



## Emotional intelligence of secondary school teachers: A demographical analysis

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### Abstract

Emotional Intelligence encompasses a range of abilities, including self-awareness, impulse control, perseverance, enthusiasm, self-motivation, empathy, and social skills. This particular study focuses on assessing the emotional intelligence competencies of teachers, categorized into Personal Competence (comprising self-awareness, self-development, self-motivation, commitment, and emotional stability) and Social Competence (encompassing empathy, integrity, relationship management, value orientation, and altruistic behavior). The study's primary objective is to know the emotional intelligence levels of secondary school teachers in North 24 Pgs, South 24 Pgs and Kolkata districts of West Bengal. Furthermore, it examines variations in emotional intelligence among these teachers based on various demographic factors, such as Gender, Location of School and Types of School. The study involved a randomly selected sample of 250 secondary school teachers and employed a quantitative research approach with a survey technique. In the present study, the level of emotional intelligence of Secondary School Teachers of West Bengal has been found more than Average. Additionally, this study also reveals that male teachers are significantly different from female teachers in respect to Emotional Intelligence. Also, Rural school teachers are significantly different from urban teachers in respect to Emotional Intelligence and Government school teachers are significantly different from Private school teachers in respect to Emotional Intelligence.

**Keywords:** Emotional intelligence, school teachers, gender, location of school, survey, quantitative

### Introduction

The concept of Emotional Intelligence (EI) gained prominence through Goleman's work in 1995, where he asserted that EI could be as influential, if not more so, than traditional IQ. As defined by Ramana in 2013<sup>[4]</sup>, emotional intelligence is the capacity to recognize, manage, and control emotions both within oneself and in others. Extensive research has revealed that higher levels of emotional intelligence correlate with numerous favourable outcomes, including improved job performance and enhanced physical and mental well-being. In the realm of education, proficient teachers require a robust emotional intelligence. Being able to discern the emotional underpinnings of each student is invaluable for tailoring individualized learning experiences. Furthermore, by fostering awareness of students' emotions and assisting them in regulating their feelings, teachers can mitigate interpersonal conflicts and actively contribute to their students' emotional and social development. Notably, emotionally intelligent teachers also possess the capability to perceive and regulate their own emotions, potentially boosting workplace engagement and reducing the risk of burnout, as outlined by Ramana (2013)<sup>[4]</sup>.

Just as emotions vary from one individual to another, so too does Emotional Intelligence (EI), and its proficiency, among teachers. EI, particularly emotional self-awareness, equips teachers to identify and comprehend their emotions within the classroom, foresee the impact of their emotional expressions on their interactions with others (Jennings & Greenberg, 2009)<sup>[2]</sup>, and empowers them to recognize personal emotional challenges, adopting a reflective approach in emotionally charged situations (Perry & Ball, 2007)<sup>[3]</sup>. This heightened emotional awareness enables teachers to regulate their emotions when engaging with

students, self-motivate (Stein & Book, 2000)<sup>[6]</sup>, and respond to students in a manner that is both appropriate and constructive (Brackett *et al.*, 2009). An emotionally intelligent teacher excels in building strong connections with their students and demonstrating genuine care. Enhanced emotional awareness allows them to discern their students' needs more effectively, as well as to identify and address their potential weaknesses. It can be confidently asserted that there exists a direct and positive correlation between emotional intelligence and both effective teaching and teacher job satisfaction. A teacher with emotional awareness can accurately pinpoint their students' strengths and weaknesses, ensuring that their teaching methods and practices are relevant and effective in achieving the objectives of effective education. This, in turn, fosters a more comfortable and relatable learning environment for students, enhancing the comprehensiveness and robustness of their educational journey.

On a personal level, teachers with a high degree of emotional intelligence exhibit superior coping mechanisms for handling stress, negative emotions, and burnout, resulting in heightened job satisfaction. Emotional intelligence equips teachers with the ability to employ proactive coping strategies in the face of stress, as demonstrated by research (Hans *et al.*, 2013)<sup>[1]</sup>. This proficiency enables them to gain a deeper understanding of themselves, their objectives, and the means to utilize their resources in finding solutions to challenges. Proactive teachers excel at devising strategies to confront stress-inducing situations and remain committed to their goals despite difficulties, thereby reducing their susceptibility to burnout (Ramana, 2013)<sup>[4]</sup>.

While it has been found that teachers may occasionally experience negative emotions and diminished emotional

engagement in the process of coping, these challenges can be effectively addressed through group activities and supervisory support. Teachers who exude a positive impact tend to derive greater enjoyment from their profession, teach more effectively, and experience heightened job satisfaction. This, in turn, leads to a decrease in the incidence of burnout.

An emotionally intelligent teacher serves as the cornerstone of a thriving educational system. Consequently, to pinpoint and nurture these qualities in our teachers, it becomes essential to evaluate the emotional intelligence of teachers. The teaching profession entails regular interaction with individuals, collaboration within teams, and the cultivation of informal relationships. It is a well-established truth that occupations involving extensive human interaction, teamwork, and the need for empathy and understanding demand a significant degree of emotional competence (Singh, 2017)<sup>[5]</sup>.

### Review of related Literatures

Naqvi, Iqbal & Akhtar (2016)<sup>[8]</sup> attempted with "Relationship between Emotional Intelligence and Performance of Secondary School Teachers." A survey was conducted to collect data from 840 secondary school teachers working in secondary and higher secondary schools in Khyber Pakhtunkhwa. The sample was selected by a multistage stratified sampling technique with a proportionate-to-size sampling method. The data was analysed using the Pearson product-moment correlation coefficient method. The result found that emotional intelligence and performance of secondary school teachers were highly correlated.

Bhuvanawari and Baskaran (2020)<sup>[9]</sup> attempted with "A Study on Emotional Intelligence of Higher Secondary School Teachers in Chengalpattu District." The survey method was conducted on a sample of 350 higher secondary school teachers from Chengalpattu Educational District. The data was analyzed using t-test. The results found that there was no significant difference in emotional intelligence of higher secondary school teachers with reference to gender and family type. The finding also showed that a significant difference between rural and urban higher secondary school teachers in their emotional intelligence.

Nagaraj and Ramesh (2020)<sup>[10]</sup> investigated "Emotional intelligence among schoolteachers in rural Karnataka - A cross-sectional study." 102 teachers who met the inclusion criteria of having work experience of more than a year in the selected three schools were included in the study. The data was analyzed using the SPSS 16.0 version. The study found that female teachers had better emotional intelligence compared to male teachers.

Nazly (2021)<sup>[11]</sup> investigated "Emotional Intelligence of Secondary School Teachers and Socio-Demographic Factors Nexus: An Empirical Investigation in the District Vehari." 267 teachers were selected as sample of the study using cluster random sampling method. The data was analyzed by employing an independent sample t-test. The results revealed that there was no significant difference between age, gender, and experience for the five factors of emotional intelligence.

Narayanamoorthi and Merlinsasikala (2021)<sup>[12]</sup> studied "Emotional Intelligence among High School Teachers in Dindigul District." The size of the sample for the study consisted of 300 high school teachers selected through the

simple random sampling method. The overall finding of this study was when compared with male and female teachers were lack in only one specific emotional intelligence area that is they were always think about their home problems in their work place. At the same time, they were better in all other areas of emotional intelligence than male teachers.

Siddique and Rana (2021)<sup>[13]</sup> attempted with "Teachers' Emotional Intelligence and Work Engagement: A Correlational Study." A sample of 300 male and female teachers from secondary schools was selected through multi-stage random sampling method. The data was analyzed by using inferential statistics such as Pearson 'r', independent sample t-test, linear regression and one-way ANOVA. The study found revealed teachers' emotional intelligence was positively correlated with work engagement. Male and female teachers were having difference in mean scores of emotional intelligence and work engagement. The result found that teachers had no difference in mean scores of emotional intelligence and work engagement based on teaching experience. Further, it was also showed that teachers' emotional intelligence had a strong significant effect on their work engagement at the secondary level.

Vipene, Okirigwe and Uche (2021)<sup>[14]</sup> conducted a study on the "Influence of Emotional Intelligence on Senior Secondary School Teacher's Job Burnout in Rivers State: Implications for Counselling". The study adopted the descriptive research design. The stratified random sample consisted of 1350 senior secondary school teachers from the three senatorial districts of Rivers State viz., Rivers East, Rivers South East and Rivers West. The hypotheses were tested using z-test. The result found that teachers' self-awareness as emotional intelligence influences job burnout among secondary school teachers to a high extent. The study also revealed that teachers' self-regulation and social skill management as emotional intelligence influences job burnout among secondary school teachers to a high extent.

Kaur, Kumar and Roy (2022)<sup>[15]</sup> conducted "A Study of Emotional Intelligence among Pupil-Teachers of Punjab." The descriptive survey method was conducted on a sample of 400 pupil teachers from Barnala, Bathinda, Mansa and Sangrur districts in Punjab. The data was collected through the Emotional Intelligence Inventory developed by Dr. S.K. Mangal and Subhra Mangal (2009). For data analysis, the t-test was used. The study found that there was no significant difference in emotional intelligence between pupil-teachers based on their gender and stream.

### Objectives of the Study

Following objectives were identified for this particular study–

**O<sub>1</sub>:** To study the level of Emotional Intelligence of Secondary School Teachers.

**O<sub>2</sub>:** To compare Emotional Intelligence of secondary school teachers under different demographical variables like Gender (Male and Female), Location of School (Rural and Urban) and Types of School (Government and Private).

### Research Question & Hypotheses

Building upon the insights acquired from an extensive review of relevant literature on both Indian and foreign studies, the researcher has developed the following research questions and hypotheses, aligning with the specified research objectives:

**For Objective O<sub>1</sub> following research question has been formed –**

**RQ<sub>1</sub>:** What is the level of Emotional Intelligence of Secondary School Teachers.?

**For Objective O<sub>2</sub> following research hypotheses have been formed –**

**Ho<sub>1</sub>:** There is no significant difference in Emotional Intelligence between Male and Female teachers at Secondary Level.

**Ho<sub>2</sub>:** There is no significant difference in Emotional Intelligence between the teachers of Rural school and Urban school at Secondary Level.

**Ho<sub>3</sub>:** There is no significant difference in Emotional Intelligence between the teachers of Government school and Private school at Secondary Level.

**Methodology of the Study**

**Population**

The researchers included all secondary school teachers in West Bengal as the population of the study.

**Sample**

The sample were selected randomly from the different schools of North 24 Pgs, South 24 Pgs and Kolkata districts. The sample was comprise from 25 randomly selected schools and total 250 teachers of secondary schools were selected as sample for this study.

**Sample Structure**

A sample of 250 secondary school teachers was selected for studies. Among 250 teachers, the number of male teachers is 130 (52%) and the number of female teachers is 120 (48%). Among 250 teachers, the number of teachers from Urban School is 180 (72%) and the number of teachers from Rural school is 70 (28%). Among 250 teachers, the number of Government School teachers is 90 (36%) and the number of Private School teachers is 160 (64%).

**Table 1:** Sample Structure\_Type of School wise

Government School Teachers (90)		Private School Teachers (160)		Total
Male	Female	Male	Female	
61	29	69	91	250

**Table 2:** Sample Structure-Location of School-wise

Rural School Teachers (70)		Urban School Teachers (180)		Total
Male	Female	Male	Female	
41	29	89	91	250

**Variables**

The present researchers had identified two types of variables for this research –

**A. Major Variable:** Emotional Intelligence

**B. Demographical Variables**

- **Gender:** Male and Female
- **Location of School:** Urban and Rural
- **Types of School:** Government and Private

**Tool Used**

Teacher Emotional Intelligence Scale (TEIS) developed by P N. Ashraf and S. Jamal was used for the study. This scale consists of 37 items divided into five Dimensions— (I) Understanding Oneself, (II) Self Control, (III) Empathy,

(IV) Social Skills and (V) Achievement Orientation. It was administered on Secondary School Teachers. The five dimensions of Teacher Emotional Intelligence Scale are as follows -

- a. **Understanding Oneself:** It refers to the ability to understand one's own emotions and their effects on oneself as well as on others.
- b. **Self-control:** It refers to the ability to control one's own emotions in changing circumstances.
- c. **Empathy:** It refers to the ability to understand other's emotions and treat them accordingly.
- d. **Social Skills:** It refers to the ability to build strong and effective relationship with others.
- e. **Achievement Orientation:** It refers to the ability to react or interpret a particular task for the achievement of a goal.

For establishing the validity of the scale, the researcher took opinions of the experts. Besides, item-total correlation and inter-item correlation were taken for establishing the validity of the scale as suggested by Tukur (1946). It is valid as its item-total correlation ranged from 0.16 to 0.64.

Reliability of the scale was ascertained by obtaining the value of Cronbach Alpha i.e. 0.86 which is highly significant. The researcher also calculated split-half reliability of the above-mentioned scale. The reliability coefficient by Spearman Brown was found to be 0.72, whereas the value of Gutman split-half coefficient was found to be 0.71.

**Data Collection Procedure**

For conducting the research, data had been collected through survey technique. Twenty-five schools from North 24 Pgs, South 24 Pgs and Kolkata districts were selected. Teacher Emotional Intelligence Scale (TEIS) was administered upon 250 teachers from those schools chosen under study and asked to response according to their own beliefs and thoughts without consulting with another teacher.

**Descriptive Statistics of raw data collected**

**Table 3:** Descriptive Statistics

Statistics	Emotional Intelligence
Minimum	86
Maximum	173
Mean	134.45
Median	134.00
Mode	130
Standard Error of Mean	.824
Std. Deviation	15.322
Variance	234.764
Skewness	-.069
Kurtosis	.021

**Research Question and Hypotheses-wise Analysis of Data**

**1. Analysis of Data with respect to Objective 1**

**O<sub>1</sub>:** To study the level of Emotional Intelligence of secondary school teachers.

For fulfillment of the above mentioned objective, one research question was formulated and tested which was as follows:

**RQ<sub>1</sub>:** What is the level of Emotional Intelligence of secondary school teachers?

**Table 4:** Level of Emotional Intelligence-Entire Sample

Variable	Mean	SD	Minimum Score	Maximum Score	No. of sample above Mean	No. of sample below Mean
Emotional Intelligence	134.45	15.32	86	173	154	96

**Interpretation**

From the Table 4, it is shown that mean score of Emotional Intelligence of 250 teachers was found 134.45 and Standard Deviation (SD) was 15.32. The minimum score of Emotional Intelligence Scale was 86 and maximum score of this scale was 173. The number of teachers above means score was found 154 and the number of teachers below means score was found 96.

**2. Analysis of Data with respect to Objective 2**

**O<sub>2</sub>:** To compare Emotional Intelligence of secondary school teachers under different demographical variables like Gender (Male and Female), Location of School (Rural and Urban) and Types of School (Government and Private).

For fulfillment of the above mentioned objective, three null hypotheses were formulated and tested which were as follows:

**H<sub>01</sub>:** There is no significant difference in Emotional Intelligence between Male and Female teachers at Secondary Level.

**H<sub>02</sub>:** There is no significant difference in Emotional Intelligence between the teachers of Rural school and Urban school at Secondary Level.

**H<sub>03</sub>:** There is no significant difference in Emotional Intelligence between the teachers of Government school and Private school at Secondary Level.

**A: Testing of H<sub>01</sub>**

**Groups:** Male and Female Teachers

**Table 5:** Group Statistics TEIS-Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Emotional Intelligence	Male	130	132.99	17.166	1.157
	Female	120	137.01	11.015	0.981

(TEIS = Teacher Emotional Intelligence Scale)

**Table 6:** Independent Samples Test of TEIS-Gender

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Emotional Intelligence	.221	.638	-1.906*	248	.021

(\* significant at 0.05 level of significance)

**Interpretation**

From the analysis in Table 6, it is seen that in case of Levene's Test for equality of variances the calculated p value is 0.638 (p>.05). So, equal variance can be assumed. Table 6 also shows that in case of comparison of mean scores of Emotional Intelligence between Male and Female teachers the calculated t<sub>(248)</sub> value is 1.906 and 'p' value is

0.021 (p<.05). Hence, t is significant at 0.05 level. So, H<sub>01</sub> is rejected it can be inferred that mean scores of female teachers are significantly different from male teachers in respect to Emotional Intelligence.

**Testing of H<sub>02</sub>**

**Groups:** Rural and Urban School Teachers.

**Table 7:** Group Statistics TEIS-Location of the School

	Locality	N	Mean	Std. Deviation	Std. Error Mean
Emotional Intelligence	Rural	70	139.33	13.811	0.899
	Urban	180	123.99	13.035	1.243

(TEIS = Teacher Emotional Intelligence Scale)

**Table 8:** Independent Samples Test of TEIS\_ Location of the School

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	DF	Sig. (2-tailed)
Emotional Intelligence	1.781	.183	1.008*	248	.014

(\* significant at 0.05 level of significance)

**Interpretation**

From the analysis in Table 8, it is seen that in case of Levene's Test for equality of variances the calculated p value is 0.183 (p>.05). So, equal variance can be assumed. Table 8 also shows that in case of comparison of mean scores of Emotional Intelligence between teachers of Rural and Urban school the calculated t<sub>(248)</sub> value is 1.008 and 'p' value is 0.014 (p<.05). Hence, t is significant at 0.05 level. So, H<sub>02</sub> is rejected and it can be inferred that mean scores of urban school teachers are significantly different from rural school teachers in respect to Emotional Intelligence.

**Testing of H<sub>03</sub>**

**Groups:** Government School and Private School Teachers

**Table 9:** Group Statistics TEIS-Type of School

	Type of School	N	Mean	Std. Deviation	Std. Error Mean
Emotional Intelligence	Government	90	134.17	15.971	1.044
	Private	160	135.04	13.920	1.315

(TEIS = Teacher Emotional Intelligence Scale)

**Table 10:** Independent Samples Test of TEIS-Type of School

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	DF	Sig. (2-tailed)
Emotional Intelligence	.745	.389	-1.035*	248	.002

(\*significant at 0.05 level of significance)

### Interpretation

From the analysis in Table 10, it is seen that in case of Levene's Test for equality of variances the calculated p value is 0.389 ( $p > .05$ ). So, equal variance can be assumed. Table 10 also shows that in case of comparison of mean scores of Emotional Intelligence between Government and Private School teachers the calculated  $t_{(248)}$  value is 1.035 and 'p' value is 0.002 ( $p < .05$ ). Hence, t is significant at 0.05 level. So,  $H_03$  is rejected and it can be inferred that mean scores of Government school teachers are significantly different from Private school teachers in respect to Emotional Intelligence.

### Major Findings

Based on the data analysis presented above, the findings are organized systematically in alignment with the following objectives -

#### Finding related to Objective 1

The mean score of Teacher's Emotional Intelligence Scale (TEIS) among 250 teachers was found 134.45. The range of this scale was from 86 to 173. So, the mean score is more than the average of this range.

#### Finding related to Objective 2

The second objective was to compare Emotional Intelligence of secondary school teachers under different demographical variables like Gender (Male and Female), Location of School (Rural and Urban) and Types of School (Government and Private).

1. The mean score of Male teachers are significantly different from Female teachers in respect to Emotional Intelligence. Female teachers' mean score (137.01) was higher than Male teachers' mean score (132.99). It means that Emotional Intelligence of Female teachers is significantly better than Male teachers.
2. The mean score of Rural school teachers are significantly different from Urban school teachers in respect to Emotional Intelligence. Rural teachers' mean score (139.33) was higher than Urban school teachers' mean score (123.99). It means that Emotional Intelligence of Rural school teachers is significantly better than Urban school teachers.
3. The mean score of Government school teachers are significantly different from Private school teachers in respect to Emotional Intelligence. Private school teachers' mean score (135.04) was slightly higher than Government school teachers' mean score (134.17). It means that Emotional Intelligence of Private school teachers is significantly better than Government school teachers.

### Conclusion

Emotion seems to be a fundamental element in every facet of human interaction. Emotions are a familiar and integral part of our daily lives, readily discernible in everyday situations as we observe people's facial expressions and body language. The capacity of teachers to address emotional issues wields significant influence in shaping the minds of students. Educators with emotional intelligence can foster the development of emotionally intelligent individuals. A teacher who can effectively employ emotional awareness in conjunction with rational thinking is

likely to excel in nurturing the emotional intelligence of their students.

Emotional intelligence of teachers plays a pivotal role in the educational landscape. As we've explored throughout this study, teachers who possess high emotional intelligence are not only adept at understanding and managing their own emotions but are also skilled in recognizing and addressing the emotional needs of their students. This ability is instrumental in creating a conducive and supportive learning environment. Emotionally intelligent teachers can establish strong connections with their students, foster a sense of belonging, and enhance overall classroom dynamics. Moreover, they are better equipped to guide students in developing their own emotional intelligence, a vital skill for navigating life's challenges. Therefore, investing in the emotional intelligence of teachers should be a priority for educational institutions, as it holds the potential to significantly impact the well-being and success of students in their academic and personal lives.

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