CHAPTER- I

INTRODUCTION

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1.1 Introduction:

The concept of emotional intelligence (EI) is relatively a new idea in popular culture. However, with the popularization of the concept of ‘Emotional Intelligence’ has raised a very great deal of interest in the field of psychology, management and education.

The term emotional intelligence was launched when people started to realize that a high Intelligence Quotient (IQ) is no guarantee against failure in everyday life. Whereas others with an average IQ succeed. At best IQ contributes about 20% to the factors that determine life success, which leaves 80% to other forces. So if we want to succeed in life, we need to introduce our emotions very well.

1.2 Emotional Intelligence:

1.2.1 Meaning of Emotions:

The term emotion is derived from the Latin embower, which means “to shake”, “to stir up” and through all the literature of emotions, technical and popular, this note is frequently sounded. And further though different phrasings it may be used by different writers as “wasted reflexes” or “conflict of impulses” or “disorganized responses”. Most of them imply some complication or involvement or faultiness in the individual adjustment. The Oxford English dictionary, (1961) defines emotion as, “Any agitation or disturbance of mind, feelings, passion, and any vehement or excited mental state.”

Crow and Crow, (1964) convey that, “An emotion is an affective experience that accompanies generalized inner adjustment and mental and psychological stirred-up states in the individual and that shows itself in his overt behavior.”

McDougall,(1949), considering instinct as an innate tendency mentions that, “An emotion is an effective experience that one undergoes during an instinctive excitement.” McDougall discovered 14 basic instincts and concluded that each and every emotion, whatever, it may be, is the product of some instinctive behavior. Cited in Mangal, S.K. (1995).
Morris, C.G.(1979), defines emotion as, “A complex affective experience that involves diffuse physiological changes and can be expressed overtly in characteristic behavior patterns.”

Above definitions tend to describe emotions as some sort of feelings or affective experiences which are characterized by some physiological changes that generally lead them to perform some or the other types of behavioral acts.

There are hundreds of emotions with their blends, variations, mutations and nuances.

1.2.2 Characteristics of Emotions:

According to Parmeshwaran, E.G. and Beena, C.(1988), Emotional experience tend to show some characteristics. Some of them are as follows:

1) To considerable extent emotions are accompanied by the activation or an aroused state in the organism.
2) They are normally accompanied by physiological changes in facial expressions, changes in physiological reactions like blood-pressure, heart beats, respiration etc.
3) Whenever an organism is experiencing an emotion, a lot of energy is released. This is true of many emotions. But there are also some emotions, like grief, where the energy and activity level are reduced.
4) In the case of many emotional experiences it is found that other activities like perception, learning, consciousness, memory etc. are affected. In some cases where the emotions are mild the influence may be positive and in other cases the influence may be disruptive.
5) Along with the bodily changes one also finds psychological changes or alterations in the content and state of consciousness. Very often, there is a clouding of consciousness, blocking of memory, confusion in perception etc. thus, emotions are complex experiences including a variety of bodily and also psychological reactions.
1.2.3 Types of Emotions:

According to Goleman, D.(1995), the types of emotions and some of the members of their families are as follows:

1) Anger –
   Outrage, resentment, wrath, exasperation, indignation, vexation, acrimony, animosity, annoyance, irritability, hostility, fury and perhaps at the extreme, pathological hatred and violence.

2) Sadness –
   Grief, sorrow, cheerlessness, gloom, melancholy, self-pity, loneliness, dejection, despair and when pathological severe depression is caused.

3) Fear –
   Anxiety, apprehension, nervousness, concern consternation, misgiving, worriness, qualmedginess, dread, fright, terror result into psychological phobia and panic.

4) Enjoyment –
   Happiness, joy, relief, contentment, bliss, delight, amusement, pride, sensual pleasure, thrill, gratification, satisfaction, euphoria, whimsy and at the far edge mania.

5) Love –
   Acceptance, friendliness, trust, kindness, affection, opportunity, devotion, adoration, infatuation.

6) Surprise –
   Shock, astonishment, amazement, wonder.

7) Disgust –
   Contempt, disdain, scorn, abhorrence, aversion, distaste, revolution.

8) Shame –
   Guilt, embarrassment, chagrin, remorse, humiliation, regrets.

1.2.4 Role of Emotions:

Emotions play a vital role in ordering human experiences. Without them life would be flat and devoid of excitement. Emotions often provide the stimulus or
motivation to act in a certain way. They provide the inner force that attracts one person to another, or that repels one person from another. Emotions provide a sense of feeling with and for others. They provide a sense of security, help person cope with frustration, alert them to dangers and force them into action.

At the same time, emotions are also the cause of certain problems. Some times, for example, people say or do things, they might later regret-primarily because they were acting on the basis of emotions rather than a responded response.

Emotions are the effective aspects of the instinct. The development of the emotions should therefore, be given as much attention as is given to the development of the instincts. So it is very necessary to train the emotions. Emotions shall run riot and imbalance the whole personality of the individual.

Emotions are prime movers of the thought and conduct and their education and control is very important.

1.2.5 Origins of the Emotional Intelligence:

Traditionally, psychologists have focused on cognitive aspects while working on intelligence. However there were researchers who recognized early that the non-cognitive aspects were also important.

Researchers investigated dimensions of emotional intelligence (EI) by measuring related concepts, such as social skills, interpersonal competence, psychological maturity and emotional awareness, long before the term ‘Emotional Intelligence’ came into use.

The most distant roots of emotional intelligence can be traced to Charles Darwin’s (1872) early work on the importance of emotional expression for survival and second adaptation.

In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem solving, several influential researchers in the intelligence field of study has begun to recognize the importance of non-cognitive aspects. For instance, as early as 1920, E.L. Thorndike used the term social intelligence. Psychologist have been uncovering other intelligences for some time now, and grouping them mainly into three clusters: abstract intelligence (the ability to understand and manipulate with verbal and mathematics symbols), concrete
intelligence (the ability to understand and manipulate with objectives), and social intelligence (the ability to understand and relate to people). Thorndike (1920) defined social intelligence as “the ability to understand and manage men and women, boys and girls-to act wisely in human relations”.

Similarly in 1940, David Wechsler defined intelligence as, “the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment.” Weschler realized that the non-intellectual abilities were essential for predicting one’s ability to succeed in life.

Plutchik, R. in his recent theory of emotion (1970) has given three dimensional structure of model of emotion. In that model he has given number of implications. One such implication is that, ‘emotions involve cognition.’ It proves that emotional intelligence is a kind of emotion.

In 1973, David McClelland add strength to this line of thought by arguing that conventional concept of IQ, simply could not predict how well people would perform in the work place.

Harward Gardner (1983) proposed a widely regarded model of multiple intelligence. His theory of multiple intelligence based on biological as well as cultural research, formulates a list of seven intelligence. It includes logical mathematical intelligence, linguistic intelligence, spacial intelligence, musical intelligence, body kinetic intelligence and personal intelligence. Personal intelligence category includes two separate intelligence.

A] Interpersonal intelligence (the ability to understand the feelings and others)
B] Intrapersonal intelligence (the ability to understand one’s own feelings and motivations). Afterwards, he added naturalist and existential dimensions. In Gardner’s view, traditional types of intelligence such as IQ, fail to fully explain cognitive ability. He proposed that intrapersonal and interpersonal intelligences are the type of intelligence (typically measured by IQ and related tests) are equally important. Thus even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence are lacking in ability to fully explain performance outcomes.
Sternberg, (1985) referred to the concept of social intelligence in the name contextual intelligence through his triarchic theory of intelligence. This component of one’s intelligence (other components being componential and experimental) relates with one’s capacity of making adjustment to various contexts with a proper selection of contexts so that one can improve one’s environment in a proper way.

The first use of the term ‘Emotional Intelligence’ is usually attributed to Wayne Payne’s doctoral thesis, ‘A study of Emotion: Developing Emotional Intelligence’ from 1985. However, prior to this, the term “emotional intelligence” had appeared in Leuner (1966). Greenspan (1989) also put forward an EI model.

In 1990, Salovey and Mayer described emotional intelligence as a social intelligence that involves the ability to monitor own and others feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions. They also initiated research program intended to develop valid measures of emotional intelligence and to explore its significance.

As a result of the growing acknowledgement of professionals for the importance and relevance of emotions to work outcomes, the research on the topic continued to gain momentum, but it wasn’t until the publication of Danial Goleman’s best seller “Emotional Intelligence: Why it can Matter More Than IQ” that the term became widely popularized. In doing the research for his first book, Danial Goleman became aware of Salovey and Mayers work in early 1990’s. Being as a psychologist at Harvard, where he worked with David McClelland, Goleman wrote the popular best seller ‘Emotional Intelligence’ (1995) in which he offered the first ‘Proof’ that emotional and social factors are important. Thereafter, articles on EI began to appear with increasing frequency across a wide range of academic and popular outlets.

1.2.6 Concept of Emotional intelligence:

Emotional intelligence focuses on the softer skills of building and maintains human relationships. This aspect of life assumes a lot of importance since a person is not detached from the human element, be it work place, the home front or the social circle, human interactions are inevitable and our success depends to a large extent on what we make of these interactions and relationships.
The concept of emotional intelligence has been widely discussed by many researchers. Researchers have different ideas about it, hence in order to understand the nature of emotional intelligence one has to go through the different models of emotional intelligence.

Each theoretical paradigm conceptualizes emotional intelligence from one of two perspectives: ability or mixed model. Ability models regarding emotional intelligence as a pure form of mental ability and thus as a pure intelligence. In contrast, mix models of emotional intelligence combine mental ability with personality characteristics such as optimism and well-being.

Currently, the only ability of emotional intelligence is that proposed by John Mayer and Peter Salovey. Two mixed model of emotional intelligence have been proposed, each within somewhat different concepts.

Reuven Bar-On has put forth a model based within the context of personality theory, emphasizing the co-dependence of the ability aspects of emotional intelligence with personality traits and their application to personal well-being.

In contrast, Danial Goleman proposed mixed model in terms of performance, integrating and individual’s abilities and personalities applying their corresponding effects on performance in the workplace. These three models are as follows:

1.2.6.1 Mayer and Salovey: An ability model of Emotional Intelligence:

Mayer and Salovey’s pure theory of emotional intelligence integrates key ideas from the field of intelligence and emotion. This model primarily focuses on the complex, potentially intelligent tapestry of emotional reasoning in everyday life. It is based on the assumption that emotions convey knowledge about a person’s relationship with world.

The ability based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors.
Mayer and Salovey, (1997), define “Emotional intelligence as the ability to perceive emotions to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and reflectively to regulate emotions so as to promote emotional and intellectual growth.”

They explain that it consist of the following four branches of mental ability,

1) Perceiving emotions-
The ability to detect and decipher emotions in faces, pictures, voices and cultural artifacts including the ability to identify one’s own emotions. Perceiving emotions represent a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

2) Using emotions –
The ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.

3) Understanding emotions –
The ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.

4) Managing emotions –
The ability to regulate emotions in both ourselves and in others. Therefore the emotionally intelligent persons can harness emotions, even negative ones, and manage them to achieve intended goals.

1.2.6.2 Bar –On: A mixed Model of Emotional Intelligence:

Bar–On’s model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented. It focuses on an array of emotional and social abilities, including the ability to be aware of, understand and express oneself, the ability to be aware of understand, the ability to deal with strong emotions, and ability to adapt to change and solving problems of a social or personal nature.
Bar-On posits that emotional intelligence develops over time and that it can be improved through training programming and therapy. Also he considers emotional intelligence and cognitive intelligence to contribute equally to a person’s general intelligence, which then offers an indication of one’s potential to success in life.

Bar-On defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands.

In his model, Bar-On outlines five components of emotional intelligence. Within these components are sub-components (15 in all). They are as follows:

1) Intrapersonal (self-awareness and self-expression):
   - Self-Regard (being aware of understanding and accepting ourselves)
   - Emotional self-Awareness (being aware of and understanding our emotions)
   - Assertiveness (expressing our feelings and ourselves nondestructively)
   - Independence (being self-reliant and free of emotional dependency on others)
   - Self Actualization (setting and achieving goals to actualize our potential)

2) Interpersonal (social awareness and interaction):
   - Empathy (being aware of and understanding how others feel)
   - Social Responsibility (identifying with and feeling part of our social groups)
   - Interpersonal Relationship (establishing mutually satisfying relationships)

3) Stress Management (emotional management and control):
   - Stress Tolerance (effectively and constructively managing our emotions)
   - Impulse control (effectively and constructively controlling our emotions)

4) Adaptability (Change management):
   - Reality Testing (Validating our feelings and thinking with external reality)
   - Flexibility (coping with and adapting to change in our daily life)
   - Problem solving (generating effective solutions to problems of an intrapersonal and interpersonal nature)

5) General Mood-(self-motivation):
   - Optimism (having a positive outlook and looking at the brighter side of life)
• Happiness (feeling content with ourselves, others and life in general)

1.2.6.3 Goleman: A mix Model of Emotional Intelligence:

The model introduced by Danial Goleman, focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman includes a set of emotional competencies within each construct of emotional intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. He calls emotional intelligence, ‘a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them.’

Goleman, (1998) defines, “Emotional intelligence is the capacity to recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationship.”

Goleman’s model outlines four main EI construct:

1] Self-awareness –
   The ability to read one’s emotions and recognize their impact while using gut feelings to guide decisions.

2] Self – management –
   Involves controlling one’s emotions and impulses and adapting to changing circumstances.

3] Social awareness –
   The ability to sense, understand and react to other’s emotions while comprehending social networks.

4] Relationship management –
   The ability to inspire, influence and develop others while managing conflict.

There is multiplicity of definitions of emotional intelligence and psychologists have various view and ideas regarding the abilities at need. The field of emotional intelligence is growing so rapidly, that researchers are constantly amending even their own definitions of the construct. According to Mayer, (1999), Psychologists have defined emotional intelligence in dozens of ways, typically as list of personality
characteristics, such as motivation, persistence, empathy, warmth and social skills. Because they mix together diverse part of personality, they have been referred to as mixed model.

In the words of Hein, S. (1999), “There is no consensus among experts about the best definitions. The most popular elucidation of the concept of course, is that of Goleman, but reservation have been expressed about the same.

Hence we can say that emotional intelligence is a container term that encloses and encompasses a series of skills that one has learned more or less intuitively.

1.2.7 Intelligence Quotient and Emotional Quotient:

IQ and emotional intelligence are not opposing competencies, but rather separate ones. People with high IQ but low emotional intelligence or vice versa are relatively rare.

According to Mayer, John (1993) believes that EI is independent of general intelligence, but ‘related to it like a cousin’. Further, Salovey and Mayer (1997) stated that emotional intelligence can improve, implying that it can be taught. Also Herrnstein and Murray (1994) claims that there is no way to transcend the IQ one is born with.

According to Goleman, D. (1995), there is slight Co-relation between IQ and some aspects of emotional intelligence. All of us have mix IQ and emotional intelligence in varying degree and these dimensions add separately to a person’s qualities. To the degree a person has both cognitive and emotional intelligence. Emotional intelligence adds for more of the qualities that make us more fully human.

Most of the authors on this topic note that in order to function fully as a member of society, one has to posses both IQ and EQ(Gardner, 1983, Goleman, 1995, and Mayer and Salovey, 1995) More over , it is EQ that might be as important as IQ for people to succeed in school and in life.

Reuven Bar-On developed on the first measures of EI that used the term ‘Emotional Quotient’. Emotional Quotient (EQ) is an index of emotional intelligence which is analogous to the IQ index of conventional intelligence.
1.2.8 Working of Emotional Brain:

A visual signal first goes from the retina to the thalamus, where it is transmitted into the language of the brain. Most of the message then goes to the visual cortex where it is analyzed and accessed for meaning and appropriate response, if that response is emotional; a signal goes to \textit{amygdala} to activate the emotional centres. But a smaller Portion of the thalamus to the amygdala in quicker transmission, allowing a faster (though less precise) response. Thus the amygdala can trigger and emotional response before the cortical centres have fully understand what is happening.

1.2.9 Need of Emotional Intelligence:

Over the past several years, it is believed that success in life or at work place depends upon the individual level of intelligence or intelligence quotient as reflected in an individuals academic achievement, examination passed, mark obtained etc. But now, research on emotional intelligence has revealed that EQ is the most important determinant of the extent of professional and personal success in life.

According to Goleman, Boyatzis and Mckee, (2002), Emotional Intelligence, playing an important role in determining the individual success in work, family and social life and individual’s ability to manage his/her relations efficiently with his/her environment includes the awareness of emotions, judgment of the knowledge related to the emotion and operating on the emotional knowledge as a part of problem solving. Briefly emotional intelligence is using the emotions wisely.

Some of the main findings from EQ researchers by Hein, S. (1996), people with high EQ are happier, healthier and more successful in their relationship and also exhibit a balance between emotion and reason.

Pragadeeswaran, S. and Panchanatham, N. (2003) have put forth the following need for E.I.

1) Emotional stability is highly essential for creativity.

2) Emotional Quotient (EQ) develops conceptual and interpersonal leadership qualities which are highly demand in the 21\textsuperscript{st} century.

Emotional intelligence is an attempt to extend our understanding of intelligence by going beyond what we traditionally measure by intelligence test.
Emotional intelligence adapts a wider perspective and helps us extend our understanding of our interactions with other and social world around us.

1.2.10 Importance of Emotional Intelligence for Teachers:

The role of a teacher in the school can be vital. Emotional intelligence is an ability to express, manage and control emotions of self and others. Teaching is an emotional practice which involves emotional relationships, emotional understanding and emotional labour. Teachers have to value emotional bonds with students and educate students as emotional and social beings. It requires high level of emotional intelligence.

Yate, (1997) , discussed the role of EQ in careers and rates the level of EQ needed for different jobs. According to him, job that do require a high level of EQ are being psychiatrist, social worker , family doctor, teacher, H.R. manager, training manager, adult education teacher.

Low emotional intelligence brings a host of negative emotions; these consume a grate deal of energy, lower self esteem, leads to absenteeism indifference and are effective block to team work. But teacher with high emotional intelligence use more positive, well adapted coping strategies when dealing with different sources of stress at school, and feel greater satisfaction with their work. Abraham,(2000) found that more emotionally intelligent employee had higher level of job satisfaction and greater commitment to their organization.

Anderson, (2004) reported that It is clear from recent research that teacher’s have great potential to effect students educational outcomes. Teachers are a role model for students on how to regulate emotions appropriately in the classroom. The impact of emotions between teacher and students might play a strong role in the development of teaching style. The teacher’s level of EQ is most important variable in creating classroom. According to Sutton and Whealty, (2003) emotional competence of teachers is necessary, both in general for their own well-being and for effectiveness and quality in creating out teaching learning process in classroom , and in particular for the socio-emotional development of students.

Today’s teachers should be able to demonstrate good intellectual, moral, emotional and social development and be able to promote the same among the
students. In addition to this, teacher have able to know how to work with the entire educational community, teacher also appears as a dynamic educational agent who, together with his or her colleagues and students families, performs not only tasks of preparing and executing the teaching function, but also of mediation, innovation, management, research, assessment and guidance. So teacher is placed as the central axis of the educational community. To fulfill these 21st century’s professional demands, teacher should possess high emotional intelligence. By high emotional intelligence teachers go beyond their traditional mission.

After studying this importance of the E.I. that the teacher should have, the researcher felt the need of studying the E.I. of Secondary School teachers.

1.3 Statement of the Problem:

A STUDY OF EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS AND CONSTRUCTION OF A STANDARDIZED SCALE FOR ITS MEASUREMENT

1.4 Definition of the terms used:

Emotional Intelligence –

Conceptual Definition –

According to Goleman Daniel, (1995) “Emotional Intelligence is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationship.”

Operational Definition –

The score obtained by the secondary school teachers on administering emotional intelligence scale based on Goleman’s emotional intelligence model prepared by the researcher.

Secondary School teachers –

Operational Definition -

All teachers teaching to std IX and X in the secondary schools located in Satara District.
1.5 Significance of the study:

This study has great significance as no such study has been undertaken earlier on secondary school teachers.

It is important that, an attempt is made to study the level of emotional intelligence of the teachers who influence the behavior of learners. The present study has great significance because standardized emotional intelligence scale offered a basis for assessment of emotional intelligence for secondary school teachers.

Emotional intelligence is totally dependent on the environment. It is related neither to development of some organ nor to physiological process. There is ample scope for its development at any age. So the results of this study will be useful to the secondary school teachers to improve their emotional intelligence.

Emotional intelligence gives new approach to secondary school teachers. This approach embraces the learner and learning in a more complete way than traditional schooling. Quality emotions and feelings help secondary school teachers to give their best potential in the classroom.

For researchers in the field of Education and Psychology, this study make available the reliable scale to measure emotional intelligence of secondary school teachers for their research purposes.

1.6 Limitation of the study:

1) This study was limited to the secondary school teachers from the selected schools in Satara district only.

2) This study was limited to the secondary school teachers who were teaching IX and X std. in academic year 2007-08 and 2008-09

3) The emotional intelligence scale for secondary school teachers was based on Daniel Goleman’s Emotional Intelligence Model.
4) Emotional intelligence scale for secondary school teacher was constructed in Marathi language.

**1.7 Objectives of the study:**

**1.7.1 Main Objective –**

To standardize the emotional intelligence scale for secondary school teachers based on Goleman’s emotional intelligence model.

**1.7.2 Sub-objectives –**

1) To construct the emotional intelligence scale for secondary school teachers based on Goleman’s emotional intelligence model.

2) To establish the validity of the constructed emotional intelligence scale.

3) To establish the reliability of the constructed emotional intelligence scale.

4) To establish the norms of the constructed emotional intelligence scale.

5) To find out the level of emotional intelligence of secondary school teachers.

6) To compare emotional intelligence of male with female secondary school teachers.

6.1) To compare self-awareness domain in emotional intelligence of male with female secondary school teachers.

6.2) To compare self-management domain in emotional intelligence of male with female secondary school teachers.

6.3) To compare social awareness domain in emotional intelligence of male with female secondary school teachers.

6.4) To compare relationship management domain in emotional intelligence of male with female secondary school teachers.

7) To compare emotional intelligence of open caste category with reserved caste category secondary school teachers.

7.1) To compare self-awareness domain in emotional intelligence of open caste category with reserved caste category secondary school teachers.

7.2) To compare self-management domain in emotional intelligence of open caste category with reserved caste category secondary school teachers.

7.3) To compare social awareness domain in emotional intelligence of open caste category with reserved caste category secondary school teachers.
7.4) To compare relationship management domain in emotional intelligence of open caste category with reserved caste category secondary school teachers.

8) To compare emotional intelligence of graduate with post-graduate secondary school teachers.

8.1) To compare self-awareness domain in emotional intelligence of graduate with post-graduate secondary school teachers.

8.2) To compare self-management domain in emotional intelligence of graduate with post-graduate secondary school teachers.

8.3) To compare social awareness domain in emotional intelligence of graduate with post-graduate secondary school teachers.

8.4) To compare relationship management domain in emotional intelligence of graduate with post-graduate secondary school teachers.

9) To compare emotional intelligence of teachers of science faculty with teachers of arts faculty in secondary schools.

9.1) To compare self-awareness domain in emotional intelligence of teachers of science faculty with teachers of arts faculty in secondary schools.

9.2) To compare self-management domain in emotional intelligence of teachers of science faculty with teachers of arts faculty in secondary schools.

9.3) To compare social awareness domain in emotional intelligence of teachers of science faculty with teachers of arts faculty in secondary schools.

9.4) To compare relationship management domain in emotional intelligence of teachers of science faculty with teachers of arts faculty in secondary schools.

10) To compare emotional intelligence of four age groups of secondary school teachers i.e 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years.

10.1) To compare self-awareness domain in emotional intelligence of four age groups of secondary school teachers i.e 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years.

10.2) To compare self-management domain in emotional intelligence of four age groups of secondary school teachers i.e 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years.
10.3) To compare social awareness domain in emotional intelligence of four age groups of secondary school teachers i.e 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years.

10.4) To compare relationship management domain in emotional intelligence of four age groups of secondary school teachers i.e 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years.

11) To compare emotional intelligence of four groups of secondary school teachers based on teaching experience i.e 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years.

11.1) To compare self-awareness domain in emotional intelligence of four groups of secondary school teachers based on teaching experience i.e 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years.

11.2) To compare self-management domain in emotional intelligence of four groups of secondary school teachers based on teaching experience i.e 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years.

11.3) To compare social awareness domain in emotional intelligence of four groups of secondary school teachers based on teaching experience i.e 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years.

11.4) To compare relationship management domain in emotional intelligence of four groups of secondary school teachers based on teaching experience i.e 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years.

1.8 Hypotheses:

The following null hypotheses were formulated keeping in view the objectives of the study.

**H_1** There is no significant difference between the score of emotional intelligence of male and female secondary school teachers.

**H_{1.1}** There is no significant difference between male and female secondary school teachers regarding self-awareness domain in the score of emotional intelligence.

**H_{1.2}** There is no significant difference between male and female secondary school teachers regarding self-management domain in the score of emotional intelligence.
\textbf{H}_{1.3} \quad \text{There is no significant difference between male and female secondary school teachers regarding social awareness domain in the score of emotional intelligence.}

\textbf{H}_{1.4} \quad \text{There is no significant difference between male and female secondary school teachers regarding relationship management domain in the score of emotional intelligence.}

\textbf{H}_2 \quad \text{There is no significant difference between the score of emotional intelligence of open caste category and reserved caste category secondary school teachers.}

\textbf{H}_{2.1} \quad \text{There is no significant difference between open caste category and reserved caste category secondary school teachers regarding self-awareness domain in the score of emotional intelligence.}

\textbf{H}_{2.2} \quad \text{There is no significant difference between open caste category and reserved caste category secondary school teachers regarding self-management domain in the score of emotional intelligence.}

\textbf{H}_{2.3} \quad \text{There is no significant difference between open caste category and reserved caste category secondary school teachers regarding social awareness domain in the score of emotional intelligence.}

\textbf{H}_{2.4} \quad \text{There is no significant difference between open caste category and reserved caste category secondary school teachers regarding relationship management domain in the score of emotional intelligence.}

\textbf{H}_3 \quad \text{There is no significant difference between the score of emotional intelligence of graduate and post-graduate secondary school teachers.}

\textbf{H}_{3.1} \quad \text{There is no significant difference between graduate and post-graduate secondary school teachers regarding self-awareness domain in the score of emotional intelligence.}

\textbf{H}_{3.2} \quad \text{There is no significant difference between graduate and post-graduate secondary school teachers regarding self-management domain in the score of emotional intelligence.}

\textbf{H}_{3.3} \quad \text{There is no significant difference between graduate and post-graduate secondary school teachers regarding social awareness domain in the score of emotional intelligence.}
There is no significant difference between graduate and post-graduate secondary school teachers regarding relationship management domain in the score of emotional intelligence.

There is no significant difference between the score of emotional intelligence of teachers of science faculty and teachers of arts faculty in secondary schools.

There is no significant difference between teachers of science faculty and teachers of arts faculty in secondary schools regarding self-awareness domain in the score of emotional intelligence.

There is no significant difference between teachers of science faculty and teachers of arts faculty in secondary schools regarding self-management domain in the score of emotional intelligence.

There is no significant difference between teachers of science faculty and teachers of arts faculty in secondary schools regarding social awareness domain in the score of emotional intelligence.

There is no significant difference between teachers of science faculty and teachers of arts faculty in secondary schools regarding relationship management domain in the score of emotional intelligence.

There is no significant difference in the score of emotional intelligence of four age groups of the secondary school teachers i.e. 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years.

There is no significant difference in four age groups of the secondary school teachers i.e. 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years regarding self-awareness domain in the score of emotional intelligence.

There is no significant difference in four age groups of the secondary school teachers i.e. 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years regarding self-management domain in the score of emotional intelligence.

There is no significant difference in four age groups of the secondary school teachers i.e. 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years regarding social awareness domain in the score of emotional intelligence.
There is no significant difference in four age groups of the secondary school teachers i.e. 23 to 31, 32 to 40, 41 to 49 and 50 to 58 years regarding relationship management domain in the score of emotional intelligence.

There is no significant difference in the score of emotional intelligence of four groups of the secondary school teachers based on teaching experience i.e. 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years.

There is no significant difference in four groups of the secondary school teachers based on teaching experience i.e. 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years regarding self-awareness domain in the score of emotional intelligence.

There is no significant difference in four groups of the secondary school teachers based on teaching experience i.e. 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years regarding self-management domain in the score of emotional intelligence.

There is no significant difference in four groups of the secondary school teachers based on teaching experience i.e. 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years regarding social awareness domain in the score of emotional intelligence.

There is no significant difference in four groups of the secondary school teachers based on teaching experience i.e. 1 to 9, 10 to 18, 19 to 27 and 28 to 36 years regarding relationship management domain in the score of emotional intelligence.

1.9 Organization of research study:

The data collected for the research was analyzed and interpreted systematically and presented in five chapters.

Chapter- I Introduction

The first chapter deals with the introductory discussion. It includes information about emotional intelligence and also represents general background of the problem under investigation, states objectives, hypotheses and limitation of the study.
Chapter- II Review of related literature

This chapter gives the review of the related research. It includes studies related to test construction and standardization and research studies concerning the emotional intelligence in relation to gender, age and experience conducted in abroad and in India.

Chapter- III Plan and Procedure

The third chapter outlines the method adopted in this study, preparation of the tool, selection of the sample and collection of data.

Chapter –IV Analysis and Interpretation of data

The fourth chapter bears with tabulation, analysis and interpretation of data. The data is critically analyzed and reported.

Chapter -V Summary, Conclusions and Recommendations

The fifth chapter of this thesis presents summary in nutshell of the findings of the research study and suggests recommendation and topic for further research study in this area.

Lastly, the References and Appendices are attached to support the body of the thesis.

Thus the present chapter is devoted to introduce the research background, its significance, objective, hypotheses, delimitation etc. and next chapter is devoted to the review of related literature.