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A comparative study of emotional intelligence among secondary school teachers

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Abstract

This research paper is an attempt to study and compare the Emotional Intelligence of teachers working in different Government, Private, and Denominational Secondary Schools. The sample consists of (600) secondary school teachers selected from various districts of the Kashmir division of the Union territory of Jammu and Kashmir, India. The Emotional Intelligence Scale (EIS) developed by Mehta and Sing (2013) was used to collect data. Analysis was done by using statistical techniques like Mean, Standard Deviation, and ANOVA. Key research findings revealed that there is a significant difference among secondary school teachers on overall scores of Emotional Intelligence. A significant difference was found in the "Self-Awareness," and "Social Skills" dimensions. However, an insignificant difference was found in the "Emotional Regulation," "Self-Motivation," "Social Awareness," and "Emotional Receptivity" dimensions of Emotional Intelligence.

Keywords: Denominational schools, emotional intelligence, secondary school teachers

Introduction

Education is the foundation for the development of a society and is the most significant factor in the growth of an individual, a society, and a country. When it comes to social reconstruction and passing down wisdom, knowledge, and experience from one generation to the next, teachers' competencies and skills are crucial to the success of education at all levels. Our millions of teachers are the guardians of our future (Bhat, 2016) ^[3]. Our nation's future is being shaped by our teachers in the classroom. They are the key drivers of the prosperity and success of their institution. In this context, the schools and teachers have more responsibilities to deliver, and their task is to change students' futures. Thus, the role of the teacher in society is complex in present times and keeps on changing. Ignat and Clipa (2012) ^[12] are of the view that social pressure on teachers could result in emotional disturbance and challenges. If teachers put the effort into developing their professional and emotional competencies, then such challenges can be met easily. In addition, an Emotionally Intelligent teacher can take appropriate decisions, can manage time well, connect with the students, is empathetic to students' needs, and have an ethical approach while dealing with students (Agarwal, Gupta & Chandra 2020) ^[1]. Emotional Intelligence reflects one's ability to deal with daily environmental challenges and helps predict success in life, including professional and personal pursuits (Bar-On, 1997) ^[4]. Emotional Intelligence is the ability to perceive emotions, understand emotions and knowledge, and reflectively regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997) ^[20]. It is the capacity to recognize our feelings and those of others, motivate ourselves, and manage emotions well in us and our relationships (Goleman, 1998) ^[10]. Emotional Intelligence is the ability to grow from mistrust to trust, self-doubt to self-empowerment, incompetence to competence, isolation to synergy, and despair to hope (Singh, 2006) ^[28]. Thus, Emotional Intelligence is the ability to acquire and apply knowledge of one's emotions and those of others to create optimal results in relationships. Emotional Intelligence works on the theory that knowledge and ability assist an individual in becoming successful; it demands an emotional comprehension of oneself and those around. Emotional Intelligence impacts the general capacity of a person to deal with natural requests and uncertainties. When one grasps, understands, and realizes the circuit of emotions and thoughts, they flourish into a developed individual.

Thus, it helps in managing unreasonable fears and stressful situations, understanding strengths, and knocking out the weaknesses to cope with challenges. It also explains the role of emotions in advancing life goals as it acts as an adaptive capability for an individual, which helps in their social life (Drago, 2004) [6]. Emotional Intelligence is critical for teachers to be effective in the classroom. Understanding and being able to apply Emotional Intelligence is essential to effective teaching. An emotionally intelligent teacher learns and uses emotional Intelligence to improve teaching, assertion, commitment, positive personal change, leadership, and decision making, which would raise the quality of teacher and education (Kauts & Richa 2010) [14]. Panatik & yoke (2015) [24] explored that those teachers with high emotional Intelligence are more likely to perform well in their job than those with low Emotional Intelligence.

Objectives

- To Study the Emotional Intelligence of Teachers working in Government, Private, and Denominational Secondary Schools.
- To Compare the Emotional Intelligence of Teachers working in Government, Private, and Denominational Secondary Schools.

Hypothesis

- There is no significant difference in Emotional Intelligence among the Teachers working in Government, Private, and Denominational Secondary Schools.
- There is no significant difference in various dimensions of Emotional Intelligence among the teachers working in Government, Private, and Denominational Secondary Schools.

Review of literature

Patel & Trivedi (2019) [23] found a significant difference in Emotional Intelligence between the teachers of secondary schools to their gender. Gihar & Mishra (2018) [9] found no significant difference in the emotional intelligence of secondary school teachers based on their gender and locality. Boa Reena Tok (2017) [2] revealed that there is a positive association between emotional intelligence and organizational commitment. Kuchey & Thilagavathy (2017) [15] found a distinction exists among the school teachers to their gender on emotional intelligence. Still, no dissimilarity was found between the govt. and private teachers on emotional intelligence. Garg & Kapri, (2016) [13] explored a significant difference in emotional Intelligence between government and private school teachers. The teachers of private secondary schools were found to be more

emotionally intelligent than their counterparts. Mudasir (2016) [22] found that Male Secondary School Teachers have better Emotional Intelligence than female Secondary School Teachers. Panatik & Yoke (2015) [24] suggest that teachers with high emotional Intelligence are more likely to perform well in their job than those with low Emotional Intelligence. Toor (2013) [29] found a significant mean difference in emotional intelligence between male and female secondary teachers. It was found that male secondary school teachers are more emotionally intelligent than female secondary school teachers. Kulsum & Prathima (2012) [16] found that there was a significant difference between male and female secondary school teachers on Emotional Intelligence. Lenka & Kant (2012) [18] found a significant relationship between emotional intelligence and the professional development of secondary school teachers. A significant difference was also found between the emotional intelligence of male and female secondary school teachers.

Methodology

Research method

The Descriptive research method was used in this study, which describes the characteristics of the population or phenomenon and providing the perfect outline of the status or the relationship between the variables.

Sample

The present study comprises a sample of 600 secondary school teachers selected using Proportionate Stratified Sampling technique from different districts of the Kashmir division of the Union territory of Jammu and Kashmir, India.

Tool

The Emotional Intelligence Scale (EIS) developed by Mehta and Sing (2013) [21] was used to collect data from Secondary School Teachers (SSTs). The scale consists of 69 items and six dimensions-Self-Awareness, Emotional Regulation, Self-Motivation, Social Awareness, Social skills, and Emotional Receptivity.

Statistical Techniques

The collected data was analysed by using statistical techniques like Mean, Standard Deviation, and ANOVA.

Analysis and Interpretation

Descriptive Analysis: This section describes the Mean Comparison and differences among secondary school teachers on various dimensions of Emotional Intelligence. (Table 1 &2)

Table 1: Mean difference among Secondary School Teachers (SSTs) on various dimensions of Emotional Intelligence.

Dimension	Minimum	Maximum	Mean	S. D
Self-Awareness	2	55	45.78	5.429
Emotional Regulation	27	73	54.42	6.917
Self-Motivation	17	44	35.35	3.750
Social Awareness	26	45	35.68	3.621
Social Skills	34	64	51.61	5.251
Emotional Receptivity	33	58	46.21	4.707
Total	175	329	250.44	31.168

The mean score of SSTs on the “Emotional Regulation” dimension is highest (M_{SSTs}=54.42) followed by “Social Skills” (51.61), “Emotional Receptivity” (M=46.21), “Self

Awareness” (M=45.78) “Social Awareness” (M= 35.68) and lowest on the “Self-Motivation” dimension (M_{SSTs}=35.35) of Emotional Intelligence.

Table 2: Mean Comparison among secondary school teachers (SSTs) on various dimensions of Emotional Intelligence (N=600)

Teacher Category	Emotional Intelligence Dimension	N	Min.	Max	Mean	S. D
Government	Self-Awareness	196	2	55	44.49	6.449
	Emotional Regulation		33	68	55.10	6.290
	Self-Motivation		28	44	35.41	3.664
	Social Awareness		26	45	35.54	3.598
	Social Skills		35	63	51.87	5.418
	Emotional Receptivity		35	57	45.96	4.861
Private	Self-Awareness	314	38	55	46.97	4.217
	Emotional regulation		27	73	54.22	7.199
	Self-Motivation		17	44	35.27	3.993
	Social Awareness		28	44	36.05	3.675
	Social skills		34	64	51.89	5.203
	Emotional Receptivity		33	58	46.70	4.853
Denominational	Self-Awareness	90	32	55	45.44	4.994
	Emotional Regulation		32	65	52.95	7.657
	Self-Motivation		27	41	35.46	3.068
	Social Awareness		26	43	34.72	3.348
	Social Skills		41	61	49.64	4.522
	Emotional Receptivity		38	51	45.18	3.243

SSTs have attained a higher mean score on the “Emotional Regulation” dimension ($M_{Govt.}=55.10$, $M_{Private}=54.22$, and $M_{Denominational}=52.95$) and a lower mean score on the “Self-Motivation” dimension ($M_{Govt.}=35.41$, $M_{Private}=35.27$) and lower mean score on “Social Awareness” dimension ($M_{Denominational}=34.72$) of Emotional Intelligence.

Inferential Analysis: This section makes inferences from the data through:

- Annova
- Tukey's Test (Post HOC HSD) test.

Table 3: Showing Analysis of Variance on various Dimensions of Emotional Intelligence of Secondary School Teachers (SSTs)(N=600)

Dimension	Source of variance	Sum of squares	df	Mean Square	F-Value	Sig.
Self-Awareness	Between Groups	434.378	2	217.189	7.677	0.001
	Within Groups	8996.918	598	28.292		
	Total	9431.296	600			
Emotional Regulation	Between Groups	150.791	2	75.396	1.582	0.207
	Within Groups	15157.433	598	47.665		
	Total	15308.224	600			
Self-Motivation	Between groups	1.897	2	0.948	0.067	0.935
	Within groups	4497.025	598	14.142		
	Total	4498.922	600			
Social Awareness	Between groups	59.805	2	29.902	2.299	0.102
	Within groups	4135.784	598	13.006		
	Total	4195.589	600			
Social Skills	Between-group	172.257	2	86.128	3.166	0.044
	Within-group	8652.067	598	27.208		
	Total	8824.324	600			
Emotional Receptivity	Between groups	85.538	2	42.769	1.942	0.145
	Within groups	7004.630	598	22.027		
	Total	7090.168	600			
Emotional Intelligence	Between groups	173561.041	2	86780.520	200.986	0.000
	Within groups	137304.143	598	431.774		
	Total	310865.184	600			

The Table 3 Shows that there is significant difference among Government, Private and Denominational SSTs on “Self-Awareness” dimension as the F-Value =7.677, p-Value =0.000511, which is significant at $p<.05$. It also reveals that there is significant difference between Government, Private and Denominational SSTs on “Social Skills” dimension as the F-Value=3.166, p-Value=0.04288 which is significant at $p<.05$. However, it is depicted from the Table that there is no significant difference among Government, Private and Denominational SSTs on “Emotional Regulation” dimension as the F-Value =1.582, p-Value=0.206423 which is not significant at $p<.05$. The Table also reveals that there is no significant difference among Government, Private and Denominational SSTs on

“Self-Motivation” dimension as F-Value= 0.067, p-Value = 0.935202 which is not significant at $p<.05$. The Table indicates that there is insignificant difference among government, Private and Denominational SSTs on “Social Awareness” dimension as the F-Value= 2.299, p-Value= 0.102 which is not significant at $p<0.05$. The Table also reveals that there is an insignificant difference between Government, Private and Denominational SSTs on the “Emotional Receptivity” dimension as the F-Value=1.942, p-Value= 0.14432 which is not significant at $p<.05$. Further, it shows that there is a significant difference among Government, Private and Denominational SSTs on “Emotional Intelligence” as the F-Value=200.986, p-Value =0.00001, which is significant at $p<0.05$.

Tukey's Test

Table 4: Showing p-Value of different categories (inter-category wise) of secondary school teachers on the various dimensions of Emotional Intelligence (N=600)

Dependent Variable	(I) Category	(J) Category	Mean difference (I-J)	Std. Error	Sig.
Self-Awareness	Government	Private	-2.475*	0.635	0.000
		Denominational	-0.944	0.971	0.595
	Private	Government	2.475*	0.635	0.000
		Denominational	1.531	0.955	0.246
	Denominational	Government	0.944	0.971	0.595
		Private	-1.531	0.955	0.246
Emotional Regulation	Government	Private	0.883	0.825	0.533
		Denominational	2.151	1.260	0.204
	Private	Government	-0.883	0.825	0.533
		Denominational	1.268	1.239	0.563
	Denominational	Government	-2.151	1.260	0.204
		Private	-1.268	1.239	0.563
Self-Motivation	Government	Private	0.138	0.449	0.949
		Denominational	-0.054	0.687	0.997
	Private	Government	-0.138	0.449	0.949
		Denominational	-0.192	0.675	0.956
	Denominational	Government	0.054	0.687	0.997
		Private	0.192	0.675	0.956
Social Awareness	Government	Private	-0.514	0.431	0.458
		Denominational	0.821	0.658	0.427
	Private	Government	0.514	0.431	0.458
		Denominational	1.335	0.647	0.100
	Denominational	Government	-0.821	0.658	0.427
		Private	-1.335	0.647	0.100
Social Skills	Government	Private	-0.026	0.623	0.999
		Denominational	2.228	0.952	0.052
	Private	Government	0.026	0.623	0.999
		Denominational	2.254*	0.936	0.044
	Denominational	Government	-2.228	0.952	0.052
		Private	-2.254*	0.936	0.004
Emotional Receptivity	Government	Private	-0.736	0.561	0.389
		Denominational	0.782	0.857	0.633
	Private	Government	0.736	0.561	0.389
		Denominational	1.518	0.842	0.171
	Denominational	Government	-0.782	0.857	0.633
		Private	-1.518	0.842	0.171
Emotional Intelligence	Government	Private	-48.691*	2.482	0.000
		Denominational	-40.977*	3.794	0.000
	Private	Government	48.691*	2.482	0.000
		Denominational	7.714	3.730	0.098
	Denominational	Government	40.977*	3.794	0.000
		Private	7.714	3.730	0.098

*The mean difference is significant at the 0.05 level

The Table reveals that there is a significant difference between Government & Private SSTs in the “Self-Awareness” dimension (p-Value=0.000) and the “Social Skills” dimension (p-Value=0.044) and an insignificant difference among Government& Denominational, Private & Denominational SSTs (p-Value=0.595 and 0.246) respectively by Tukey’s test. The Table also shows that there is insignificant difference among Government & Private, Government & Denominational, Private & Denominational SSTs on “Emotional Regulation” dimension (p-Value=0.533,0.204 and 0.563), on “Self-Motivation” dimension (p-Value=0.949,0.997 and 0.956), on “Social Awareness” dimension (p-Value=0.458, 0.427 and 0.100), on “Emotional Receptivity” dimension (p-value=0.389,0.633 and 0.171) respectively by Tukey’s test. However, the Table reveals that there is a significant difference among Government & Private, Government &

Denominational, and Private & Denominational SSTs on “Emotional Intelligence” (p-Value=0.000, 0.000, and 0.098) respectively by Tukey’s test.

Results & Discussion

From the results obtained it was found that there is a significant difference among SSTs on aggregate scores on Emotional Intelligence. The findings are in line with the findings of the research by Pragya & Kapri (2016) [13], Toor (2013) [29], and Umme Kulsum & Prathima (2012) [16] whose results revealed that there is a significant difference in Emotional Intelligence between secondary school teachers. Moreover, The results are contrary to the results of the study conducted by Gihar & Mishra (2018) [9], and Kuchey & Thilagayathy (2017) [15] who have found no significant difference in emotional intelligence among secondary school teachers. The present study also reveals a significant

difference in the "Self-Awareness", "Self-Motivation" and "Social Skills" dimensions. However insignificant difference was found in the "Emotional Regulation" "Self-Motivation", "Social Awareness" and "Emotional Receptivity" dimensions of Emotional Intelligence. These results are in line with the findings of the research carried out by Kuchey & Thilagavthy (2017)^[15], and Shah (2020)^[26] whose results also reveal that there is a difference between Government and Private Secondary school teachers on Emotional Intelligence. However, the results are contrary to the findings of research by Maharana *et al.* (2013)^[19] who found that there is no significant difference in the mean scores of emotional intelligence of Government and Private Teachers. People who are high in Emotional Intelligence often have a well-developed awareness of the inner self, engage in self-reflection and self-direction, and are at ease with giving or receiving constructive feedback (Singh, 2015)^[27]. (Frost & Haris, 2003)^[7] Have investigated that the role of emotional intelligence is very vital for the high-level performance of individuals. In another parallel research study, it has resulted that a higher level of emotional intelligence empowers the teachers to play their role as leaders in the classroom, and ultimately guidance for success is provided to the students, the success of students is an indicator to measure the performance of a teacher. Similar to this study, conducted by Ciarrochi, Deane, & Anderson (2002)^[5] it has been inferred that a higher level of emotional intelligence decreases the negative outlook of a person toward life. The conclusions of this study are also in consonance with the study of Gu & Day (2007)^[11]. It has been argued by them that emotional intelligence enables a teacher to manage his own emotions to decrease stress. This stress management through emotional intelligence enhances job-related tasks in both the qualitative and quantitative way and he or she ultimately focuses on the educational needs of students. Another study on a similar pattern shows that the emotional intelligence of a teacher leads him or her towards the creation of an excellent classroom environment which directly relates to teacher performance as well as the students learning (Labarees, 2000)^[17]. Penrose, Perry, & Ball (2007)^[25] have promoted the idea that emotionally intelligent teachers fulfill job responsibilities of the teaching-learning process in a result-oriented way and this is a key criterion of performance.

Conclusion

There is a significant difference among secondary school teachers on aggregate scores on Emotional Intelligence. A significant difference was found in the "Self-Awareness, and "Social Skills" dimensions. Private teachers scored high on "Self -Awareness" dimension of Emotional Intelligence, followed by Denominational and government teachers. Teachers with high Self-Awareness understand their emotions and don't let their emotions rule them. They know their strengths and weaknesses and work on these areas to perform better. Private secondary school teachers also scored high on "Social Skill" dimension of Emotional Intelligence followed by Government and Denominational teachers. Teachers with strong social skills are typically team players. They can manage disputes, are excellent communicators and are masters at building and maintaining relationships. An insignificant difference was found in the "Emotional Regulation," "Self-Motivation," "Social

Awareness," and "Emotional Receptivity" dimensions of Emotional Intelligence among secondary school teachers.

Educational Implications

The following educational implications in the light of the findings of the present study are formulated by the researcher:

- The study discovered a significant variation among secondary school teachers on Emotional intelligence. Hence, the study has direct implications for the administrators and policymakers who can use it to help the teachers enhance their Emotional Intelligence.
- For Emotional intelligence to have relevance for education, teachers need to be educated to become knowledgeable, responsible, and able to deal effectively with their emotions, and schools must work to meet the challenge by offering more than the basic instruction in the traditional academic areas.
- It will help design certain programs and strategies to boost the emotional intelligence of the teachers so that they not only meet the workplace challenges but also increase their performance through effective management of their emotions.

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