

A STUDY ON EMOTIONAL INTELLIGENCE AND IT'S RELATION WITH CONSTRUCTIVE THINKING

Priya Upadhyay*

ABSTRACT

The current research intends to look at the Constructive thinking of secondary school principals in regards to gender as well as the stream in Varanasi. The analyst has employed the survey research technique. A sample of 100 Secondary School Principals was used for the current research. The comprehensive survey methodology was utilized to collect data from 50 male secondary school principals and 50 female secondary school principals from Varanasi, Uttar Pradesh, schools that offer both Science stream and Commerce streams. The findings of the current research indicate that the mean of secondary school principals who are men is greater than the mean of secondary school principals who are women. Therefore, there is no discernible distinction in the quality of productive thought between male and female secondary school principals, and the mean of the science stream secondary school Principals is greater than the mean of the commerce stream Principals of secondary schools. The secondary school principals of the Science and Commerce streams, therefore, have different ways of working constructively.

Keywords: Emotional Intelligence, Stream, Constructive Thinking, Secondary School Principals, Gender.

Introduction

How effectively we are able to understand and regulate both our own emotions as well as the sentiments of others greatly affects how we behave on a regular basis. Today, being able to communicate properly while managing these emotions is essential for all interpersonal relationships. The challenges of the modern world have made it feasible to continue researching and developing emotional intelligence, also referred to as "the collection of talents linked with understanding emotions and emotional intelligence." Five components make up emotional information: empathy, motivation, self-awareness, self-regulation, and relational abilities (Goleman, 1998). Although these components differ significantly as per the researcher, they can be broadly divided into three categories: how we evaluate emotion in ourselves and others, how we control emotion in ourselves and others, and how we use emotion in appropriate forms. The ability to understand emotions and respond to them appropriately will undoubtedly make it easier to deal with people in both private and professional contexts.

Biologically, our behaviours are responses to our emotions. We derive meaning from our emotions and negative or positive reactions to stimuli, which we then utilize to guide our conduct. For instance, blood rushes through our bodies in anticipation of an onslaught when we feel angry. The surge of hormones, including adrenaline, that causes this fight-or-flight response prompts us to respond forcefully and occasionally hastily. Having the knowledge and abilities to deal with someone who is really angry could save a life. Employing this ability to daily duties and using emotional intelligence to control an irate boss at work could help someone keep their job. Emotions are unquestionably essential to human functioning and affect every facet of our conduct, communications, and comprehension. Since emotions influence every decision we make, understanding emotions is a crucial ability for success in many aspects of daily life.

Constructive thinking mostly pertains to the cognitive domain of personal growth. It happens because the mind is always engaged in constructive thought and gives the person a platform for action. When someone is thinking constructively, their mind is constantly working to find fresh and useful

* Research Scholar, Department of Education, Mahatma Gandhi Kashi Vidyapith, Varanasi, U.P., India.

methods to express themselves. As a result, it is said that creative thought includes constructive thinking. Since there is no room for negotiation, it is unnecessary to further delve into the possibility of a beneficial connection between productive thinking. Constructive thinking is a relatively new concept that is becoming more prominent in quantitative research. It has inconsistent operational definitions and few measurement indices, but it has the potential to improve issue resolution by strengthening the analytical line of thought. Constructive thinking is a contemplative as well as a dynamic approach that combines several modes of knowledge (logic, creativity, intuition, and emotion), appreciates expertise, fosters caring connections, and generates novel ideas that advance society. In an undergraduate writing course and other chosen disciplines, this exploratory project looked into the theory of constructive thinking as well as its actual implementation. The goal was to objectively define constructive thinking, contrast it with critical thinking, investigate the relationship between constructive thinking and student success and demographics, and describe how it is used in post-secondary classes. Results from the following data sources were utilized:

- a questionnaire provided to those taking a course on writing research papers, as well as their professors,
- conversations with the teachers and experts from different fields, as well as
- scores for the writing portfolio, academic papers, and overall marks. The findings showed that on three dimensions-perspectives/positions and caring relationships-constructive thinking was identical to an analytical line of thought and independent of two-consequences/conclusions as well as ideas beneficial to humanity.

Successful student performance on both research papers and final grades was linked to critical thinking. Surprising results showed that students whose first language was not English as well as females scored higher on three of the five constructive thinking components respectively. Triangulating the statistical research's results with those from the empirical research. Additionally, professors and instructors were equipped to connect the conceptual tenets of constructive thinking to their actual teaching methods. Many of the qualities of excellent teaching are paralleled in the instructional practice of constructive thinking. When teachers strike an equilibrium between critical and constructive thinking, they draw on both humanistic principles as well as factual, scientific beliefs. Further study will need to confirm constructive thinking's components and show how it complements the analytical line of thought.

Visual Thinking

Making wise decisions is the foundation of constructive thinking. This relates to the practice of making good decisions and understanding how to react correctly to situations.

When you think clearly, you will gather knowledge and facts from your surroundings, from other individuals, and your own experiences. You must then analyze this knowledge in a suitable manner to enable you to make judgments that will be more beneficial and productive. You will be able to comprehend this material without drawing hasty judgments or making unfounded assertions if you know how to think critically. Additionally, by keeping your emotions out of the picture, constructive thinking enables you to think more logically and productively while engaging in visual thinking.

We'll give you more details about constructive thinking in due course of time.

Train the Experiential Mind

You may considerably improve and expand your emotional intelligence by taking the time to educate your experience mind. The issue with IQ is that our culture has placed an excessive amount of emphasis on it. Although intelligence has a place in society, it also has many restrictions, and up until recently, these restrictions were not adequately tackled.

Constructive thinking is one of the many additional skills that one has to possess in order to be healthier and more fulfilled, according to numerous emotional researchers. Emotional intelligence has provided the framework for a way of functioning that is significantly more efficient.

- Business Relationship Management
- Significance of Emotional Intelligence
- Managing Emotional Biases
- Developing collective emotional intelligence
- Utilizing Emotional Intelligence for conflict management.

- How to Cultivate Emotional Intelligence
- How to Regulate as well as control sentiments
- How to Evaluate Emotional Intelligence
- The need for emotional intelligence in a professional environment.
- The role of Emotions in judgment calls
- Emotional Intelligence and Leadership
- What is Constructive Thinking?
- What exactly is Emotional Intelligence?

Significance of the Research

Constructive research has a significant influence on a child's academic and individual growth. Therefore, secondary school principals have been observed to think critically. Constructive thinking is one of these living processes, and it more often than not corresponds to the intellectual realm of individual growth. The mind continues to engage in productive thought and gives the person a foundation for movement. The practice of thinking up fresh ideas and doing useful work is known as constructive thinking. A component of creative thoughts is constructive thinking. There won't be any denying it. This research will offer researchers enough information to determine whether people think constructively.

The researcher is interested in learning about secondary school principals' innovative thinking. Constructive Thinking of Secondary School Principals in regards to Gender as well as the Stream is the topic the researcher chose as a result.

Functional Definitions of the Terminology to be Utilized

Constructive thinking is described as a mental procedure in which an individual engages in constructive and imaginative thinking. It is significantly correlated with all good emotions, including the strength of ego as well as self-worth, and it is inversely correlated with depressive as well as anxious states.

Goals of the Research

The goals of the current research are listed below.

- To analyze how the principals of secondary schools think constructively.
- To analyze how secondary school principals view streams in a positive way.

Hypotheses of the Study

The plausible hypotheses for the above-mentioned purpose are listed as follows:

- Principals of secondary schools do not significantly differ in their ability to think constructively based on gender.
- School principals from the Science and Commerce streams do not significantly differ in their ability to think critically.

Methodology

The first step in every inquiry is choosing an acceptable research methodology; the dimensions of the approach rely on the nature of the issue. The normative survey technique was adopted for the current investigation.

- **Tool:** The Seymour Epstein University of Massachusetts Chusetts's constructive thinking inventory was used for the current investigation (1988).
- **Statistical Techniques:** In the current research, t-test, standard deviation as well as mean are employed.

Population

The population for the current research consisted of all Secondary School Principals who were also instructors in Secondary Schools in Varanasi.

Sample of the Study

Only a high-quality sample can produce reliable results, hence considerable care was taken in choosing the sample with consideration for its accessibility and suitability for the planned research.

100 Secondary School Principals from 10 Varanasi Secondary Schools were chosen as the sample for the current research from the general community. The schools were chosen using a straightforward spontaneous selection procedure. 100 secondary school principals in the Science and 100 in the Commerce streams made up the sample.

- **Specimen:** For this research, only the secondary school principals in Varanasi were included in the sample. A total of 100 Principals were included in the research's sample, with an identical number of male and female Principals.

Accumulation of Data

It was important to gather data on all of the questionnaire items after choosing the appropriate instruments. The researcher went to the research area's chosen schools. She first obtained approval from the institution's head before gathering information from the participants. The following method was utilized to administer the various tools employed in the research:

Marking scheme of Constructive Thinking

The scale has 63 Statements, 31 of which are favourably inclined and 32 negatively inclined.

Organization of Personal Information

The nature and aim of the task were communicated to the participants once a rapport had been established. The questionnaires could be completed at any time. They were also given the assurance that the answers would be kept private and utilized only for research.

There was no right or wrong answer, therefore they were also asked to give unrestricted answers. The participant was first prompted to enter their private information as it appeared on the scale's first page. Following that, they were instructed to mark any one of the five options next to each statement in accordance with their selections.

Result and Analysis

There is no substantial gender distinction in constructive thinking among secondary school Principals.

Table 1: Mean, S.D. and 't' Value of Gender Difference in Constructive thinking among Secondary School Principals

Teachers	N	Mean	SD	't'	Level of Significance
Male	50	178.42	11.30	0.398	Not Significant at both 0.05 & 0.01 level
Female	50	177.40	14.11		

The average score for secondary school principals of masculine orientation is 178.42, while the average score for secondary school principals of feminine orientation is 177.40, according to Table 1. Therefore, there is a variation in the mean score between male and female secondary school principals. Male secondary school principals' standard deviation is 11.3 whereas female secondary school principals' standard deviation is 14.11. Therefore, there is a variation in the S.D. score between male and female secondary school principals. At the 0.05 level, our determined value of "t" is .398 which is less than the number in the table. So, the first theory is adopted. Therefore, there is no discernible distinction between secondary school principals of masculine orientation and secondary school principals of feminine orientation in their constructive thinking.

Hypothesis 2

There is no substantial distinction in constructive thinking among science stream as well as Commerce stream secondary school Principals.

Table 2: S.D., Mean as well as "t" values of the variance in positive thinking between Secondary school Principals in the Science Stream and the Commerce Stream

Teachers	N	Mean	SD	't'	Level of Significance
Rural	50	180.54	12.50	4.33	Significant at both 0.05 & 0.01 level
Urban	50	169.46	13.07		

According to Table 2, the average score for secondary school principals in the Science stream is 180.54, while the average score for principals in the Commerce stream is 169.46. Therefore, there is a variation between the mean scores of secondary school principals in the Science and Commerce

streams. The principals of the secondary schools serving the S.D. of Science are 12.50 and 13.07, respectively. Therefore, there are discrepancies between the S.D. scores of secondary school principals in the Science and Commerce streams. At the 0.05 and 0.01 levels, our determined value of "t" is 4.33, which is higher than the number in the table. Thus, our theory is debunked. Therefore, there is a big contrast between the constructive thinking of secondary school principals in the Science stream and the Commerce stream.

Conclusion

The evidence supports Hypothesis No. 1, which states that male secondary school principals have a higher mean than female secondary school principals. Therefore, there is no discernible distinction in the quality of constructive thought between secondary school principals of masculine and feminine orientations.

Hypothesis 2

The outcome of this hypothesis demonstrates that the average score of secondary school principals in the Science stream is greater than the mean in the Commerce stream. The secondary school principals of the Science and Commerce streams, therefore, have different ways of thinking constructively.

Without a doubt, the current research contributes to the body of information in the domain of the research. Principals must also adhere to the constructive thinking principles because their measure of intelligence affects how satisfied they are with their jobs. This suggests that everyone should behave reasonably in all areas of practical life, specifically in terms of their level of adjustment, which encompasses their psychological and physical well-being, interpersonal relationships with family and friends, and professional achievement. It is crucial in the fundamental preparation for the improvement of sequential thinking. Elders as well as the principals have a highly wise role. By giving their kids the correct measure of independence and encouraging constructive thinking, parents can encourage their kids to live active, fulfilling lives. In addition, parents who think positively can have a significant impact on their kids' worldviews.

Future Scope of the Study

- For next research, it is advisable to choose a sample from different districts since Varanasi was the focus of this study's sample selection.
- Mean, S.D., and the "t" test were the statistical methods utilised in this study, however ANOVA and correlation methods are recommended for additional investigation.
- The research was restricted to the principals of Varanasi's secondary schools. It is suggested that college instructors be used for additional research.
- For this investigation, only 100 Principals were delimited. For additional analysis, it is suggested that the sample size be increased.

References

1. Dewey, J. (1916). *Democracy and education*. New York: The MacMillan Company.
2. Duffy, T. M., & Cunningham, D. J. (1996). Constructivism: Implications for the design and delivery of instruction. In D. H. Jonassen (Ed.), *Educational communications and technology* (pp. 170-199). New York: Simon & Schuster Macmillan.
3. Epstein, S. (1987) Preliminary Draft Constructive thinking the intelligence of the experimental conceptual system.
4. Epstein, S. (1987), *Research on constructive thinking progress report*.
5. Exestein, S., (1993). *Manual for the constructive thinking inventory*, M.A. University of Mass Chusetls at Amherst.
6. Giroux, H. (1986). The politics of schooling and culture. *Orbit*, 17 (4), 10-11.
7. Glancola, P.R. School, G.D., & Mezzich, A.C. (2001). Constructive thinking, executive functioning, antisocial, behaviour and drug use involvement in adolescent females with substance use disorder. *Experimental & clinical psychopharmacology*, 9, 215-227.
8. Lipsitz, J. (2009). Why we should care about caring. *Phi Delta Kappan*, May, 665-679.

9. Mezirow, J. and Associates. (1990). How critical reflection triggers transformative learning. In J. Mezirow and Associates (1990), *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning* (1-20). San Francisco: Jossey-Bass Publishers.
10. Piaget, J. (1977). *The development of thought: Equilibration of cognitive structures*. (A. Rosin, Trans). New York: The Viking Press.
11. Shakespeare, W. *Julius Caesar*. In R. Gill (Ed.), (1979), *Oxford School Shakespeare*.
12. London: Oxford University Press.
13. Sheridan, D. (1993). *Teaching secondary English: Readings and applications*. New York: Longman.
14. Smith, K. (1993). Becoming the "guide" on the side. *Educational Leadership*, 51(2), 35- 37.
15. Thayer-Bacon, B. (2006). *Transforming critical thinking: Thinking constructively*. New York, NY: Principals College Press.
16. Twomey Fosnot, C. (1989). *Enquiring Principals, enquiring learners: A constructivist approach for teaching*. New York: Principals College Press.
17. Welch & Sheridan, (1995) *A study of Relationship of Constructive thinking to life satisfaction*.
18. Williams, T. (1945). *The glass menagerie*. New York: New Directions Books.

