

EFFECTS OF GENDER ON EMOTIONAL INTELLIGENCE AND PROFESSIONAL DEVELOPMENT IN SECONDARY SCHOOL TEACHERS

¹**IRUM HAYAT**

¹Lecturer, Department of Applied Psychology & Education
National University of Modern Languages (NUML) Islamabad Pakistan
¹Senior Teacher, Federal Directorate of Education (FDE) Islamabad Pakistan
¹Ph.D Scholar, Preston University Kohat (Islamabad Campus) Islamabad

²**ATTIA REHMAN**

Psychologist
²Shifa International Hospital Islamabad

³**MUHAMMAD FAHIM HAYAT**

³Acting Head, Punjab Education Department
Government of Punjab, Pakistan.

⁴**TAHIRA BIBI**

⁴Lecturer, Department of EPPSL
Allama Iqbal Open University, Islamabad Pakistan

ABSTRACT: *The study was focused to determine the effect of gender on emotional intelligence and professional development in male and female secondary school teachers. The objectives of the study were, i) Finding the psychometric properties of the scales used in the study. ii) Comparing male and female secondary school teachers on the variable of emotional intelligence iii) Comparing male and female secondary school teachers on the variable of professional development. The research study was co-relational and comparative study with survey type. The sample consisted of 200 secondary school teachers (100 male and 100 female teachers). The questionnaires were based on five point Likert Scale. Once the data was selected, it was presented and tabulated. The data was analyzed using statistical tools i.e. percentages, mean scores, standard deviations, correlation and t-test scores. The item total correlation and inter-scale correlation coefficients suggested that both scales and their sub-scales are also strongly and significantly correlated to each other at 0.01 levels of significance. Some major findings of the research study indicated that female secondary school teachers were more emotionally intelligent and professionally developed than male secondary school teachers. Both variables emotional intelligence and professional development seemed to correlate with gender significantly at 0.01 levels. High mean scores on female secondary school teachers indicated high level of emotional intelligence and professional development and low mean scores on male secondary school teachers indicated low level of emotional intelligence and professional development as compared to females.*

Keywords: Professional Development, Emotional Intelligence, Secondary Schools Teachers, Educational Psychology, Teacher Education, Teaching Strategies, Educational Planning and Leadership, Educational Management, Human Resource Management

INTRODUCTION

The present study was initiated to measure the relationship between emotional intelligence and professional development in secondary school teachers. The research also explored gender differences in emotional intelligence and professional development in male and female secondary school teachers. From the Psychological point of view, intelligence is a multi-faceted mechanism and is defined by the presence of different cognitive abilities of human beings. Such cognitive abilities can include perception, attention, adjustability, positivity, mental soundness, optimistic attitude and good problem solving abilities. Emotional intelligence is considered as “very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. The factor of emotional intelligence has a great impact on human beings especially the teachers in the field of education”.

Educators and teachers often find themselves unable to bring their emotions under control in classroom situations. They are unable to deal effectively with the students in a patient manner. They get angry and aroused upon petty issues. They come to give a lecture and this has become their routine in school. But they have to perform other duties and responsibilities of the school other than their own duty of teaching. They sometimes seem to be preoccupied with other domestic issues also which may adversely affect their professional performance at schools. Such kind of interference may lead them towards high work stress and job dissatisfaction (Lenka & Kant, 2012). Due to this high stress occupation of teaching, where a teacher has to cope with his job demands also and has to prepare a student also for the future, he/she thinks of getting dropped out during the first five years as they become unable to cope with the demanding pressures and challenges at work. So with pre-service training, teachers must be told the ways to deal with their as well as other’s emotional intelligence. The focus of teacher learning should be on professional activities in schools so that they can prepare students for future challenges and on participation in a community of learners (Sfard, 1988, Ten Dam and Blom, 2006) to get interacted with the community members and to enhance the required knowledge and skills.

The quality of teaching always depends upon the mediating and moderating roles of teachers. He or she is there to mediate or moderate the process of teaching in any educational set up, from school to university level. In teaching process both the roles of males and females are important in running the school system smoothly. Female teachers take more work stress and get emotionally disturbed than male teachers because they have a different sort of interaction with students and such kind of interaction and attachment with the kids and students make them more sensitive towards their work (Antoniou and Polychroni, 2009). Female teachers have to look after their home also and they have to train their own kids also. Such responsibility puts certain restriction on their work performance and professional development. While observing the situation of secondary school students in Pakistani context, the male secondary students are unable to get controlled by female teachers only. As at this stage, children are in their late childhood stage and some are in their adolescence level. This level is psychologically characterized by a transition phase where children have certain issues with their gender, academics and personal lives and different hormonal changes which make them much emotional

and egocentric. They seem to lead their fantasy lives and they try to make their dreams true. To achieve them they try to adopt any way which is right or wrong. At such stage they strongly need guidance and serious counseling. Female students seem to be very domestic, hard working and committed to their work. So they get controlled by female teachers. Keeping in view such individual characteristics, the secondary schools for male and female students are separately built in Pakistan. Female secondary school teachers also face certain domestic restrictions and other challenges and that is why they also prefer the separate teaching set ups. Female secondary school teachers prefer to teach in female oriented institutions. But the situation is totally different in higher education set ups. The only thing that is important is to create an intelligence level in teachers which can keep them successful in training students. Emotional intelligence keeps the teachers intentional towards their work. They remain flexible, optimistic and hopeful. They find control over their aggressive tendencies and try to develop positive habits in their characters.

Statement of the Problem

This study was done to examine gender differences on emotional intelligence and professional growth and development in secondary school set ups because emotional intelligence skills should be the focus of learning in any educational environments and building human development behaviors that inculcate positive outcomes of achievement, goal directed behaviors and personal and psychological well-being. Therefore this study investigated the effect of gender on emotional intelligence and professional development in secondary school teachers of Islamabad Model Colleges Islamabad.

Objectives of the Study

Following were the objectives of the study:

- 1) To find the psychometric properties of the scales used in the study.
- 2) To compare the emotional intelligence of male and female secondary school teachers.
- 3) To compare the professional development of male and female secondary school teachers.
- 4) To find out the relationship between emotional intelligence and gender.
- 5) To find out the relationship between professional development and gender.

Hypothesis

The following hypotheses were tested in the present study.

H: There is no significant difference between emotional intelligence of male and female secondary school teachers.

H₂: There is a significant difference between emotional intelligence of male and female secondary school teachers.

H: There is no significant difference between professional development of male and female secondary school teachers.

H₃: There is a significant difference between professional development of male and female secondary school teachers.

H: There is no significant relationship between emotional intelligence and gender.

H₄: There is a significant relationship between emotional intelligence and gender.

H: There is a significant relationship between professional development and gender.

H₅: There is no significant relationship between professional development and gender.

The present study found the effect of gender on emotional intelligence and professional development in secondary school teachers of Islamabad Model colleges. The researcher also investigated several factors of emotional intelligence responsible for the professional growth of teachers working at secondary level in Islamabad Model Colleges. So this study provided various clues to secondary school teachers to adopt various ways and means to improve their professional development through emotional intelligence.

Delimitations of the Study

This study was delimited to the total number of the male and female teachers teaching at secondary school level in Islamabad Model Colleges Islamabad.

RESEARCH METHODOLOGY

The study used co-relational and differential statistical designs with school survey researches.

Variables

Following were the variables of the study.

1. Emotional Intelligence
2. Professional Development
3. Gender

Operational Definitions Of Variables

The variables of the study were defined operationally as follows.

Emotional Intelligence

Emotional Intelligence was operationally defined as the capability of perceiving emotions, recognizing them and then expressing them in thinking pattern. This assembly of assembling and understanding and reasoning emotions in self and others is called emotional intelligence.

Professional Development

In this research, professional development was measured in terms of how the teachers groom and progress within their field in order to become fully equipped with all resources and man power available in the institutions.

Secondary School Teachers

The teachers who are teaching the secondary school classes i.e. 9th & 10th grades in the Islamabad Model Colleges for Boys and Girls in Islamabad (Urban) area.

Gender

The present research defined gender operationally as teachers with male and female categories or sexes.

Population

The population of present study included all the secondary school teachers of 19 (10 Boys and 09 Girls) Colleges (IMCS) in the Urban (city) area of Islamabad. The education sector of Islamabad Capital territory was comprised of five major areas. These areas made urban sectors and rural sectors. In urban sectors the city area of Islamabad capital was included and the rural sectors included four areas i.e Bhara kahu, Sihala, Nilore and Tranol. Specifically those teachers were selected from 19 (10 Boys and 09 Girls) Colleges (IMCS) in the Urban (city) area who were working in morning shifts of Islamabad. The source for the population of the study was taken from Federal Directorate of Education Islamabad (FDE, 2013).

1. All (19) Islamabad Model Colleges (Morning Shift) in Islamabad (Urban area).
2. All (200) male and female secondary school teachers working in morning shift of Islamabad Model Colleges for Boys and Girls Islamabad (Urban).

Sampling Procedure

Boys and Girls colleges were randomly selected which is the 50% of the population. 10 boys' colleges and 09 Girls colleges were taken to collect data of the study. All secondary school teachers of the sample colleges were the sample of the study. The study was conducted on a sample chosen from 100 teachers (50 males and 50 females) of Islamabad model colleges for boys and girls working under federal directorate of education (FDE) Islamabad.

The data was gathered by applying a simple random sampling technique for its collection. Out of all the secondary school teachers of Islamabad model colleges for boys and girls, random selection of different institutes was done.

Sampling Frame

The sample of the study was as follows.

Islamabad Model Colleges for Boys (Morning Shift)			Islamabad Model Colleges for Girls (Morning Shift)		
	Population	Sample		Population	Sample
Colleges	10	10	Colleges	09	09
SSTs	100	50	SSTs	100	50

(FDE Consensus Report, 2013)

Instruments of the Study

The instruments were administered by personal contact, during the study session before the summer vacations in Islamabad Model Colleges and following instruments were given to the secondary school teachers.

Emotional Intelligence Scale (EIS)

The pilot as well as main study used Emotional Intelligence Scale for measuring the trait of emotional intelligence of teachers developed by Hyde et al 2002). This scale uses total items of 34 with 10 factors (dimensions). It is basically a self administering scale and is actually used to see the individual differences. This scale is comparatively used to know the individual reactions to different situational outcomes. This is an objective instrument with 5-point rating scale on a likert type format starting from strongly disagree = 1 to strongly agree = 5. The scale does not contain any right or wrong response to any statement. The reliability and validity of the scale is

already established on 200 executives and has proved to be very acceptable (Minakshi, 2010). The scale provides a collective score of the ten dimensions including Self-awareness (SA), Empathy (E), Self-motivation (SM), Emotional-stability (ES), Managing Relations (MR), Integrity (I), Self-Development (SD), Value Orientation (VO), Commitment (C), Altruistic Behaviour (AB). Reliability of the instrument has set to be 0.88 and in order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index has been calculated, which indicated high validity on account of being 0.93.

Self-Made Scale on Professional Development (PD)

The questionnaire was personally developed and validated that consists of 32 items/statements with eight factors (dimensions). It was a self administrative scale. The purpose of the scale was frankly explained to the subjects. There was no time limit for the scale. All items of the scale were positively worded. The eight factors in the test were Attitudes-Beliefs (AB), Class Management (CM), Leadership Management (LM), Subject Knowledge (SK), Curriculum Knowledge (CK), Professional Training (PT), Students' Participation (SP) and Teaching Methodologies (TM). The reliability of the scale was established which was an excellent reliability of 0.97. The construct and content validity were also calculated which showed higher validities. The reliabilities of sub-scales were also measured which remained in acceptable domain starting from 0.67 to 0.96 respectively.

Administration and Scoring of PDS

The scale was administered in such a way that each response was marked on the five point likert scale and the values range from Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1.

Pilot Testing

Matching samples of 10 secondary school teachers (5 males and 5 females) were selected through random sampling technique from IMCs in urban area. Scales were administered to them personally and their responses were analyzed and computed on SPSS and their reliabilities were also assessed.

Table 1.1 Alpha-Coefficient Reliability of EIS (N=10)

Scale	Number of Items	Cronbach's Alpha
EIS	34	0.98

Table 1.2 Alpha-Coefficient Reliability of PDS (N=10)

Scale	Number of Items	Cronbach's Alpha
PDS	32	0.97

Demographic Sheet

A demographic sheet was also attached with the main questionnaires of the study which contained the questions related to demographic information about the sample teachers. These explored the information about name, age, sex and institutions of the sample.

Data Collection and Analysis

The questionnaires were administered personally. The respondents were briefed about the topic and the method to fill the questionnaires accurately. The response rate was 100%. Data was tabulated and analyzed in SPSS (12.0 for windows) in the form of reliabilities, frequencies, means, standard deviations, T-test and correlations.

Procedure

The data was explored from secondary school teachers of Islamabad model colleges for boys and girls in Islamabad city. After telling them the main objectives of the study, the official permission from the heads of the institutions was taken in order to get information. To administer the scale, the sample of those secondary school teachers who were teaching IX and X standard/grade, was contacted from IMCs. The instrument (EIS) was obtained from a doctoral research study online available at internet "Study of teacher's stress in relation to locus of control, family environment and emotional intelligence among teacher educators" (Minakshi, 2010). The self-made scale for professional development (PD) was also used in the present study. In order to assess the reliability and validity of the both scales, 10 participants were selected to run a pilot study categorized as (05 males and 05 females), who were teaching in IMCs at secondary level. The data for pilot study was taken personally from SSTs and questionnaires were taken back at the spot. The results revealed a high reliability coefficient (0.99) of the EIS instrument and (0.97) of the PDS.

The instruments were individually administered personally in order to get the required information from the respondents with their consent. Their confidentiality and anonymity was maintained. They were also asked to completely fill out the demographic sheet correctly attached with the instrument. Each participant filled scales approximately in 15-20 minutes. They were also asked not to leave any item on the scales. Data collection was completed in 45 days.

RESULTS

The present study focused on investigating the relationship between emotional intelligence and professional development and exploring the gender differences on these variables in the sample of teachers teaching at secondary level. For the psychometric properties of the scales used in the study, reliability and item total correlations of the test scores were computed. Some statistics were also computed to test hypothesis and to fulfill the objectives of the study. The results are as follows.

Table 1.10.1 Alpha Reliability Coefficient of Emotional Intelligence Scale (EIQ) (N=100)

Scale	Number of Items	Reliability
Emotional Intelligence Scale	34	0.99

Table 1.10.1 shows that Emotional Intelligence Scale has a good reliability (i.e. 0.99) for the sample of the present study.

Table 1.10.2 Alpha Reliability Coefficient of Professional Development Scale (PDS) (N=100)

Scale	Number of Items	Reliability
Professional Development Scale	32	0.98

Table 1.10.2 shows that Professional Development Scale has a good reliability (i.e. 0.98) for the sample of the present study.

Table 1.10.3 Alpha Reliability Coefficient of total and Subscales of Emotional Intelligence Questionnaire (EIQ) (N=100)

S. No	Sub-scales	Number of Items	Reliability
1.	Self-Awareness	4	0.91
2.	Empathy	5	0.95
3.	Self-Motivation	6	0.94
4.	Emotional Stability	4	0.94
5.	Managing Relations	4	0.93
6.	Integrity	3	0.93
7.	Self-Development	2	0.96
8.	Value-Orientation	2	0.85
9.	Commitment	2	0.60
10.	Altruistic Behaviour	2	0.82

$p \leq 0.01$

This table shows Cronbach's alpha coefficients of the EIQ and its subscales. It indicates that all the subscales are internally consistent measures and has good reliability ranging from 0.82 to 0.96.

Table 1.10.4 Alpha Reliability Coefficient of total and Subscales of Professional Development Scale (PDS) (N=100)

S. No	Sub-scales	Number of Items	Reliability
1.	Attitudes-Beliefs	4	0.90
2.	Class Management	2	0.67
3.	Leadership Management	5	0.91
4.	Subject Knowledge	4	0.90
5.	Curriculum Knowledge	2	0.87
6.	Professional Training	8	0.96
7.	Student Participation	3	0.85
8.	Teaching Methodology	4	0.94

$p \leq 0.01$

Table 1.10.4 shows Cronbach's alpha coefficients of the PDS and its subscales. It indicates that all the subscales are internally consistent measures and has good reliability ranging from 0.67 to 0.96.

Table 1.10.5 Table showing difference of Means of Male and Female Secondary School Teachers on Emotional Intelligence (N=100)

Variables	Groups	N	Mean	S.D	t-value	Level of Sig
Emotional Intelligence	Male	50	131.88	33.92	2.07	0.01
	Female	50	140.62	26.98		

df= 98, * $p \leq 0.01$ level (2-tailed)

Table 1.10.5 shows the mean values of male and female teachers on the variable of emotional intelligence i.e. 131.88 and 140.62 with S.D.'s 33.92 and 26.98 respectively. The t- value of two groups is 2.07 which became significant at both the levels of significance i.e. 0.05 and 0.01 level. This means there is significant difference between emotional intelligence of male and female secondary school teachers. However, the mean scores of female secondary school teachers are higher than male secondary school teachers. It suggests that female secondary school teachers are more intelligent in emotions than male secondary school teachers.

Table 1.10.6 Table showing difference of Means of Male and Female Secondary School Teachers on Professional Development (N=100)

Variables	Groups	N	Mean	S.D	t-value	Level of Sig
Professional	Male	50	135.66	33.92	4.36	0.01
Development	Female	50	144.34	26.98		

df= 98, *p≤0.01 level (2-tailed)

Table 1.10.6 shows the mean values of male and female school teachers on the variable of professional development i.e. 135.66 and 144.34 with S.D.'s 33.92 and 26.98 respectively. The t-value of two groups is 4.36 which is significant at both the levels of significance i.e. 0.05 and 0.01 level. This means there is significant difference between professional development of male and female secondary school teachers. However, the mean scores of female secondary school teachers are higher than male secondary school teachers. It suggests that female secondary school teachers develop more professionally than male secondary school teachers.

Table 1.10.7 Pearson Correlation between the variable of Emotional Intelligence and Gender (Males and Females) (N=100)

Variables	Emotional Intelligence	Level of Sig
Male	.988**	.000
Female		

**p≤0.01 (2-tailed)

The table 1.10.7 indicates a highly significantly positive relationship (.988**) of gender (male and female) and emotional intelligence at 0.01 level. It clearly shows that there is a strong positive relationship of gender with emotional intelligence. That means there is significant positive relationship between emotional intelligence and gender (male and female secondary school teachers). Male and female teachers are strongly committed to variable of emotional intelligence. Thus, the hypothesis is accepted.

Table 1.10.8 Pearson Correlation between the variable of Professional Development and Gender (Males and Females) (N=100)

Variables	Professional Development	Level of Sig
Male	.987**	.000
Female		

**p≤0.01 (2-tailed)

The table 1.10.8 indicates a highly significantly positive relationship (.987**) of gender (male and female) and professional development at 0.01 level. It clearly shows that there is a strong positive relationship of gender with professional development. That means there is significant positive relationship between the variable of professional development and gender (male and female secondary school teachers). Male and female teachers are strongly committed to variable of professional development. Thus, the hypothesis is accepted.

FINDINGS

The present study explored the psychometric properties of both scales used in the study. All the alpha reliabilities were measured and found acceptable. The alpha reliability of emotional intelligence scale was 0.99 and that of the professional development scale was 0.98 (Table 1.10.1 & 1.10.2). Similarly the alpha reliabilities of sub-scales of EIS and PDS were also checked out. The alpha reliabilities of sub-scales of EIS ranged from 0.60 to 0.96 and that of the PDS ranged from 0.67 to 0.96 respectively (1.10.3 & 1.10.4) which fell in the excellent and acceptable domain. The current study also explored the differences between emotional intelligence of male and female secondary school teachers and indicated significant difference between emotional intelligence of male and female secondary school teachers (Table 1.10.5). However, the mean scores of female secondary school teachers were higher than male secondary school teachers. It indicated that female secondary school teachers were more emotionally intelligent than male secondary school teachers. The results of the present research support the findings of the previous literature reviews and past researches. Much of the past research has done to provide evidence on male and female differences in trait of emotional intelligence. Literature shows that whether the setting is personal or professional, women are much likely to give higher scores on emotional intelligence than men Mayer & Geher 1996; Mayer et al., 1999; Mandell & Pherwani 2003). Many other researches done in the field of teaching and education has shown the same data.

There always exists a huge difference on the level of EI between male and females which becomes more prominent when the samples are observed on self-report measures. When emotional intelligence is perceived and interpreted as a cognitive domain rather than a mixed domain, more differences exist (Brackett & Mayer, 2003). Sometimes males over-estimate perceive emotional intelligence on self-report measures so it cannot be safely said anything about gender experiences of males and females on emotional intelligence. So more research is recommended to differentiate the two samples.

The present study also explored the differences between professional development of male and female secondary school teachers and indicated significant difference between professional development of male and female secondary school teachers (Table 1.10.6). However, the mean scores of female secondary school teachers were higher than male secondary school teachers. It indicated that female secondary school teachers were more professionally developed than male secondary school teachers. This finding also correlates with the past researches. There are, however, some studies both in developed and less developed countries which deal with the gender of the teachers.

Many studies have focused on the point that females are more career-oriented than males and they remain more satisfied with their professions as they show high levels of motivation towards their professions. They are always keen in their job duties and performances than males. Their emotional attachment with their profession, their students, and school work is appreciable regarding maintaining and balancing the goals. There is some indication that female teachers use more "modern" teaching approaches such as participation and problem solving methods (Avalos and Haddad, 1985, pp.1415).

It was also hypothesized in the present study that there was a significant relationship between emotional intelligence and gender of secondary school teachers. The findings revealed highly significantly positive relationship between emotional intelligence and gender (male and female) (Table 1.10.7). It clearly showed that there was a strong positive relationship of gender with emotional intelligence. That indicated there was significant positive relationship between emotional intelligence and gender (male and female secondary school teachers). Male and female teachers were strongly committed to variable of emotional intelligence. These findings are also consistent with the previous researches.

Upon exploring the past review of literature, there is a sharp observation about the phenomenon of emotional intelligence in males and females. Emotional functioning is always linked to females to a greater extent than males. There is no doubt in the fact that due to other responsibilities like domestic affairs, kids' nurturance and household matters, females are more linked up to emotional issues, so the experiences regarding positive and negative emotions often occur in females (Grossman & Wood, 1993) and some findings reveal more stereotype findings (Grewal & Salovey, 2005). Perry et al., (2004) found that significant differences are often examined in females reporting high levels of emotional intelligence than males. Within the field of education, such findings are more consistent in university students and women in early twenties (Ciarrochi et al., 2000; Day & Carroll, 2004). To many authors, the level of emotional intelligence must be explored in detail in order to know the facts (Barchard & Hakstian, 2004; Perry et al., 2004; Schaie, 2001; Root et al., 2005).

Moreover it was also hypothesized in the present study that there was a significant relationship between professional development and gender of secondary school teachers. The findings revealed highly significantly positive relationship between professional development and gender (male and female) (Table 1.10.8). It clearly showed that there was a strong positive relationship of gender with professional development. That indicated there was significant positive relationship between professional development and gender (male and female secondary school teachers). Male and female teachers were strongly committed to variable of professional development.

CONCLUSIONS

Based on the findings of the study, following conclusions were drawn out:

1. A significant difference was found between emotional intelligence of male and female secondary school teachers.

2. A significant difference was found between the professional development of male and female secondary school teachers.
3. There was a significant relationship between emotional intelligence and gender.
4. There was a significant relationship between professional development and gender.

RECOMMENDATIONS

Following recommendations are suggested on the basis of findings of the present research.

1. As the current research shows significant relationship between emotional intelligence and professional development, therefore it is recommended that further causal comparative researches should be conducted in order to explore cause and effect relationship of emotional intelligence with professional development and to confirm these results.
2. Researches done in the areas of emotional intelligence and professional development should introduce and bring more new and novel ideas and concepts in this field like academic achievement, achievement motivation and self concept and self confidence etc.
3. Further studies should be conducted and their assessment should be done for several times for longer periods with a large sample size in order to get reliable and valid results.
4. Researches should be conducted in the fields other than college settings, like they should be conducted in clinical settings, social settings and educational settings.
5. The future studies should also focus on other demographic variables such as age, socioeconomic status, family background, and marital status whilst investigating the relationship or effects of these variables. Moreover the present study was only conducted on the sample of prestigious SSTs so the same variables should also be studied with other variables on lecturers, assistant professors, associate professors, head masters, headmistresses, vice principals and principals of different IMSs, IMCs, FGSs, FGCs and university settings (Hayat, 2014).
6. It is recommended that secondary school teachers be encouraged for the enrichment of research culture. The promotion of research culture will not only help the SSTs in their professional development but this will also attract many faculty members towards wider areas of research. Research in SSTs has always been neglected field in IMCs so it was highly emphasized to provide proper facilities and trainings to these teachers to enhance the research field for their professional development.
7. As the researcher of the present study is a Secondary School Teacher herself having higher qualifications so many problems in data collection were observed regarding designations and responsibilities of these teachers; because in most Islamabad model colleges, very few SSTs were taking secondary classes, mostly lecturers and assistant professors were teaching secondary classes (IX, X) which was a totally out of the order situation. As secondary classes are considered to be school classes and the secondary school teachers are selected with the qualifications of B.Ed and M.Ed through a competent authority working in Islamabad (i.e. FPSC) so they must be taught by SSTs in order to promote the quality criteria. Moreover SSTs were not taking any increment of their higher academic and professional qualifications (M.Ed, M.Phil or Ph.D) which clearly affected their professional development (Hayat, 2014).
8. In order to overcome these problems it is also recommended that Secondary School Teachers should be rewarded with promotions, up gradations, time scale formula promotions, increments

(according to their higher qualifications), special scholarships, prizes and medals to SSTs of Islamabad Model Colleges for improvement in their academic and professional development.

9. It is also highly recommended that psychologists from different fields and school and organizational counselors should design various intervention programs and therapies to deal with EI especially in the area of education, employers have the responsibility for providing attractive and conducive working environments that will motivate the teachers and enhance their commitment to their career and organizations. Sometimes in teaching environment, the recruitment and selection of teachers from Montessori to post graduate classes becomes more sensitive issue. This is of a vivid importance that the model colleges and schools in Islamabad hire teachers right from the start till post graduate classes in same environmental situations. In such situations those teachers must be hired who show high emotional intelligence levels because this may have positive impact on the extent to which they can succeed in retaining their valuable work force. Because such teachers can help understand and judge the cognitive level capacities of students and solve them using the problem-focused coping strategies as such abilities of teachers are very crucial for controlling students and managing other relations at work.

REFERENCES

- Antoniou, A.S., Polychroni, F., & Kotroni, C. (2009). Working with students with special educational needs in Greece: Teachers' stressors and coping strategies. *International Journal of Special Education*, 24(1), 1100-1111.
- Avalos, Beatrice (1985) "Training for Better Third World: Lessons from Research." *Teaching and Teacher Education*. 1(4).
- Avalos, Beatrice and Wadi Haddad (1981) A Review of Teacher Effectiveness Research in Africa. India. Latin America. Middle East. Philippines and Thailand: synthesis of results, International Development Research Center, Ottawa Canada.
- Barchard, K. A., & Hakstian, A. R. (2004). The nature and measurement of emotional intelligence abilities: Basic dimensions and their relationships with other cognitive ability and personality variables. *Educational and Psychological Measurement*, 64, 437-462.
- Brackett, M. A. & Mayer, J. D. (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personality and Social Psychology Bulletin*, 29(9), 1147-1158.
- Ciarrochi, J. V., Caputi, P., & Chan, A. Y. C. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences*, 28, 539-561.
- Day, C. (1999). *Developing teachers* (p. 249). Routledge.
- Grewal, D., & Salovey, P. (2006). Intelligencia Emocional [Emotional Intelligence]. *Mente y Cerebro*, 16, 10-20.
- Grossman, M. & Wood, W. (1993). Sex differences in intensity of emotional experience: a social role interpretation. *Journal of Personality and Social Psychology*, 65, 1010-1022.
- Lenka, S. K & Kant, R. (2012). Emotional Intelligence of secondary school teachers in relation to their professional development. *Asian Journal of Management Sciences and Education*, Leena and Luna International, Oyama, Japan. Vol 1(1) p. (90-101), ISSN: 2186-845X.
- Mandell, B. & Pherwani, S. (2003). Relationship between emotional intelligence and TL style: A gender comparison. *Journal of Business & Psychology*, 17(3), 387-404.

- Mayer, J. D., & Geher, G. (1996). Emotional intelligence and the identification of emotion. *Intelligence*, 22, 89–113.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets standards for traditional intelligence. *Intelligence*, 27, 267–298.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2002). *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) Item Booklet*. Toronto, Canada: MHS Publishers.
- Minakshi, V (2010). Study of teachers' stress in relation to locus of control, family environment and emotional intelligence among teacher educators. *Department of Education*, Guru Nanak Dev University, Amritsar. Retrieved from <http://shodhganga.inflibnet.ac.in/handle/10603/5138>
- Parry, M. L., C. Rosenzweig, A. Iglesias, M. Livermore, and G. Fischer. (2004). Effects of climate change on global food production under SRES emissions and socio-economic scenarios. *Global Environ. Change A*, 14, 53-67, doi:10.1016/j.gloenvcha.2003.10.008.
- Root, T. L, MacMynowski, D. P, Mastrandrea, M. D et al. (2005). Human-modified temperatures induce species changes: joint attribution. *Proceedings of the National Academy of Sciences of the United States of America*, 102, 7465–7469.
- Schaie, K.W. (2001). Emotional Intelligence: Psychometric status and developmental characteristics-Comments on Roberts, Zeidner, and Matthews (2001). *Emotion*, 1, 243-248.
- Sfard, A. (1988). On two metaphors for learning and the dangers of choosing just one. *Educational Researcher*, 27, 4-13. Schon, D. 1983. *The reflective practitioner*. New York: Basic Books.
- Ten Dam, G. T. M., & Blom, S. (2006). Learning through participation. The potential of school-based teacher education for developing a professional identity. *Teaching and Teacher Education*, 22 (6), 647-660.