of young children can use this knowledge to provide children with opportunities and experiences that enhance learning.

Activities that may help develop emotional intelligence include: dramatic play, artistic self-expression, conflict resolution coaching, learning about self and feelings, and empathy-building exercises. Any time a child learns to express feelings constructively, emotional development can be enhanced. Emotional intelligence helps teachers, too. Teachers can use their own emotional intelligence to understand children and to do a better job teaching. Take a look at the following list of ideas for using your emotional intelligence as a teacher: Use empathy: the more understanding you have for children, the less patience one will need. Let them develop their own empathy by helping others and sharing feelings.

Methodology:

The study analyzed the comparison of emotional intelligence among the training college employees of Satara. The research was carried on with 40 employees of different training college of Satara district of Maharashtra. For this only one variable i.e., Emotional Intelligence scale was used to find the comparison results of male and female employees. This scale was developed by Anukool Kyde, Samhyot Lethe and Upinder Dhar who assess the emotional intelligence of physical education employees. The total numbers of items in this scale were 34. For comparison of the subjects' status in emotional intelligence between the male and female subjects, Chi square (X^2) with Yates correction was applied.

Procedure:

All the 40 physical education employees, selected randomly from the different affiliated colleges of Satara, were contacted either personally at their institution or by phone firstly. Then, with their permission and decision a suitable time was given to the researcher to give them instruction on the questionnaire so that they don't get any difficulty or problem to fill them up. The filled questionnaires obtained were then analyzed.

Results:

The result presented in table indicates that the percentage of male and female employees of physical education, having high level of **emotional intelligence** is different ($X^2 = 18.49$,

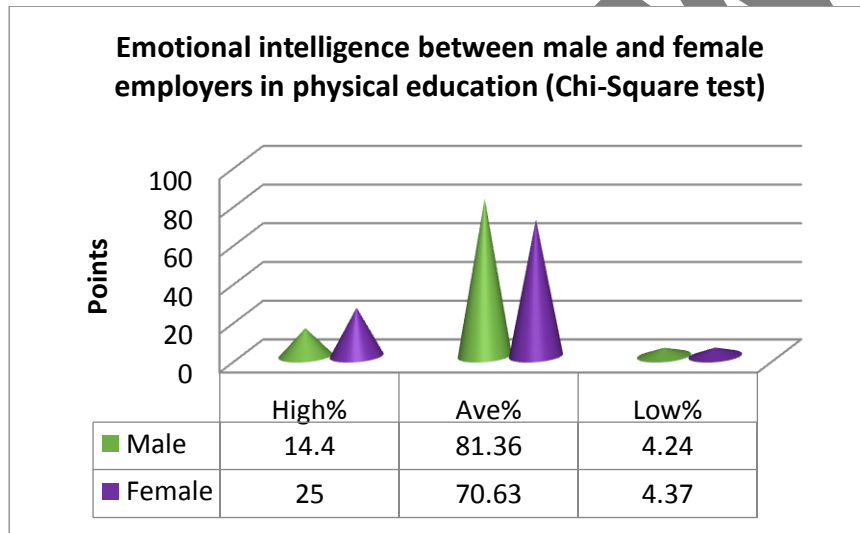
Variorum Multi-Disciplinary e-Research Journal
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p<0.01). Similar result was evident in case of male and female employees having average level of **emotional intelligence** ($X^2 = 15.53$, p<0.01). However, in case of low level of **emotional intelligence** no significance difference was evident for both male and female employees of physical education ($X^2 = 1.20$, p>0.05).

Case result	% of employees emotional intelligence		
	High	Average	Low
Male	14.40	81.36	4.24
Female	25.00	70.63	4.37
Chi-Square test (with Yates correction)	18.49**	15.53**	1.20

*p<0.05, **p<0.01

The result presented in figure indicates that male employees having *high level* of EI 14.40%, *average* 81.36% and *low* 4.24% of EI. The other side female showed there *high level* of EI 25.00%, *average* 70.63% and *lower level* of EI was 4.37% respectively.



Appearance of such result indicates that the female employees of physical education had better emotional intelligence than the male employees.

Conclusion

Majority of the physical education employees working in the professional colleges in physical education have average level of emotional intelligence (male: 81.36% & female: 70.36%) and their job satisfaction (male: 74.33%, & female: 68.65%) resides in the normal range. The female employer of physical education has higher emotional intelligence than the male counterpart.

Recommendation

This study infers that a female employer of physical education has better state of emotional intelligence that seems to be an amazing result. This will uplift the interest of females to enter in the profession of physical education.

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