

A study of emotional intelligence of teachers at secondary level in relation to gender and rural urban dichotomy

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Abstract

The Present Study has been investigator to access the Emotional Intelligence of Teachers at Secondary Level in Srinagar District, J&K. The investigator employed Shubra Mangal's Teacher's Emotional Intelligence Inventory for the purpose of collection of data. The sample for the present study consists of 600 Secondary school teachers. The investigator used the most acceptable and widely used statistical techniques viz. mean, S.D and t-test to analyze and interpret the data. The study revealed that male secondary school teachers have better emotional intelligence as compared to female teachers. It also indicates that urban Secondary School teachers have better emotional intelligence as compared to rural teachers.

Keywords: Emotional Intelligence, Teacher Education, Secondary School Teachers.

Introduction

Modern times are known as the most turbulent times. Social, economic and technological conditions are fast changing and these changes will have far reaching impact on future. Changes will be unprecedented and unparallel. Uncertainty about emerging environment and other external and internal forces pose a serious challenge to humanity. The future shape of things is too complex to envision with precision. We are treading on new era that can be called world revolution. Changes have been occurring which reaches to the very foundations of human life and society. India is witnessing unprecedented expansion of higher education and mushroom growth of schools. There is admittedly a state of near anarchy even in the administration of existing facilities leading to social tension and mediocrity of output. Much this confusion is traceable to ethical, moral and social values being divorced from the educational process. In fact, there is universal appreciation of the fact that higher education provides the competencies that are required in different spheres of human activity. Education is paramount importance for economic and social developments, as it equips individuals with the advanced knowledge and skills required for positions of responsibility in government, business and professions. Education continues to contribute to increase in labor productivity and to higher long term economic growth, which are essential for poverty alleviation. Education is considered to be the most effective instrument for developing the best in man and reducing disparities between human beings. When we say that education is the birth right of an individual then it is not considered with any particular class or group, but has to deal with entire population of a nation. India has laid thrust to equalize and enlarge the coverage and prove that the quality of education, so that a person belonging to any class, creed and social status would have the chance of developing his potential. It is the teacher who can provide quality education, develops and mould the students as good citizens. Moreover, they should create a better learning environment that arouses student's curiosity to achieve higher goals. It can simply be

done by producing good, efficient and valuable teachers with better personality characteristics, attitudes and emotional intelligence. Hence, we must educate and train teachers with all the qualities.

Emotional Intelligence plays a vital role in the process of teaching as well; it has direct impact on the teacher's behavior working in an organization and it is important for the success of their profession. Teachers are considered as the main pillar in the educational system. They are the ones which only possess ability to transfer knowledge to the students and represent the society. Teachers cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents. In fact, emotional intelligence is a type of social intelligence which includes controlling emotions and making choices. It is, therefore, very essential that this art should be really required to get developed among teachers and make their performance very effective. Emotion affects how and what the teacher teaches in classroom. Emotional Intelligence is a vital ability which teachers must develop if they want to solve daily classroom issues in a better way. Through making control on emotion by using his intelligence the teacher done his job perfectly in all conditions that arises in front of him.

Importance of Study

Emotions have the potential to energize student's thinking. Emotions can interfere with learning in several ways. Emotions can create anxiety in students particularly about academics. When the emotions are heightened, intellectual resources are used. Educators can create an emotionally safe classroom environment by providing targeted, positive feedback on successful elements of work in conjunction with suggestions for improvement. Teachers can create emotionally safe classrooms by affirming student's accomplishments in noncompetitive ways, encouraging self-confidence, providing opportunities to take risks without penalty, and giving thoughtful feedback. Teachers can help reduce the performance anxiety of students by providing them multiple

opportunities for feedback about their work, and by emphasizing that mistakes are a part of learning. When emotions interfere with competence beliefs, students might withdraw from classroom activities in order to avoid appearing incompetent in the classroom. Researchers have found that emotional and academic functioning of students improve when caring and respectful teachers support student's competence in a non comparative and non competitive way, and support student's autonomy through meaningful curriculum (Roeser, *et al* 1998) [13]. Teacher's can develop a kind of best positive relationships with the student's by giving due respect, by listening them carefully and by responding to their needs and feelings. Therefore, it is necessary that teachers should manage the classroom environment and relationship with students in a way which protect the right and integrity of students. An emotionally safe classroom environment is necessary for student's cognitive learning, growth, and creative expression. The teacher could provide support to student for improving chance of survival and excel and to develop in the student an attitude to take advantage of the situation.

Good teachers are inseparable from Emotional Intelligence. Teaching carried out by emotionally matured teachers would be more stable than that of emotionally unstable teachers. Teachers who are emotionally mature are generally self-aware, can make personal decision and manage their feelings well. They can handle stress, empathize with others, can communicate well and can build trust in others. Emotionally matured teachers have the capacity to recognize their strengths and weaknesses and can take responsibility for their actions. They can be assertive without being insulting and know when to lead and when to follow. They are effective as leaders and resolve conflicts following win-win model. Thus, emotionally matured teachers can think better as well as act to facilitate learning. Gibson and Dembo (1984) [4] in a study found that teachers with high emotional intelligence are better equipped to keep their students engaged in learning activities. Woolfolk and Hoy (1990) [16] found that teachers with higher emotional intelligence are more humanistic in their approach. Goleman (1995) [5] pointed out for the teachers that the degree of emotional intelligence positively predicted degree of life success. Mayer, *et al.* (1999) [7] found emotional intelligence increases with age and experience. Petrides and Furnham (2001) found emotional intelligence of males were higher than female [11].

After going through a number of research studies, the investigator felt that information on the problem under study is scanty. Hence, it was felt that there is an urgent need to investigate the Emotional Intelligence of Teachers at Secondary Level in Srinagar. Therefore, study will be a guideline for researchers, administrators, educational planners, policy makers, counselors and educationists in order to shape the personality and develop positive attitude and balanced emotional intelligence among teachers at various stages of education. If the country has good teachers with regard to Emotional Intelligence, the country will make progress in its

economy, education and medicine.

Statement of Problem

“A study of Emotional Intelligence of teachers at secondary level in relation to gender and rural urban dichotomy”

Objectives

1. To study the Personality Characteristic, Attitude and Emotional Intelligence of Secondary School Teachers.
2. To Compare Male and Female Secondary School teachers on their Emotional Intelligence.
3. To Compare Rural and Urban Secondary School teachers on their Emotional Intelligence.
4. To Compare Urban Male and Urban Female Secondary School teachers on their Emotional Intelligence.
5. To Compare Rural Male and Rural Female Secondary School teachers on their Emotional Intelligence.
6. To Compare Urban Male and Rural Female Secondary School teachers on their Emotional Intelligence.
7. To Compare Rural Male and Urban Female Secondary School teachers on their Emotional Intelligence.
8. To Compare Urban Male and Rural Male Secondary School teachers on their Emotional Intelligence.
9. To Compare Urban Female and Rural Female Secondary School teachers on their Emotional Intelligence.

Method and Procedure

The present study was designed to study the Emotional Intelligence of Secondary School Teachers in Relation to Gender and Urban Rural Dichotomy. As such, the descriptive method of research was employed to carry out this research.

Sample

The sample for the present study consists of 600 teachers teaching at secondary level in various schools in district Srinagar. The Schools were identified as per the information given by Chief Education officer of the District Srinagar. The breakup of the sample is as under:

Group	Male	Female	Total
Urban	150	150	300
Rural	150	150	300
Total	300	300	600

Tools

The data was collected with the help of Shubra Mangal's Teacher Emotional Intelligence Inventory which consists of four factors- Awareness of self and others, Professional Orientation, Intra-personal Management or self regulation, Inter-personal Management.

Statistical Treatment

The following treatment has been applied for the present study:

1. Mean
2. Standard Deviation
3. t-Test

Analysis of Data

Table 1: Showing the Mean Comparison between Male and Female Secondary School Teachers on Emotional Intelligence (N=300 in each Group)

Factors	Group	Mean	S.D	t- Value	Level of Significance
Awareness of Self & Others (ASO)	Male SST*	328.58	23.65	7.74	Significant at 0.01 Level
	Female SST*	315.80	17.97		
Professional Orientation	Male SST*	183.12	13.14	4.81	Significant at 0.01 Level
	Female SST*	178.26	11.52		
Intra Personal Management OR Self-Regulation	Male SST*	102.59	11.86	7.78	Significant at 0.01 Level
	Female SST*	95.42	10.67		
Inter Personal Management	Male SST*	267.40	57.91	9.58	Significant at 0.01 Level
	Female SST*	225.10	49.87		
Composite Score	Male SST*	220.40	49.21	4.23	Significant at 0.01 Level
	Female SST*	203.64	47.65		

SST*= Secondary School Teachers

Table 1 shows the Mean Comparison between Male and Female Secondary School Teachers on various dimensions and composed score of Teachers Emotional Intelligence Inventory. The table indicates that the two groups differ significantly at 0.01 level on the dimensions of Awareness of Self and others, Professional Orientation, Intra Personal Management or Self-Regulation, Inter Personal Management and composite score. The table reveals that Male Secondary School Teachers have the art of empathizing, influencing, committed towards work, highly optimistic, service oriented,

possess innate desires to achieve, bring positivity in a diverse situation, have self-confidence, self-control, possess skill of self-management, possess teamwork capability, problem solving attitude, always try to develop and build bonds with others and initiate a positive change as compared to Female Secondary School Teachers. The two groups differ significantly at 0.01 level on the composite score on Emotional Intelligence Inventory. It indicates that Male Secondary School Teachers have better Emotional Intelligence as compared to Rural Female Secondary School Teachers.

Table 2: Showing the Mean Comparison between Rural and Urban Secondary School Teachers on Emotional Intelligence

Factors	Group	N	Mean	S.D	t- Value	Level of Significance
Awareness of Self & Others (ASO)	Rural SST*	300	308.54	35.90	9.31	Significant at 0.01 Level
	Urban SST*	300	335.84	35.87		
Professional Orientation	Rural SST*	300	171.24	27.07	7.64	Significant at 0.01 Level
	Urban SST*	300	190.14	33.19		
Intra Personal Management Or Self Regulation	Rural SST*	300	94.96	8.93	9.83	Significant at 0.01 Level
	Urban SST*	300	102.96	10.89		
Inter Personal Management	Rural SST*	300	257.32	21.89	9.33	Significant at 0.01 Level
	Urban SST*	300	235.18	34.77		
Composite Score	Rural SST*	300	208.01	25.51	3.67	Significant at 0.01 Level
	Urban SST*	300	216.03	27.87		

Table 2 shows the Mean Comparison between Rural and Urban Secondary School Teachers on various dimensions of Teachers Emotional Intelligence Inventory. The table indicates that the two groups differ significantly at 0.01 level on the dimension of Awareness of Self and others, Professional Orientation, Intra Personal Management or Self-Regulation, Inter Personal Management and composite score. The table reveals that Urban Secondary School Teachers are highly optimistic, service oriented empathizing, influencing, committed towards work, possess innate desires to achieve,

bring positivity in a diverse situation, have teamwork capability, self-confidence, self-control, possess skill of self-management, initiate and manage changes amicably, problem solving attitude and initiate a positive change as compared to Rural Secondary School Teachers. The two groups differ significantly at 0.01 level on the composite score on Emotional Intelligence Inventory. It indicates that Male Secondary School Teachers have better Emotional Intelligence as compared to Rural Female Secondary School Teachers.

Table 3: Showing the Mean Comparison between Urban Male and Urban Female Secondary School Teachers on Emotional Intelligence (N=150 in each Group).

Factors	Group	Mean	S.D	t- Value	Level of Significance
Awareness of Self & Others (ASO)	Urban Male SST*	323.80	37.91	5.51	Significant at 0.01 Level
	Urban Female SST*	347.88	37.67		
Professional Orientation	Urban Male SST*	194.20	23.49	2.98	Significant at 0.01 Level
	Urban Female SST*	186.08	23.68		
Intra Personal Management OR Self Regulation	Urban Male SST*	108.28	11.73	8.13	Significant at 0.01 Level
	Urban Female SST*	97.64	10.90		
Inter Personal Management	Urban Male SST*	259.20	65.89	6.36	Significant at 0.01 Level
	Urban Female SST*	211.16	64.77		
Composite Score	Urban Male SST*	221.37	24.88	3.66	Significant at 0.01
	Urban Female SST*	210.69	25.61		

Table 3 shows the Mean Comparison between Urban Male and Urban Female Secondary School Teachers on various dimensions of Teachers Emotional Intelligence Inventory. The table indicates that the two groups differ significantly at 0.01 level on the entire dimension emotional intelligence viz. Awareness of Self and others, Professional Orientation, Intra Personal Management or Self-Regulation, Inter Personal Management and composite score. The table reveals that Male Secondary School Teachers are highly influencing, committed towards work, optimistic, service oriented, possess innate

desires to achieve, bring positivity in a diverse situation, self-confidence, self-control, possess skill of self-management, teamwork capability, problem solving attitude, building bonds and initiate a positive change, initiate and manage changes amicably as compared to Urban Female Secondary School Teachers. The two groups differ significantly at 0.01 level on the composite score on Emotional Intelligence Inventory. It indicates that Urban Male Secondary School Teachers have better Emotional Intelligence as compared to Urban Female Secondary School Teachers.

Table 4: Showing the Mean Comparison between Rural Male and Rural Female Secondary School Teachers on Emotional Intelligence (N=150 in each Group).

Factors	Group	Mean	S.D	t- Value	Level of Significance
Awareness of Self & Others (ASO)	Rural Male SST*	333.36	63.21	7.21	Significant at 0.01 Level
	Rural Female SST*	283.72	55.65		
Professional Orientation	Rural Male SST*	172.04	6.40	2.18	Significant at 0.05 Level
	Rural Female SST*	170.44	6.31		
Intra Personal Management OR Self Regulation	Rural Male SST*	96.72	12.91	6.89	Significant at 0.01 Level
	Rural Female SST*	108.28	15.97		
Inter Personal Management	Rural Male SST*	275.60	18.43	7.85	Significant at 0.01 Level
	Rural Female SST*	259.20	17.73		
Composite Score	Rural Male SST*	219.43	33.81	3.79	Significant at 0.01 Level
	Rural Female SST*	204.91	32.61		

Table 4 shows the Mean Comparison between Rural Male and Rural Female Secondary School Teachers on various dimensions of Teachers Emotional Intelligence Inventory. The table indicates that the two groups differ significantly at 0.01 level on the dimensions of Awareness of Self and others, Intra Personal Management or Self-Regulation, Inter Personal Management and composite score whereas the two groups differ significantly at 0.05 level on the dimension of Professional Orientation. The table reveals that Rural Male Secondary School Teachers are highly committed towards work, influencing, optimistic, service oriented, possess innate desires to achieve, bring positivity in a diverse situation, self-

confidence, self-control, possess skill of self-management, teamwork capability, problem solving attitude, possess capability of building bonds and initiate a positive change, initiate and manage changes amicably as compared to Urban Female Secondary School Teachers. However, it also reveals that Rural Female Secondary School Teachers have high Inter Personal Management in comparison to their counterparts. The two groups differ significantly at 0.01 level on the composite score on Emotional Intelligence Inventory. It indicates that Rural Male Secondary School Teachers have better Emotional Intelligence as compared to Rural Female Secondary School Teachers.

Table 5: Showing the Mean Comparison between Urban Male and Rural Female Secondary School Teachers on Emotional Intelligence (N=150 in each Group).

Factors	Group	Mean	S.D	t- Value	Level of Significance
Awareness of Self & Others (ASO)	Urban Male SST*	323.80	47.13	7.69	Significant at 0.01 Level
	Rural Female SST*	283.72	42.98		
Professional Orientation	Urban Male SST*	194.20	30.40	6.93	Significant at 0.01 Level
	Rural Female SST*	170.44	28.90		
Intra Personal Management Or Self Regulation	Urban Male SST*	108.28	27.40	4.96	Significant at 0.01 Level
	Rural Female SST*	93.20	25.13		
Inter Personal Management	Urban Male SST*	259.20	26.25	6.80	Significant at 0.01 Level
	Rural Female SST*	239.04	24.93		
Composite Score	Urban Male SST*	221.37	55.72	3.87	Significant at 0.01 Level
	Rural Female SST*	196.6	54.90		

Table 5 shows the Mean Comparison between Urban Male and Rural Female Secondary School Teachers on various dimensions of Teachers Emotional Intelligence Inventory. The table indicates that the two groups differ significantly at 0.01 level on the entire dimensions of Emotional Intelligence Inventory viz. Awareness of Self and others, Professional Orientation, Intra Personal Management or Self-Regulation, Inter Personal Management and composite score. The table reveals that Urban Male Secondary School Teachers are highly committed towards work, influencing, optimistic,

service oriented, Possess innate desires to bring positivity in a diverse situation, have self-confidence, self-control, possess skill of teamwork capability and have problem solving attitude, and initiate a positive change, as compared to Urban Female Secondary School Teachers. The two groups differ significantly at 0.01 level on the composite score on Emotional Intelligence Inventory. It indicates that Urban Male Secondary School Teachers have better Emotional Intelligence as compared to Rural Female Secondary School Teachers.

Table 6: Showing the Mean Comparison between Rural Male and Urban Female Secondary School Teachers on Emotional Intelligence (N=150 in each Group).

Factors	Group	Mean	S.D	t- Value	Level of Significance
Awareness of Self & Others (ASO)	Rural Male SST*	333.36	74.13	1.57	Not Significant
	Urban Female SST*	347.88	75.96		
Professional Orientation	Rural Male SST*	172.04	15.97	7.47	Significant at 0.01 Level
	Urban Female SST*	186.08	16.54		
Intra Personal Management OR Self-Regulation	Rural Male SST*	96.72	5.11	1.44	Not Significant
	Urban Female SST*	97.64	5.91		
Inter Personal Management	Rural Male SST*	275.60	90.11	6.34	Significant at 0.01 Level
	Urban Female SST*	211.16	86.97		
Composite Score	Rural Male SST*	219.43	47.92	1.57	Not Significant
	Urban Female SST*	210.69	48.09		

Table 6 shows the Mean Comparison between Rural Male and Urban Female Secondary School Teachers on various dimensions of Teachers Emotional Intelligence Inventory. The table indicates that the two groups differ significantly at 0.01 level on the dimension of Professional Orientation, Inter Personal Management and composite score. The table further indicates that the two groups do not differ significantly on the dimension of Awareness of self and others and Inter Personal Management. The table reveals that Rural Male Secondary

School Teachers are highly optimistic towards profession, service oriented, Possess innate desires to bring positivity in a diverse situation, possess skill of teamwork capability and have problem solving attitude, and initiate a positive change, as compared to Urban Female Secondary School Teachers. The two groups do not differ significantly at 0.01 level on the composite score on Emotional Intelligence Inventory. It indicates that Rural Male and Urban Female Secondary School Teachers have same Emotional Intelligence.

Table 7: Showing the Mean Comparison between Urban Male and Rural Male Secondary School Teachers on Emotional Intelligence (N=150 in each Group).

Factors	Group	Mean	S.D	t- Value	Level of Significance
Awareness of Self & Others (ASO)	Urban Male SST*	323.80	15.72	5.19	Significant at 0.01 Level
	Rural Male SST*	333.36	16.13		
Professional Orientation	Urban Male SST*	194.20	35.97	5.68	Significant at 0.01 Level
	Rural Male SST*	172.04	30.88		
Intra Personal Management OR Self-Regulation	Urban Male SST*	108.28	30.31	3.46	Significant at 0.01 Level
	Rural Male SST*	96.72	27.33		
Inter Personal Management	Urban Male SST*	259.20	25.31	5.27	Significant at 0.01 Level
	Rural Male SST*	275.60	28.45		
Composite Score	Urban Male SST*	221.37	4.91	3.37	Significant at 0.01 Level
	Rural Male SST*	219.43	5.05		

Table 7 shows the Mean Comparison between Urban Male and Rural Male Secondary School Teachers on various dimensions of Teachers Emotional Intelligence Inventory. The table indicates that the two groups differ significantly at 0.01 level on the entire dimensions of Emotional Intelligence Inventory viz. Awareness of Self & Others, Professional Orientation, Intra Personal Management, Inter Personal Management and composite score. The table reveals that Urban Male Secondary School Teachers are highly optimistic

towards profession, service oriented, Possess innate desires to bring positivity in a diverse situation, possess skill of teamwork capability and have problem solving attitude, and initiate a positive change, as compared to Rural Male Secondary School Teachers. The two groups differ significantly at 0.01 level on the composite score on Emotional Intelligence Inventory. It indicates that Urban Male Secondary School Teachers have better Emotional Intelligence as compared to Rural Male Secondary School Teachers.

Table 8: Showing the Mean Comparison between Urban Female and Rural Female Secondary School Teachers on Emotional Intelligence (N=150 in each Group).

Factors	Group	Mean	S.D	t- Value	Level of Significance
Awareness of Self & Others (ASO)	Urban Female SST*	347.88	94.57	5.83	Significant at 0.01 Level
	Rural Female SST*	283.72	95.93		
Professional Orientation	Urban Female SST*	186.08	35.95	3.90	Significant at 0.01 Level
	Rural Female SST*	170.44	33.39		
Intra Personal Management OR Self-Regulation	Urban Female SST*	97.64	10.03	3.85	Significant at 0.01 Level
	Rural Female SST*	93.20	9.91		
Inter Personal Management	Urban Female SST*	211.16	70.37	3.69	Significant at 0.01 Level
	Rural Female SST*	239.04	60.11		
Composite Score	Urban Female SST*	210.69	35.07	3.48	Significant at 0.01 Level
	Rural Female SST*	196.60	34.91		

Table 8 shows the Mean Comparison between Urban Female and Rural Female Secondary School Teachers on various dimensions of Teachers Emotional Intelligence Inventory. The

table indicates that the two groups differ significantly at 0.01 level on the entire dimensions of Awareness of Self & Others, Professional Orientation, Intra Personal Management, Inter

Personal Management and composite score. The table reveals that Urban Female Secondary School Teachers are highly optimistic towards profession, service oriented, Possess innate desires to bring positivity in a diverse situation, possess skill of teamwork capability and have problem solving attitude, and initiate a positive change, as compared to Rural Female Secondary School Teachers. The two groups differ significantly at 0.01 level on the composite score of Emotional Intelligence Inventory. It indicates that Urban Female Secondary School Teachers have better Emotional Intelligence as compared to Rural Female Secondary School Teachers.

Major Findings

On the basis of analysis of data, the following conclusions have been drawn.

1. Male as compared to female secondary school teachers were found to have the art of empathizing, influencing, committed towards work, highly optimistic, service oriented, possess innate desires to achieve, bring positivity in a diverse situation, have self-confidence, self control, possess skill of self-management, possess teamwork capability, problem solving attitude, always try to develop and build bonds with others and initiate a positive change. The study further revealed that Male Secondary School Teachers have better Emotional Intelligence as compared to Rural Female Secondary School Teachers.
2. Rural as compared to Urban Secondary School Teachers were found to be highly optimistic, service oriented empathizing, influencing, committed towards work, possess innate desires to achieve, bring positivity in a diverse situation, have teamwork capability, self-confidence, self-control, possess skill of self-management, initiate and manage changes amicably, problem solving attitude and initiate a positive change. The Study further revealed that Male Secondary School Teachers have better Emotional Intelligence as compared to Rural Female Secondary School Teachers.
3. Urban Male as compared to Urban Female Secondary School Teachers were found to be highly influencing, committed towards work, optimistic, service oriented, possess innate desires to achieve, bring positivity in a diverse situation, self-confidence, self-control, possess skill of self-management, teamwork capability, problem solving attitude, building bonds and initiate a positive change, initiate and manage changes amicably. The Study further revealed that that Urban Male Secondary School Teachers have better Emotional Intelligence as compared to Urban Female Secondary School Teachers.
4. Rural Male as compared to and Rural Female Secondary School Teachers are highly committed towards work, influencing, optimistic, service oriented, possess innate desires to achieve, bring positivity in a diverse situation, self-confidence, self-control, possess skill of self-management, teamwork capability, problem solving attitude, possess capability of building bonds and initiate a positive change, initiate and manage changes amicably. However, it also reveals that Rural Female Secondary School Teachers have high Inter Personal Management in comparison to their counterparts. The Study further revealed that Rural Male Secondary School Teachers

- have better Emotional Intelligence as compared to Rural Female Secondary School Teachers.
5. Urban Male as compared to and Rural Female Secondary School Teachers were found Possess innate desires to bring positivity in a diverse situation, highly committed towards work, influencing, optimistic, service oriented, have self-confidence, self-control, possess skill of teamwork capability and have problem solving attitude, and initiate a positive change. The Study further revealed that Urban Male Secondary School Teachers have better Emotional Intelligence as compared to Rural Female Secondary School Teachers.
6. Rural Male as compared to Urban Female Secondary School Teachers were optimistic towards profession, service oriented, Possess innate desires to bring positivity in a diverse situation, possess skill of teamwork capability and have problem solving attitude, and initiate a positive change. The Study further revealed that that Urban Male and Urban Female Secondary School Teachers have same Emotional Intelligence.
7. Urban Male as compared to Rural Female Secondary School Teachers were found to be service oriented, optimistic towards profession, Possess innate desires to bring positivity in a diverse situation, possess skill of teamwork capability and have problem solving attitude, and initiate a positive change. The two groups differ significantly at 0.01 level on the composite score which indicates that Urban Male Secondary School Teachers have better Emotional Intelligence as compared to Rural Male Secondary School Teachers.
8. Urban Female as compared to Rural Female Secondary School Teachers are optimistic towards profession, service oriented, Possess innate desires to bring positivity in a diverse situation, possess skill of teamwork capability and have problem solving attitude, and initiate a positive change. The Study further revealed that Urban Female Secondary School Teachers have better Emotional Intelligence as compared to Rural Female Secondary School Teachers.

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